

## Transforming Islamic Elementary Education: The Role of Curriculum Management in Quality Improvement

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### ABSTRACT

**Keywords:**  
*Curriculum Management, Education Quality, Islamic Elementary School*

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This study aims to analyze the implementation of curriculum management and its impact on improving the quality of education in Islamic elementary schools. The research focuses on three key aspects: curriculum planning, implementation, and evaluation within the context of Islamic education institutions that operate under limited resources. Using a qualitative descriptive approach, data were collected through observation, interviews, and documentation, and validated using triangulation of sources and techniques. The findings reveal that curriculum planning is conducted collaboratively and systematically, involving school leaders, teachers, and school committees. The implementation stage applies various learning strategies such as project-based learning, differentiated instruction, and the integration of Islamic values across subjects. Evaluation is carried out continuously through academic supervision, reflective meetings, and feedback from parents. The effective implementation of curriculum management positively influences students' learning outcomes, teacher professionalism, academic culture, and the development of students' moral and spiritual character. Despite challenges such as limited facilities, funding, and differences in student ability, these are addressed through teacher training, innovative teaching strategies, and active collaboration with stakeholders. Conceptually, this study highlights that well-structured and participatory curriculum management serves as a crucial determinant of educational quality improvement in Islamic educational settings.

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## INTRODUCTION

The quality of basic education is the main foundation of human resource development in Indonesia. In the context of Islamic education, madrasah ibtdaiyah plays a strategic role not only as an institution for the transmission of knowledge, but also as an institution that forms the religious and social character of students (Ahmad Fauzi et al., 2025; Amir et al., 2025; Huggins & Promise,

2025). Along with the change in the national education paradigm, the government emphasizes the importance of effective curriculum management to ensure the achievement of educational goals. The curriculum is the core of the educational process, while its management is the heart of the driving force for the implementation of learning. Systematic, participatory, and adaptive curriculum management has a direct effect on the quality of learning and student learning outcomes (Abu Yasid Albustomi & Hefniy, 2024; Al Mursyidin & A'lal Hikam, 2024; Maulidah et al., 2024). In the madrasah environment, especially at the elementary level, the effectiveness of curriculum management is often the main indicator of educational success because it includes planning, implementation, and evaluation of learning activities that determine the direction of learning quality (Efendi, 2022; Kosasih et al., 2022; Yoto et al., 2024).

Nationally, the Independent Curriculum policy introduced by the Ministry of Education and Culture in Alkandari (2023) encourage educational institutions, including madrasas, to develop competency-based and contextual curricula. The government also strengthens support through BOS funds and education governance strengthening programs based on school management information systems (SIMS) to improve the efficiency of curriculum management (Fusarelli & Fusarelli, 2024; Gupta & Jaiswal, 2025; Marlina et al., 2025). However, the gap in quality between regions still occurs. In archipelagic provinces such as the Riau Islands, the implementation of curriculum management faces geographical challenges, limited human resources, and lack of supporting facilities (Chuene & Teane, 2024; Ngoasong, 2022; Tapala et al., 2021). The case of MIS Al-Ukhuwah in Sagulung District shows that private schools in this region are trying to implement curriculum innovations despite being faced with limited facilities, teacher training, and technology integration. This condition reflects that the effectiveness of curriculum management is not only determined by central policies, but also the ability of educational units to adapt policies to local realities.

Previous literature highlights that curriculum management has a direct relationship with the quality of education. Research by Li & Liu (2022) found that the transformational leadership of school principals plays an important role in optimizing curriculum implementation through increased teacher collaboration and teaching efficacy. These findings are reinforced by Sullanmaa et al. (2024) which shows that the effectiveness of curriculum management depends on collective cooperation and trust between educators. Moreover Rahimi & Oh (2024) emphasizing that a good teaching effectiveness model is always supported by a flexible and standardized curriculum system. In the context of Islamic education, Haddade et al. (2024) revealed that the management of the madrasah curriculum is often constrained by an imbalance between administrative and

pedagogical aspects. Recent research by Dutta & Sahney (2022) adding that adaptive instructional leadership is able to increase teacher job satisfaction and have an impact on student achievement. Meanwhile, local studies Basri et al. (2024) Found that the integration of spiritual values in madrasah curriculum management creates a balance between academic achievement and character building.

