

**MENGINTEGRASI MANAJEMEN KURIKULUM KE DALAM
PENINGKATAN KUALITAS PEMBELAJARAN BERBASIS SEKOLAH**

**INTEGRATING CURRICULUM MANAGEMENT INTO SCHOOL-BASED
LEARNING QUALITY IMPROVEMENT**

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Abstrak

Tujuan penelitian ini untuk mengetahui integrasi manajemen kurikulum di Sekolah Dasar Islam Roushon Fikr Jombang dalam meningkatkan mutu pembelajaran. Locus penelitian ini diambil, karena SDI Roushon Fikr merupakan lembaga pendidikan Islam yang hadir di era relovusi industri 4.0, dan terletak di kota santri yaitu Jombang sebagai basis pondok pesantren besar di Jawa Timur. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif, dengan teknik penggalan data melalui observasi, wawancara, dan dokumentasi yang relevan sebagai data sekunder. Hasil penelitian menunjukkan bahwa; pertama, perencanaan kurikulum di SDI Roushon Fikr secara matang dan terstruktur setiap awal tahun, akan tetapi masih perlu penyelarasan proses penyusunan rencana pelaksanaan pembelajaran (RPP), silabus, dan perangkat pembelajaran yang disesuaikan dengan kalender pendidikan dan minggu efektif; kedua, pengorganisasian pembelajaran di SDI Roushon Fikr dilakukan oleh wakil sekolah bidang kurikulum, melalui tahap pembagian tanggung jawab bagi setiap guru yang relevan dengan bidang keahlian masing-masing guru; ketiga, pelaksanaan kurikulum dan relevansi mutu pembelajaran di SDI Roushon Fikr, dimulai dengan kegiatan pembuka, kegiatan inti, dan kegiatan penutup; keempat, monitoring dan evaluasi kurikulum dilakukan oleh kepala sekolah melalui kegiatan supervisi terhadap wakil sekolah bidang kurikulum dan kepada guru-guru mata pelajaran pada setiap satu semester dan setiap tahunnya.

Kata kunci: Integrasi manajemen kurikulum, Mutu Pembelajaran, Sekolah Dasar Islam

Abstract

The purpose of this study was to determine the integration of curriculum management in Roushon Fikr Islamic Elementary School Jombang in improving the quality of learning. The locus of this research was taken, because SDI Roushon Fikr is an Islamic educational institution that was present in the era of the industrial revolution 4.0, and is located in the santri city of Jombang as the basis of a large Islamic boarding school in East Java. The research method used is a qualitative descriptive approach, with data mining techniques through observation, interviews, and relevant documentation as secondary data. The results showed that; first, planning the curriculum at SDI Roushon Fikr carefully and structured at the beginning of each year, but still needs to align the process of preparing the lesson plan (RPP), syllabus, and learning tools that are adjusted to the educational calendar and effective week; second, the organization of learning at SDI Roushon Fikr is carried out by representatives of the school in the field of curriculum, through the stage of division of responsibilities for each teacher that is relevant to the field of expertise of each teacher; third, the implementation of the curriculum and the relevance of the quality of learning at SDI Roushon Fikr, starting with opening activities, core activities, and closing activities; fourth, the monitoring and evaluation of the curriculum is carried out by the principal through supervising the school representatives in the curriculum field and the subject teachers in every semester and every year.

Keywords: *Integration curriculum management, Quality of learning, Islamic Elementary School*

A. Introduction

Citing the book *Quality Assurance for Development School*, a report on the performance of the ET2020 Working Group written by J. Looney (European Institute of Education and Social Policy-EIESP) and Clemson (European Commission) in January-March 2017, that reports on research results on several countries in Europe such as Slovenia, Iceland, Romania, Italy, Poland, France, Greece, Cyprus and Latvia, set the 8 (eight) principles developed about schools as a guide in making policies related to quality assurance in particular, and the report to ensure productivity synergies of internal and external quality assurance mechanisms.¹

¹ Hannahommission CLooney, Janet; Grainger Clemson, *Quality Assurance for School Development*, ed. European Comission, *Directorate-General Education, Youth, Sport and Culture*

These principles can be further illustrated with successful and emerging, or potential examples of policy development from several countries and stakeholder organizations in other European countries. The eight principles are *coherence, professional learning communities, trust and shared accountability, support innovation, shared understanding and dialogue, networks, building capacity for data, and different data for balanced view*.²

A recent review by Leithwood et al. in Geoff Berry, illustrates the complexity and depth of research relating to school leadership that has taken place over the last two decades. The review considers a number of dimensions and frameworks for looking at the leadership process in schools, the importance of leaders having the ability to utilize expert knowledge, in order to change the school's organizational culture. Broadly described as a process of behavior, values, beliefs, and attitudes of members of a group, organization or society, influenced by actualizing actions towards the achievement of common results (goals).³

Facing the era of globalization which is full of changes in values, education should be able to create new experiences, both systematically arranged in the form of formal learning experiences at school and unstructured outside school, namely in the family and community.⁴ In the view of Islam, that the concept of developing human

Schools and Multilingualism-GERMAN, Second edi (ET 2020 Working Groups, 2020), <https://www.schooleducationgateway.eu/>. *ET2020 working group assigned from 2016-2018, records for evaluation and development of successful and developing policy developments, or new potentials in member countries (Europe)*. This performance concerns the governance of the school education system that can support and improve quality, inclusion and innovation. They focus on capacity for systemic change in four interrelated main areas: (1) quality assurance for school development; (2) continuity and transition for student development; (3) teachers and school leaders; and (4) networking with partner institutions.

