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Abstract:

This study aims to analyze the management of Islamic religious education curriculum at Insan Robbani IT Junior High School in North Lampung, including the planning, implementation, and evaluation stages. The research used a qualitative approach with data triangulation through in-depth interviews, observation, and document analysis. The results show that the success of curriculum management is supported by regular evaluation of the previous curriculum, the formation of a curriculum development team involving various stakeholders, and the integration of Islamic values in learning. Evaluation is conducted holistically, covering academic aspects and student character building. The findings provide an important contribution for integrated Islamic schools in improving the quality of curriculum management to support Islamic values-based education.

Keywords: Curriculum; Islamic Religious Education; Management.

Introduction

The Quality of Human Resources (HR) is a valuable asset for any nation on its journey towards progress. High-quality HR encompasses not only knowledge and skills but also reflects values, personality traits, and the ability to contribute to an intelligent, peaceful, open, and democratic society. In the pursuit of these goals, education plays a key role in shaping the character of individuals and society as a whole. In the context of education, the curriculum stands as a central element that plays a crucial role in designing the learning process.

According to Hermawan and Chynthia, the curriculum is a plan that details the steps of learning designed for students by educational institutions, with the aim of developing the competencies they need. Nana SyaodihSukmadinata emphasizes that the curriculum is a fundamental aspect of education in schools and cannot be separated from the education and teaching process.

The curriculum is not merely a static document but also a guideline that directs the implementation of education and defines the expected outcomes. As mentioned by Mulyasa, the curriculum is an educational design that holds a central role in the process and outcomes of learning. Therefore, curriculum changes are a reflection of the evolving needs of education in response to changing times. Indonesia has gone through various iterations of the curriculum, starting from the Curriculum RencanaPelajaran 1947 to the Curriculum Merdeka. These changes occurred due to the importance of adapting the curriculum to the development of knowledge, technology, and the demands of the times. Along this journey, Indonesia has shifted from a centralized curriculum approach to a decentralized one, such as the Competency-Based Curriculum (KBK) and the School-Based Curriculum (KTSP).

Curriculum changes are not only technical but also have a significant impact on national education. These changes involve efforts to improve the quality of education, address shortcomings, and prepare students for a future filled with challenges. In this regard, continuous evaluation and improvement are crucial steps toward achieving better educational objectives. One of the curricula currently receiving attention is the 2013 Curriculum. This curriculum aims to produce a generation of future leaders who are productive, creative, innovative, and possess strong character. However, the success of the 2013 Curriculum depends not only on the official document but also on several key factors, including school leadership, teacher creativity, student participation, and a conducive learning environment.

An interactive, inspiring, and enjoyable approach to learning, as mandated by the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013, provides the foundation for changes in the learning process. Learning is no longer confined to the classroom but extends to the entire school and community as a learning environment. Teachers are no longer the sole source of learning; they also serve as role models. Curriculum changes also have a significant impact on the subject of Islamic Religious Education (PAI). The implementation of the Islamic Religious Education Curriculum not only creates a religious atmosphere but also encourages active religious practices in daily life.

In this context, SMP IT InsanRobbani Lampung Utara serves as an example of a school successful in implementing the Islamic Religious Education Curriculum. Interviews with the school principal indicate that despite certain challenges, PAI instruction at this school is effective and successful.

This success is also reflected in students' achievements in international competitions, such as Tajweed Master.

Therefore, this research will further examine the management of the Islamic Religious Education Curriculum at SMP IT InsanRobbani Lampung Utara. Through this research, we hope to uncover the factors contributing to the success of curriculum implementation and its contribution to Islamic religious education and the development of students' character. Thus, this research will provide a deeper understanding of curriculum changes in the context of Islamic religious education and offer valuable insights into curriculum management at Islamic-based schools. We hope that the results of this research will make a significant contribution to improving the quality of education in Indonesia.

