

Curriculum Management In Improving The Quality Of Education

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ABSTRACT

This research examines things at SMA Negeri 1 Puncu. Curriculum management creates an effective learning process so that the educational goals that have been set, whether philosophical, curricular, institutional or instructional, can be achieved effectively and efficiently. The aim of the research is to find out: planning, implementation and evaluation of the curriculum at SMA Negeri 1 Puncu, Kediri Regency. The research method is a descriptive method with a qualitative approach. Data collection techniques: observation, interviews, and documentation studies. The research subjects consisted of principals and teachers at SMA Negeri 1 Puncu, Kediri Regency. The research results show that: (1) The implemented curriculum planning has a positive impact on the effectiveness of learning, which includes: preparing annual programs, semester programs, subject analysis, syllabus preparation, and learning implementation plans; (2) The implementation of the curriculum is guided by predetermined plans, so that it can be seen that there is an increase in teacher and student discipline, the implementation of extracurricular activities, the development of students, both through extracurricular activities, and other activities related to improving learning; and (3) Curriculum evaluation is carried out, so that the level of teacher performance in carrying out various school activities and the success of students in participating in the learning process can be known, so that it has a positive effect on improving the quality of learning.

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1. Introduction.

Education is an important factor in determining the quality of human beings owned by a nation. One way to assess education is to look at the education system that is implemented. The education system is a component of education that is considered capable of determining the quality of human beings in the future. The education system implemented by the Indonesian government focuses on character education by conducting assessments in all subject areas taught by students.

Curriculum and learning have a central position in the entire educational process. Curriculum and learning direct all forms of educational activities for the achievement of educational goals. The curriculum is an educational plan, providing guidelines and guidelines about the type of scope, and the order of content, as well as the educational process.

Education is indeed crucial in essence because it is directly linked to the realm of life and human life. Talking about education means talking about the primary needs of human beings. Then education is also a strategic vehicle for efforts to improve the quality of human life, which is characterized by an increase in the level of welfare, a decrease in the degree of poverty and the opening of various alternative options and opportunities to actualize themselves in the future. A curriculum is a system that has components that are closely related and support each other. (Firmansyah, 2017)

(Mustajib, 2024). The components of the curriculum consist of objectives, learning materials, methods, and evaluations. In this form of system, the curriculum will run towards an educational goal with mutual cooperation among all subsystems. If one of the curriculum variables does not function properly, the curriculum system will run poorly and optimally. (Sholihuddin, 2020) We see that when the curriculum was formed, there was a weakening in one of the supervision processes which resulted in the curriculum not running as planned. There is a deviation in functions and authorities that are not carried out as they should, and finally there is a deviation in principle when the curriculum is formed, the curriculum is made a copy and paste from other institutions, supervisors or supervisors who are supposed to supervise and supervise are weak because they are given gifts from the educational institution they supervise. (Wijaya et al., 2021)

How can the curriculum achieve its goals if the pattern in the process is carried out like that, the existing process will destroy the value, quality and quality of education in Indonesia. This is a failure of understanding curriculum management. Departing from these problems, in the implementation of the curriculum, an organization is needed in all its components. (Nurasyiah, Candra Wijaya, 2021) In this organizing process, it will be closely related to planning, organizing, implementing, and controlling. Meanwhile, management is one of the disciplines of science whose implications are applying these processes. So in the implementation of the curriculum, a person who manages an educational institution must master management science, both to take care of education and the curriculum. (Aini Safitri, 2021) So that the curriculum will function to achieve its goals and focus on improving the quality and quality of educational institutions that have an impact on all its components. (Fachruddin Azmi, 2021)

New critical thinking in innovating and reforming the education system is urgently needed today. The demand arose in line with the reform movement on the national stage, which demanded that educational institutions participate in improving quality in a better direction. This is in line with the views expressed by Umiarso and Gojali (2010:9) as follows:

The decision-making process for improving the quality of education may be able to use various theories, perspectives and frameworks by involving various community groups, especially those who have concerns about education. Because schools are at the forefront of the education process, schools must be the main part of the decision-making process in order to improve the quality of education.

