



# Implementation of 2013 Curriculum Management in Ma'ahid Kudus O

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**Abstract.** This study aims to describe the implementation of curriculum management in MA Ma'ahid Kudus. This research is a type of field research, the data collection method is descriptive qualitative where the data collection techniques use interview, observation, and documentation techniques. Sources of data obtained from the principal, vice principal of the curriculum section, and teachers. Data were analyzed by reducing data, presenting data and drawing conclusions. Test the validity of the data using source triangulation and technical triangulation. The research method used in this study is a qualitative method. Qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people or observable behavior. The approach used in this study is a juridical and pedagogical approach. In this researcher, the data sources are the principal, and the deputy head of the school in the curriculum field. Researchers collected data in three ways, namely, observation, documentation, and interviews. The results of this study have several results, first, curriculum management planning at MA Ma'ahid Kudus runs in a structured manner, such as teaching preparation and other school programs, so that the process runs well. Second, the organization of curriculum management at MA Ma'ahid Kudus is well structured, so that the teaching and learning process runs well. Third, the implementation of curriculum management at MA Ma'ahid Kudus presents a structured learning process, so that the learning process can run well. In addition, with the help of sources, media, and learning tools, it is easier for students to accept lessons. Fourth, the evaluation of curriculum management uses questions in the mid-semester assessment and the end-semester assessment. This research was actually carried out at the MA Ma'ahid Kudus, and the researchers presented the results of their research properly. This kind of research has never been carried out at MA Ma'ahid Kudus.

**Keywords:** Curriculum · MA Ma'ahid · Qualitative

## 1 Introduction

Human life can never be separated from educational activities. Education is the main factor that makes humans as quality and innovative human beings. Education is also the successor pillar of improving conditions that exist every time, every day, even every

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second humans are required to innovate and renew and have knowledge. Education plays an important role in ensuring the survival of a country and nation, because education is a vehicle to improve and develop human quality.

Education is considered as one of the main investments in developing countries that want to develop. In the management of education now, of course, it must be maximized for human empowerment, because it is one of the most important factors in the progress of the country. The knowledge and skills mastered by graduates are expected to be a contribution to the nation and state, not only in education, but also in other fields. This is directly related to educational management as a process step in developing human knowledge.

According to Rupert C. Lodge (Zuhairini, 2015) states that the broad understanding of education “life I am education, and education is life” means that the entire process of human life is an educational process of all experiences throughout his life and has an educational influence on him. Humans play a role in implementing the curriculum which is realized through the teaching and learning process to achieve the goals of national, institutional, curricular and instructional education. The curriculum is an educational plan, providing guidelines and guidance on the type of environment and the sequence of content, as well as the educational process.

The 2003 National Education System Law explains that the purpose of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. Needed by himself, society, nation and state. The main purpose of education according to the Qur’an is for the formation of human beings who are aware of their main task in this world in accordance with the origin of human creation, so that in the implementation of the educational process, both in terms of education or students, it must be based on being a servant to Allah SWT.

The essence of education is to prepare students to be able to realize their potential and take advantage of life in the future. Education is a vehicle for the younger generation to gain life skills, with the hope that students can enter community life. Education also has an important role in addition to development and growth, but also as the development of a nation. Education that is able to support development is quality education, namely education that is able to face and solve the problems of life that are being faced. This thought is increasingly felt when someone enters the world of work and social life, because students are required to be able to apply what they learn in school in everyday life.

Schools are the spearhead of curriculum implementation which is realized through the teaching and learning process to achieve the goals of national, institutional, curricular, and instructional education. In order for the teaching and learning process to be carried out effectively and efficiently, and to achieve the expected results, program management and teaching activities are required. School managers are expected to guide and direct the development of curriculum and teaching programs and supervise their implementation (Mulyasa, 2011).

According to Law Number 20 of 2003 (UU SPN, 2013) concerning the National Education System, Curriculum is defined as a set of plans and arrangements regarding the objectives, content, and teaching materials, as well as the methods used as guidelines

for the implementation of learning activities to achieve certain educational goals. The curriculum is the foundation used by educators to guide students towards the desired educational goals through the accumulation of a number of knowledge, skills, and mental attitudes. Therefore, the application of curriculum management needs to be carried out in accordance with the educational goals of a school that refers to the complete human conceptualization through the transformation of a number of knowledge, skills, and mental attitudes that must be arranged in the Islamic education curriculum (Nizar, 2011).