Islamic religious education curriculum management has a strategic role in shaping student character based on Islamic values. In the era of globalization, Islamic education in integrated schools faces the challenge of not only producing academically competent students, but also having a strong moral character. According to Mulyasa (2008), the success of curriculum management is determined by careful planning, consistent implementation, and thorough evaluation. However, many Islamic-based schools still face a gap between curriculum objectives and implementation.

Insan Robbani IT Junior High School in North Lampung, as one of the integrated Islamic schools, is committed to integrating Islamic values in every aspect of learning. Although it has shown success in some aspects, such as student participation in international competitions, curriculum implementation still faces challenges such as limited resources and coordination among stakeholders.

This study aims to analyze the Islamic religious education curriculum management process at Insan Robbani IT Junior High School in North Lampung, including the planning, implementation and evaluation stages. By exploring the success factors and obstacles faced, this research is expected to provide new insights for other Islamic schools in improving the quality of education based on Islamic values.

Methods

This study used a qualitative approach with an analytic descriptive design to deeply understand the management of the Islamic religious education curriculum at Insan Robbani IT Junior High School in North Lampung. The qualitative approach was chosen because the focus of this research was to explore the process of curriculum planning, implementation and evaluation in the context of an integrated Islamic school, which requires a contextual and holistic understanding. The descriptive analytic design allows the researcher to not only describe the phenomena that occur, but also analyze the factors that influence success and challenges in curriculum management.

The data in this study were collected through three main techniques: interviews, observation and documentation. In-depth interviews were conducted with the principal, deputy principal for curriculum, Islamic religious education teachers and school committee members to get their views on curriculum management. Observations were made of learning activities, curriculum development meetings and extracurricular activities related to Islamic religious education. Documentation involved analyzing documents such as lesson plans, syllabi, evaluation reports and

meeting minutes. Data triangulation was conducted to ensure the validity of the results by comparing the findings from the three techniques.

The data analysis process involved three main stages: data reduction, data presentation and conclusion drawing. At the reduction stage, the data obtained was filtered to identify information relevant to the research focus, such as curriculum planning strategies, implementation methods and evaluation mechanisms. Furthermore, the data were presented in the form of descriptive narratives to provide a clear picture of the research findings. Conclusions were drawn by identifying the main themes that emerged from the data, which were then verified through triangulation and member-checking with informants. With this method, the research is expected to make a significant contribution in understanding the management of Islamic religious education curriculum in integrated Islamic schools.

Results and Discussion

1. Curriculum planning for Islamic Religious Education Curriculum Management at InsanRobbani IT Middle School, North Lampung

Planning is a very important aspect in curriculum management steps. Planning is made by several parties involved before implementing the curriculum. Planning includes things that must be prepared and steps that will be taken to realize educational goals. Based on these findings, planning is the process of determining goals or targets to be achieved and determining the parties and resources needed to achieve these goals, as stated by Azhari.J.G. Owen, quoted by Hamalik, explained that professional curriculum planning must emphasize the problem of how to analyze conditions that need to be considered as influential factors in curriculum planning.

Curriculum planning is planning learning opportunities that are intended to guide students towards desired changes in behavior and assess the extent to which these changes have occurred in students. The learning planning carried out by teaching staff in the Islamic Religious Education curriculum at SMP IT InsanRobbani North Lampung uses lesson plans that refer to the syllabus. Each teacher prepares lesson plans for classes that are taught according to Islamic religious education subjects. As stated in Republic of Indonesia Government Regulation Number 19 of 2005 CHAPTER IV Article 20 Concerning Process Standards which states that "Learning process planning includes the Syllabus and Learning Implementation Plan (RPP) which creates at least learning objectives, teaching materials, teaching methods, learning resources and assessment learning outcomes.

