

## Application of Curriculum and Management in the Existence of Madrasah Diniah Takmiliah Awaliyah

Ahmad Asrin<sup>1</sup>, Syamsu Nahar<sup>2</sup>, Nurmawati<sup>3</sup>

<sup>1</sup> Stain Mandailing Natal, Indonesia; [ahmadasrin75@gmail.com](mailto:ahmadasrin75@gmail.com)

<sup>2</sup> Universitas Islam Negeri Sumatera Utara, Indonesia; [syamsunahar@uinsu.ac.id](mailto:syamsunahar@uinsu.ac.id)

<sup>3</sup> Universitas Islam Negeri Sumatera Utara, Indonesia; [nurmawati@uinsu.ac.id](mailto:nurmawati@uinsu.ac.id)

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### Abstract

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**Keywords:**  
Curriculum,  
Management,  
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This study aims to analyze the implementation of the curriculum and management of Madrasah Diniah Takmiliah Awaliyah (MDTA). This research is literary with a library research approach. Data sources are obtained from written works such as books, articles, etc. Then, the data analysis technique in this research emphasizes the process of comparative inference and analysis of the dynamics of observed phenomena using scientific logic. The research results show that curriculum implementation and management are very important elements for MDTA educational institutions. Researchers agree with several previous research findings, which state that MDTA management includes a curriculum development management process carried out through the stages of planning, organizing, implementing, and evaluating. Furthermore, implementing the curriculum at MDTA is a strategy for achieving the institution's vision, mission, and goals. The curriculum review at MDTA consists of three stages. However, to maintain the existence of MDTA, curriculum uniformity and strengthening aspects of mastering more Islamic sciences are needed. At the same time, more modern MDTA governance or management and complete facilities are needed.

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### Abstrak

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**Keywords:**  
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Studi ini bertujuan untuk menganalisis implementasi kurikulum dan manajemen Madrasah Diniah Takmiliah Awaliyah (MDTA). Penelitian ini bersifat literatur dengan jenis pendekatan penelitian pustaka (library research). sumber data diperoleh dari karya tulis seperti buku, artikel, dll. Kemudian teknik analisis data pada penelitian ini menekankan pada proses penyimpulan komparasi serta pada analisis terhadap dinamika fenomena yang diamati dengan menggunakan logika ilmiah. Hasil penelitian menunjukkan bahwa Implementasi kurikulum dan manajemen adalah elemen yang sangat penting untuk lembaga pendidikan MDTA. Peneliti sepakat dengan beberapa temuan penelitian sebelumnya yang menyatakan bahwa pengelolaan MDTA meliputi proses manajemen pengembangan kurikulum yang dilakukan melalui tahapan perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Selanjutnya penerapan kurikulum di MDTA merupakan strategi pencapaian visi, misi, dan tujuan lembaga. Serta peninjauan kurikulum di MDTA terdiri dari tiga Tahap. Namun untuk menjaga eksistensi MDTA, diperlukan keseragaman kurikulum serta penguatan pada aspek penguasaan ilmu-ilmu keislaman yang lebih banyak. Pada saat yang sama perlu tata kelola atau manajemen MDTA yang lebih modern serta fasilitas yang lengkap.

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Corresponding Author:

Ahmad Asrin

Stain Mandailing Natal, Indonesia; [ahmadasrin75@gmail.com](mailto:ahmadasrin75@gmail.com)