Education curriculum is very important, because without a curriculum, education will not run well. The curriculum is an educational program for students. Management of existing education in a school is a step to improve quality education, so that various programs and plans are carried out to achieve what is the school's vision and mission. This is the main task for the school, especially the principal who has an important role in the progress of the school.

The curriculum can be seen as an educational plan. The curriculum is also a determinant of the implementation and educational outcomes. The curriculum also develops in accordance with the development of science and technology. In the curriculum all educational activities are directed towards achieving educational goals, to achieve educational goals, the curriculum needs to be managed so that all activities are productive (Hamalik, 2011). One aspect that can affect the success of the curriculum is the empowerment of management or curriculum management in schools (Rusman, 2012).

One of the ways to improve education management that must be considered by school principals is curriculum management. Curriculum management as one of the substances or standards of education management shows that there needs to be a strong linkage in every part. One aspect of education management that is often referred to as the heart of education is the curriculum. The quality of curriculum management shows the curriculum as one component of education management with national education standards. To achieve good graduates, of course, it is necessary to support content standards, process standards, and graduate competency standards (Triwiyanto, 2015). Based on this background, this study aims to describe and analyze with the title "Implementation of Curriculum Management at MA Ma'ahid Kudus" (Triwiyanto, 2015).

## 2 Theoretical Basis

Similar research has also been carried out by several other researchers such as the research conducted by Nasution (Nasution, 2018) entitled "Implementation of Curriculum Management as an Effort to Improve the Quality of Education at MTs Nurul Iman Tanjung Morawa." The results of the research are the implementation of curriculum management at MTs Nurul Iman Tanjung Morawa school by involving a curriculum development team consisting of the principal, vice principal, PKM-1 Curriculum. The steps taken are to analyze the context and needs and identify national education standards. The principal and the curriculum development team determine the vision, mission, goals of the madrasa, structural, curriculum content and educational calendar, the principal of the school, Nurul Iman Tanjung Morawa, schedules the activities of students and teachers every semester or yearly. The curriculum used at the Nurul Iman Tanjung Morawa school for grades VII and VIII uses the 2013 curriculum and for grade IX uses

the KTSP and for subsequent years uses the 2013 curriculum. Curriculum planning at the Nurul Iman Tanjung Morawa school uses lesson plans and syllabus as a reference for teachers—teacher to teach in class.

Another study was conducted by Berty (Berty, 2019), entitled “Application of Curriculum Management at MTs Al – Ma’ruf Margodadi Sumberejo District, Tanggamus Regency.” The result of the research is that the implementation of the curriculum at MTs Al-Ma’ruf Margodadi, has two levels in the implementation of the curriculum, namely the implementation of the school-level curriculum and the implementation of the classroom-level curriculum. At the school level, the principal and waka of the curriculum are responsible for its implementation, such as coordinating the activities of teachers, guiding teachers in implementing the class-level curriculum, and carrying out all activities that have been planned in an effort to achieve curriculum goals. Meanwhile, in the implementation of the class level, the teacher has an important role in the implementation of the class level curriculum. His role is as a controller of the teaching and learning process in the classroom and has tasks such as making program plans for one year (prota), one semester program (promissory note) and making lesson plans (RPP).

Bayan (Bayan, 2018) also conducted a study entitled “Implementation of Curriculum Management at SMA Muhammadiyah 1 Sumenep”. The result of his research is that the implementation of curriculum management at SMA Muhammadiyah 1 Sumenep has been going well, from planning to implementation. The curriculum used is the 2013 curriculum, which is implemented starting from the 2014–2015 school year. The curriculum was developed according to regional potential and school conditions by the principal, vice principal for curriculum, school committees and by the DIKDASMEN Muhammadiyah Sumenep district. The composition of the subjects is grouped into five, namely ISMUBA material group, citizenship and character education group, science and technology knowledge group, social group, aesthetics and entrepreneurship, and PJOK group. Curriculum management planning includes the formulation and preparation of School Work Plans based on the principles of participation, openness and accountability. The class level planning includes the preparation and development of the syllabus, core competencies, basic competencies, subject matter/learning, student learning experiences, time allocation, and reference sources. Educators also develop annual programs, details of effective weeks, semester programs, minimum completeness criteria and lesson plans. The implementation of curriculum management at SMA Muhammadiyah 1 Sumenep is implemented through a school work plan through the participation of school members, school committees, analyzing subject matter and a collection of exam questions and then conducting continuous supervision of the teaching and learning process in the classroom. Educators apply it in the form of making educator documents and learning tools.