² Hannahommission CLooney, Janet; Grainger Clemson, *European Ideas For Better Learning: The Governance Of School Education Systems: The Final Report and Thematic Outputs of the ET2020 Working Groups Schools (2016-2018)*, ed. Themis Christophidou, First Edit (B-1049 Brussels Belgium: EUROPEAN COMMISSION ET2020 Working Group Schools, 2018), <https://www.schooleducationgateway.eu/>.

³ Geoff Berry, "Leadership and the Development of Quality Culture in Schools," *International Journal of Educational Management* 11, no. 2 (1997): 52–64, <https://doi.org/10.1108/09513549710163943>.

⁴ Amir Maliki Abitolkha, Ahmad Nur Ismail, and Yazid Hady, "Contextualization of Islamic Education Curriculum In Junior High Schools," *TARBIYA: Journal Of Education In Muslim Society* 7, no. 1 (2020): 48–66, <https://doi.org/10.15408/tjems.v7i1.13843>.

resources cannot be separated from thinking about humans themselves. The concept is very clear, complete and comprehensive, and is still current and relevant to be applied.⁵

The complexity of the educational problems faced by the Indonesian nation has not yet been completely resolved, it can be seen in the low level of quality of graduates, the supporting facilities for teaching and learning activities are still limited, the curriculum has not yet achieved mastery learning. Learning with “Learning Community” really helps the learning process in the classroom and that is the substance of constructive learning and contextual learning.⁶ Another factor is that the leadership process with institutional management has not been able to create a good quality culture.⁷

The complexity of these problems should be a concern of the government, educational institutions, and the community in dealing with various kinds of problems seriously. In line with Article 3 of Law number 20 of 2003, that “National education functions to develop and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen”.⁸ Therefore, that these potentials can actually be formed and developed so that individuals have personalities that are beneficial to themselves and others.⁹

The process of forming and developing these characters requires a professional management of educational institutions, so that the process of forming the potential possessed by students can be realized optimally through the development of coaching.¹⁰

⁵ Haerudin, “Strategi Pengembangan Madrasah Tsanawiyah Swasta Terhadap Kualitas Pendidikan Islam Di Kecamatan Tellulimpoe Kabupaten Sinjai,” *Jurnal Al-Qayyimah* 2, no. 1 (2019): 15–27, <https://doi.org/10.30863/aqym.v2i1.595>.

⁶ Abitolkha, Ismail, and Hady, “Contextualization of Islamic Education Curriculum In Junior High Schools.”

⁷ Didin Sirojudin, “Relevansi Pembuatan Keputusan Dalam Organisasi Pendidikan Islam,” *Jurnal Kajian Pendidikan Islam* 4, no. 2 (2014): 65–78.

⁸ Umul Aiman Lubis, “Implementasi Manajemen Berbasis Sekolah Dalam Meningkatkan Mutu Lulusan Di SMA Islam Al-Ulum Terpadu Medan,” *Analytica Islamica* 4, no. 1 (2015): 167–86.

⁹ Yuri Dullah and Munir, “Manajemen Kesiswaan Di SDIT (Sekolah Dasar Islam Terpadu) Harapan Mulia Palembang Pendidikan Islam,” *STUDI MANAGERIA: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (2020): 1–12, <https://doi.org/10.19109/studiamanageria.v2i1.4244>.

¹⁰ Fadhilah, “Prinsip-Prinsip Dasar Manajemen Kesiswaan Di Sekolah,” *SERAMBI TARBAWI Jurnal Studi Pemikiran, Riset Dan Pengembangan Pendidikan Islam* 7, no. 2 (2019): 163–74, <http://ojs.serambimekkah.ac.id/tarbawi/article/view/1800>.

Another factor is the teacher in carrying out his responsibilities, so that it will affect the improvement of the quality of education.¹¹ Schools have an important role in shaping a quality Indonesian generation, they should receive support from all elements, both from the government and the community.¹² Human resources in education are very much needed in achieving quality national education goals, namely through curriculum changes that are adapted to the conditions and geography of a country.¹³ With a blend of curricula, it is hoped that educational goals can be achieved in accordance with the direction being taken.¹⁴

The curriculum is all the school's efforts to design and influence students so that they can learn in groups or independently, both in the classroom and outside the school.¹⁵ To achieve maximum learning outcomes, it must be adjusted to the curriculum applied in schools, so that the experience of students can be obtained through various educational activities, such as: taking lessons in class, practicing skills, sports and art exercises, and practicum activities at school.¹⁶

Curriculum development is a process of formulation, planning, and preparation to produce a better curriculum that is in accordance with current situations and conditions. The curriculum is developed based on internal and external analysis, so the curriculum requires innovation to be developed in the hope of meeting the needs of the community. The factors that influence the curriculum development process are political, social, cultural, economic, scientific, and technological factors. Structurally, the curriculum consists of four main components, namely objectives, content,

¹¹ Mohammad Saat Ibnu Waqfin, "Konsep Keteladanan Guru Dan Implementasinya Dalam Perspektif Pendidikan Islam," *DINAMIKA : Jurnal Kajian Pendidikan Dan Keislaman* 4, no. 01 (2019): 93–104, <https://doi.org/10.32764/dinamika.v4i01.367>.

¹² Hilya Gania Abdillah and Yaya Suryana, "Manajemen Strategik Dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah," *Jurnal Islamic Education Manajemen* 6, no. 1 (2021): 87–94, <https://doi.org/10.15575/isema.v6i1.11037>.

¹³ Chusnul Chotimah and Khoirun Nisa', "Penerapan Kurikulum Bertaraf Internasional Di Ma Amanatul Ummah Pacet," *DINAMIKA : Jurnal Kajian Pendidikan Dan Keislaman* 4, no. 2 (2019): 79–96, <https://doi.org/10.32764/dinamika.v4i2.786>.