From the results of the synthesis, it appears that the effectiveness of curriculum management is greatly influenced by leadership factors, teacher professionalism, and integration of contextual values. However, most studies still focus on public schools or public madrasas, while the context of private madrasas—which often face limited resources—has not been studied in depth. Some previous studies have also emphasized administrative aspects more than the direct relationship between the implementation of curriculum management and the improvement of the quality of education. Another gap is the lack of research that examines concrete strategies of madrasas in overcoming structural and cultural obstacles in curriculum implementation. Thus, qualitative research is needed that not only describes the curriculum management system, but also explores the practice and its impact on the quality of learning and character development of students at the basic Islamic level.

This research offers a new contribution through a descriptive qualitative approach to comprehensively understand how curriculum management at MIS Al-Ukhuwah is implemented, evaluated, and linked to improving the quality of education. This research focuses on three main aspects: (1) curriculum planning involving the participation of madrasah heads, teachers, and foundations; (2) the implementation of project-based learning and differentiated approaches according to student characteristics; and (3) curriculum evaluation that is carried out in a participatory and continuous manner. The focus is expected to provide an empirical picture of how private Islamic educational institutions manage the curriculum effectively amid limited resources. Academically, this research expands the literature on Islamic education management by linking modern curriculum management theory and value-based madrasah contexts. Practically, the results can be a model for strengthening the quality for private madrasas in similar areas.

The main purpose of this study is to analyze the implementation of curriculum management to improve the quality of education at MIS Al-Ukhuwah. This research seeks to answer the extent to which curriculum planning, implementation, and evaluation support increasing learning effectiveness, stakeholder satisfaction, and strengthening academic culture in madrasas. This research also explores the obstacles faced and the strategies

implemented to ensure the sustainability of quality improvement. Thus, this study not only provides an empirical understanding of curriculum management practices, but also offers an implementable conceptual model for Islamic basic education institutions facing similar challenges.

The focus of the research is directed at an in-depth analysis of the synergy between curriculum planning, learning implementation, and continuous evaluation as determinants of education quality. The main argument built is that the successful implementation of curriculum management does not depend only on the regulation or design of curriculum documents, but above all on the institutional capacity to internalize curriculum values into pedagogical practices and school culture. By adopting the Plan-Do-Check-Act (PDCA) principle in the framework of sustainable quality, madrasahs can make curriculum management a strategic instrument to realize an adaptive, inclusive, and competitive education.

## **METHOD**

This study uses a descriptive qualitative design with a case study approach to examine in depth the implementation of curriculum management in Madrasah Ibtidaiyah Private (MIS) Al-Ukhuwah (De Rosa et al., 2022; Prosek & Gibson, 2021; Villamin et al., 2025). This design was chosen because it is able to capture the complexity of the phenomenon of planning, implementing, and evaluating the curriculum in the specific context of the madrasah. This approach is relevant considering that the focus of the research is on the interaction between educational actors (madrasah heads, teachers, committees, and foundations) in shaping participatory and contextual curriculum policies. This type of instrumental case study research is used to gain a comprehensive understanding of curriculum management processes that can represent similar management practices in other Islamic educational institutions (Foong et al., 2022; Y. Li, 2023; McNeil et al., 2025). The qualitative approach allows for an in-depth exploration of the meanings, values, and strategies used in the management of the Independent Curriculum-based curriculum.

