



CURRICULUM DEVELOPMENT MANAGEMENT LEARNING IN ISLAMIC RELIGIOUS EDUCATION MADRASAH ALIYAH IN DOMESTIC PURBALINGGA

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ABSTRACT

The curriculum as an educational program that has been planned to systematically carry out a very important role for education. In this regard, this study aims to determine the Learning Management Curriculum Development in Islamic Education in Madrasah Aliyah Purbalingga. This research is a qualitative research. Data collection using interviews, observation and documentation. The validity of the data using triangulation; and data analysis techniques include data reduction, data presentation, and conclusion. This research resulted in four conclusions:(1) Planning Curriculum Development in Learning Islamic Education in Madrasah Aliyah Purbalingga includes three activities, namely: strategic planning, program planning, and planning learning activities. In planning preceded with the ideas to be formulated and developed in the program. (2) The implementation of the Curriculum Development Learning Islamic Education in Madrasah Aliyah Purbalingga based on the eight principles: Principle Purpose, Principles of Relevance, Effectiveness and Efficiency Principles, Principles of Sustainability, Balance Principle, Principle of Integrity and Quality Principles. (3) Evaluation of the Curriculum Development Learning Islamic Education in Madrasah Aliyah Purbalingga includes the evaluation to the achievement of objectives of the curriculum, evaluation of teaching methods, evaluation of the development of learning tools, and evaluation of instructional media of Islamic

Education. (4) Completion of the Curriculum Development Learning Islamic Education in Madrasah Aliyah Purbalingga done by the follow-up or improvement of the results of the evaluation, namely through: Corrective Action, remedial action is carried out if the results did not achieve what had been targeted; and Standardization Action, remedial action is carried out if the results achieve the set targets.

Keywords: *Management Curriculum Development, Teaching Islamic Education.*

INTRODUCTION

Education has an important role for the progress of a nation. Quality education as the hope of the nation must always be sought. Various components and patterns of education from the vision, mission, goals, curriculum, teachers, methods, patterns of relationship between teachers and pupils, evaluation, infrastructure, environmental, and evaluation of education should be based on educational goals. If the various components to one another to form a good system, then the system can then be referred to as a quality education system / quality.

One of the duties of the education is to pass the noble values of culture to students in an effort to establish a responsible intellectual personality through education. Then institutions that are trusted by the community school / madrasah. Values that are developed at the school certainly can not be released from madrasahs itself as an educational organization, whose role and functions to develop, preserve and pass on cultural values to the learners.

One very crucial in the management of education is the curriculum. Once the importance of a curriculum that many say the curriculum is the heart of education, movement and breath of education depends on the curriculum that is run. Definitions own curriculum as outlined in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System is "a set of plans and arrangements regarding the objectives, content and learning materials as well as the way diigunakan as implementation guidelines for learning activities to achieve specific educational goals."

The curriculum as an educational program that has been planned to systematically carry out a very important role for education. The curriculum is

designed to meet the demands of the time and circumstances to membanttu learners towards culture that is coming, so that a generation ready and skilled in everything. Hence, the curriculum must always dynamically to changing times. Curriculum development requires study and review on an ongoing basis.

Management as one part in the management of the education system is expected to bridge a wide range of needs in the development of Islamic education, including the madrasa. The need for good management becomes absolutely necessary for quality education. Quality education can be seen from the curriculum developed in accordance with the needs of the community. Thus, curriculum development become an integral part of management that can indicate a characteristic of the pattern and learning system implemented.

The need for curriculum development as an answer the demands of the various issues that arise in an era of change. Doubts society to output madrasas must be overcome, given since the publication of the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System, the school is considered as a public school distinctively Islamic. Then also madrasa become stronger position where madrasas have the same opportunities as public schools. This makes the government's recognition by the Ministry of Religious madrasas coaching refers to the same as the policies implemented by the Ministry of Education and Culture.