Based on the results of interviews, observations, and documentation, curriculum planning at SMP IT InsanRobbani, North Lampung includes planning all aspects related to the school curriculum, such as restructuring the curriculum, preparing the human resources involved, and so on. Planning the Islamic Religious Education curriculum at SMP IT InsanRobbani North Lampung is a crucial stage in ensuring quality religious education and in accordance with the Islamic values upheld by this institution. The first step in this planning is identifying learning needs and objectives. This involves a deep understanding of student needs, the school's vision and mission, as well as the Islamic values that we want to instill in students. At this stage, it is important to consider national educational standards and applicable regulations. After learning needs and objectives have been identified, the next step is preparing the syllabus. The syllabus will be the main guide in organizing the material that will be taught during one academic year. In the syllabus, the material will be divided into several learning units, determine the time that will be allocated

for each topic, and detail the evaluation methods that will be used. The syllabus must also take into account student development and ensure that their competency increases over time.

Selection of appropriate teaching materials is also an important aspect in curriculum planning. Teachers must choose textbooks or learning resources that are in accordance with the applicable national or regional curriculum. In addition, the teaching materials must reflect the Islamic education approach desired by the institution, including the integration of relevant Islamic values. To actualize the learning plan in more detail, the teacher must prepare a Learning Plan (RPP) for each lesson. The lesson plan includes specific learning objectives, teaching methods to be used, learning strategies, material to be taught, and learning evaluation. In the context of Islamic Religious Education, the RPP must ensure that learning does not only focus on academic aspects, but also on aspects of students' character and morals, such as honesty, compassion, cooperation and devotion.

Apart from that, curriculum planning must also pay attention to extracurricular programs that support students' spiritual and character development. Activities such as religious studies, charity activities, or activities that focus on deepening understanding of the Islamic religion can be an integral part of students' learning experience.

Periodic evaluation of the curriculum that has been implemented is also an important step. Teachers and education staff need to regularly evaluate the effectiveness of the curriculum, get input from teachers, students and parents, and make revisions if necessary to improve the quality of learning.

Apart from that, teacher training in the field of Islamic Religious Education is inevitable. Teachers who teach this subject must have sufficient knowledge and skills in the subject to be able to provide effective and meaningful teaching. Parental and community involvement also has an important role in Islamic religious education at InsanRobbani IT Middle School. They can provide valuable input, support, and help strengthen the Islamic values taught in schools. Finally, in all steps of curriculum planning, Islamic awareness and spirit must always be maintained. Teachers and students must work together to implement Islamic values in their learning and daily lives. This will create an Islamic learning environment that is consistent with the vision and mission of SMP IT InsanRobbani. Apart from that, it is also necessary to monitor developments in the national curriculum which may change from time to time to ensure that the local curriculum remains relevant and meets the established standards. With careful curriculum planning, Islamic religious education at SMP IT InsanRobbani will be able to provide maximum benefits for students and the community.

2. Implementation of Islamic Religious Education Curriculum Management at InsanRobbani IT Middle School, North Lampung

OemarHamalik believes that the implementation of the curriculum is divided into two levels, namely the implementation of the curriculum at madrasa level and class level. At the madrasa level the role is the head of the madrasa and at the class level the role is the teacher. At the madrasa level, the madrasa head carries out curriculum activities, including preparing annual activity plans, preparing program/unit implementation plans, preparing activity implementation schedules, arranging educational equipment, carrying out guidance and counseling activities, planning efforts

to improve teacher quality. At the class level, teachers implement the curriculum by carrying out the process of teaching and learning activities, organizing the implementation of filling out personal report books, carrying out extracurricular activities, carrying out final stage evaluation activities.

Judging from all management steps, implementation is the most important management function. In the management function it is more related to abstract aspects of the management process, whereas in implementation there is more emphasis on activities that are directly related to curriculum activities. Educators have an important role in its implementation. Its role as controller of the teaching and learning process in the classroom automatically gives responsibility to teaching staff in managing the implementation of the curriculum at the class level. Educators have tasks such as making program plans for one year (prota), programs for one semester (promes), and making learning implementation plans (RPP).