¹⁴ Chusnul Chotimah and Faqihuddin Nidlom Syah Yusuf, "Penerapan Kurikulum Perpaduan Agama Dan Umum (Studi Kasus Di MTsN 3 Unggulan Tambakberas Jombang)," *JoEMS: Journal of Education and Management Studies* 4, no. 3 (2021): 61–66.

¹⁵ Fadillah, Mardianto, and Wahyudin Nur Nasution, "Implementasi Manajemen Kurikulum Dalam Meningkatkan Kualitas Pembelajaran Di SMP Wiraswasta Batang Kuis Kabupaten Deli Serdang," *At-Tazakki: Jurnal Kajian Ilmu Pendidikan Islam Dan Humaniora* 2, no. 1 (2018): 27–33.

¹⁶ Tati Hartati and Supriyoko Supriyoko, "Implementasi Manajemen Kurikulum Pendidikan Islam Terpadu," *Media Manajemen Pendidikan* 3, no. 2 (2020): 197–207, <https://doi.org/10.30738/mmp.v3i2.4652>.

implementation strategies, and evaluation components. While the main process includes curriculum guidelines and the development of learning designs.¹⁷

Curriculum development in the process requires an approach, namely a work pattern by applying appropriate strategies and methods by following a systematic and measurable development mechanism to produce better curriculum products. On another aspect, in the preparation of components, consistency must be assessed and related to other components, so that the curriculum is truly integrated and comprehensive. This stage of curriculum development is a cycle, and a process that is repeated periodically by referring to four approaches that can be used, namely the academic, humanistic, technological, and social reconstruction approaches.¹⁸

The process of developing the curriculum is the responsibility of the principal in managing the institution. Islamic schools or educational institutions are an integral part of the national education system.¹⁹ Therefore, Islamic educational institutions cannot be separated from the management aspect in their management. Starting from the elements of leadership, staff, school residents, customers, and products sold or produced. In the implementation of management-based Islamic educational institutions, it aims to make the institution better, directed, and well-planned.²⁰

Management can influence, and even construct almost all aspects of human life, be able to recognize abilities as well as their own strengths and weaknesses, show effective and efficient ways of carrying out a job. Management allows to reduce obstacles in the context of achieving a goal. Management also provides a prediction and imagination in order to anticipate environmental changes.²¹ Management is generally

¹⁷ Tatang Hidayat, Endis Firdaus, and Momod Abdul Somad, "Model Pengembangan Kurikulum Tyler Dan Implikasinya Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah," *POTENSIA: Jurnal Kependidikan Islam* 5, no. 2 (2019): 197–218, <https://doi.org/http://dx.doi.org/10.24014/potensia.v5i2.6698>.

¹⁸ Suprihatin Suprihatin, "Pendekatan Humanistik Dalam Pengembangan Kurikulum Pendidikan Agama Islam," *POTENSIA: Jurnal Kependidikan Islam* 3, no. 1 (2017): 82, <https://doi.org/10.24014/potensia.v3i1.3477>.

¹⁹ Dewi Ratna Sari and Betty Mauli Rosa, "Asesmen Kompetensi Minimum Dan Survei Karakter Di Indonesia Serta Relevansinya Dengan Pemikiran Ibnu Sina," *POTENSIA: Jurnal Kependidikan Islam* 7, no. 1 (2021): 35–51, <https://doi.org/http://dx.doi.org/10.24014/potensia.v7i1.10033>.

²⁰ Imam Hambali, "Implementasi Sistem Informasi Manajemen (SIM) Dalam Meningkatkan Mutu Proses Pembelajaran," *Edumaspul: Jurnal Pendidikan* 5, no. 1 (2021): 124–34, <https://doi.org/https://doi.org/10.33487/edumaspul.v5i1.1085>.

²¹ Ismail, "Pengembangan Kualitas Manajemen Pendidikan," *ITTIHAD: Jurnal Kopertais XI Kalimantan* 13, no. 24 (2015): 44–57, <https://doi.org/http://dx.doi.org/10.18592/ittihad.v13i24.1745>.

defined as managing, implementing, and managing. According to the origin of the word, which means “to control by hand” or “gain result”.²²

In the process of managing Islamic educational institutions, schools are required to determine targets for improving the quality of institutions in accordance with community needs. In this case, the school plans a work program with various kinds of activities as well as activities based on internal and external analysis, namely aspects of strengths, weaknesses, opportunities, and threats. Furthermore, through the transformation of the management of Islamic educational institutions based on modern management, it can provide great benefits to the development of institutions as well as student achievement. This is because the management process can be centralized through regional autonomy, so that school principals have a central role in leading institutions that are superior and have competitiveness.²³

Roushon Fikr Islamic Elementary School Jombang is an Islamic educational institution, which is present in the era of the industrial revolution 4.0 in accordance with the vision of the Roushon Fikr Islamic Elementary School, which is “*to dedicate itself to efforts to empower the quality of human resources through scientific knowledge, doing scientific deeds, and having good morals*”. It is transformed to adopt modern management by combining various modern technologies in the process of learning activities, as well as developing various scientific disciplines through matriculation programs, Islamic education programs, Al-Qur’an education programs, life skills programs, field trip programs, and psychological guidance and consultation.²⁴

Roushon Fikr Islamic Elementary School is one of the educational institutions that is always consistent in shaping students into knowledgeable, skilled, intelligent people but also with good morals. Through the integration of the applied curriculum, Roushon Fikr Islamic Elementary School is able to improve student competence and achievement in academic and non-academic fields. Based on the description of the study of research results and some expert opinions above and based on the condition of

²² Eka Retnawati, “Upaya Peningkatan Mutu Pendidikan SMP Melalui Manajemen Pendidikan Karakter,” in *PROSIDING SEMINAR NASIONAL “Penguatan Karakter Berbasis Literasi Ajaran Tamansiswa Menghadapi Revolusi Industri 4.0* (Jogja: Prodi Magister Manajemen Pendidikan Universitas Sarjanawiyata Tamansiswa, 2019), 717–26.

