



CURRICULUM MANAGEMENT IN IMPROVING EDUCATION QUALITY

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Abstract :

Education management implements management principles in managing educational practices to be effective and efficient so that organizations in education produce quality output. hinder and support the implementation of the curriculum in improving the quality of education at MA Zainul Bahar Wringin Bondowoso. In creating a better, innovative, and productive generation, it is necessary to have educational components that are planned in a systematic and orderly manner. Educational components both in terms of institutions, curriculum, facilities, media, education officers and funds must be considered in the presence of good and structured management. Education is said to be of quality is an education that can produce graduates who have potential and competence. Both academic competencies or special competencies, which are based on personal and social competencies, which are collectively referred to as life skills. Life skills education is quality education, both quality in fact and quality in perception.

Keywords : *Curriculum Management, Education Quality Improvement*

INTRODUCTION

Improving the quality and quantity of human resources is inextricably linked to well-planned education. Education is a key element in developing individuals into high-quality and innovative individuals. Education is also the spearhead in preparing future generations to address changing conditions. Humans are also required to continually develop modern knowledge, creativity, expertise, and life skills for the better.

To create a better, more innovative, and more productive generation, educational components must be systematically planned and organized. Educational components, including institutions, curriculum, facilities, media, educational staff, and funding, must be carefully managed and organized.

Likewise, in the world of education, the role of management in education is very significant in determining the character of educational institutions. Because management is based on planning, and the quality of education is influenced by how much the institution is able to manage all components optimally, starting from the curriculum, educational staff, students, educational

facilities and media, funds, and relations with the community.

The 2003 education system law states that education is a planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the state.

MA Zainul Bahar Bondowoso is the first institution pioneered at the Zainul Bahar Bondowoso Islamic Boarding School. It is the oldest secondary level institution in the Zainul Bahar Bondowoso Islamic Boarding School environment. It was officially founded by the late KH. Baharuddin.

MA Zainul Bahar Bondowoso has a curriculum that has been designed by the leaders and staff of Pondok Zainul Bahar Bondowoso and until now the curriculum is still being implemented, improved and evaluated by the Mudir at MA Zainul Bahar Bondowoso.

The curriculum emphasizes the importance of management in all aspects, particularly in education and learning, aimed at producing high-quality education and the best output. Therefore, given the aforementioned phenomenon, the researcher aims to examine Educational Management in Improving Educational Quality at MA Zainul Bahar Bondowoso.

In the process of implementing the curriculum in improving the quality of education at MA Zainul Bahar Bondowoso, it begins with a socialization process which is carried out with a planning process carried out by the teachers after the planning process is continued with the implementation process, in the implementation process the teachers receive supervision from the principal and master teachers in each field of education both in making I'dad tadries. There is a determination of methods, strategies, and learning objectives in the KGBE (Education Teachers' Gathering) activity which is carried out once a week and in the implementation of the curriculum there is an evaluation carried out by the principal on how far the teachers carry out their duties.

Factors that hinder the implementation of the curriculum to improve the quality of education at MA Zainul Bahar Bondowoso are from the factor of students who are late to enter the class and the inactivity of teachers in teaching and factors that can support the implementation of the curriculum in improving the quality of education at MA Zainul Bahar Bondowoso Prenduan are the solidarity of every teacher at MA Zainul Bahar Bondowoso Prenduan and full support from the Mudir and Caretakers of the Islamic boarding school at Zainul Bahar Bondowoso which can create a good, effective and efficient educational atmosphere.

RESEARCH METHOD

The research entitled quality curriculum management in improving MA Zainul Bahar Bondowoso aims to answer the research focus which aims to find out how the curriculum implementation process is in SMA/MA/SMK and what factors can hinder and support the implementation of the curriculum in improving the quality of education at MA Zainul Bahar Bondowoso.

This research, entitled "Quality Curriculum Management in Improving MA

Zainul Bahar Bondowoso," aims to answer the research focus: to determine the curriculum implementation process in high schools (SMA/MA/SMK) and the factors that can hinder and support curriculum implementation in improving educational quality at MA Zainul Bahar Bondowoso.

The research method used was descriptive qualitative, utilizing observation at MA Zainul Bahar Bondowoso through interviews with the principal and curriculum department, as well as documentation of school activities, which were then analyzed to obtain data and information. The subjects of this study were selected from the principal and curriculum department at MA Zainul Bahar. To validate the data, the researcher used triangulation to verify the accuracy of the data and information. This type of research is field research. Field research is research that takes place in the field to observe a phenomenon in a natural setting (Moleong, 2017).

FINDINGS AND DISCUSSION

From the results of interviews that researchers have conducted to find out the implementation of the curriculum, supporting factors and inhibiting factors in the implementation of the curriculum at MA Zainul Bahar Bondowoso to improve the quality of education, researchers can find the following:

1. Curriculum Implementation
 - a. The implementation of the curriculum at MA Zainul Bahar Bondowoso Prenduan begins with socialization, where at the beginning of the school year the teachers carry out planning such as mapping tasks, making technical guidelines, making annual, semester, weekly and daily programs.
 - b. Teachers as implementers in the implementation of the curriculum at the MA Zainul Bahar Bondowoso institution have an important and determining role, therefore teachers receive facilities, supervision and guidance from the school and Master Teachers every week.
 - c. There is a weekly KGBE (teacher gathering in the field of education). In this gathering, teachers will receive guidance from Master Teachers in implementing learning, including creating I'dad Tadries, determining basic competencies, methods, strategies, and final learning objectives.
2. Inhibitors and supporters of curriculum implementation
 - a. Factors that can hinder the implementation of the curriculum at MA Zainul Bahar Bondowoso include teachers' inactivity in teaching, students' motivation to learn, and students' lateness in entering class.
 - b. Factors that can support the implementation of the curriculum at the MA Zainul Bahar Bondowoso institution include, teacher activeness in teaching, solidarity of each teacher, good cooperation between structural and functional levels at MA Zainul Bahar Bondowoso.