Data were collected through three main techniques: semi-structured in-depth interviews, participatory observation, and analysis of internal madrasah documents. The researcher acts as the main instrument that directly extracts information from participants through field interactions, allowing for in-depth contextual interpretation. The research informants consist of madrasah heads, teachers, committees, and foundations involved in curriculum management. The location of the research is MIS Al-Ukhuwah, Sagulung District, Batam City. Here is a table of research informants:

**Table 1. Research Informant**

Name of the Informant	Age	Final Education	Long Service	Role in Research
Head of Madrasah	48	S2 Education Management	12 years	Convey curriculum planning and evaluation strategies
Grade I Teacher	32	S1 PGMI	7 years	Provide data related to the preparation of lesson plans and differentiated learning practices
Grade VI Teacher	42	S1 Basic Education	10 years	Convey the experience of reflection, learning, and regular evaluation
Foundation Administrator	55	Q1 Islamic Law	15 years	Explain policy support and institutional direction of madrasahs
Madrasah Committee	45	D3 Administration	6 years	Provide parental views in the evaluation and implementation of the curriculum

The data analysis technique in this study uses the Miles & Huberman model (2014) which consists of three main stages: data reduction, data presentation, and conclusion/verification. The selection of this technique is based on the model's ability to handle complex, structured, and repetitive qualitative data. Data reduction was carried out through a thematic coding process based on field narratives and interview results, then presented in the form of a categorization matrix to identify patterns, relationships, and key findings. Conclusions are drawn iteratively by comparing data from various sources and reconstructing the meaning behind curriculum management practices in madrasahs. This process is strengthened by member checking and discussion between researchers to maintain the credibility of the interpretation (Motulsky, 2021; Vella, 2024; Zairul, 2021). This thematic analysis allows for an in-depth and authentic depiction of the collaborative process of curriculum planning, the dynamics of learning implementation, and the effectiveness of evaluations that have an impact on the quality of education holistically at MIS Al-Ukhuwah.

## RESULT AND DISCUSSION

### Result

#### Participatory and Contextual Curriculum Planning

Curriculum planning is the initial stage of curriculum management that determines the direction of learning implementation in educational institutions. In the context of Madrasah Ibtidaiyah Private (MIS), curriculum planning does not only refer to the preparation of learning documents, but also includes a collaborative process involving various stakeholders, such as madrasah heads, teachers, school committees, and foundations. Good planning is prepared based

on the Independent Curriculum and contextualized with the vision and mission of the madrasah, local potential, and characteristics of students. The participatory approach in this process ensures the compatibility between educational goals and classroom practices, as well as increasing teachers' sense of ownership of the curriculum being implemented. Planning is carried out before the school year starts, accompanied by an evaluation of the previous year's curriculum. Thus, curriculum planning is an important foundation in realizing relevant, adaptive, and high-quality education.

The curriculum planning process at MIS Al-Ukhuwah is designed to actively involve all parties in order to ensure the effective implementation of the curriculum. As conveyed by the head of the madrasah, "We prepare the curriculum before the school year starts, all teachers participate in work meetings and provide input according to the conditions of their respective classes." This is in line with what was expressed by one of the class teachers, "In compiling lesson plans and syllabus, we are always directed to adjust to the needs of our students, and we discuss with the curriculum team."

Based on the excerpt of the interview above, it can be seen that the implementation of curriculum planning at MIS Al-Ukhuwah emphasizes a participatory and needs-based approach. The active involvement of teachers in preparing lesson plans, syllabus, and annual programs shows that there is a synergy between institutional structures and teaching practices. In addition, the planning process preceded by the previous year's evaluation shows a continuous improvement cycle. This has an impact on the relevance of the curriculum applied in the classroom, because teachers have the space to adjust the content and learning methods according to the characteristics of the students. This approach not only encourages improvement in the quality of learning, but also strengthens the professional capacity of teachers in carrying out their role as curriculum developers at the educational unit level.

Curriculum planning at MIS Al-Ukhuwah is carried out systematically through official forums such as annual work meetings. Teachers receive general guidance from the head of the madrasah and the curriculum team, then develop learning tools gradually. Each teacher is also responsible for creating annual programs, semester programs, and the distribution of lesson schedules that are tailored to the conditions of their respective classes. In this process, there is a review of the previous year's learning results, which is used as a basis for improving the curriculum. In addition, planning also considers the integration between general and religious learning, as well as local values and Islamic character. All of this is proof that madrasahs not only follow the national curriculum standards, but also adapt them to the social and spiritual context of

students. Departing from the description of findings in the field, the implementation of curriculum planning at MIS Al-Ukhuwah can be seen from various managerial components that have been implemented gradually and systematically. The level of success of implementation, challenges faced, and follow-up steps taken by madrasas are summarized thematically in Table 2.