Madrasah has more value than a more comprehensive religious education. But on the other hand, the limitations and the more fat now makes the madrasa curriculum as a loss of identity first. One of the problems of the madrasa as proposed by Rohmat Mulyana (2009: 7) is the portion of the curriculum in madrasas 70% general subjects and 30% for subjects of religion has shifted the original mission of the madrasa as an institution "supplier candidates dai" which went on to college high-Islam. As in Madrasah Aliyah Negeri Purbalingga, religious subjects is not the main subjects, but only as a companion course subjects. Identity madrasa as a legacy of the struggle of the scholars as da'wah cadres as marginalized,

To bridge this madrasa problem, various alternative paradigms as fruit thought to make madrasa in accordance with the expectations of society, among

others through the management of curriculum development, especially in the learning of Islamic Education. Based on the above background of researchers interested in conducting research with the title "Learning Management Curriculum Development in Islamic Education in Madrasah Aliyah Purbalingga."

LITERATURE REVIEW

1. Basic Concepts Curriculum

The curriculum is one of the critical components in a system of education. Therefore, the curriculum serves as a tool to achieve the vision, mission and educational goals. Vienna Sanjaya (2009: 4) argues that "three-dimensional understanding of the curriculum is the curriculum as a subject, the curriculum as experience teaching, and curriculum as the planning of the learning program." According to Mahmud (2010: 408), "the curriculum is a device that is given by an institution education that contains lesson plans that will be given to students in one period of education. "

The curriculum was created with the intention of directing education towards objectives that have been defined previously. As a design education, the curriculum has a central place in an educational activity. The curriculum determines the implementation process and outcomes of education. The curriculum has a close relationship with the effort to develop learners in accordance with the objectives to be achieved. The curriculum consists of several components, namely: Objectives, Content or Material, Methods in Learning and Evaluation.

Education curriculum prepared by experts as guidelines for the implementation of education. "Islamic education curriculum is Islamic educational materials in the form of activities, knowledge, and experience that deliberately and systematically provided to learners in order to achieve the objectives of Islamic education" (Edi Putra Jaya, 2018: 1365). The subject matter in the curriculum of Islamic education is a matter of faith (aqidah), the problem of Islam (shari'a), and the problem ihsan (good manners).

According to Al-Syaebany (in Samsul Nizar Al-Rashidun, 2005: 61-62), Characteristics of Islamic education curriculum, namely: (a) Concerned purpose of religion and morals in things like the purpose and content, kaedah, tools, and

techniques; (B) Expanding care and gynecology to include attention, development, and guidance on all aspects of private students in terms of intellectual, psychological, social, and spiritual; (C) There is a balance between the content of the curriculum and the experience and teaching activities; (D) Emphasizing the overall concept and balance on abortion are not only limited to the theoretical sciences, both aqli and naqli, but also includes fine arts, physical education activities, military training, engineering, carpentry, foreign language, etc. other;

2. Management Curriculum Development

Managing the current curriculum is not just information, but prepare for the future is about transformation. How to develop new ways and innovative ways to transform information into knowledge, skills, and pemahaman, it is a challenge faced by all of us.

In the national curriculum, all the learning program is standard, and is ready for use by educators. Curriculum as it is commonly called the Ideal official and Curriculum. The curriculum is still shaped the ideals of those who still need to be developed into the curriculum in the form of implementation (Actual Curriculum).

Given the importance of the curriculum, it is necessary to the implementation of curriculum development management. It is to get the curriculum to be more effective and efficient and optimal empower a variety of sources as well as components of the curriculum. According to Agus Zainul Fitri (2013: 2),

Islamic education curriculum management is defined as the systematic effort seseorang through the activities of planning, organizing, implementing, and evaluating the curriculum that is based on Islamic values so that learners can achieve the learning objectives effectively and efficiently.

Curriculum development needs to be properly managed by the management. According Eliyanto (2018: 2), "management is a series of activities interrelated that includes planning, organizing, directing, and controlling in achieving the objectives that have been defined, and involving people and other organizational resources." Furthermore, in relation to the management of curriculum development Teguh Triwiyanto (2015: 87) argues that "curriculum development showed an activity to produce a tool or a new way, but the assessment and refinement of the tools or methods that remain to be done." As further stated that "the scope of curriculum

development including designing / planning curriculum, curriculum implementation, curriculum evaluation and curriculum improvement. "

Furthermore, Agus Zainul Fitri (2013: 4) argues that the development of Islamic education curriculum in management requires a curriculum that has a longer range, which not only provide students with a set of competencies worldly skills, but also loads of subjects equip learners to prepare for life ukhrowi, so the range in curriculum planning not only reads the world-work, but also world-hereafter.