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## INTRODUCTION

Madrasah Diniyah Takmiliyah Awaliyah (MDTA) is part of a non-formal educational institution and functions to supplement, complement, and perfect religious education in formal schools, especially elementary schools (SD). Thus, MDTA students are some of the elementary school students who study Diniyah lessons outside of elementary school hours (generally studying in the afternoon) (Ahyar & Zumrotun, 2023; Hasanah, Sandy, Mannan, & Nasucha, 2022; Jumadiyah & Zumrotun, 2024). MDTA is defined as a non-formal Islamic educational institution that carries out Islamic religious education as a complement to SD/MI at the same level. This basic education level is implemented in approximately 4 (four) years and involves a minimum of 18 hours of lessons each week (Ministry of Religion, 2014). One of MDTA's missions is to provide basic competency capital so that they can lead the life of a faithful and pious Muslim, do good deeds, and have good morals (Pulungan, 2008). Furthermore, teacher human resources (HR) are an important factor that receives attention so that teacher teaching performance which includes teacher discipline, motivation, and teacher welfare needs to be improved so that the existence of MDTA is not just a mere formality, but learning outcomes are truly measurable and contributive to the aim of the institution (B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023; Basari, Sebgag, Noval, Mudrikah, & Mulyanto, 2023; Haidar, Hasanah, & Ma`arif, 2022). MDTA education as a complement, complements and enriches religious education in official educational institutions, namely SD/MI. Apart from human resources, curriculum is another important factor that must be considered in its implementation in MDTA. The curriculum as an educational design has a very central position in a learning activity. The curriculum greatly influences the success of the learning process and outcomes.

Hermawan (2012) in his research stated that the existence of Madrasah Diniyah Takmiliyah has made a significant contribution to the development of the education sector in Indonesia, especially Islamic education. In this regard, the school management system needs to be reorganized, especially in terms of the curriculum, which must always be adapted to developments in science and technology, especially in the field of education (Bruinessen, 1990; Yanto, 2021). With the restructuring of the curriculum, it is hoped that this Madrasah will always be needed by the community, which will ultimately have an impact on the extent of the development of Islamic symbols. Several important aspects of the curriculum need to be improved, as follows: objectives, content, organization, and strategy as well as development orientation that adapts to the rapid changes in education today.

Based on the results of *the research* that has been carried out, several studies have been carried out by previous researchers with the same theme. Among them is a thesis written by Imam Ahmad entitled: Management of Formal Early Education at the Ar-Rahman NU Salafiyah Islamic Boarding School, Bonder Village, West Praya District, Central Lombok Regency. The results of this research show that there is still minimal public knowledge about the existence of MDTA, then there is a lack of

facilities and infrastructure, as well as the application of less varied learning methods (Subki, 2022). The religious education in question is Islamic religious education, especially MDTA, which is a non-formal educational institution that has a strategic function, namely to supplement and complement religious education found in formal educational institutions, for example in SD/MI, SMP/MTs and SLTA/MA because of the religious material in schools. formal education is still considered inadequate to provide knowledge and religious insight to students (Istiyani, 2017). The high expectations regarding the existence of MDTA make parents have high hopes for MDTA's contribution to be able to contribute to the function of the MDTA educational institution as mentioned above. The presence of MDTA helps control children's behavior when they are in the community. Because, from morning to afternoon, children study at school. From day to evening they study at MDTA, while in the evening they are with their families. So, practically children's time is spent on learning and self-development. Indirectly, as stated by Anisyah, et al (2023), MDTA education can also shape children's character, especially religious character.

Then Ismail (2017) wrote a dissertation entitled: "The Politics of Islamic Education in the Region: Study of East Java Provincial Government Policy in the Development of Early Madrasahs", a dissertation at UIN Sunan Ampel Surabaya. This research concludes that the provincial government has issued regulations regarding the development of Madrasah Diniyah based on political considerations as well as social considerations. In particular, the East Java Provincial government is implementing a policy of developing Madrasah Diniyah by collaborating between related parties and involving the surrounding community as a hybrid society endorsement. More than that, the government has also carried out continuous evaluations both internally and externally. With this policy, the development of Madrasah Diniyah can be said to be successful. Furthermore, according to Sulaiman (2015), who wrote a dissertation entitled: "Correlation of the Implementation of Madrasah Diniyah Takmiliah (MDT) on Learning Achievement in Islamic Religious Education at the State Basic Education Level in Pinrang Regency", this research is the result of his dissertation. The results of this research indicate that the governance of MDT implementation is carried out well, especially in the academic field. However, in the fields of facilities, finance and public relations it is still very low. Student learning achievement in the field of Islamic Religious Education is very good and therefore there is a significant relationship between the implementation of MDT and learning achievement in Islamic Religious Education at the basic education level. The implications of this research are material for correction for MDT organizers and also for all relevant stakeholders to further improve the quality of MDT implementation. Academically, this research provides a good contribution to thinking, especially in the field of non-formal Islamic education institutions (MDT) and of course for future researchers it can be developed on a wider scale.