**Table 2. Curriculum Management Implementation Matrix at MIS Al-Ukhuwah**

Component	Implementation Status	Challenges Encountered	Follow-up Actions
Annual Curriculum Planning	Fully implemented through pre-academic year workshops	Time constraints during preparation phase	Adjusted timeline; conducted early coordination with teachers
Stakeholder Involvement	High participation (principal, teachers, foundation, committee)	Variability in input quality and expectations	Facilitated structured focus group discussions
Vision and Local Context Integration	Aligned with madrasah's vision, local culture, and student needs	Limited data on community-based resources	Conducted school-community mapping
Curriculum Review and Refinement	Conducted through semester-based evaluations	Lack of standardized reflection tools	Designed reflective rubrics and integrated into review forms

From these various findings, it can be concluded that curriculum planning at MIS Al-Ukhuwah has been carried out comprehensively and participatory. The entire process is designed by paying attention to the vision and mission of the madrasah, the characteristics of the students, and the evaluation of the previous year's curriculum. The active involvement of teachers, madrasah heads, and foundations strengthens the relevance of the curriculum to field needs. The implementation table shows that despite challenges such as time constraints and local data, madrasahs are able to make adjustments through practical strategies such as rescheduling, focused discussions, and strengthening reflective evaluation instruments. This shows that curriculum planning is not just an administrative routine, but a strategic process oriented towards the quality of long-term education.

### **Active and Differentiated Learning Implementation Strategies**

The strategy of implementing active and differentiated learning is an approach that places students as learning subjects by considering the diversity of characteristics, needs, and potentials of students. This strategy emphasizes the importance of active involvement of students in the learning process, both individually and in groups, as well as the use of methods that are adaptive to

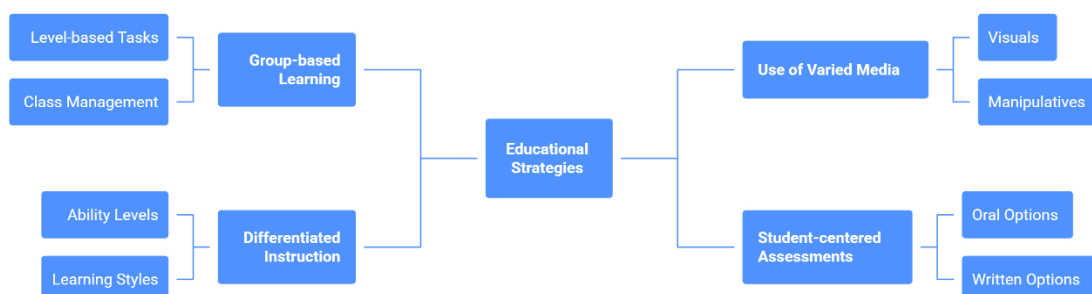
learning speeds and different learning styles. At MIS Al-Ukhuwah, the implementation of this strategy is reflected in the use of the Project-Based Learning approach, cooperative learning (such as the jigsaw method), and differentiated learning that accommodates students with various academic abilities. The main goal of this strategy is to create an inclusive, challenging, fun, and meaningful learning environment, while comprehensively increasing student motivation, participation, and learning outcomes. This strategy also strengthens the role of teachers as facilitators who are able to create learning experiences that are in accordance with the student's context and curriculum goals.