In accordance with the opinion above, good service quality will be obtained through the implementation of good management in the management of educational institutions. Management as a process of planning, organizing, leading, and controlling work is very important to be applied optimally in an educational institution, including in high school educational institutions. The goal of implementing management in schools is to improve the quality of learning institutions so that they are more effective and maximum.

One of the aspects of management that is directly aimed at improving the quality of education is curriculum management. Curriculum management is a regulatory activity that includes planning, organizing, mobilizing or implementing, and supervision or evaluation so that the educational program can run well and in accordance with the goals that have been set. Sanjaya (2009:31) elaborates as follows:

The curriculum is one of the components that has an important role in the education system, because the curriculum is not only formulated about the goals that must be achieved so as to clarify the direction of education, but also provides an understanding of the learning experience that every student must have.

In accordance with the quote above, curriculum management is a cooperative, comprehensive, and systematic curriculum management system in order to realize the achievement of curriculum goals. In its

implementation, curriculum management must be developed in accordance with the context of SBM and KBK. In fact, now the 2013 curriculum has begun to be implemented. Therefore, the autonomy given to educational institutions in managing the curriculum independently by prioritizing the needs and achievement of goals in the vision and mission of educational institutions does not ignore the national policy that has been set.

The involvement of the community in curriculum management is intended to be able to understand, help and control the implementation of the curriculum, so that educational institutions or schools are not only required to be cooperative but also able to be independent in identifying curriculum needs, designing curriculum, determining curriculum priorities, implementing learning, assessing curriculum, controlling and reporting curriculum sources and results both to the community and to the government.

The curriculum in Indonesia often undergoes changes. However, the change is only limited to a name change. Without changing the essence of the curriculum, of course there will be no positive impact of changing the Indonesian curriculum. The development of a curriculum is of course based on the source of principles, to show where the origin of a curriculum development principle comes from. The sources of the principles of curriculum development in question are empirical data (documented and proven experiences), experimental data (findings of research results), stories/legends that live in society (folklore of curriculum), and common sense.

The problem that is still encountered in the implementation of curriculum management is that the curriculum applied to Senior High School is not prepared by the school development team, but adopted from the Kediri Regency Education Office. This is as the reality that happened at SMA Negeri 1 Puncu, Kediri Regency. The impact of this adopted curriculum has caused some programs that are ideally superior programs or local/regional potential to be neglected. This condition is an illustration that curriculum management is not running well, so that efforts to improve the quality of education at SMA Negeri 1 Puncu Kediri Regency have not been optimally achieved as the target of the school's vision and mission.

SMA Negeri 1 Puncu is a unique educational institution because it is located on the North Slope of Mount Kelud, with a distance of about 8 Km from the Crater of Mount Kelud, in Asmorobangun Village, Puncu District, Kediri Regency. Despite being in a location prone to natural disasters due to unpredictable volcanic eruptions, the school remains strongly committed to education.

SMA Negeri 1 Puncu implements the Independent curriculum, students learn according to their needs. In this school, learning is not sitting still or concentrating on taking notes on the material given by the teacher. Here, teachers also provide practice to students so that students develop their knowledge, not only writing but with practices such as: physics practice, biology practice, art and culture.

Entering five days a week, school starts at 07.00 and ends at 15.30. Here the researcher found a very amazing thing, at the beginning of the entrance the students began by reading the letter Yaa Siin followed by Indonesia Raya 3 stanza. Because at SMA Negeri 1 Puncu school not all Muslims are Catholic, Buddhist and Hindu. Because on the slopes of Mount Kelud, the religion of the people is different.

Based on the above background, in a specific context, this study wants to examine the role and understanding of SMA Negeri 1 Puncu teachers about curriculum management in relation to quality improvement. For this reason, the author chose the title of this research "Curriculum Management in Improving the Quality of Learning at SMA Negeri 1 Puncu Kediri Regency."