Meanwhile, Arifin, (2021) wrote a dissertation entitled: "Management of Madrasah Diniyah Curriculum Integration in Islamic Boarding School Formal Education (Multisite Study of Islamic Boarding School Kyai Syarifuddin Lumajang and Islamic Boarding School Nurul Jadid Probolinggo)". This research is the result of long research in a dissertation. The conclusion of this study shows that in order to produce a Madrasah Diniyah educational institution, curriculum integration is needed as confirmed in this research, namely the "Curriculum Integration Development Model". This model combines planning and administration. Then develop an integration model into the learning process down to the smallest unit, namely learning activities in the classroom, this is known as the fragmented model. As for what is related to evaluation, it uses a model popularized by Stufflebeam's evaluation model. This is all used as the basis for developing a curriculum that is not only oriented towards the cognitive aspects of students but also the affective and psychomotor aspects which are also developed in the form of curriculum integration. The problem captured from the researcher's initial observations is the problem of curriculum implementation and institutional management which is still lacking. get attention from management. Therefore, the focus of this research is on the implementation of the MDTA curriculum and the management of MDTA institutional management so that the MDTA's functional role can run as mandated by law and the expectations of the community.

Based on several previous studies above, it is clear that not many researchers are interested in conducting studies on MDTA, especially in the field of management and its curriculum. What has been presented above only examines one small aspect or problem of MDTA, namely at the level of policy, governance and the correlation aspect of MDTA with student learning achievement in the field of religious studies. It does not yet appear to comprehensively explain MDTA management and curriculum. In order to fill and fulfill this empty space, this research was carried out with the hope that there would be a holistic study regarding curriculum management regarding the existence of MDTA.

## RESEARCH METHODS

This research is literature research which is included in the type of library research *approach*. Library research *is* research in which data collection is carried out by collecting data from various literature. The literature studied is not limited to books but can also include documentation materials, magazines, articles, journals, and newspapers. The emphasis of library research is to find various theories, laws, postulates, principles, opinions, ideas and so on that can be used to analyze and solve the problems being studied (Restu, 2021).

Based on the research approach used, the primary and secondary data sources in this research are data in the form of written works such as books, articles, etc., so in collecting various data the author searched from various sources, read, studied, related and recorded materials. or materials needed to obtain information related to the discussion. The data that the author uses are various types of accredited writing that

are relevant to the research theme. Data sources are taken from books, scientific journals, and research results.

Then the data analysis technique in this research emphasizes the process of comparative inference and analysis of the dynamics of observed phenomena using scientific logic. To collect and analyze the data obtained, and guarantee its validity and legitimacy, the data analysis process was carried out using the Miles and Huberman model which consists of the process of presenting data, reducing data, verifying and drawing conclusions (Miles, Huberman, & Saldana, 2014).

## RESEARCH RESULTS AND DISCUSSION

### Madrasah Diniah Takmiliah Awaliyah Curriculum

Curriculum is the most important key in education. How the educational goals to be achieved depends on the applicable curriculum. Dede Rosyada (2007) (Rosyada, 2020) said that the core of a school is its curriculum. The public will be interested in a quality curriculum and quality teachers. Furthermore, what is said to be a good curriculum is if the curriculum can be implemented in writing and supports student development in a better direction. The broader meaning is being able to maximize student development, and experience in a good direction and of course with guidance from the school.