Fadillah, Mardianto & Wahyu (Fadillah et., al, 2018) conducted a study entitled “Implementation of Curriculum Management in Improving the Quality of Learning at the Batang Kuis Wiraswasta Junior High School, Deli Serdang Regency.” The result of the research is that curriculum planning in improving the quality of learning in Batang Kuis Private Junior High School is carried out in an integrated and sustainable manner which functions as a guide that provides direction and purpose in carrying out the learning process. The curriculum planning carried out includes several activities, which include:

(1) the preparation of the academic calendar, (2) the arrangement of teacher duties and obligations, (3) the preparation of the lesson schedule, (4) the preparation of curriculum objectives and content, and (5) the preparation of the curriculum. School activity program. Curriculum organization in improving the quality of lessons at the Batang Kuis Private Junior High School tends to use an eclectic organization, namely a curriculum program that is centered on subjects and students. This means that in implementing the Batang Kuis Private Junior High School curriculum, they always use a competency approach that emphasizes understanding, differences in development and speed of each individual student so that it is expected to accommodate the needs and potential of each student. The implementation of the curriculum in improving the quality of lessons at the Batang Kuis Private Junior High School can be said to have been as expected, this can be seen from the creation of a conducive and efficient teaching and learning program that is always oriented to the needs of students.

In implementing the learning program, the teachers of Batang Kuis Private Junior High School always pay attention to 3 important aspects in carrying out the teaching and learning process, namely the management of teaching and learning, the selection of learning strategies, and the determination of media and learning resources. These three aspects are determinants of the success of the implementation of the school curriculum so that it can have implications for the quality of education that is being implemented which is reflected in the results of student development that are satisfying time.

Finally, Sista (Sista, 2017) conducted a study entitled "Implementation of Curriculum Management in Improving Education Quality (Case Study at SMK Migas Cepu)." The result of his research is that the management of the Oil and Gas Vocational High School curriculum has the concept of being the main determinant of school activities in an effort to improve the quality of education. All student activities refer to the existing curriculum. Based on this, the curriculum must be properly formulated in terms of planning, organizing, implementing, and evaluating the curriculum. The implementation of the Oil and Gas Vocational High School curriculum management is carried out in several steps, namely: (a) planning the Oil and Gas Vocational High School education curriculum before entering the new school year. The design process is to hold a teacher coordination meeting when the student holiday period is in progress. The Oil and Gas Vocational High School curriculum has the aim of achieving the vision and mission of schools and national education in accordance with Law No. 20 of 2003. (b) Development of curriculum processes, Vocational High School of Oil and Gas which is based on the thoughts that become the reference for curriculum development, including: School Philosophical Basics, Psychological Basics, and Basic Academic Objectives. (c) Setting the structure of the curriculum program, SMK Migas which refers to the BPSDMPK-Kemdikbud regulations regarding the structure of the SMK program. Furthermore, SMK Migas developed by providing local content according to the situation and condition of the school and environmental needs, such as petroleum materials, adding two hours of lessons for English. This was done because he saw that many teaching references in the petroleum department used English. (d) The management of the Oil and Gas Vocational High School curriculum is successful in improving the quality of education at the Oil and Gas Vocational School. (e) Setting the structure of the curriculum program, SMK Migas which refers to the BPSDMPK-Kemdikbud regulations regarding the structure

of the SMK program. Furthermore, SMK Migas developed by providing local content according to the situation and condition of the school and environmental needs, such as petroleum materials, adding two hours of lessons for English. This was done because he saw that many teaching references in the petroleum department used English. (d) The management of the Oil and Gas Vocational High School curriculum is successful in improving the quality of education at the Oil and Gas Vocational School. (c) Setting the structure of the curriculum program, SMK Migas which refers to the BPSDMPK-Kemdikbud regulations regarding the structure of the SMK program. Furthermore, SMK Migas developed by providing local content according to the situation and condition of the school and environmental needs, such as petroleum materials, adding two hours of lessons for English. This was done because he saw that many teaching references in the petroleum department used English. (d) The management of the Oil and Gas Vocational High School curriculum is successful in improving the quality of education at the Oil and Gas Vocational School. The addition of two hours of lessons for English. This was done because he saw that many teaching references in the petroleum department used English. (d) The management of the Oil and Gas Vocational High School curriculum is successful in improving the quality of education at the Oil and Gas Vocational School the addition of two hours of lessons for English. This was done because he saw that many teaching references in the petroleum department used English. (d) The management of the Oil and Gas Vocational High School curriculum is successful in improving the quality of education at the Oil and Gas Vocational School.