²³ Zainur Arifin, “Paradigma Studi Manajemen Berbasis Madrasah Dan Guru Profesional,” *Muróbbi: Jurnal Ilmu Pendidikan* 4, no. 1 (2020): 121–50, <https://doi.org/10.52431/murobbi.v4i1.305>.

²⁴ Ali Priyono R. et al., “Pengembangan Manajemen Kesiswaan Dalam Meningkatkan Minat Dan Bakat Siswa,” *Muróbbi: Jurnal Ilmu Pendidikan* 5, no. 2 (2021): 289–314, <https://doi.org/https://doi.org/10.52431/murobbi.v5i2.429>.

the research locus, this study aims to identify and describe the “integration of curriculum management in improving the quality of learning” in Roushon Fikr Islamic Elementary School Jombang.

B. Method

This study aims to obtain a comprehensive description of the curriculum planning process, curriculum organization, curriculum implementation and learning quality, and evaluation of curriculum and learning at Islamic Elementary School Roushon Fikr Jombang, located on Jl. Captain Pierre Tendean Pulo Lor Jombang, East Java. The research approach used is to use ethnography which is a holistic part of qualitative research, which in the opinion of Christopher & Morrison is a procedure or step in generating descriptive data including written words from people and also behaviors that are observed in depth on the research object holistically.²⁵

The technique of collecting data through an ethnographic approach that is dominant in field research is using documentation, interviews, surveys, and observational analysis techniques at Islamic Elementary School Roushon Fikr Jombang. The data collection techniques include in-depth observations related to the integration of curriculum management in improving the quality of institutions in Roushon Fikr Islamic Elementary School.²⁶ In line with the opinion of Christopher & Morrison, namely “ethnographic approach to fieldwork was used, combining documentation, interviews, surveys and observation analysis” that the ethnographic approach combines documentation, interview, survey, and observation techniques. Interview technique, namely conducting interviews with school principals, school representatives in the academic field, school representatives in student affairs & public relations, psychology service bureaus, teachers, and also staff at Roushon Fikr Islamic Elementary School. Documentation techniques are also used in this study, to obtain data in the form of school documents, or notes at the Roushon Fikr Islamic Elementary School.²⁷

²⁵ & Marlene Morrison Christopher Pole., *ETHNOGRAPHY FOR EDUCATION*, 1st ed. (London: Open University Press, McGraw-Hill Education, 2003), www.openup.co.uk.

²⁶ Christopher Pole.

²⁷ Christopher Pole.

C. Finding and Discussion

Efforts to improve the quality of education, curriculum management at Islamic Elementary School Roushon Fikr has an important role. Starting from planning, implementation to evaluation. Based on the results of observations from Roushon Fikr Islamic Elementary School, it is in the preparation of the curriculum that it is carried out every new academic year which involves representatives from the foundation, the principal, the deputy head of the academic field and the school committee. Before compiling the curriculum, the curriculum drafting team must know and study the current national curriculum and know how the condition of the school is, so that the curriculum to be determined can adapt to the circumstances or conditions of the school without negating the national curriculum.

The results of observations based on data from Semester Data: 2020/2021-2, namely, that the curriculum applied at Roushon Fikr Islamic Elementary School is using the 2013 SD curriculum which in the implementation of education adopts school-based management (SBM). The curriculum that is taught is a combination of 3 curricula, namely the 2013 curriculum, the curriculum from the foundation and the local curriculum which is adapted to the state of the school which in the learning process is full day school for five effective days.

Roushon Fikr Islamic Elementary School consists of 24 study groups, consisting of 360 male students and 280 female students, with details on the division of creative classes, innovative classes, independent classes, and inspirational classes. This is supported by the number of teachers and employees as many as 94 people, also supported by supporting facilities and infrastructure such as internet access (speedy Telkom), laboratories, libraries, and other very adequate facilities.

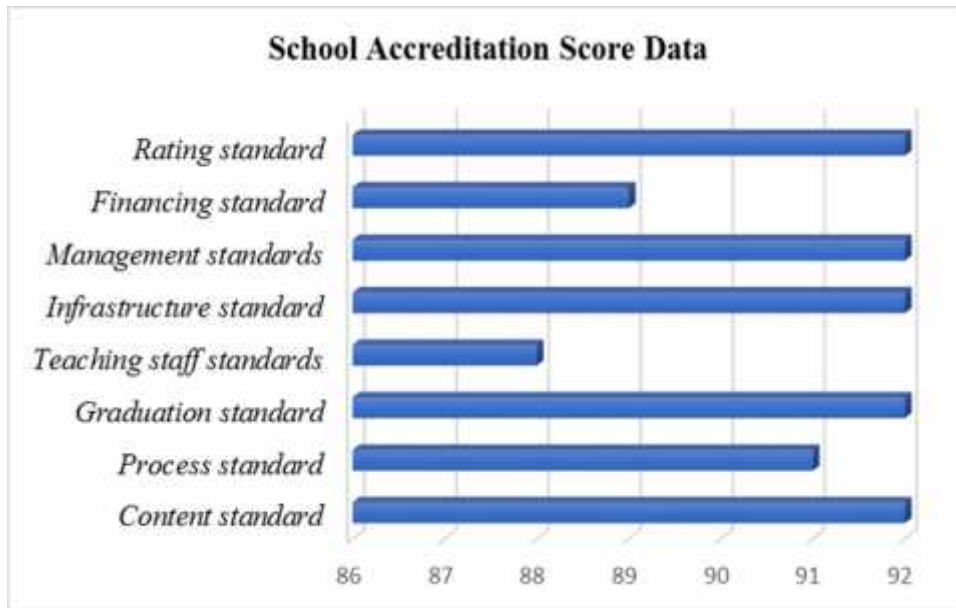


Figure 1: School Accreditation Score Data

Based on the accreditation data for the Roushon Fikr Islamic Elementary School with the achievement of an “A” accreditation rating in 2018 it shows that this school is in a very good category, this can be seen in the details of the acquisition of school accreditation instruments, namely; the content standard reached a value of 92, process standard 91, graduation standard 92, teaching staff standard 88, infrastructure standard 92, management standard 92, financing standard 89, assessment standard 92, with a total final score of 91.²⁸