Based on these findings, according to Rusman, G. R. Terry stated that actuating is an effort to mobilize group members in such a way that they want and try to achieve the company's goals and the goals of the company's members. Because the members also want to achieve these goals. Implementation (actuating) is nothing more than an effort to make planning a reality, through various directions and motivation so that each employee can carry out activities optimally in accordance with their roles, duties and responsibilities. As Rusman said, one of the stages of curriculum management is the implementation stage, which includes the following steps:

- Preparation of learning plans and programs (syllabus, Learning Implementation Plan/RPP);
- Explanation of material (depth and breadth);
- Determining learning strategies and methods;
- Provision, resources, tools and learning facilities;
- Determining methods and tools for assessing learning processes and outcomes;
- Setting the learning environment.

The implementation of Islamic Religious Education (PAI) at SMP IT InsanRobbani, North Lampung is a mature and holistic process. The stages involve regular learning scheduling, PAI teachers who are competent in understanding Islamic teachings, using appropriate and relevant teaching materials, and using a variety of teaching methods to make learning more interesting. In each lesson, Islamic values such as honesty, justice, compassion, cooperation and piety are integrated. Evaluation is carried out in a balanced manner, not only on academic understanding, but also on students' ability to apply Islamic values in everyday life. Apart from classes, the school also has extracurricular activities and religious studies. Parental and community involvement in Islamic religious education is highly valued. This process is continuously monitored and evaluated to ensure its effectiveness, and is entirely carried out with Islamic awareness and spirit, creating an educational environment that is in line with the Islamic values espoused by this institution. All these efforts aim to shape students' character and prepare them to face life's challenges with a solid moral and ethical foundation.

3. Evaluation of Islamic Religious Education Curriculum Management at InsanRobbani IT Middle School, North Lampung

Curriculum evaluation is a comprehensive process which includes measurement. Curriculum evaluation is carried out on the development of curriculum documents, curriculum implementation, curriculum results, and curriculum impact. As Triwiyanto said, the 2013 Curriculum uses a learning process with an authentic approach (authentic assessment) which assesses student readiness, processes and learning outcomes as a whole. The results of authentic assessments can be used by educators to plan remedial, enrichment or counseling service programs. Apart from that, the results of authentic assessments can be used as material to improve the learning process in accordance with educational assessment standards.

Curriculum evaluation is systematic research on the benefits, suitability, effectiveness and efficiency of the curriculum being implemented. Or curriculum evaluation is the process of applying scientific procedures to collect valid and reliable data to make decisions about the curriculum that is currently running or has been implemented. This curriculum evaluation can cover the entire curriculum or each curriculum component such as objectives, content, or learning methods in the curriculum. Evaluation is stated as a systematic process of collecting and analyzing data, which aims to help educators understand and assess a curriculum, as well as improve educational methods. Evaluation is an activity to find out and decide whether the program that has been determined is in accordance with the original objectives.

Evaluation of Islamic Religious Education (PAI) at SMP IT InsanRobbani North Lampung is a layered and continuous process, designed to ensure that the Islamic religious education provided to students is effective in accordance with the educational objectives and Islamic values embraced by the school. First of all, evaluation focuses on the learning process in the classroom. PAI teachers routinely evaluate how material is taught, how students participate, and how teaching methods are applied. The results of this evaluation help teachers to adjust learning strategies to better suit student needs. Furthermore, evaluation also includes an assessment of student learning outcomes. This includes measuring students' understanding of teaching material through exams, assignments, projects, or presentations relevant to PAI topics. This evaluation provides a clear view of the extent to which students have mastered the Islamic concepts taught at this school. Apart from that, aspects of student character and morals are also the focus of evaluation. Teachers and educational staff routinely monitor students' behavior, the values they demonstrate, and actions that reflect Islamic teachings. This evaluation helps ensure that Islamic religious education is not only about understanding concepts, but also about developing good character.

