

# Ma'had Aly-Based Arabic Curriculum Management at As Sunnah Islamic College, North Sumatra

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## ABSTRACT

This study aims to provide an overview of Ma'had Aly-based Arabic Curriculum Management at As Sunnah Islamic College, Deli Serdang-North Sumatra. With a descriptive qualitative research method, it describes in depth the management of the Arabic language curriculum based on dormitories. As well as collecting data used by in-depth interviews, observation and documentation. These findings reveal that Ma'had Aly-Based Arabic Curriculum Management in all study programs with three management functions namely; 1) The planning of the ma'had aly-based Arabic curriculum is based on the Vision, Mission and Objectives of the tertiary institution, the institutional/Ma'had Aly/Syariah content curriculum, lecture schedules and activity schedules in the dormitories, competent educators, syllabus and lecturer lesson plan, Providing free books and providing adequate infrastructure. 2) The implementation of the ma'had aly-based Arabic curriculum contains Arabic language courses, placement of competent teachers, supporting activities in the dormitory such as daily, weekly, monthly and yearly activities, language habits and obligations in the campus and dormitory environment, Punishment using other than Arabic. 3) Evaluation of the ma'had aly-based Arabic curriculum is carried out by assessing the subjects during the MID and UAS exams, cumulative assessments, Toalf tests, and involving Internal Evaluators and External Evaluators.

**Keyword: Management, Arabic Curriculum, Ma'had Aly**

## **A. INTRODUCTION**

Curriculum management as an educational design has a very strategic position in all aspects of educational activities. Given the important role of the curriculum in education and the development of student life, the preparation of the curriculum cannot be done without using a solid and strong foundation. One of the foundations for strengthening curriculum building is a managerial foundation, so curriculum management needs to be developed in preparing a new curriculum, or developing a curriculum that has been implemented within a certain period of time. (Amiruddin, 2017, p. 39)

One that influences the achievement and success of the Arabic language curriculum above is education that is carried out with boarding-based education, so that some tertiary institutions, both private and public universities, have dormitories for their students. The trend of student boarding education is now increasingly in demand and this can provide a good thing for the progress and development of the world of education in this country. With all the diversity of identity, togetherness, and also the formation of character.

Such as the As-Sunnah Deli Serdang Islamic college, North Sumatra, which is the only private Islamic Religious College which requires all students and students to attend education and teaching in a dormitory environment. As well as having and developing its own curriculum that has been well designed and prepared.

Boarding universities certainly have a very positive impact on the development of students and female students, there are lots of activities that are useful in the development of student education. Then they can provide many life lessons for other students who are far from their parents, and they always get guidance and direction from educators in the hostel. This is a consideration for parents who want their children to study at universities whose education is carried out in the dormitories.

According to Arsy, boarding education is an education system, where students and also higher education educators live in dormitories within the college environment for a certain period of time, usually one semester interspersed with vacations until they finish their education. (Zahra, 2008, p. 145)

Universities that carry out education in dormitories must also be able to support and facilitate all student activities to increase the potential possessed by female students so that they can increase the quantity and quality of these female students. Especially now that the development of the social environment is so rapidly increasing challenges and influences that are not small for the development of education and the formation of children's personalities, such as the widespread circulation of illegal drugs, narcotics, promiscuity,