2. Method.

The research on management patterns at SMA Negeri 1 Puncu uses a qualitative approach. This study aims to get an in-depth picture of the management pattern at SMA Negeri 1 Puncu. The reason for using the qualitative method is because to the knowledge of the researcher, there are no results of studies and empirical research specifically related to the management pattern at SMA Negeri 1 Puncu. Therefore, as is customary in scientific research, the step taken by the researcher is to conduct an exploration of the object being studied. In this connection, the qualitative method is one of the research methods that offers research designs with exploratory objectives.

Data is collected from the natural setting as a direct source of data. The interpretation of the data can only be done if depth is obtained from the facts obtained. This research is expected to build an inductive theory from the abstractions of data collected about the management pattern at SMA Negeri 1 Puncu based on the findings of meaning in the context experienced. The school that became the object of the research was SMA Negeri 1 Puncu. The school's excellence is that it has better academic achievement when

compared to other public or private schools in Kediri. In addition, many of the students' works are published both nationally and internationally. Students of SMA Negeri 1 Puncu have high confidence because they are given the freedom to explore their abilities. This can be seen from the courage of SMA Negeri 1 Puncu students not to take part in UAN, because they consider UAN not in accordance with the breath of education they are following. In addition, students of SMA Negeri 1 Puncu often become speakers both at the regional and national levels. This is rarely owned by students from other schools.

The principle of qualitative research emphasizes that every (provisional) finding is based on data, so that the findings are more validated before being named as a theory (Alwasilah, 2003:102). The qualitative research design focuses on certain phenomena that do not have generalizability and comparability, but have internal validity and contextual understanding. What the researcher does (action) to achieve the research objectives is broadly four, namely (1) building familiarity with respondents, (2) determining samples, (3) collecting data, and (4) analyzing data. This research is not only about knowledge that can be used (propositional knowledge), but also about knowledge that cannot be said (tacit knowledge), which is almost impossible to obtain through the approach of rationality (Lincoln and Guba in Alwasilah, 2003:103). The case studied is the management pattern at SMA Negeri 1 Puncu which has a distinctive background. Although the design of this research will be carried out in stages, in special events observations are carried out simultaneously.

In a study, it is impossible for a researcher to conduct research on all the objects that are of interest. Whether it is individuals, communities, archives, educational curriculum, etc., because besides the high cost will also consume a lot of energy and time. "It is clear that in a study in any field it is impossible for a researcher to see and observe the entire total number of subjects he is studying" (Koentjoroningrat, 1981:114). In that relationship, the subjects in this study are school principals, curriculum representatives, teachers and students.

The data collected in this study is data that is in accordance with the focus of the research, namely about curriculum management at SMA Negeri 1 Puncu. The types of data are divided into two, namely primary data and secondary data. Primary data were obtained in the form of verbal or oral words or remarks and the behavior of the subject (informant) related to the focus of the research. Meanwhile, secondary data is sourced from documents, photographs, and objects that can be used as a complement to primary data. Secondary data characteristics are in the form of writings, recordings, images or photographs related to the focus of the research.

The data sources in this study can be divided into two, namely humans/people and non-humans. Human data sources function as subjects or key informants (key information). Key informants are the most important source of data because from them valid data will be obtained because they really understand, know and are directly involved in the activities in the research object. The key informants in this study are the principal, teachers, and students of SMA Negeri 1 Puncu. Meanwhile, non-human data sources are in the form of documents relevant to the focus of the research, photos or writings related to the focus of the research.

Data analysis is the process of systematically searching for and organizing interview transcripts, field notes, and other materials that have been collected by researchers. Analysis activities are carried out by analyzing data, arranging and dividing into manageable units, synthesizing, looking for patterns, finding what is meaningful, and what is being researched and reported systematically (Bogdan and Biklen, 1982 in Moleong, 1994). The data in this study consists of detailed descriptions of situations, events, people, interactions and behaviors in the management pattern at SMA Negeri 1 Puncu.