### 3 Methodology

The research method used in this study is a qualitative method. Qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people or observable behavior. (Moeleong, 2006) Descriptive research is a research method that describes all data or the state of the subject or object of research then analyzed based on the current reality and then tries to provide problem solving and can provide up-to-date information so that it is beneficial for the development of science. And more can be expected on a variety of issues. Descriptive research in general is a research activity that wants to make a picture or try an event or symptom systematically.

Kirl and Miller in Moleong (Margono, 2000) define that qualitative research is “a particular tradition in social science that fundamentally depends on observing humans in their own area and relating to these people in their language and terminology.” Qualitative research is descriptive research, meaning that it carefully records all the symptoms seen, heard, and read through interviews or not, field notes, photos, videos, personal documents, notes or memos, official documents or not, and others. In research, one must compare, combine and abstract and draw conclusions. The approach used in this study is a juridical and pedagogical approach. The juridical approach is to reveal the legal basis and government regulations related to education as a reference in this research, which includes Law No. 20 of 2003. The pedagogical approach is to take into account the mundane aspects of teacher-centered learning. Students act as objects that must obey the wishes of the teacher. The data source according to Suharsimi Arikunto (Arikunto, 2006) is the subject from which the data was obtained. In obtaining this data, researchers

deal directly with informants to obtain accurate data so that researchers in carrying out data management do not experience difficulties. In this researcher, the data sources are the principal, and the vice principal of the curriculum field.

## 4 Result and Discussion

In educational institutions, curriculum management is needed, because curriculum management is an important thing carried out by schools as a curriculum management system in order to realize curriculum achievement. Curriculum management activities go through several stages, namely curriculum management planning curriculum organization, curriculum implementation, and curriculum evaluation. The following is the implementation of Curriculum Management at MA Ma'ahid Kudus.

### 4.1 Curriculum Management Planning at MA Ma'ahid Kudus

Planning is a very important element and is a fundamental function of management. Planning is the activity of choosing to connect facts and make, and use assumptions about the future, in terms of visualizing and formulating proposed activities that are considered necessary to achieve the desired results (Sondangan, 2012).

#### *Long Term Planning*

Long-range planning usually has a period of five to ten years. Long-term planning contains general, global and not detailed plans. In terms of long-term curriculum planning are all experiences that include what is obtained both from within and from outside educational institutions that have been systematically and integratedly planned, which aims to prepare students to achieve educational goals (Hamalik, 2012). Long-term planning at MA Ma'ahid can produce a very strong and quality curriculum. So that the curriculum management planning at MA Ma'ahid Kudus goes well.

#### *Medium Term Planning*

Medium-term planning usually has a duration of two to five years. Medium term planning is an explanation of Long term planning. It contains clearer objectives and targets so as to provide a definite basis for the planned activities. Medium-term planning at MA Ma'ahid Kudus is the improvement and evaluation of curriculum management that has been implemented, so as to be able to make it even better.

#### *Short Term Planning*

Short-term planning usually has a period of one year to three years. One that we often find from short-term planning is an annual plan. Annual planning is often also called operational planning and is a cycle that repeats itself every year. In short-term curriculum planning is fostering students towards the desired behavior changes until changes occur in students. Short-term planning at MA Ma'ahid Kudus is in the form of providing innovation and technicians in designing lesson plans, promissory notes, prota, and syllabus so that they can adapt to the needs of students.

The curriculum management at MA Ma'ahid Kudus is as follows. MA Ma'ahid Kudus prepares and carries out curriculum planning at the beginning of each new



school year. The planning involves school committees, principals, foundation supervisors, teachers, and school employees in planning what will be achieved in curriculum management. Before carrying out the teaching and learning process, teachers are expected to prepare RPP, Syllabus, Prota, Promes in accordance with guidelines that have been adapted to the conditions of students. So that students really understand what is being taught. In addition, the school also prepares an academic calendar as a reference in the implementation of teaching and learning activities in the next year.

Curriculum management planning at MA Ma'ahid Kudus is carried out to formulate activities during teaching and learning for the next year, and formulate the desired results for students. In formulating curriculum planning, the principal arranges in the short term, in making prota, promissory notes, and, kaldik is compiled within a year, but in making RPP always changes. These changes are based on the condition of the students. So that what is planned by the teacher can be conveyed to students.