3. Islamic Religious Education Learning

Learning is a deliberate and purposeful efforts focused on the interests, characteristics and conditions of other people so that learners can learn more effectively and efficiently (M. Thobroni, 2016: 35). Preparation of the learning program will lead to the lesson plan, as short-term learning program product, which includes a component program of learning activities and the implementation process of the program (Enco Mulyasa, 2009: 102).

The teacher's role is very important to be a great potential in promoting or improving the quality of Islamic education, or vice versa, can also destroy (Mujamil Qomar, 2007: 129). When teachers are really professional and can manage well, of course they will be more eager in their duties, even willing to create innovative learning to realize the learning success of students. Steps Islamic education learning management includes planning, implementation, and evaluation.

In the national curriculum, the subject of Islamic education is a compulsory subject in public school or at the school from kindergarten to university. Islamic education curriculum designed specifically according to the circumstances, conditions and education of students and student hierarchy. Islamic education is an activity / business education to students towards the formation of the Muslim personality Muttaqien (Abu Ahmadi & Nur Uhbiyati, 2007: 111). Personality is merging with his teachings or patterned self or personality. Muslim personality is the personality which has the values of Islam, choose and decide and act based on Islamic values and responsibility in accordance with the values of Islam. Muttaqien are people who are devoted to the Creator;

Islamic education is all efforts to maintain and develop human nature and the resources available to him towards the formation of the whole man (*insan kamil*) in accordance with the norms of Islam (Eliyanto, 2018: 48). Islamic education is education for print experts in religion and practice the fundamentals of Islam as the personality of a Muslim faithful and devoted as well as to maintain and develop human nature towards the formation of human beings.

Orientation Islamic Education directed toward three areas (domains) which includes cognitive, affective and psychomotor (Ramayulis, 2014: 23). Cognitive domains include: knowledge, comprehension, application, analysis, synthesis, and evaluation. Affective include: attention, respond to, values, organization, and mempribadian value. Psychomotor sphere include: perception, preparedness, response guided, complex response, adaptability, and organization.

Islamic Religious Education in schools / madrasah aims to improve the assurance, understanding, appreciation and practice of the students about Islam, thus becoming human morality in private life, society, nation, and state, as well as to continue education at a higher level ,

The purpose of Islamic education is to get closer to Allah and Islam more priority to moral education (Eliyanto, 2018: 32). More broadly Islamic education aims to: (a) Development of Morals; (B) Mastery of Science; (C) skills to work in the community; (D) Develop reasonable and Morals; (E) Teaching culture; (F) The formation of personality; (G) devote themselves to God; and (h) Preparing students for life in the world and the Hereafter.

Religious Education is part of education is very important with regard to aspects of attitudes and values, including moral and religious. Therefore, religious education is also the responsibility of families, communities, and governments. According Zuhairini (2011: 211), attempts Religious education in the community, later known as non-formal education, was able to provide a very good condition in the success of Islamic education and provide strong motivation for Muslims to organize religious education more good and perfect.

When viewed operationally, Islamic religious education can be seen in two forms, namely: (a) Tools for to maintain, expand, and linking levels of culture, values and social traditions, as well as the ideas of community and national levels.

(B) Tools for change, innovation, and development (Ramayulis, 2014: 123). In outline, this effort is done through the potential of science and *skill* owned and trained human personnel (learners) are productive in finding the consideration of social and economic change that is so dynamic.

Thus from several theories can be concluded that the basic purpose of Islamic education is the belief and confidence to draw closer to Allah SWT with attitudes, values, and morals, then the role of education in society is needed in order to come to realize the school / madrasah effective and efficient to personalize the character values and noble character embodied in everyday behavior.