Figure 2: Curriculum Integration Management Cycle

²⁸ Accreditation data for Roushon Fikr Islamic Elementary School Jombang in 2018.

Curriculum Planning at Roushon Fikr Islamic Elementary School

The curriculum structure describes the conceptualization of curriculum content in the form of subjects, position of content/subjects in the curriculum, distribution of content/subjects in a semester or year, study load for subjects and study load per week for each student.²⁹ The implementation of curriculum management must start from the learning planning process, which is usually carried out at the beginning of the new school year in a work meeting forum discussing the main tasks of work, division of teaching classes, and other discussions that are relevant to teaching and learning activities. In formulating curriculum planning, first identify the analysis of customer needs and also map the condition of the school including the components of infrastructure, human resources.³⁰

Based on the observation of the research locus and the results of interviews with Mrs. Ratna as the deputy head of the academic field of SD Islam Roushon Fikr Jombang, stated that: “Since the beginning of the establishment of the SD Roushon Fikr institution, it has used the curriculum and curriculum from the beginning until now it has changed many times due to there are revisions for the development and progress of students. Curriculum preparation is carried out every new academic year involving representatives from the foundation, school principals, deputy heads of academic affairs and the school committee. Before compiling the curriculum, the curriculum drafting team must know and study the current national curriculum and know the condition of the school so that the established curriculum can be in accordance with school conditions without negating the national curriculum”.

Learning planning is part of the process of preparing strategic steps that will be carried out within a certain time, to achieve the goals that have been set. The plan is prepared based on needs within a certain period of time, in accordance with the purpose of planning. This learning plan is part of the teaching preparation that will be carried out by the teacher, therefore the teacher has a role as a motivator so as to encourage

²⁹ Darul Qutni, “EFEKTIVITAS INTEGRASI KURIKULUM DALAM PEMBENTUKAN KARAKTER PESERTA DIDIK (Studi Di SMP Daarul Qur’an Internasional Tangerang Internasional Pesantren Tahfizh Daarul Qur’an),” *TAHDZIBI: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2020): 101–16, <https://doi.org/https://doi.org/10.24853/tahdzibi.3.2.103-116>.

³⁰ Isra Adawiyah Siregar and Syafri Fadillah, “Kepemimpinan Visioner Kepala Madrasah Dalam Meningkatkan Manajemen Mutu Pembelajaran Di MTs Madinatussalam Kec. Percut Sei Tuan,” *HIJRI - Jurnal Manajemen Pendidikan Dan Keislaman* 9, no. 2 (2020): 70–81.

students to learn by using a variety of media and learning resources that are in accordance with the learning material.³¹

This is as emphasized by the Islamic Elementary School teacher board Roushon Fikr regarding the completeness of learning tools, that “The Learning Implementation Plan (RPP) and Syllabus must contain learning materials, learning methods, learning media, time allocation, in order to support the needs of teachers in the learning process and adapted to the analysis of student needs, so that the methods and learning media used can have an influence on learning motivation and increase student achievement”.

Based on the description of the results of interviews and observations of the curriculum planning process in Roushon Fikr Islamic Elementary School Jombang, that in curriculum planning the preparation includes the completeness of learning device documents, namely lesson plans, syllabus, teaching materials, learning strategies and learning media, where in the preparation of The planning is carried out in a school meeting forum led by the principal, school representatives in the academic field, and the teacher council. So it can be concluded that the planning for the preparation of an integrative curriculum (2013 curriculum, foundation curriculum, and local content curriculum) at Roushon Fikr Islamic Elementary School Jombang has been carried out well, which is carried out regularly every year by considering and analyzing the curriculum that has been applied and adapting to the character of students.

This condition is in line with several expert opinions, that based on the urgency of the position of the curriculum in educational activities, the preparation of the curriculum must be carried out with careful consideration and in-depth analysis.³² On another aspect, that compiling the syllabus and lesson plans is a core component of the education planning process in formal education,³³ and Nurlaila’s opinion which states that learning planning is part of teaching preparation that will be carried out by teachers with complete learning tools.³⁴

³¹ Nurlaila, “Urgensi Perencanaan Pembelajaran Dalam Peningkatan Profesionalisme Guru,” *Jurnal Ilmiah Sustainable* 1, no. 1 (2018): 93–112.

³² Abitolkha, Ismail, and Hady, “Contextualization of Islamic Education Curriculum In Junior High Schools.”

³³ Siregar and Fadillah, “Kepemimpinan Visioner Kepala Madrasah Dalam Meningkatkan Manajemen Mutu Pembelajaran Di MTs Madinatussalam Kec. Percut Sei Tuan.”

³⁴ Nurlaila, “Urgensi Perencanaan Pembelajaran Dalam Peningkatan Profesionalisme Guru.”