Data reduction is a form of analysis that sharpens, classifies, directs, discards the unnecessary, and organizes data in such a way that a final conclusion is obtained and verified. The researcher conducted a selection, focusing on simplifying, abstracting, and transforming rough data that emerged from written records in the field. Data reduction takes place continuously during the research, even before the data is actually collected, it has anticipated that data reduction has been seen when deciding on the conceptual framework, research area, research problems, and determination of data collection methods. This process continues until after data collection in the field, even until the end of making a report so that it is fully compiled.

The presentation of data is carried out to find meaningful patterns and provide the possibility of drawing conclusions and taking actions. Therefore, the data obtained during the research are presented for further report preparation.

The data analysis activity in the third stage is to draw conclusions and verify. The analysis carried out during and after data collection is used to draw conclusions so that it can find patterns about the events that occurred. Since the data collection, the researcher tries to find the meaning or meaning of the symbols, record the regularity of the patterns, explanations, and the flow of cause and effect that occurs. From this activity, conclusions were made that were still open, general, then headed to specific/detailed. The final conclusion is expected to be obtained after the data collection is completed.

3. Results and Discussion.

3.1. Curriculum Planning at SMAN 1 Puncu

The results of the study show that the face-to-face and non-face-to-face curricular, co-curricular, and extra-curricular lesson schedules are prepared by the principal and vice principal for curriculum along with teaching at the beginning of the school year. In its implementation, it can change situationally at any time according to the agreement of the teacher and student councils. This is as stated by the principal that the lesson schedule (for morning and evening), schedule of empty activities, and extracurricular activities have been arranged by the principal, along with the deputy principal for curriculum and teaching at the beginning of the school year. However, at any time the schedule can change according to the agreement between teachers and students. This is done by deliberation and joint decision-making so that the implementation of activities does not overlap with the activities of other teachers. These schedule changes often occur in superior classes that study in the afternoon, but all of this is adjusted to the agreed plan.

Good planning will determine the success of the program implemented. Thus, before implementing the program, it must begin with the preparation of a careful plan involving all necessary components, especially the principal and teachers.

The results of the study show that at the curriculum planning stage, teachers make comprehensive preparations before carrying out the learning process in the classroom, such as preparing from the learning objectives, the material to be delivered, the right method to be used, the media and tools that support learning, the source book or reference, and the evaluation tools to be applied.

The results of the study show that at the curriculum planning stage, there are several activities carried out by teachers so far, describing GBPP into Subject Analysis (AMP), adjusting the academic calendar with learning activities, compiling an annual program (Prota), compiling a Semester Program (Prosem), Formulating the Syllabus, Formulating KKM, and Preparing RPP. All of these stages are carried out effectively by teachers at SMA Negeri 1 Puncu Kediri Regency.

The results of the study show that the Academic Calendar is prepared based on the plan of the activity program that will take place in the school for the next year. The preparation of the academic calendar provides a clear direction on various activities that will be carried out at SMA Negeri 1 Puncu Kediri Regency for the next year.

The results of the study show that the management of the curriculum at SMA Negeri 1 Puncu, Kediri Regency, is well pursued by the principal. These efforts are really directed so that the learning process runs well, effectively, and is fun, and is oriented towards achieving the learning goals that have been set. This can be done by encouraging teachers to implement learning strategies effectively according to the plan that has been set. This process is as suggested by Umaedi (2005:7) that: "Teachers need to be encouraged to continue to mature learning strategies."

3.2. Curriculum Implementation at SMA Negeri 1 Puncu

The results of the study show that in implementing curriculum management, especially for the effectiveness of the learning process of teachers at SMA Negeri 1 Puncu Kediri Regency, they still adhere to the basic principle: individual differences (differences between students and each other), students as the subject of education, provide opportunities to develop themselves more fully according to their talents, interests, and abilities. This can be seen from the efforts to group students in the classroom during the learning process. The grouping of students in the classroom is carried out by students in a heterogeneous manner. This means that in one group there are students who are smart, less smart and who are slow in receiving lessons. Through this group of hypoallergens, there will be interaction between students who are

good and those who are not smart, so that the learning process achieves the goal as expected. It is also a good habit and expected in the modern learning process, that teachers only function and act as learning facilitators for students at school.