4. Madrasah and Its Problems

Madrasah is a formal educational institution officially recognized and aligned with public education, which has the same rights and obligations, as described in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System. Qualification madrasah include Government Elementary School (MI) equal to elementary schools (SD), MTs (MTs) level Junior High School (SMP), Madrasah Aliyah (MA) level high school (SMA), and Madrasah Aliyah Vocational (MAK) level Vocational school (SMK).

Madrasah as a model of Islamic education has the impression for the community as a formal educational institution which is under the guidance of the Ministry of Religious Affairs. According to Imam Mawardi (2018: 1244), "although the madrasa curriculum was developed from the national curriculum, but the coaching pattern using a pattern of centralization by the Ministry of Religion, in contrast to public schools, which use a pattern of decentralization by the Regional Education Office."

Madrasah as Islamic education subsystem has specific goals to be achieved. As stated by Abdul Kadir, et al. (2012: 1245), that the purpose of madrassas will automatically support the achievement of national education goals. As exemplified, one of the goals to be achieved through national education is the formation of human Indonesia that faith and fear of God Almighty. Aspects of national education goals is then translated again into a madrasah educational purposes.

In further developments, the school experienced a diversified curriculum that is more about general subjects that align with the public school curriculum. While

the subjects of religion developed as a characteristic that accompanies public education. It is not directly alter the meaning of the role of madrassas since the advent of so-called Islamic school, is now a public school that characterized Islam. Furthermore, the challenges facing the seminaries as large as the issues surrounding it. "There are at least three madrasah challenges, namely globalization, the shift in lifestyle of the people, and strengthening the character and identity of the madrasa." (Imam Mawardi, 2018: 1245).

METHODOLOGY

The approach used in this study is a qualitative research, which is a scientific approach that reveals the particular social situation correctly describe reality, formed by the words based on the technique of collecting the relevant data analysis derived from the natural situation. When the study is on 01 September 2019 until the date of December 31, 2019, And the research is at Madrasah Aliyah Negeri Purbalingga, Central Java.

Subjects and informants of this research is people who really know the problems to be studied. Sources of data in this study using primary data in the form of interviews to Principals, Vice-Principals, Teachers, and Learners in Madrasah Aliyah Negeri Purbalingga, Central Java.

The data collection technique used is the way researchers to obtain research data is needed. The process of collecting data in this study conducted by observation, interview, and documentation.

In examining the validity of the data researchers used a triangulation technique, which is a technique that utilizes data validity checking something else outside of the data for the purpose of checking or as a comparison of the data obtained. That means doing the validation by checking the program's documentation and other written evidence (Michael Quinn Patton, 2006: 280). In this study, the validity of using a triangulation method, which uses two strategies, namely: (1) Checking the degree of confidence discovery research results with some data collection techniques; (2) Checking the degree of confidence multiple data sources with the same method.

Measures conducted by researchers to analyze data obtained from the observation, interview, and documentation that is by using a model of data analysis Miles and Huberman, as quoted by Sugiyono (2009: 254), namely the reduction of the data (data reduction), presentation (data display), and conclusion (conclusion drawing / verification).

RESULTS AND DISCUSSION

Curriculum development is a continuing process. Management of curriculum development in the learning of Islamic religious education in Madrasah Aliyah Purbalingga implemented using the steps of planning, implementation, evaluation, and curriculum improvement. The discussions are set out as follows.

1. Curriculum Development Planning in Learning Islamic Education in Madrasah Aliyah Purbalingga

In curriculum development, Madrasah Aliyah Purbalingga involve experts who have the status / different backgrounds. The status differences determine differences in functions and their respective roles in the planning of curriculum development. Planning curriculum development in the learning of Islamic religious education in Madrasah Aliyah Purbalingga includes three activities, namely: strategic planning, program planning, and planning learning activities.

Strategic planning of curriculum development in the learning of Islamic religious education in Madrasah Aliyah Purbalingga done by formulating standards of competence, determination of the content and structure of the program, as well as the preparation of the overall curriculum implementation strategy. Then, because it is located, it is the task and activities of the board and the parties *tanggungjawab* authoritative.

Planning curriculum development program in teaching Islamic education in Madrasah Aliyah Purbalingga by drafting basic competencies and establish subject matter on the subjects of Islamic religious education. The parties involved in the planning of this program is the headmaster, the areas of the curriculum, and some teachers are selected based on skills and performance of their disciplines.