Based on the results of interviews with several teachers at MIS Al-Ukhuwah, it is known that active and differentiated learning strategies have become the main approach in the implementation of teaching and learning activities. Teachers said that they routinely group students based on speed and learning ability, then give assignments tailored to each group's level of understanding. In addition, visual and practical approaches are also used to adapt to the diverse learning styles of students. Some teachers combine the use of image media, discussions, and light physical activities to create a more interesting and contextual learning atmosphere. The application of this strategy is carried out flexibly according to the characteristics of the subject and class conditions. Teachers are also aware of the importance of creating space for students to explore their interests and potentials through varied methods, so that the learning process becomes more inclusive and has an impact on increasing students' overall learning motivation.

In addition, the implementation of active and differentiated learning is an integral part of teaching and learning activities at MIS Al-Ukhuwah. Teachers not only use lecture methods, but combine various approaches such as group discussions, presentations, demonstrations, and simulations. In Mathematics lessons, for example, students with high abilities are given challenge questions, while students who are still struggling are given concrete tools and more intensive assistance. The assessment is also adjusted: students can choose to answer orally, in writing, or through pictures. In addition, teachers utilize simple technologies such as projectors and learning apps to increase student engagement. Learning is also associated with students' daily lives to make them more contextual and meaningful. This effort shows that teachers have flexibility and creativity in implementing inclusive strategies and encourage students to think critically, collaboratively, and independently.

Departing from the description of the learning implementation strategy found in the field, the various components in the implementation of active and

differentiated learning at MIS Al-Ukhuwah can be mapped through the level of implementation, challenges faced, and follow-up steps taken by the madrasah. The details of the strategy are presented in Figure 1.



**Figure 1. Implementation Matrix of Active and Differentiated Learning Strategies at MIS Al-Ukhuwah**

From the findings above, the implementation of active and differentiated learning strategies at MIS Al-Ukhuwah shows an inclusive and responsive approach to student diversity. Teachers are able to manage the classroom creatively by applying varied and adaptive methods. Student involvement in learning activities is increased through the use of appropriate media and assignments that are appropriate to their ability level. Challenges such as the limitations of tools and assessment consistency are overcome with collaboration between teachers and the development of joint instruments. This strategy not only increases student participation and learning outcomes, but also forms a participatory, meaningful, and self-reliant learning environment. Thus, MIS Al-Ukhuwah has succeeded in building learning practices that integrate modern educational values with a humanistic and character-based approach.

### **Curriculum Evaluation as an Instrument for Strengthening the Quality of Education**

Curriculum evaluation is a systematic process to assess the effectiveness of curriculum implementation in achieving educational goals. In the context of education management in madrasas, evaluation not only measures student learning outcomes, but also includes the teaching process, the achievement of learning indicators, and the quality of interaction between teachers, students, and the learning environment. At MIS Al-Ukhuwah, curriculum evaluation is carried out periodically through academic supervision, reflection with teachers, and feedback from parents. This evaluation is not just controlling, but is used as a means of continuous development in learning management. By identifying

aspects that are successful and that need to be improved, madrassas can develop relevant and targeted improvement strategies. Participatory evaluation also creates an academic culture that is open to change, so that the quality of education can continue to be improved dynamically and continuously.

The curriculum evaluation process at MIS Al-Ukhuwah is carried out periodically and thoroughly, including learning evaluations, teaching tools, and feedback from teachers and parents. The head of the madrasah explained that, *"We conduct evaluations once a month through madrasah meetings. Not only student grades are discussed, but also teachers' strategies, obstacles in class, and material adjustments. We use the results as a basis for learning follow-up."*

One of the sixth grade teachers also shared her experience: *"We wrote down our reflections after teaching—what worked and what didn't. From there, every month we discuss with other teachers. So it's not just a formal evaluation, but really a space for mutual learning."* In addition, the evaluation also involves the parents of students as part of the quality improvement process. *"We invite parents twice in one semester, not only to convey grades, but also to ask if their children feel comfortable learning at home. We use feedback from home as a reference,"* said another teacher.