The curriculum is a design that directs students in a more focused and better direction, because with the curriculum everything is arranged in a structured manner. The curriculum is a set of plans and programs regarding objectives, content and learning materials as well as methods chosen as a reference in implementing learning activities to achieve educational goals (Aziz, Nasution, Lubis, Suhardi, & Harahap, 2024; Neliwati, Hasanah, Pringadi, Sirojuddin, & Arif, 2023). The curriculum is all the methods used by educational institutions to influence students so that they can learn well while in the learning environment, as well as after being outside it. Meanwhile, according to Rusman (2009), citing the opinion of Harold B. Albery, the curriculum is the school's responsibility, which is the entire series of activities imposed on students.

From an etymological point of view, the curriculum is adopted from the Latin "curriculum", meaning "a little race course" or the distance that must be covered in a sports competition (Mahrus and Salim, 2009: 81). Furthermore, curriculum developed and became a term in the world of education and in 1955 it was contained in Webster's Dictionary, in this dictionary it is explained that curriculum is "a course, especially a specified fixed course of study, as in a school or college, as one leading to a degrees". From here, the meaning emerges that the curriculum is a collection of lessons in educational institutions that students must obtain recognition (diploma) at a certain level. Then the curriculum in educational terminology is termed the "circle of instruction" or a teaching circle in which the teacher is directly involved in the process (Mahrus and Salim, 2009: 81).

Meanwhile, according to Muhaimin (2010), the term curriculum comes from Greece and was originally used as a sport, namely *currere*, which means the distance

traveled on a running track, or it can also be said to be the distance that must be covered when someone runs from the start to the finish. This definition was then adopted by the world of education and in the context of Islamic education, the curriculum is commonly known as *Manhaj*, namely the bright path or path that humans traverse in life. In relation to education, the path in question is that with a curriculum, educators and students will get a clear path because the steps that will be followed in the learning process, especially in developing cognitive, affective and psychomotor aspects, will become clearer (Huda & Rokhman, 2021; Kartiko, Rokhman, Priyono, & Susanto, 2024; Khomisah, Leksono, & Kholis, 2023).

In the world of education, the curriculum has a very strategic role, especially in achieving educational goals. Curriculum as a tool in forming humans in accordance with the goals of education that have been proclaimed. In relation to this, a country's educational goals have their own characteristics which are very different from other countries. This is due to differences in viewpoints or philosophical systems adopted by each country. Likewise with the ideology, belief system, culture and needs of the country itself. Basically, the curriculum that is implemented is also the rules or norms that animate the curriculum, meaning that the curriculum is in line with the philosophy of a nation or state. Educational curriculum development can be done by adapting to current developments or even creating your own developments by implementing new innovations. Therefore, the function of the curriculum in an educational institution may be different from that in other educational institutions, because each individual's needs vary (Ro'is & Rokhman, 2021; Rokhman, Usman, Usman, Kassim, & Muslihun, 2023).

It is necessary to explain what are the most important elements in an educational curriculum. Because the curriculum is often understood practically as a subject or field of study. The curriculum elements in the fields of study as explained by Dakir (2004) are: *first, Separate Subject Curriculum*, namely separate fields of study given with predetermined material and time restrictions. For example, Al-Qur'an Hadith, Biology and Chemistry lessons are each given by the teacher according to a predetermined schedule. *Second, Correlated Curriculum*, namely related fields of study classified under the same topic. For example, the subjects of Aqidah Akhlak, Fiqh, Al-Qur'a Hadith and SKI are included in a group of Islamic religious studies fields. *Third, Integrated Curriculum*, namely a problem or topic taught with various discussions in subjects of the same type or relevant subjects.

For this reason, curriculum elements in the fields of study include separate fields of study, similar fields of study being put into one group, and in the form of topics that are discussed with various subjects.