Organizing Curriculum at Roushon Fikr Islamic Elementary School

The second function of management is organizing, which means holding a structure from the sub-sub that is connected, so that relationships between individuals and others are established as a whole. The organization in question is structuring an activity in the division of work, showing procedures, functions of work activities carried out and identifying different activities, so that they can be interrelated with the aim of facilitating the division of labor to be more effective and efficient, and can facilitate supervision at each level. members, this is good communication and harmonization between members who are related in an activity.³⁵

The organizational structure at the Roushon Fikr Islamic Elementary School in Jombang consists of the foundation, the principal, the school representative in the fields of personnel, finance & infrastructure, the head of R&D, the school representative for student affairs & public relations, the assistant vice principal for student affairs, the school representative in the academic field, the assistant vice principal for the field of student affairs. academic services, psychology service bureau, head of finance bureau, permanent teacher of foundation, creative sixth grade homeroom teacher, innovative second grade teacher, head of administration, and staff. With the division and determination of responsibilities for each member of the organization, it is expected to be able to carry out and handle these main tasks properly in order to achieve the goals that have been set together. This is corroborated by the results of interviews with the academic section, stating that: “organizing learning at Roushon Fikr Islamic Elementary School begins the process of grouping, dividing and compiling activity programs, mentioning main tasks and functions, delegation of authority, and establishing every working relationship.”

Organizing function in learning, at least the classroom teacher can create and regulate learning patterns and what students should do. Examples include: (1) the pattern of student seating arrangements periodically or incidentally, so that the classroom atmosphere becomes dynamic; (2) the pattern provides an opportunity or turn in demonstrating the material in front of the class. It is expected that the process of

³⁵ Miftakhul Fariz and Agustini, “Manajemen Pengorganisasian Pembelajaran Bahasa Arab Di MAN 1 Kota Malang,” *LISAN AL-ARAB: Journal of Arabic Learning and Teaching* 9, no. 2 (2020): 89–95, <https://doi.org/https://doi.org/10.15294/la.v9i2.42649>.

teaching and learning activities can be carried out effectively and efficiently, thus supporting the achievement of the learning objectives that have been implemented.³⁶

Data from interviews with assistant school representatives in the academic field, explained that “the principal encourages teachers to work as a team in maintaining work cohesiveness, also encourages the exchange of opinions between teachers in carrying out their duties. But on the other hand, principals lack openness in providing information on assignments to teachers, and principals rarely give free time to provide guidance or advice on difficulties experienced by teachers.”

Based on the description of the data from interviews and documents, it can be concluded that the Roushon Fikr Islamic Elementary School already has a very complete and adequate organizational structure, so that it is able to create curriculum organization and relevance to the quality of learning well through grouping the division of responsibilities and authorities as well as the division of main tasks and functions for the teacher council and all components in the school. This is in line with the opinion of Fariz & Agustin,³⁷ that the organizational structure is made to facilitate the division of labor to be more effective and efficient, as well as to facilitate the supervision of each member. However, according to the author's analysis, the pattern of leadership at SDI Roushon Fikr is still weak, because the principal has not provided the principle of information disclosure, especially for teachers.

Implementation of Curriculum and Relevance of Learning Quality at Roushon Fikr Islamic Elementary School

The implementation of learning quality is part of the learning operationalization planning cycle, so it cannot be separated from the learning process that has been made. Therefore, in its implementation, it will depend on how the teaching planning is used to operationalize the curriculum. Because the learning process is an interaction activity between teachers and students, then the process of evaluating learning outcomes ends. The implementation of learning is also an effort to manage effective and efficient

³⁶ Zuri Pamuji, “IMPLEMENTASI MANAJEMEN PEMBELAJARAN RAMAH ANAK DALAM MENANAMKAN KARAKTER DISIPLIN (Studi Pada Upaya Guru Kelas 1A Di MA Muhammadiyah Beji),” *YINYANG: Jurnal Studi Islam, Gender Dan Anak* 12, no. 2 (2017): 235–55, <https://doi.org/10.24090/yinyang.v12i2.2017.pp235-255>.

³⁷ Fariz and Agustini, “Manajemen Pengorganisasian Pembelajaran Bahasa Arab Di MAN 1 Kota Malang.”

learning, this of course must be supported by the role of the use of information technology in teaching and learning activities as a support for learning media to facilitate the delivery of information or teaching materials.³⁸

The implementation of teaching and learning is adjusted to the procedures and policies that apply in schools. The characteristics of appropriate learning are as follows: (1) the learning process is carried out in accordance with the proper procedures; (2) teachers have the ability to develop learning in each subject being taught. In the learning process, the teacher applies a strategy, technique and application approach, so that students can understand and master the material being taught; (3) the activeness of students in teaching and learning activities is the teacher's task in classroom management), so that a conducive atmosphere in the classroom becomes the main factor for student interest, in addition to the methods used by teachers; and (4) utilization of relevant media and learning resources.³⁹

In this context, the implementation of teaching and learning activities will run well if there is an intense interaction between teachers and students, students and students, and the availability of learning resources in schools that are designed as well as possible by teachers and school management. From this learning concept, student-centered learning will be born, where students have direct experience interacting with learning resources and media, with the aim of forming meaningful learning.⁴⁰

Implementation of learning in Islamic Elementary School Roushon Fikr Jombang, in this stage the teacher determines the success of the learning carried out based on the predetermined learning plan. In general, teaching and learning activities at Roushon Fikr Islamic Elementary School are divided into three stages of activity, namely opening activities, core activities, and closing activities, where teachers have mastered and used laptops and LCD projectors in learning. Following are the results of interviews with school representatives in the academic field and the teacher council regarding the implementation of learning:

³⁸ Hazal Fitri, "Manajemen Pelaksanaan Pembelajaran ICT Di SD Negeri 46 Kota Banda Aceh," *Visipena Journal* 7, no. 2 (2016): 184–96, <https://doi.org/https://doi.org/10.46244/visipena.v7i2.332>.