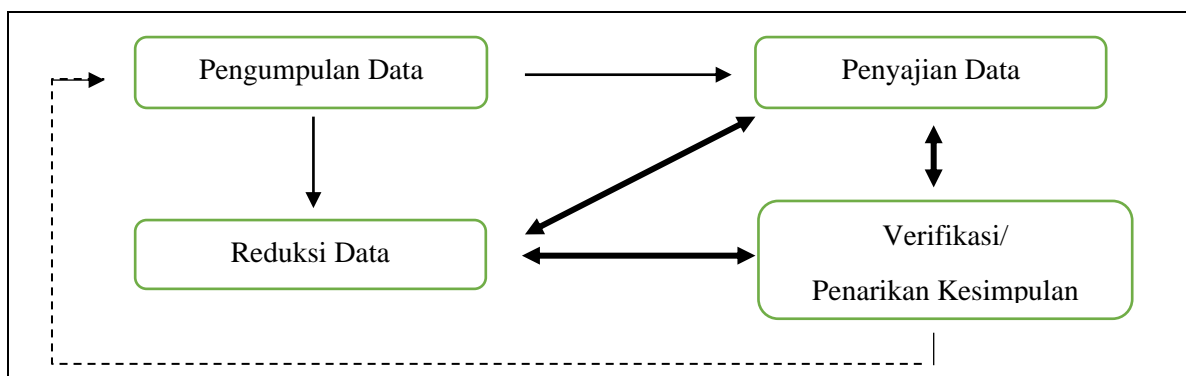
teenage brawls so that it creates concern for these parents. Plus globalization in the fields of culture, ethics and morals which is supported by technological advances. For students who cannot take advantage of world developments properly and correctly, it may lead them to behavior that deviates from religion and results in a moral crisis for the nation's children. Of course this is very worrying for parents about the association and education of their children.

Therefore it is necessary to have good curriculum management in the dormitory, because curriculum management is a management system for all activities in tertiary institutions in order to provide the best learning experience for students and it is carried out properly, cooperatively, comprehensively and systematically to realize the goals of education that are has been established.

In managing activities, of course, there are several procedures and stages related to curriculum management such as planning, implementation and evaluation. The planning stage is the initial stage in establishing the curriculum. Of course, curriculum planning goes through several processes in order to create a mature plan which will then be implemented and finally will be evaluated whether the curriculum is successful as expected or vice versa.

## **B. METHOD**

This research uses a qualitative approach (qualitative research) according to rohman in which phenomena, events, social activities, attitudes, beliefs, perceptions, and individual and group thoughts are described and analyzed. (Wijaya et al., 2022) Furthermore, data was collected through careful observation, including detailed descriptions of the context surrounding ma'had aly-based Arabic curriculum management at the As Sunnah Islamic College of North Sumatra. For research data collection, (1) interviews with the chairman, vice chairman of the academic field and vice chairman of the student affairs department of STAI, (2) observation of the planning, implementation and evaluation of the Arabic language curriculum in the STAI environment (3) documentation in the form of document archives related to Arabic curriculum management at As Sunnah Islamic College to collect research data. After getting the data, the next step is to reduce the data. (Sugiyono., 2012) Schematically the process of data analysis using the interactive data analysis model of Miles and Huberman can be seen in the following chart.



## C. RESULT AND DISCUSSION

### 1. Planning of Ma'had Aly-Based Arabic Curriculum

Curriculum planning is planning of learning opportunities that are intended to guide students towards the desired changes in behavior and assessment until changes have occurred in students. In curriculum planning, there are at least five things that influence planning and decision making, namely philosophy, materials, learning management, lecturer training, and learning systems. (Maeron, 2016, p. 22)

Meanwhile, curriculum planning according to Rusman is planning for learning opportunities that aim to encourage students towards the desired behavior change and to make an assessment of the extent of changes that have occurred in students. (Rusman, 2012)

Zenger W. F and Zenger S.K stated in their book "Curriculum Planning: A Ten Step Process", that curriculum planning was made solely as work instructions which became standard guidelines in carrying out learning activities. Curriculum Planning is intended as a "how-to guide" for curriculum planners in an educational institution system or a textbook for college-level courses in curriculum planning and development. (Lazwardi, 2017)

There are several aspects that must be considered in planning the curriculum. Oemar Hamalik mentions the aspects that are characteristic of curriculum planning, which are based on a clear concept and are made with a comprehensive, reactive framework, goals related to children's interests, and cooperative participation. These aspects are described by Arif as follows: First, curriculum planning must have a clear concept of various things that make life better, present and future characteristics of society, and including basic human needs. Second, curriculum planning is made with a comprehensive framework by considering and coordinating the important elements of teaching and learning effectiveness. Third, curriculum planning must be anticipatory and reactive. Education must be responsive to the individual needs of students, helping students live a conducive life. Fourth, Fourth, educational goals must cover a variety of needs and interests related to individuals and

society, the formulation of various approach objectives must be clarified with concrete illustrations, so that they can be used in developing specific curriculum plans. Conversely, if this is not done, then the perception will become unclear and contradictory. (Arif, 2017)

Based on all the curriculum planning theories described above, it can be concluded that curriculum planning is an initial step in making a joint decision regarding an idea, program, process and strategy in designing a curriculum so that it is achieved based on the vision, mission and goals of the tertiary institution as well as preparing material. , educators and other resources in supporting the achievement of the curriculum.