With a curriculum, overall learning activities will be more focused. Then, integration is needed in the curriculum to be able to link one component to another in order to produce effective learning (Astra, Hafid, & Suban, 2024; Muhammad, Abitolkha, & Dodi, 2024). Curriculum development can also be interpreted as an effort to plan, implement and assess and perfect the curriculum. In the curriculum

development process, of course various authorized parties are involved, for example experts who are experts in the field of curriculum, educators, students, authorized officials and parents are involved in curriculum development. In this context, the MDTA curriculum needs to be given better attention, especially strengthening aspects of Islamic sciences (Suhardi, 2022).

In reality, in the field, MDTA uses a very non-uniform curriculum. Most government curricula are not followed properly, for example not using the MDTA curriculum completely, or not at all. The part of integrated education and the National Education system in the form of Madrasah Diniyah is generally carried out outside of school as an effort to help the community understand their children's religious education. The main goal is to educate students to understand religion and this is directly under the guidance of the Minister of Religion.

Currently, in its development stage, MDTA is considered very necessary to evaluate the curriculum used so that the curriculum can be more functional and able to overcome social conditions. Among the MDTA institutions, they have made efforts to modify their curriculum and adapt it to the curriculum from the Ministry of Religion, of course which is deemed capable of being implemented and in accordance with the capabilities of their environment. Judging from the laws and regulations from the government. Madrasah Diniyah is an integrated institution of the National education system aimed at meeting the needs of the community regarding the Islamic religion. with the main goal being that people are able to understand Islam well.

From an operational perspective, Madrasah Diniyah has been regulated based on Decree of the Minister of Religion No. 1 of 2001 after the formation of the Directorate of Religious Education and special Islamic boarding schools which only deals with Diniyah Madrasahs and Islamic Boarding Schools only. Madrasah Diniyah is also confirmed in Law no. 55 of 2007 concerning religious education and religious education, especially article 21 paragraphs 1 to 3, explains that: Informal Madrasah Diniyah activities include Taklim Council, Recitation, Study of the Qur'an and so on. Diniyah, which has non-formal status, can be called an educational institution. If a Diniyah madrasa with non-formal status wants to change to formal, it must report to the Department of Religion and must fulfill existing requirements.

Even though MDTA is non-formal education, implementing the curriculum is very important to carry out MDTA's functions and maintain its existence as a non-formal education institution. Hasanah (2019) stated that the management of Madrasah Diniyah Takmiliah Awaliyah (MDTA) includes a curriculum development management process which is carried out through the stages of planning, organizing, implementing and evaluating. In terms of the curriculum development management process, procedures are needed to determine educational objectives, select learning experiences, organize curriculum materials and learning activities, and evaluate curriculum results.

Lubis (2018) also stated Based on research carried out, the program content or learning materials of Madrasah Diniyah Takmiliah Awaliyah in the majority consist of

a composition of religious subjects which are the needs of society, such as the subjects of the Koran, Hadith, Tarekh/Siroh, Fiqh, Arabic, Tawhid, and Morals. The curriculum content was then added to other subjects according to the mission and objectives of each Madrasah Diniyah Takmiliah Awaliyah, such as Tajwid, Imlak, Nahu, Sharaf, Calligraphy and Islamic songs.

Fikri (2016) in his research results that: (1) Curriculum review at MDTA Gontor is an implementation strategy for achieving the vision, mission and goals of the institution. (2) The dynamics of the curriculum since the founding of MDTA Gontor have been evolutionary from year to year, taking place in stages. (3) The curriculum review at MDTA Gontor consists of three stages. The first is planning which includes: formulating the vision, mission and objectives, selecting curriculum materials or determining the curriculum structure. Second, implementing the curriculum by emphasizing strengthening the cognitive (reason), psychomotor (physical) and affective (spiritual) aspects of students. Third, evaluation which includes four dimensions: teacher use of curriculum, curriculum design, student learning outcomes and curriculum system.