³⁹ Sukma Windhari Dagong and I Kadek Satria Arsana, "Kompetensi Pendidik Dan Tenaga Kependidikan Dalam Meningkatkan Mutu Pendidikan SMP Negeri 3 Kwandang," *Al-Idarah : Jurnal Kependidikan Islam* 9, no. 2 (2019), <https://doi.org/https://doi.org/10.24042/alidarah.v9i2.5086>.

⁴⁰ Siregar and Fadillah, "Kepemimpinan Visioner Kepala Madrasah Dalam Meningkatkan Manajemen Mutu Pembelajaran Di MTs Madinatussalam Kec. Percut Sei Tuan."

First, the lesson opening activities are carried out before the learning process takes place. In this opening activity, the teacher gives apperception, which is expected to attract students' attention and can provide motivation for the material to be studied. This is as conveyed by the teacher council, that: "in starting learning, the teacher usually opens with greetings, then prays and checks student attendance. Furthermore, a 'braingym' and question and answer to students about the previous material that is still related to the material to be studied."

Second, the core learning activities are the teacher presenting and explaining the subject matter that has been set in the lesson plans, using strategies and media that are relevant to the subject matter. In this core activity, it is part of the process of forming a learning experience through interaction between teachers and students at Roushon Fikr Islamic Elementary School. This is as emphasized by the teacher council, that: "in the core learning activities are contained in the lesson plans and syllabus, where after the opening activity, the teacher conveys the material that has been determined and the appropriate methods and media are used in accordance with the material presented to students".

Third, the closing activity stage of learning at Roushon Fikr Islamic Elementary School, where the teacher re-presents the main points of the material being studied, so that students can understand the results of the teacher's review. This is as conveyed by the teacher council, that: "when ending the learning process, we repeat the material and ask questions, then one of the students comes forward to conclude related to the material that has been studied earlier, then the teacher gives a conclusion as the final activity in learning".

Based on the description of the research results and observations in the field, it can be concluded that the implementation of the quality of learning at the Roushon Islamic Elementary School has been carried out well and in accordance with what is stated in the learning implementation plan (RPP) as a predetermined learning planning document. This can be seen in the process of opening activities, where the teacher starts with greetings, prayers, taking attendance, and doing a braingym. At the core stage of learning, the teacher delivers the specified material using strategies and media that are relevant to the material being taught. The closing activity of learning, students provide

conclusions related to the material that has been taught by the teacher, then the teacher gives conclusions as the final activity of learning.

The implementation of the quality of learning is in line with the opinion of experts who state that:⁴¹ that “the implementation of teaching and learning activities is adjusted to the procedures and policies that apply in schools, including (1) in the learning process the teacher applies various approaches to strategies, techniques and rules, so that students can understand and master the material being taught; (2) the activeness of students in teaching and learning activities is the teacher’s task in class management, and (3) the use of relevant media and learning resources”. Besides that, that the implementation of the quality of learning at the Roushon Fikr Islamic Elementary School is already based on students, where students are given the right to express opinions and conclusions from the material that has been taught. This is in line with the opinion of experts who state that “the concept of learning like this will result in student centered learning, where students have direct experience interacting with learning resources and media, with the aim of forming meaningful learning”.⁴²

Monitoring and Evaluation of Curriculum at Roushon Fikr Islamic Elementary School

Monitoring and evaluation is also a process of collecting data to determine to what extent, in what ways, and in what part the educational objectives have been achieved. Supervision is also an activity to assess the process and learning outcomes of students, both in the form of curricular, non-curricular and extracurricular activities.⁴³ Student learning evaluation activities are also inseparable from the supervisory role of school principals in improving teacher performance, starting from the learning planning process to evaluating learning achievement every year.⁴⁴

Supervision provided by the principal and school supervisor is able to have an influence in improving the discipline of teacher performance, especially in the

⁴¹ Dagong and Arsana, “Kompetensi Pendidik Dan Tenaga Kependidikan Dalam Meningkatkan Mutu Pendidikan SMP Negeri 3 Kwandang.”

⁴² Siregar and Fadillah, “Kepemimpinan Visioner Kepala Madrasah Dalam Meningkatkan Manajemen Mutu Pembelajaran Di MTs Madinatussalam Kec. Percut Sei Tuan.”

⁴³ Dullah and Munir, “Manajemen Kesiswaan Di SDIT (Sekolah Dasar Islam Terpadu) Harapan Mulia Palembang Pendidikan Islam.”

⁴⁴ Bashirotul Hidayah, “Supervisi Kepala Sekolah Untuk Meningkatkan Kinerja Tenaga Pendidik,” *Muróbbî: Jurnal Ilmu Pendidikan* 4, no. 2 (2020): 313–26, <https://doi.org/https://doi.org/10.52431/murobbi.v4i2>.

curriculum and administration. With this supervision, the teacher will try to carry out his duties properly and correctly in implementing the curriculum.⁴⁵ In the context of learning and its relation to classroom teachers, a teacher should always monitor, either directly or indirectly, on the ongoing learning process. So that it can be known whether the lesson plans that have been prepared, especially the syllabus and lesson plans have been implemented properly.⁴⁶

The evaluation of the curriculum, which is part of the operationalization of the quality of learning at the Roushon Fikr Islamic Elementary School, Jombang, is carried out through three stages, namely: planning the learning assessment, implementing the learning assessment, and processing and following up the results of the learning assessment. As stated by the representative of the school in the academic field, that "learning assessment planning is carried out on students based on several predetermined assessment standards. Evaluation of learning assessment planning is carried out according to the academic calendar, with reference to competency standards and core competencies that must be achieved by students".