In the implementation of this educational curriculum, there are also obstacles that can hinder the implementation of the curriculum that has been running at MA Zainul Bahar Bondowoso, where the principal of MA Zainul Bahar Bondowoso said that the obstacles in implementing the curriculum at MA Zainul Bahar Bondowoso are in 2 factors, namely:

a. Teacher Factors

As explained by the principal of MA Zainul Bahar Bondowoso during an interview, "The main obstacle is human resources. First, teachers. As we mentioned, not all of our teachers teach with academic qualifications."

Based on the interview results above, it can be described that according to the Principal, Ustadz H. Moh. Hamzah Arsa, M.Pd., the obstacles that can hinder the process of implementing the curriculum at MA Zainul Bahar are from human resources, such as the first, teachers at MA Zainul Bahar Bondowoso do not teach according to their academic qualifications.

Therefore, in light of the aforementioned obstacles, MA Zainul Bahar Bondowoso strives to improve the potential of its teachers through the Education Teachers' Gathering (KGBE) with Master Teachers from each educational field. Through the KGBE, teachers receive direction and guidance in implementing learning. Consequently, teacher activities at MA Zainul Bahar Wringin Bondowoso are monitored weekly.

b. Student Factors

There's also the student factor, as explained by the Principal of MA Zainul Bahar Bondowoso.

"These two student factors, as we mentioned earlier, are diverse. Our students aren't the result of a rigorous selection process. The principle is that our Islamic boarding school is like the ocean. Anything is welcome, and the ocean will carry out the filtering process."

The obstacles faced by students who have various characters, where there are some students who are in the good category and there are also students who can be said to be less good, therefore the problem of the students' character can hinder the process of implementing the curriculum at MA Zainul Bahar Bondowoso and with this obstacle, MA Zainul Bahar also tries to change the character by instilling character by teachers and good role models so that with these efforts the character of students at the MA Zainul Bahar Bondowoso Islamic Boarding School Foundation becomes better.

There are also obstacles in the process of implementing the curriculum according to the curriculum field at the MA Zainul Bahar Bondowoso Islamic Boarding School, Ustadz Abdul Ghoni, who said:

"A factor that can hinder the implementation of the curriculum in male students is the problem of students being late to school, which is quite high because teachers or other functionaries lack synergy, as if they don't collaborate well. In my opinion, the soft therapy problem can last up to a year. For example, the homeroom teacher enters the class 5 minutes before the start time, then the santri section organizes in front of the marhalah and musyrif and mulahid rayon to ensure that the students in the room are out and the mutsaqqif is among them. Perhaps this can solve the problem. The factor of teacher delays in teaching".

From the presentation of the interview results by the curriculum section at the MA Zainul Bahar Bondowoso Islamic Boarding School

above, the researcher can describe that the delay of the students to enter the class can hinder the process of implementing the curriculum that has been carried out at the MA Zainul Bahar Bondowoso Islamic Boarding School. In this case, he gave suggestions so that later the delays that occurred at the MA Zainul Bahar Bondowoso Islamic Boarding School could be overcome, namely by having a role in each structure at MA Zainul Bahar such as the homeroom teacher who came 5 minutes before entering, the role of the *Musrif and Mutsaqqif* Rayon who checked and arranged the students in the room to leave the room and the students section at the MA Zainul Bahar Bondowoso Islamic Boarding School to arrange the students to rush into the class.

CONCLUSION

The conclusions in the research conducted by the researcher through observation, interviews and documentation related to management and curriculum in improving the quality of education (MA Zainul Bahar Wringin Bondowoso), are as follows:

1. That the process of implementing the curriculum in improving the quality of education at MA Zainul Bahar Wringin Bondowoso begins with a socialization process, this process is carried out with a planning process carried out by the teachers. After the planning process, the implementation process is continued. In the implementation process, teachers receive supervision from the principal and master teachers in each field of education, both in making I'dad tadries, determining methods, strategies, and learning objectives in the KGBE (Education Teachers' Gathering) activity which is carried out once a week and in the implementation of the curriculum, there is an evaluation carried out by the principal regarding how far the teachers carry out their duties and regarding the substance of the lessons, in this case MA Zainul Bahar Wringin Bondowoso carries it out at the end of each semester.
2. a) Factors that hinder the implementation of the curriculum towards improving the quality of education at MA Zainul Bahar Wringin Bondowoso are the factors of students who are late to enter the class and the inactivity of teachers in teaching. b) Factors that can support the implementation of the curriculum in improving the quality of education at MA Zainul Bahar Bondowoso are the solidarity of each teacher around MA Zainul Bahar Bondowoso and the full support of the Mudir and Caretakers of the Islamic boarding school at Zainul Bahar Wringin Bondowoso which can create a good, effective and efficient educational atmosphere.

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