The learning process carried out by teachers so far has applied cooperative learning models such as jigsaw type, snowball throring, match a match, group investigation and several other cooperative learning models that are adapted to the learning material. Thus, teachers at SMA Negeri 1 Puncu Kediri Regency generally apply a cooperative learning model in the learning process as an effort to improve the quality of education.

It is known that the principal in carrying out student activities still adheres to the basic principles of student management such as: individual differences, students as the subject of education, providing opportunities to develop themselves according to their talents, interests, and abilities.

Based on the results of the study, it can be concluded that how many things need the attention of the principal in terms of fostering students of SMA Negeri 1 Puncu Kediri Regency are the way of grouping, class promotion, program determination, discipline coaching, and extracurricular activities. Extracurricular activities carried out in schools greatly support the smooth learning process, this is because through these activities they can channel their interests and talents and train themselves to have knowledge about religion and leadership. Based on the opinion above, it is clear that the condition of the school is highly determined by the extent to which the extracurricular activities carried out by students can foster their enthusiasm for learning. Therefore, the Intra-School Student Organization (OSIS) in the school is a forum for student activities outside of lessons. It's just that it depends on what activities the principal must do with other school residents in fostering the Student Council.

3.3. Curriculum Evaluation at SMA Negeri 1 Puncu

The results of the study show that the principal that the evaluation needs to be carried out correctly because it aims to find out whether the learning objectives that have been carried out are running or not in accordance with the plan that has been set. Teachers at SMA Negeri 1 Puncu Kediri Regency have determined the type of evaluation used and the results of the evaluation also have an influence and impact on the improvement and improvement of the quality of subsequent learning.

The results of the study show that students who have experienced learning difficulties so far, teachers always do consolidation or special attention so that they do not miss out and can adjust to other students. In overcoming students' learning difficulties so far, for example by procuring remedial teaching, consolidation, learning with smarter peers, or forming a study group guided by teachers. However, this positive effort is only carried out by a small number of teachers, but the principal always recommends that the policy be implemented by all teachers so that students are used to learning together.

According to Umiarso and Gojali (2010:147) stated that: "Quality improvement must empower and involve all elements in the school and quality improvement has the goal that the school can provide satisfaction to students, parents, and the community." Based on the results of the study, it can be stated that the implementation of good evaluations, especially those carried out by school principals and teachers, has an impact on improving the quality of education at SMA Negeri 1 Puncu, Kediri Regency. This positive effort is important to maintain so that the quality of education continues to improve from year to year. This is as explained by the Lecturer Team (2012:199) as follows:

The principal plays a role in controlling the evaluation system so that the evaluation can be carried out in accordance with the goals that have been set. The principal works with teachers to conduct an objective evaluation so that the evaluation results really show the real learning outcomes of students. So that the achievements achieved by students are the hard work of students in following the learning process. Based on the description above, it can be mentioned that the principal and teachers at SMA Negeri 1 Puncu Kediri Regency have carried out curriculum evaluation activities well. This process has a positive influence on improving the quality of education at SMA Negeri 1 Puncu Kediri Regency.

4. Conclusion

The curriculum planning that is carried out has a positive impact on the effectiveness of learning, which includes: the preparation of annual programs, semester programs, subject analysis, syllabus preparation, and learning implementation plans. The implementation of the curriculum is guided by the

planning that has been set, so that there is an increase in teacher and student discipline, the running of extracurricular activities, the existence of student coaching, both through intracurricular activities, and other activities related to improving learning. Curriculum evaluation is carried out, so that the level of teacher performance in carrying out various school activities and the success of students in following the learning process can be known, so that it has a positive effect on improving the quality of learning.

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