Based on the explanation above, it can be concluded that implementing the curriculum at MDTA is a strategy for the existence of MDTA, where through implementing the curriculum, MDTA can achieve the vision, mission and goals of the institution. However, the curriculum used in each MDTA is not the same, this is because the MDTA curriculum is adapted to the needs of the MDTA in each region. Then, in determining the curriculum used, it must go through the stages of planning, organizing, implementing and evaluating. Because in curriculum development, procedures are needed to determine educational objectives, select learning experiences, organize curriculum materials and learning activities, and evaluate the results of the curriculum used. However, based on the results of the researchers' analysis, to maintain the existence of MDTA, a uniform curriculum and strengthening aspects of mastering more Islamic sciences are needed.

### **Management of Madrasah Diniyah Takmiliah Awaliyah**

The presence of management in an organization, especially in educational organizations, can help to manage educational institutions effectively and efficiently. The steps to achieve these goals are carried out based on management functions. This function is how to plan, organize, implement and supervise in achieving the goals or objectives set by utilizing existing resources, both resources in the form of facilities and human resources which are the spearhead of success in the management process. Thus, it can be understood that to achieve effective educational goals, this can be done by implementing management functions well by directing and mobilizing resources well. Concerning how to manage madrasahs, the way to manage them is almost the same as managing schools in general in Indonesia (Ayyubi, Hayati, Muhaemin, Noerzanah, & Nurfajriyah, 2024; Hanafi et al., 2021). Students who are studying do not have to live at school, but it is enough to come to school during study hours. Studying also doesn't



have to be at the mosque, for example in the area too and if you want to pray then just go to the prayer room to pray. For studies that discuss classical books, you don't have to go to a madrasa. And the teachings taught must be based on the curriculum and its description (Arifin, 2012: 26).

Madrasas are educational institutions that are based on Islam and should use management with the values of truth, honesty, openness, accountability, integrity, inner and outer credibility like the example of the Prophet Muhammad SAW and his friends whose commitment has been proven (Asmani, 2013: 85). Studying at Madrasah Diniah, as stated by Haedari et al, (2004: 91), must be managed as well as possible in order to get the best results. In an effort to achieve educational goals at Madrasah Diniah. Schools are required to provide sufficient knowledge to equip religious knowledge and prepare students who are ready physically and mentally to master religious knowledge. Providing balance and focus on the goals to be achieved in education at Madrasah Diniah. Management activities are very necessary so that goals become more focused and the goals must be right on target for the students. So that activities are achieved efficiently. If the activity is not carried out with elements of management. Usually the activities will not run optimally and are not perfect. Because it is very necessary to manage every activity.

Based on this, it is very important to manage MDTA in a more structured manner and its existence will be successful if it is managed well. However, if we look at it in the field nowadays, we often see MDTA as something that is not well maintained so that the number of people interested in it is becoming thinner day by day. Therefore, better MDTA governance is urgently needed. According to Suhardi (2022), good MDTA governance really requires management that implements management functions well, which in short is POAC, which stands for planning organizing, actuating and controlling.

In management theory, it always starts with planning, then implementation, monitoring and evaluation. Planning has a very strategic role, especially in the educational environment because it is important and very determining as well as providing goals for the direction to be achieved. Through serious and well-arranged planning, it will have an impact on achieving these educational goals. In Syafaruddin's view, he explains that educational planning is the process of determining targets for an educational organization, or determining something that will be done in the future to achieve the goals of an educational organization effectively (Syafaruddin, 2017: 140).

Thus, planning plays a strategic role in establishing an Islamic educational institution, including the establishment of MDTA. From this plan, what will be done in operationalizing the MDTA educational institution is then formulated, anticipating possible challenges that will be faced, and thinking about alternative solutions.

After carrying out careful planning, the next step is how to implement the plan into real action. Because, no matter how good the plans that have been made, if they are not implemented then it is just nonsense. In educational management theory this is related to decision making. As stated by Syafaruddin (2017: 158) that not a single

management function can be carried out without a decision-making process, because decisions are the beginning of all activities carried out by the management of an organization. Thus, implementing a plan that has been carefully prepared is the most important part of this stage.