The supervision activities at the Roushon Fikr Islamic Elementary School in Jombang are carried out through assessment activities on the implementation of learning that has been prepared in the learning implementation plan (RPP) can be carried out well or not, so that the objectives of planning and implementing learning can be achieved. As stated by the teacher council, that "supervision is carried out by the principal twice every semester, the time does not have to be announced so all teachers must be ready. The supervisor comes five minutes before the bell rings and sees whether the class teacher is on time or not, seeing how the teacher teaches".

This opinion was also strengthened by an interview with the representative of the school in the academic field, who explained that "supervision is carried out according to the schedule set by the principal, and supervision is carried out by the principal. After carrying out supervision, if there is something that is not in accordance with the plan, guidance and assistance will be provided by the principal to the teacher

⁴⁵ Adinda Dwivana Larasati, Bambang Budi Wiyono, and Achmad Supriyanto, "Pengaruh Pelaksanaan Supervisi Pengawas Sekolah Terhadap Disiplin Kerja Guru Dalam Pembelajaran Di Paud," *Jurnal Administrasi Dan Manajemen Pendidikan* 3, no. 3 (2020): 239–48, <https://doi.org/10.17977/um027v3i32020p239>.

⁴⁶ Pamuji, "IMPLEMENTASI MANAJEMEN PEMBELAJARAN RAMAH ANAK DALAM MENANAMKAN KARAKTER DISIPLIN (Studi Pada Upaya Guru Kelas 1A Di MA Muhammadiyah Beji)."

concerned”. So it can be said that the supervision of the implementation of the integrative curriculum is seen in the achievement of the implementation of learning carried out by the principal, by looking at and comparing the suitability of the implementation with the plans that have been set in the meeting.

Based on the description of the research results, the evaluation stage of the implementation of the integrative curriculum at Roushon Fikr Islamic Elementary School has been carried out well. This can be seen from the process of preparing the learning assessment, based on the minimum completeness Criteria (KKM) that has been determined. The supervision activities that have been carried out are in line with the opinions of experts that “student learning evaluation activities are also inseparable from the supervisory role of school principals through controlling, evaluating, and directing their subordinates from the planning process of preparing lesson plans to the evaluation and improvement stage of school performance”.⁴⁷ So in general it can be concluded that the supervision of the implementation of the curriculum which is part of the quality of learning at the Roushon Fikr Islamic Elementary School carried out by the principal and school representatives in the academic field through direct and indirect supervision of the entire teacher council has been carried out periodically properly and effectively. according to procedures established by the institution.

D. Conclusions and Recommendations

Roushon Fikr Islamic Elementary School is an Islamic educational institution that was present in the era of the industrial revolution 4.0 and is located in the city of santri, Jombang, which is one of the major pesantren bases in East Java. In accordance with the Vision, which is “dedicating itself to efforts to empower the quality of human resources through scientific knowledge, doing scientific deeds, and having good morals” that this institution is transformed to adopt modern management by integrating various modern technologies in the process of learning activities, as well as developing various scientific disciplines through programs matriculation, Islamic education programs, Al-Qur’an education programs, life skills programs, field trip programs, and psychological guidance and consultation.

⁴⁷ Hidayah, “Supervisi Kepala Sekolah Untuk Meningkatkan Kinerja Tenaga Pendidik.”

1. Conclusion

The planning of the learning curriculum at the Roushon Fikr Islamic Elementary School has been carried out well, which was carried out in a school meeting forum to formulate and compile the completeness of learning device documents (RPP, syllabus, teaching materials, learning strategies and learning media), led by the principal and attended by representatives academic school, teacher council. Islamic Elementary School Roushon Fikr Jombang already has a very complete and adequate organizational structure, so that it is able to create a good quality learning organization through grouping the division of responsibilities and authorities as well as the division of main tasks and functions for the teacher council and all components in the school. The pattern of leadership in Roushon Fikr Islamic Elementary School is still weak, because the principal still has not provided the principle of information disclosure for teachers. The implementation of the curriculum at the Roushon Fikr Islamic Elementary School has been carried out well and in accordance with what is stated in the RPP as a learning planning document that has been determined. This can be seen in the process of opening activities, where the teacher starts with greetings, prayers, taking attendance, and doing a braingym. At the core stage of learning, the teacher delivers the specified material using strategies and media that are relevant to the material being taught. The closing activity of learning, students provide conclusions related to the material that has been taught by the teacher, then the teacher gives conclusions as the final activity of learning.

The monitoring and evaluation activities at the Roushon Fikr Islamic Elementary School are carried out by the principal and school representatives in the academic field, through direct and indirect supervision of the entire teacher council. While the evaluation of learning at the Roushon Fikr Islamic Elementary School has been carried out well, based on the process of preparing learning assessments referring to the minimum completeness criteria (KKM) that have been set. Then the implementation of the learning assessment through an oral test, written test, and practice carried out according to what is arranged in the learning implementation plan (RPP). While the processing of test results is carried out based on the specified minimum KKM completeness criteria, then follow-up is carried out on students who do not meet the minimum (KKM) completeness criteria standards in the form of remedial and enrichment tailored to students' abilities.

2. Recommendation

Based on the author's limitations in extracting data comprehensively, for further researchers to examine the core indicators and supporting indicators of digital-based information systems in the learning process at Islamic Elementary School Roushon Fikr, so that it is expected to have implications and relevance to the quality of learning and the quality of competitive institutions. and the relevance of curriculum integration achievements. Another suggestion for the Roushon Fikr Islamic Elementary School is that the principal should carry out periodic supervision according to procedures, and provide the principle of information disclosure for all teachers. Optimizing the use of media and supporting facilities in learning, so that a conducive atmosphere will be created.

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