The planning of the Arabic language curriculum at the As Sunnah Islamic College here, begins with adjusting the vision, mission and goals of the tertiary institution, namely to become a superior tertiary institution in Islamic and Arabic studies in Southeast Asia in 2030. So with that this tertiary institution has 5 study programs namely Arabic Language Education (PBA), Islamic Religious Education (PAI), Islamic Communication and Broadcasting (KPI), Islamic Development Guidance (BPI), Sharia Economic Law (HES) and an Arabic Language Preparatory Program.

In addition, the As Sunnah Islamic College also has a vision to produce academics who double as preachers who have competence in the field of Sharia to enter the midst of society. This is inseparable from the background and history of the As Sunnah Islamic College which was previously a diploma 3 or Ma'had Aly Educational Institution called I'dat duat or preparatory da'i.

Departing from this background, the preparation of the As Sunnah Islamic College curriculum is always enriched by Sharia content and Arabic language. This is maintained to maintain the initial vision of the forerunner to the establishment of the As Sunnah Islamic College.

The As-Sunnah Islamic College Deli Serdang has three curricula, namely: 1) National Curriculum Content, namely the curriculum that is required and determined by the Government, and 2) Institutional Curriculum Content, namely the curriculum that refers to the vision and mission of the As-Sunnah Islamic College of Religion 3) Content of the Vocational Curriculum which contains vocational specialization materials, which are taught by lecturers to their students according to a predetermined time. Then for the content of the institutional curriculum it is divided into two parts, namely: 1) Content of the Formal Curriculum, namely material and course content that is taught or applied to students in formal lecture activities starting in the morning, namely at 7.30 WIB until 12.30 WIB. This lecture data or roster will be attached as on the last page of the dissertation, and 2) Content

of the Informal or Extracurricular Curriculum, namely the provision and application that is taught or applied outside of formal education time, namely in the college and dormitory environment during the day, afternoon and evening which adjusted to the hours and activities of each. Including the application of *bi'ah lugawiyah* or language environment. This is also found in the findings of the dissertation on the subtitle of the implementation of the Arabic language curriculum based on ma'had aly.

The application of this language environment is applied to all existing study programs in order to strengthen Arabic language competence. This is in line with the initial goal and vision of the As Sunnah Islamic College, which is to form academics who double as preachers who master Arabic as a medium to study Islamic religious sources as a provision to plunge into the midst of society.

Furthermore, in implementing the Arabic language curriculum, it is supported by approximately 95% (ninety five percent) of teaching staff who have qualified Arabic educational backgrounds, such as graduates from the Institute of Islamic and Arabic Sciences (LIPIA) Jakarta and also graduates from High Schools. Islam As Sunnah itself. Then two of the lecturers were also Arabic For All Certified International Trainers, even native Saudi Arabians who were placed in the campus environment, as Native Speakers (speakers and references) Arabic in the student dormitory environment (men) and in the female student dormitory environment (sister).