In the process of traveling or continuing the management of an educational institution, supervision is very necessary to monitor the running of an organization and ensure that the organization is running well. In educational management science there is a more standard term related to supervision, namely supervision, this term is more often used in the educational context. Supervision is an activity to guide educators to develop the teaching and learning process, including all supporting indicators (Sahertina, 2008: 2). In relation to evaluation, it is necessary to pay attention to good activities and also good learning processes. If goodness is done in the process, the results you will get will also be very good. Likewise, if the process has harmed goodness then the results will definitely not be as planned.

In order to manage MDTA well, at least several things must be done using a modern management approach. For example, Handayani (2018) stated that it is necessary to manage MDTA teachers online. Apart from that, MDTA leadership also needs to be considered by implementing a participative leadership model or style (Solin et al, 2023). Likewise, MDTA's financial management, whether it comes directly from students or from help from other people, must be managed well (Satria, 2021). Then the need for student governance, both the recruitment system and student talent development at MDTA also needs attention (Chadijah and Erihandana, 2022). And there are many other things that need attention, especially from the modern implementation management side.

## DISCUSSION

The implementation of curriculum and management in the existence of Madrasah Diniyah Takmiliah Awaliyah (MDTA) is very important so that these institutions can function effectively. The curriculum at MDTA is designed to provide students with a comprehensive understanding of Islamic values and teachings, which is essential for their spiritual and moral development. MDTA management is also important in ensuring that the curriculum is implemented effectively and the institution operates efficiently.

Findings from various studies highlight the importance of effective management in MDTA. For example, research conducted by Hasanah (2019) emphasizes the need for a planned curriculum and effective MDTA management to achieve its goals. The study also noted that a lack of a comprehensive curriculum and inadequate management could hinder the MDTA's effectiveness in achieving its goals (Armaludin, Wasliman, & Rostini, 2021).

Another research conducted by (Panjaitan, Makalao, & Mirochina, 2022) focused on curriculum development management at Diniyah Takmiliah Awaliyah Al-Istiqomah Bandung. This research aims to investigate how curriculum development

management is carried out at this institution and identify several key factors that influence the process, including stakeholder involvement, use of technology, and integration of Islamic values into the curriculum.

The findings of this study indicate that implementation of curriculum and management at MDTA is critical to the success of the institution. Effective management and a well-planned curriculum are essential to ensure that MDTA provides students with a high-quality education that prepares them for roles in society while encouraging their spiritual and moral development. Curriculum implementation and management at MDTA are critical to the effectiveness of the institution. In addition, the implementation of an effective curriculum in MDTA enables better development of student competencies and increases their awareness of religious and moral values. The curriculum developed must consider the social and cultural context of students, and meet their needs for personal development and life skills.

## CONCLUSION

Based on the results of the analysis carried out, it can be concluded that curriculum implementation and management are very important elements for MDTA educational institutions. Researchers agree with several previous research findings, which state that MDTA management includes a curriculum development management process carried out through the stages of planning, organizing, implementing, and evaluating. Furthermore, the implementation of the curriculum at MDTA involves the implementation of strategies to achieve the institution's vision, mission, and goals. And the curriculum review at MDTA consists of three stages. *The first is* planning, which includes formulating the vision, mission, and objectives, selecting curriculum materials, or determining the curriculum structure. *Second*, implement the curriculum by emphasizing strengthening the cognitive (reason), psychomotor (physical), and affective (spiritual) aspects of students. *Third* is evaluation, which includes four dimensions: teacher use of curriculum, curriculum design, student learning outcomes, and curriculum system. However, to maintain the existence of MDTA, curriculum uniformity and strengthening aspects of mastery of Islamic sciences are needed. At the same time, more modern MDTA governance or management and complete facilities are needed.

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