From the results of interviews conducted with some of the informants above, it is known that the curriculum evaluation process at MIS Al-Ukhuwah shows a systemic and participatory approach. Teachers' involvement in routine reflections and evaluation forums provides space to identify learning obstacles directly from the main implementers of the curriculum. This also strengthens the function of evaluation as a tool for developing teacher professionalism, not just an administrative measuring tool. By including input from students and parents, the evaluation becomes more comprehensive and humanistic. The evaluation also reflects the madrasah's commitment to a continuous cycle of improving the quality of education. The use of evaluation results to design teacher training and adjustment of learning strategies shows that evaluation in madrassas has been used as a strategic instrument to improve the quality of education, both in terms of academics and student character.

In addition, MIS Al-Ukhuwah has built a structured and adaptive curriculum evaluation system. Evaluations are carried out in the form of classroom supervision, weekly discussions between teachers, and evaluation meetings at the end of every month. In addition to formative and summative evaluations carried out in the classroom, madrassas also develop process-based evaluation instruments, such as teacher reflection journals and student reinforcement notes. The head of the madrasah plays an active role in assisting teachers in reflecting on learning, while the curriculum team prepares a standardized evaluation form that is used together. Input from parents is also

considered through the student's guardian forum, especially related to changes in student behavior at home. Curriculum evaluation is not only carried out at the end of the semester, but is an ongoing process that integrates various data sources, resulting in more targeted improvements.

Departing from this, the form of curriculum evaluation and its influence on strengthening the quality of education at MIS Al-Ukhuwah is presented in Table 3.

**Table 3. Curriculum Evaluation Process and Impact at MIS Al-Ukhuwah**

<b>Evaluation Process</b>	<b>Implementation Mechanism</b>	<b>Observed Impact</b>
Periodic Academic Review	Monthly meetings to assess teaching practices and curriculum relevance	Improvement in alignment between teaching strategy and student needs
Reflective Teaching Documentation	Teachers maintain teaching journals and discuss challenges during peer-sharing forums	Increased pedagogical adaptability and peer support
Parent-Inclusive Feedback System	Semesterly parent meetings collect feedback on student learning experiences at home	Greater alignment between school curriculum and home learning environment

From the presentation of the findings of the research above, it is explained that the curriculum evaluation at MIS Al-Ukhuwah has functioned as an instrument to strengthen the quality of comprehensive and measurable education. The evaluation process that is carried out in a routine, open, and participatory manner has resulted in a number of improvements in learning strategies, the preparation of teaching tools, and the provision of learning interventions. The involvement of teachers, madrasah heads, and parents in the evaluation process shows a strong collaborative approach. Challenges in consistency and documentation are overcome through the development of reflective instruments and the integration of evaluation into the routine activities of the madrasah. By utilizing the results of the evaluation as a basis for decision-making, MIS Al-Ukhuwah is able to increase the effectiveness of learning, strengthen the professionalism of teachers, and ensure the achievement of educational goals in accordance with the needs of students and community expectations. Evaluation is no longer only a measuring tool, but a strategic process that contributes to the transformation of the quality of madrasah education.

## **Discussion**

This research aims to describe the implementation of curriculum management and its contribution to improving the quality of education at MIS

Al-Ukhuwah. The results of the study show that curriculum planning is carried out in a participatory and contextual manner, the implementation of learning utilizes an active and differentiated approach, and curriculum evaluation is carried out in a reflective and collaborative manner. These findings are relevant to the issue of curriculum management in Islamic basic education institutions, especially in answering the challenge of curriculum effectiveness and relevance in the midst of limited resources.

### **Curriculum Planning**

Participatory curriculum planning confirms the concept of systemic curriculum management Maulidi (2025), which emphasizes the importance of the involvement of all stakeholders in designing curriculum based on the vision, local context, and needs of students. This practice is in line with the theory of social constructivism (2021) which emphasizes the role of social and cultural contexts in designing learning experiences. Study Al Mursyidin & A'lal Hikam (2024) It shows that schools that involve teachers and the community in curriculum planning are more adaptive to learning dynamics. Veronika & Hasan Baharun (2024)It was also found that collaboration between teachers and madrasah heads in curriculum design increased the relevance of teaching content. However, challenges such as teacher competency gaps and limitations of local data—as found in MIS Al-Ukhuwah—were also identified by (Yulia Rahmi Ilmani & Hasanah, 2024), which emphasizes the importance of training and mapping local resources as a strategic solution.