Planning learning activities for curriculum development in the learning of Islamic religious education in Madrasah Aliyah Purbalingga done in order to implement the learning, which consists of: to develop indicators of achievement of competencies, determine the material, determine the learning strategies, and establish learning evaluation tool that will be used. As for the people in charge to plan learning activities are the teachers of Islamic religious education.

In the above-mentioned planning preceded with ideas to be formulated and developed in the program. The curriculum ideas came from: a vision that proclaimed, the needs of stakeholders, assessments of the previous curriculum, the demands of science and technology, the views of experts with different backgrounds, as well as the tendency of changing times that happened.

2. Implementation of Curriculum Development in Learning Islamic Education in Madrasah Aliyah Purbalingga

Implementation of curriculum development means to actualize the curriculum has been developed in the form of learning. Implementation of this curriculum is an application program or order concept idea into practice learning curriculum or some creativity, resulting in a change in the group of people who are expected to change. In other words, the implementation of which is the realization of curriculum development kurikulum that had been previously developed or designed in the form of guidelines. People who run and occupies an important position here is the teachers, as the spearhead of the learning process in the classroom. Do not let a gap between curriculum planners to practitioners (teachers) who implement the curriculum in the field every day. Therefore, teachers must understand the ideas contained in the curriculum that has been developed. In addition, the curriculum must be made clear also worth noting.

Implementation of curriculum development in the learning of Islamic religious education in Madrasah Aliyah Purbalingga implemented by realizing a curriculum that has been planned. The curriculum has been designed or developed into a reference and a platform for implementing the curriculum, especially teachers of Islamic education. There are two implementation of curriculum development in the learning of Islamic religious education in Madrasah Aliyah

Purbalingga ie madrasah curriculum implementation level (most acts that headmaster) and grade level (whose role is teacher). Implementation of the curriculum that has been developed based on the eight principles: Principle Purpose, Principles of Relevance, Effectiveness and Efficiency Principles, Principles of Sustainability, Balance Principle, Principle of Integrity and Quality Principles.

Curriculum implementation process from the planning stage are arranged systematically, which became the start in implementing Islamic religious education learning both in the classroom or outside the classroom. Disclosed by subject teachers of Islamic education in Madrasah Aliyah Negeri Purbalingga, that learning Islamic education already in Madrasah Aliyah Purbalingga been adapted to the standards and basic competencies that exist in the curriculum content standards.

In the implementation of the curriculum in the learning of Islamic religious education in Madrasah Aliyah Purbalingga Islamic religious education teachers there play an active role in creating and growing range of activities in accordance with the plans that have been programmed. In this case, for example, the teacher took the right decisions, accurate, and objective of the learners who have not yet formed essentially competence. The teacher will take a decision whether the learning activities be suspended, modified method, or the first repeat learning ago.

The learning model of Islamic education in Madrasah Aliyah Purbalingga very varied. The methods used vary according to the material to be delivered. Not only lectures, but also through the question and answer method, discussion, habituation, also observations beyond the madrasa. Each teacher is given the freedom to improvise in learning activities.

3. Evaluation of the Curriculum Development Learning Islamic Education in Madrasah Aliyah Purbalingga

Evaluation is an inseparable part of the curriculum development. "The evaluation is able to measure the value and position of the curriculum used, so that the basis for consideration of whether the curriculum that is being used should be maintained or not" (Jaja Jahari & Amirulloh Syarbini, 2013: 63). Curriculum evaluation is done can serve as a conduit of recommendations for improvement of the existing curriculum.

Evaluation as a process of collecting and analyzing data systematically, which aims to assist educators in understanding and assessing a curriculum and improve teaching methods. According to Dinn Wahyudin (2014: 148), "the evaluation aims to determine whether the program that has been determined in accordance with the original purpose of what has not." Evaluation is an administrative function that acts as a means of reflection on the condition of an organization.