## **2. Implementation of Ma'had Aly-Based Arabic Curriculum**

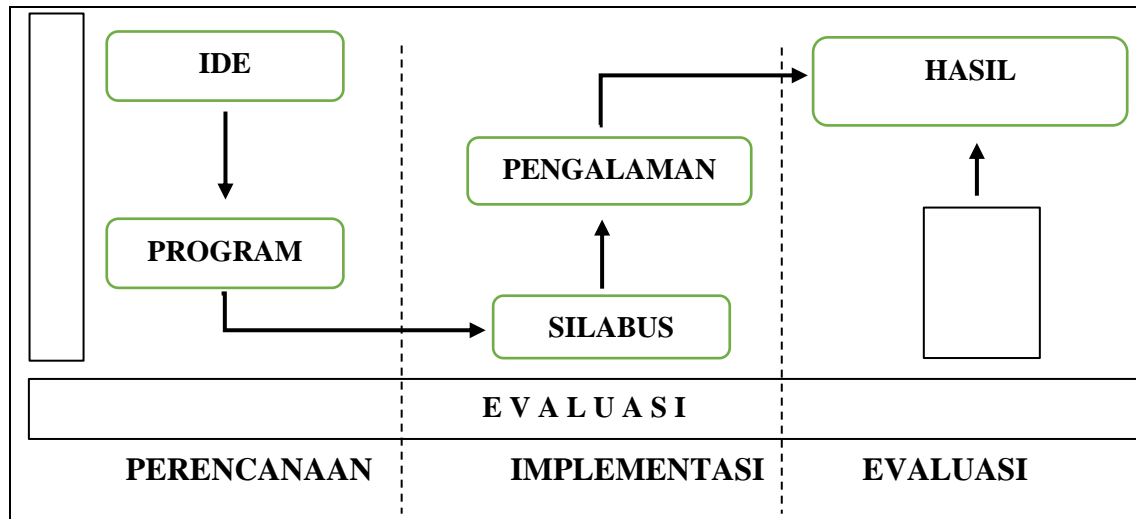
Curriculum implementation can be interpreted as an effort to implement or apply the curriculum that has been designed. According to Oemar Hamalik curriculum implementation is the application or implementation of the curriculum that has been developed in the previous stage, then tested with implementation and management, while always making adjustments to the field situation and the characteristics of students, both intellectual, emotional and physical development. (Hamalik, 2007, p. 256)

Furthermore, in his writings, Sholeh Hidayat stated that curriculum implementation is how to teach curriculum messages to students to produce graduates who have a set of competencies according to their individual characteristics and abilities. (Hidayat, 2013, p. 158) Wiji Hidayati also added that curriculum implementation is the application, ideas, potential curriculum concepts (in the form of curriculum documents) into the actual curriculum in the form of learning processes. (Hidayati, 2012, p. 98)

While in the context of implementing the curriculum referred to in this study, an effort to implement or apply a curriculum that balances soft skills and hard skills in the form of

attitudes, skills and knowledge. So that students and female students are expected to have much better competence.

Curriculum implementation is also the second process in the process of implementing the curriculum. Initially the curriculum was planned, then implemented and then evaluated the results. Muhaimin clearly describes it as follows: (Muhaimin, 2005)



Implementation of the curriculum is actually not an independent unit, it is a continuation of the previous planning, which will then be closed with a thorough evaluation even though the evaluation is carried out continuously. All three are combined as a single unit that mutually support each other. Likewise the implementation of the curriculum in tertiary institutions, it is a continuation of the planning process. In its implementation, it still begins with planning regarding the needs of students and the organizing tertiary institution. So that the resulting curriculum is the fulfillment of existing needs. According to Government Regulation Number 60 of 1999 concerning Higher Education, article 1 (2) that Higher Education is an educational unit that organizes higher education. The objectives of tertiary institutions in organizing higher education are: Article 2 (1) 1. To prepare students to become members of society who have academic and/or professional abilities who can apply, develop and/or create science and technology and/or arts and culture. 2. Develop, disseminate science and technology and/or arts and seek their use to improve the standard of living of the people and enrich national culture.

From the description above it is clear that the task of Higher Education is to produce or process Indonesian people who have qualities as scientists, professionals, developers and disseminators of science and technology, and at the same time implementers of science and technology to society. Meanwhile, the direction to be achieved in the process of national education is the realization of Indonesian people who have faith and fear of God Almighty,

are virtuous and master science and technology and prosper the community. Urgent. Considering that the value system applied in tertiary institutions is conditional on religious morality, learning religion with its auxiliary knowledge (Arabic) is an obligation that must be carried out.