### **Learning Implementation**

The implementation of active and differentiated learning strategies at MIS Al-Ukhuwah reflects an inclusive pedagogical approach, in line with humanistic learning theory (Renger & Macaskill, 2025) which emphasizes the fulfillment of individual needs in the learning process. Teachers apply the Jigsaw, Project-Based Learning, as well as a multimodal approach according to students' learning styles. These findings are reinforced by studies Marlina et al. (2025) which shows that differentiated learning strategies significantly increase student motivation and participation. Research Rahimi & Oh (2024) also affirms that the involvement of students in activities that match their interests and abilities contributes to the improvement of self-efficacy. Local studies by Vella (2024) noted that the application of a differentiated approach in madrasas strengthens teachers' adaptability to class diversity. However, obstacles such as limited learning aids and assessment inconsistencies suggest that the success of this strategy is highly dependent on managerial support and ongoing professional development of teachers.

## Curriculum Evaluation

The curriculum evaluation carried out in a participatory manner at MIS Al-Ukhuwah reflects the principles of continuous formative evaluation as stated by Puad & Ashton (2023), which emphasizes that evaluation should be an integral part of the learning process to measure the achievement of educational objectives. These findings are in line with the results of the study (Huggins & Prasetyo, 2025), which shows that teachers' reflective practices through collaborative evaluation have a positive impact on improving the quality of teaching. Research Amir et al. (2025) It also emphasized that curriculum evaluation involving parents and students expands the dimension of educational quality, including academic and social-emotional aspects. Husnol Khotimah et al. (2024) highlighting that one of the common weaknesses in curriculum management in madrasas is the lack of use of evaluation data in policy making. In this context, MIS Al-Ukhuwah has shown progress by developing reflective instruments and making the results of evaluations the basis for decision-making for learning development.

This research provides a practical contribution in the form of a holistic and contextual curriculum management implementation model for private madrasas. Collaboration between madrasah elements, an adaptive pedagogical approach, and reflective evaluation have proven to be effective strategies in improving the quality of education in the midst of limited resources. Theoretically, this study strengthens the concept of context-based curriculum management and expands the application of constructivism and humanism theories in the management of Islamic basic education. This research also emphasizes the importance of an integrative curriculum management cycle—from planning, implementation, to evaluation—as the main foundation for learning quality transformation.

Overall, the implementation of curriculum management at MIS Al-Ukhuwah shows a collaborative, adaptive, and reflective approach. Participatory curriculum planning ensures the alignment between the vision of the madrasah and the needs of the students. The implementation of active and differentiated learning optimally increases student engagement, while inclusive curriculum evaluation strengthens academic culture and data-driven decision-making. This discussion emphasizes that curriculum management that is implemented strategically can be the main instrument to improve the quality of madrasah education. For further development, longitudinal research is recommended to assess the long-term impact of curriculum management on academic achievement and student character in various private madrasah contexts.

## CONCLUSION

The implementation of curriculum management at MIS Al-Ukhuwah has been proven to be carried out systematically through the planning, implementation, and evaluation stages involving all stakeholders. Planning is

prepared before the school year begins with a participatory and contextual approach, referring to the Independent Curriculum and the vision and mission of the madrasah. The implementation of learning is characterized by the use of active, differentiated, and project-based strategies, which are able to accommodate the diversity of student characteristics. Curriculum evaluation is carried out regularly through teacher reflection, supervision, and parental involvement, so as to be able to support the improvement of the quality of the learning process and outcomes. These findings confirm that inclusive and sustainable curriculum management can strengthen teacher professionalism, learning effectiveness, and character formation of students. By integrating spiritual values and modern pedagogical approaches, MIS Al-Ukhuwah shows that adaptive curriculum managerial practices are an important foundation in realizing superior madrasah education and responsive to the needs of the times.

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