Evaluation of an important part of education. This step is a measure of the extent to which education in madrassas run properly. Evaluation means measuring the development of curriculum that has been implemented. Through the evaluation can be known about the effectiveness and efficiency of the curriculum. Evaluation of curriculum development in the learning of Islamic religious education in Madrasah Aliyah Purbalingga include evaluation activities to the achievement of objectives of the curriculum, evaluation of teaching methods, evaluation of the development of learning tools, and evaluation of instructional media of Islamic Education.

There are a few things done by Madrasah Aliyah Purbalingga relating to the evaluation of curriculum development, among which are: (a) Procedure Evaluation Strategy. This procedure consists of the evaluation of the needs, input evaluation, process evaluation, and evaluation of products; (B) Curriculum Evaluation Model. There are two models used, namely Model Model summative and formative.

Summative evaluation in learning Islamic religious education in Madrasah Aliyah Purbalingga done after the curriculum was created or implemented and aimed at informing the public about its effectiveness. Summative evaluation carried out is used to measure how well the curriculum reflect the specific disciplines and prepare students to work in accordance with the discipline of science.

While the formative evaluation in the learning of Islamic religious education in Madrasah Aliyah Purbalingga conducted during curriculum is developed or implemented and aims to provide information that enables the curriculum was revised and improved. The formative evaluation contains two aspects, which are related to the content with regard to curriculum and learning experience that is used for learning.

Evaluation of curriculum development in the learning of Islamic religious education in Madrasah Aliyah Purbalingga performed on activities that are academic and non-academic. The evaluation was carried out by the headmaster together waka curriculum, the implementation team of curriculum development, teacher of Islamic religious education, and the school committee.

4. Completion of the Curriculum Development Learning Islamic Education in Madrasah Aliyah Purbalingga

Education curriculum is not static, but dynamic. This is because the curriculum was greatly influenced by the changing times that require it to make adjustments. Completion of the curriculum must always be done by making improvements, so as to improve the quality of education that can be highlighted from two aspects, processes and products.

Completion of the curriculum is an attempt to adjust the curriculum to the development of science and technology, as well as society's demands to get the proper proportion between the objectives to be achieved by learning burden, potential learners, and the state of the environment, as well as supporting facilities. In addition, also for obtaining truth and substance of the subject matter of compliance with the level of development of learners.

Completion of curriculum development in the learning of Islamic religious education in Madrasah Aliyah Purbalingga done to follow up or repair. In implementing the curriculum improvement, Madrasah Aliyah Purbalingga basing on the results of the evaluation has been done. Process improvements made by analyzing the findings of the evaluation and then follow up.

There are two types of activities undertaken by the Madrasah Aliyah Purbalingga in curriculum improvement, namely: (a) Corrective action (corrective action), the form of solutions to problems that occur. This is done if the result of performance has not been as targeted curriculum. (B) Measures standardization (standardization action), namely in the form standardize the way / best practices that have been made, then improved. This is done if the result of performance targets set in accordance curriculum. This action (improvement and

standardization) is a continuous cycle is done to improve the quality of the educational curriculum.

CONCLUSION

Based on the analysis and discussion of data obtained in this study, it can be concluded as follows:

Curriculum Development Planning in Learning Islamic Education in Madrasah Aliyah Purbalingga includes three activities, namely: strategic planning, program planning, and planning learning activities. In planning preceded with the ideas to be formulated and developed in the program. Implementation of Curriculum Development in Learning Islamic Education in Madrasah Aliyah Purbalingga based on the eight principles: Principle Purpose, Principles of Relevance, Effectiveness and Efficiency Principles, Principles of Sustainability, Balance Principle, Principle of Integrity and Quality Principles.

Evaluation of the Curriculum Development Learning Islamic Education in Madrasah Aliyah Purbalingga includes the evaluation to the achievement of objectives of the curriculum, evaluation of teaching methods, evaluation of the development of learning tools, and evaluation of instructional media of Islamic Education.

Completion of the Curriculum Development Learning Islamic Education in Madrasah Aliyah Purbalingga done by the follow-up or improvement of the results of the evaluation, namely through: Corrective Action, remedial action is carried out if the results did not achieve what had been targeted; and Standardization Action, remedial action is carried out if the results achieve the set targets.

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