According to Hamalik, curriculum implementation is the application or implementation of curriculum programs that have been developed in the previous stage, then tested with implementation and management, while always making adjustments to the field situation and student characteristics, both intellectual, emotional and physical development. This implementation is also at the same time a field research for the purposes of validating the curriculum system itself. (Hamalik, 2015, p. 238)

In the implementation of curriculum management, although broad authority is given to educational institutions to be creative with the existence of educational autonomy, it must still be implemented and developed in accordance with the guidelines set out in the national education implementing regulations. (Rusman, 2009, p. 3)

Furthermore, according to Mulyasa, there are several things that must be considered in implementing an effective and efficient curriculum, namely: (1) program flexibility, (2) goal-oriented. (3) effectiveness and efficiency, (4) continuity, and (5) lifelong education. Furthermore, carrying out a learning system with the principles of effectiveness, creativity, efficiency, fun, and carrying out an assessment system through tests and or tests. (Mulyasa, 2005)

Based on all the curriculum implementation theories described above, it can be concluded that curriculum implementation is the implementation and application of a curriculum that has been set by the government and developed by each institution based on the vision, mission and goals, and carries out the learning to produce graduates who have competence in accordance with the goals that have been planned.

Stages of curriculum implementation at STAI As Sunnah include annual, semester, monthly, weekly and daily programs. In addition, there are also guidance and counseling programs or remedial programs. Implementation of learning. In essence, learning is a process of interaction between students and their environment, resulting in changes in behavior for the better. In learning, the most important task of educators is to condition the environment to support changes in student behavior. Evaluation of the process carried out throughout the process of implementing the midterm curriculum (UTS) as well as the formative final assessment of the final semester exams (UAS) and summative includes an



overall assessment as a whole for the purposes of evaluating the implementation of the curriculum.

Furthermore, the implementation of the Arabic language curriculum is also supported by qualified and professional lecturers, then activities such as seminars, workshops, and training for both lecturers and students. In addition, in supporting the implementation of the Arabic language curriculum, it must be supported by making syllabus and lesson plans for lecturers in preparing courses in class.

The length of education taken is 8 semesters or 4 years, the same as students in general, but one of the other conditions is that students and female students are required to have memorized 7 juz by going through memorization and carrying out Al-Qur'an exams in the last semester of education.

Furthermore, habituation is always carried out in speaking and speaking Arabic in the dormitory and lecture environment so that students have a culture of getting used to interacting with each other in the dormitory and tertiary environment, namely using Arabic or what we often hear with the term *al-inghimas fii ta'lim al-lughoh al-arabiyyah*. In fact, we will find slogans reading in the dormitory environment, namely; *Hayatunaa kulluhaa ibaadah wa lughotunaa kulluha arabiyyah* (Our life is worship, and our language is Arabic)

Besides that, in carrying out and carrying out the curriculum that has been made in the dormitory environment of student administrators or student executive bodies (BEM) by providing relief for the first 3 months in using Indonesian and the following months are required to use Arabic both in the dormitory and college environment. If violations are found such as students using Indonesian, then these students will be given punishments that educate and support the improvement of their Arabic such as memorizing new Arabic city vocabulary or other things.

### **3. Evaluation of Ma'had Aly-Based Arabic Curriculum**

Curriculum Evaluation is an activity to find out and decide whether the program that has been determined is in accordance with its original purpose. a) The principles of curriculum evaluation in Hamalik are as follows: (Hamalik, 2015, p. 255) a) Specific goals, meaning that each curriculum evaluation program is directed towards achieving clearly defined and specific goals. It is objective, in the sense that it is based on actual conditions, sourced from data and is accurate, which is obtained from reliable instruments. b) Comprehensive in nature, covering all dimensions or aspects contained in the scope of the curriculum. c) Cooperative and responsible in planning. The implementation and success of a curriculum evaluation program is the responsibility of all parties involved in the

educational process such as lecturers, chairmen, supervisors, parents and even the students themselves, besides being the main responsibility of research and development institutions. d) Efficiency, especially in the use of time, costs, manpower and equipment that are supporting elements. e) Continuous. This is necessary given the demands from within and outside the school system, which demand curriculum improvements.