The PAI curriculum program is also evaluated as a whole. The curriculum development team, teachers and school principals work together to ensure that teaching materials and teaching methods are in accordance with the educational goals and Islamic values held by the school. This evaluation allows schools to continue to improve their curriculum to suit current developments.

Apart from internal evaluation, input from students and parents is also highly valued. They can provide feedback about PAI learning experiences through interviews, surveys, or parent-teacher meetings. This input is an important consideration for improving the quality of Islamic religious education. Finally, the evaluation also includes the effectiveness of extracurricular activities related to PAI. Schools may have activities such as prayer groups, religious studies, or charity work. This

evaluation helps measure the positive impact of these activities on students' understanding of Islam. Overall, the evaluation of Islamic Religious Education at SMP IT InsanRobbani North Lampung is an integral component in ensuring that the religious education provided is in accordance with the school's objectives and the Islamic values espoused by this institution. This comprehensive evaluation helps schools to continue to improve the quality of Islamic religious education and prepare students to become individuals who have a strong moral and ethical foundation in facing various life challenges.

Departing from previous research, what researchers know about is Islamic Religious Education Curriculum Management: in curriculum management, it is not only the principal, the head of the curriculum and the teaching staff who carry out curriculum management, but the entire curriculum team must work together to achieve the curriculum objectives that have been set.

It was also obtained from the results of interviews, observations and documentation with the Deputy Head of Curriculum that the Islamic Religious Education Curriculum at SMP IT InsanRobbani North Lampung emphasized Islamic Religious Education subjects while still following the appropriate structure from the Education Department even though the school had a special curriculum, namely the Curriculum Typical Integrated Islamic Schools are a combination of the National Curriculum and the Typical Curriculum of Integrated Islamic Schools. Typical Curriculum Planning for Integrated Islamic Schools, that is, Islamic education for the whole is more dominant or distinctive, that is, the first of each subject applies or integrates Islamic values in each subject, indeed there are several superior subjects that are distinctively different, namely Islamic Religious Education subjects. Islam, interest in Islamic longing, tahsin, tahfidz and scouting. Based on the results of interviews, observations and documentation, the Islamic Religious Education Curriculum has been implemented in accordance with the RPP and Syllabus guidelines that have been created by the Islamic Religious Education teacher at SMP IT InsanRobbani, North Lampung.

Conclusion and suggestion

Based on research conducted by researchers regarding the management of the Islamic religious education curriculum at SMP IT Insan Robbani, North Lampung, the following conclusions can be drawn:

1. Curriculum planning begins by conducting an evaluation of the curriculum used in the previous year. The results of this evaluation will later be used as consideration for preparing the next curriculum. This activity includes all school components, namely the Principal, Deputy Principal, Educators, Administration, and even the School Committee to provide input on improving the curriculum that will be used in the next school year. In order for the curriculum preparation process to run effectively, the school forms a preparation team curriculum consisting of the Principal, Deputy Head of Curriculum, Chair of the Committee, and Educators.
2. Curriculum management stage, namely at the implementation or implementation stage of the curriculum, which includes the following steps: 1) Preparation of learning plans and programs (syllabus, Learning Implementation Plan/RPP); 2) Explanation of material (depth and breadth); 3) Determining learning strategies and methods; 4) Provision,

resources, tools and learning facilities; 5) Determining methods and tools for assessing learning processes and outcomes; 6) Setting the learning environment.

3. Educators have the task of supervising/evaluating students by identifying learning methods, learning achievements, learning innovations, activity and learning outcomes. Educators evaluate the curriculum starting from the context stage, namely by identifying problems that arise during the implementation of learning. Evaluation or assessment of Islamic Religious Education learning at SMP IT InsanRobbani North Lampung uses an assessment system with tests with the provisions that tests are carried out to see the completeness of each basic competency, then the results of the test can be analyzed and followed up through remedial programs and enrichment programs.

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