#### **4.1.1 Organizing Curriculum Management at MA MA'ahid Kudus**

Organizing is a series of activities in the division of work that are planned to be completed by members of the work group, determining good work relations between them, and maintaining an appropriate work environment and facilities (Malayu, 1989). The organization in question is in the form of a curriculum material design pattern whose aim is to facilitate students in carrying out learning activities so that learning objectives can be achieved effectively (Wahyudin, 2014).

In the implementation of curriculum management at MA Ma'ahid Kudus formed a Curriculum Development Team. The team developed a curriculum for learning for the next one year. The curriculum development team compiles the SKL, this is the SKL as a reference in the development of content standards, process standards, educational assessment standards, educator standards and education personnel standards, infrastructure standards, management standards, and financing standards.

The organization in the formulation of the SKL is completed by group members, so that in the preparation of the SKL it is easier for teachers to carry out learning effectively and efficiently to achieve the planned goals. In addition, SKL is also useful in assessing student graduation.

#### **4.1.2 Implementation of Curriculum Management at MA MA'ahid Kudus**

In a curriculum management, curriculum implementation is an effort to create a working climate that is equal among program implementation staff, so that organizational goals can be achieved effectively and efficiently. Implementation in other terms is generating, giving direction, influencing and giving commands or orders (Sondangan, 2012). Implementation is a process of applying curriculum ideas, concepts, and policies in a learning activity, so that students master certain competencies as a result of interaction with their environment.

The implementation of curriculum management at MA Ma'ahid Kudus is under the supervision and responsibility of the principal. Prior to the implementation of the KBM, the principal asked the teachers to make RPP, Prota, Promes, and syllabus tailored to the students. This is a reference in the implementation of learning. In addition, teachers



are also asked to prepare sources, tools, and media in learning as a means of support to facilitate the learning process. As a form of student evaluation, teachers are asked to carry out mid-semester assessments and end-semester assessments as a benchmark for student achievement. If participants get a score below the KKM, the teacher is also asked to make remedial assignments, as additional value for student assessment.

Implementation of curriculum management at MA Ma'ahid Kudus, under the supervision and responsibility of the principal. The principal as a command in implementing the curriculum. From the command of the principal, it makes it easier for teachers to carry out the learning process, so that students more easily understand and accept the learning that has been prepared by the teacher. In addition, the implementation of student evaluation is also easier.

#### **4.1.3 Evaluation of Curriculum Management at MA'ahid Kudus**

Based on the results of research by researchers, evaluation of curriculum management at MA Ma'ahid Kudus is very important to do, because evaluation can determine how effective the curriculum that has been developed at MA Ma'ahid Kudus is. Evaluation of curriculum management is done conditionally. Curriculum evaluation also supervises students, by identifying ways of learning, achievement, innovation, activity, and learning outcomes. The teacher evaluates from the context stage, which is to identify problems that arise during the implementation of learning. Furthermore, in the input stage by knowing how capable the students are.

Curriculum management at MA Ma'ahid begins with planning, in planning the principal and vice principal of the curriculum section plan short-term planning by compiling programs that will be implemented in the next one year. After carrying out the planning, the organization continues. This organization compiles the SKL in MA Ma'ahid Kudus which is compiled by members of the curriculum development team. After organizing, namely the implementation of curriculum management. The implementation of curriculum management at MA Ma'ahid Kudus is under the command and supervision of the principal, making it easier for teachers to carry out teaching and learning activities. The last is evaluation. Evaluation is a form of controlling the implementation of curriculum management at MA Ma'ahid Kudus, so evaluation is very important.

## **5 Conclusion**

Based on the report data presented in this paper, the writer concludes that curriculum management at MA Ma'ahid Kudus uses the 2013 curriculum which is presented in the form of KTSP. MA Ma'ahid Kudus has been using the 2013 curriculum since 2014. The planning of the MA Ma'ahid Kudus curriculum is carried out before the new school year, namely by holding workshops for teachers and all employees of MA Ma'ahid Kudus.

Curriculum organization is carried out by forming a curriculum development team to develop a curriculum that will be used in the next year, and the curriculum development team also prepares SKL. The implementation of the MA Ma'ahid Kudus curriculum is under the supervision and responsibility of the principal who is commanded to the deputy principal of the curriculum section. The evaluation of the MA Ma'ahid Kudus curriculum was carried out conditionally according to the needs and conditions.

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