Evaluating is intended to find out whether the implemented curriculum is in accordance with the objectives to be achieved or not. The evaluation functions include: (Widyastono, 2014, p. 44) a) To obtain data about the achievement of goals or the level of mastery of curriculum content by students, which is also known as a summative function. b) To see the effectiveness of the learning process, whether the program compiled can be considered perfect or needs improvement, which is also known as a formative function.

This Scriven suggests that there are two types of evaluation, namely formative evaluation (which is carried out during the program) and summative evaluation (which is carried out after the program ends or at the end of the program). (Arikunto, 2009, p. 54)

Evaluation is a series of activities to compare actual inputs, outputs and outcomes against plans and standards. Evaluation is carried out on the implementation of the plan to assess the successful implementation of a program or activity based on the performance indicators and targets listed in the program or activity. (Triwiyanto, 2015, p. 183) Strictly speaking evaluation is the provision of information in the interest of facilitating decision making in various steps of curriculum development. Evaluation also applies to selection criteria, data sets and analysis. (Rusman, 2012, p. 98)

Experts define curriculum evaluation with various meanings. According to Sukmadinata, curriculum evaluation plays an important role both in determining educational policy in general, as well as in making decisions in the curriculum. (Sukmadinata, 2006, p. 172) Meanwhile, according to Nasution, curriculum evaluation is a complex matter because of the many aspects that must be evaluated, the number of people involved, and the breadth of the curriculum that must be considered.

Meanwhile, Agus Zainul Fitri stated that curriculum evaluation is an act of consideration based on a set of agreed and accountable criteria. (Fitri, 2013, pp. 43–45) Zainal Arifin also believes that curriculum evaluation is an important component and is a stage that must be taken by educators to determine the effectiveness of the curriculum. (Arifin, 2011, pp. 263–268)

According to Hamid Hasan, curriculum evaluation has the following objectives: (Hasan, 2008, p. 32) 1) Provide information regarding the implementation of the

development and implementation of a curriculum as input for decision making. 2) Determine the level of success and failure of a curriculum and the factors that contribute in a particular environment. 3) Develop various problem solving alternatives that can be used in efforts to improve the curriculum. 4) Understand and explain the characteristics of a curriculum and the implementation of a curriculum.

According to Syafaruddin and Aminudin, curriculum evaluation is carried out through the following principles: (Amiruddin, 2017, p. 113) 1) The principle of relevance, meaning that education is relevant to the demands of life. The principle of relevance relates to three aspects, namely the relevance of education to the student environment; relevance to the development of life now and in the future; and the relevance of education to the demands of the world of work. 2) The principle of effectiveness, meaning the extent to which something planned or desired can be accomplished or achieved. The principle of student learning effectiveness. 3) The principle of efficiency, meaning the comparison between the results achieved (output) and the effort that has been expended (input). The principle of efficiency can be viewed from time, effort, equipment and costs. 4) The principle of continuity, meaning that they are interconnected or intertwined between various levels and types of education. 5) The principle of flexibility, meaning that there is room for movement that gives freedom in acting (not rigid). Flexibility includes participant flexibility.

Curriculum evaluators can be classified into two types, namely as follows: (Zaini, 2009, p. 149) 1) Internal evaluators are the implementation of curriculum evaluation which also comes from the institution to be evaluated. 2) External evaluators are evaluators who come from and are outside the institution to be evaluated and are not involved in curriculum implementation.

Based on all the curriculum evaluation theories described above, it can be concluded that curriculum evaluation is an effort and method used to measure the success and achievement of what has been planned and implemented during the process and learning outcomes obtained, to maintain the quality and quality of educational institutions.

In general, the researchers found that in the process of evaluating the curriculum of the As Sunnah Islamic College implementing evaluation from two sides, namely evaluation of the curriculum process and evaluation of curriculum results. Evaluation of the process in the curriculum is to measure the application of the Arabic language curriculum with course exams that are carried out, namely the midterm exam (UTS) which is made in the middle of the semester meeting or at the eighth meeting, then also carried out during the final semester exam (UAS). at the sixteenth meeting. The exams as mentioned above are coordinated by

the UPT exams and grades in tertiary institutions, in which all lecturers are required to collect exam question sheets for both the midterm exams (UTS) and the final semester exams (UAS) must be sent to emails that have been circulated by letter announced.

The assessment provisions for each course that have been determined in the assessment category are attendance scores, activeness, midterm exam scores (UTS), and final semester exams (UAS) which are collected into one, namely the course exam. The minimum assessment category for each subject that must be obtained by all students is to get a B predicate, if students get lower than the grade that has been set, the student must repeat it again or take lectures again with the short semester lecture system.

After the exam is carried out, all lecturers can give grades to all students and students through an application or web that is owned by a tertiary institution called SIAKAD then students can see their grades on each student's portal. In addition, the SIAKAD application has features such as student attendance, lecturer presence in teaching, and being able to include teaching material at each lecture meeting, so this is also easy to help tertiary institutions evaluate the performance of lecturers in teaching and carrying out other responsibilities at school. the application.

Then in measuring the results of other evaluations it is carried out by giving a Test of Arabic as Foreign Language (TOAFL) both in written and oral form which is required for all eighth semester students with special provisions for students of the Arabic Language Education Study Program with a minimum score of 500 and other study programs. pass with a score of 450.

Regarding the evaluation of the Arabic language curriculum carried out in the dormitory, be it daily, weekly, monthly and yearly activities. This student activity is driven by student administrators, namely the student executive body (BEM) under the coordinator of the vice chairman of student affairs.

Furthermore, the evaluation is carried out by the internal parties of the higher education institution, namely the head of quality assurance by ensuring and implementing procedures in maintaining the quality of STAI As Sunnah higher education quality according to the plans made.

Finally, by involving outside evaluators or you can call graduates or alumni who collaborate in a Memorandum of Understanding (MoU) they provide advice and input to alumni who teach in their places, how is the quality and ability of alumni to adapt or implement and teach their knowledge in their respective fields.

## D. CONCLUSION

Based on the discussion of the problem relating to the title "Ma'had Aly-Based Arabic Curriculum Management at As Sunnah Islamic College, Deli Serdang-North Sumatra" which has been carried out in the previous discussion, the following conclusions can be drawn:

1. Planning the Arabic language curriculum to be implemented at the As Sunnah Islamic College being contained in the vision, mission and goals of the tertiary institution, then having a unique institutional curriculum that is making Arabic language competence a mandatory reference for each study program, and that is also being implemented in learning and programs in the hostel. As well as the placement of professional lecturers or teaching staff in each Arabic-language material and subject. Then the provision of media facilities and infrastructure that support the achievement of the Arabic language curriculum.
2. The implementation of the Arabic language curriculum implemented at the As Sunnah Islamic College the curriculum content contained in the institutional curriculum in which all study programs are required to follow the curriculum that has been set in classroom learning and taught by professional teaching staff. Then the curriculum content and activities that support the habit of speaking and speaking Arabic are carried out in the dormitory environment during the day, evening and night or are referred to as *al-inghimas fii ta'lim al-lughoh al-arabiyyah*. As well as the availability of media along with supporting facilities and infrastructure for the progress and ability of the Arabic language both in the classroom and in the dormitory.
3. Evaluation of the Arabic language curriculum implemented at As Sunnah Islamic College to conduct evaluations at the beginning and end of the semester for lecturers both in preparing lesson plans and syllabus as well as in the learning process and measuring learning achievement with the end of semester scores and looking at the grades final results obtained by students after the implementation of the end of semester exams (UAS). Then carry out the Test of Arabic as Foreign Language (TOAFL) for final semester students before taking the comprehensive exams administered by each study program. Furthermore, also in carrying out activities in the evaluation process related to Arabic both daily, weekly, monthly and yearly which are implemented in the dormitory environment by involving

student executive bodies (BEM) in determining the achievement of Arabic language skills.

## ACKNOWLEDGMENT

I would like to thank my parents and beloved wife who have supported and prayed for me in carrying out this doctoral education along with my promoter Prof. Dr. Didik Santoso, M.Pd and Prof. Dr Mesiono, M.Pd who has guided me in writing this dissertation, then to the governor of North Sumatra who has given the governor scholarship to complete my studies in 2023.

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