

Curriculum Strategy and Educational Quality Enhancement at Bina Bangsa Secondary School

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Abstract

This study aims to explore the curriculum management at Bina Bangsa Secondary School and analyze how the curriculum management can improve the quality of education at the school. Using a qualitative approach, this study involved 50 respondents consisting of the principal, vice principal, teachers, students, and parents of students. Data were collected through in-depth interviews, field observations, and surveys. The results of the study indicate that the curriculum management at Bina Bangsa Secondary School has succeeded in integrating Islamic values into every subject taught. The principal plays an important role in designing and supervising the character-based curriculum, as well as conducting regular training for teachers. However, the main challenge faced by teachers is the limited time and resources available to implement the curriculum effectively. The majority of students feel that the curriculum has a positive impact on their development, especially in strengthening character. This study concludes that although the curriculum management at Bina Bangsa Secondary School is quite good, several improvements need to be made, such as increasing teacher training, adjusting student workloads, and utilizing technology in learning. Thus, better curriculum management can contribute to improving the quality of education that is more optimal for students.

Keywords: Exploration, Curriculum, Quality of Education

Introduction

In Indonesia, effective education management is essential to improving the quality of learning and student outcomes. A well-structured curriculum, a key component of education management, plays a vital role in this process. Curriculum development must be aligned with educational goals and implemented effectively to meet the diverse needs of students, thereby promoting their potential and academic success (Rochmansjah, 2024). In addition, successful curriculum implementation requires clear policies and support systems that empower educators to deliver content effectively. In addition, ongoing student assessment is essential to identify areas where students may need further support, which in turn informs curriculum adjustments and improves the overall quality of education (Warman et al., 2021). Quality education is fundamentally influenced by effective curriculum management, which includes integrated planning, implementation, ongoing evaluation, and development. In the context of Islamic education, this management is crucial because it not only meets academic needs but also

emphasizes moral and spiritual values that are in line with Islamic teachings. Integrated planning ensures that these elements are harmoniously combined, fostering a holistic educational experience for students (Masyhuri & Sutiah, 2024). Continuous evaluation plays a vital role in assessing the effectiveness of the curriculum, allowing for necessary adjustments to meet academic and moral goals (Sutarman et al., 2019). In addition, the incorporation of moral values is essential in shaping students' character and guiding their behavior, which is a core aspect of Islamic education.

Curriculum management in schools often faces significant challenges, especially in the areas of human resources, time management, and the need for curriculum adaptation. In addition, effective time management is essential; schools must allocate sufficient time for teaching and assessment to maximize student learning (Shafira et al., 2025). Therefore, it is important to explore more deeply how curriculum management at Bina Bangsa Secondary School can be carried out effectively in order to improve the quality of education offered.

Bina Bangsa Secondary School has a vision to produce graduates who are not only intellectually intelligent, but also excel in character and morals. Therefore, curriculum management in this school does not only refer to the national curriculum, but also includes aspects of character education based on Islamic values. The curriculum implemented must be able to develop students' potential comprehensively, both in terms of cognitive, affective and psychomotor aspects.

Methods

This study uses a qualitative approach with the aim of exploring in depth the management of the applied curriculum. This study uses a case study, where the main focus is to analyze in detail and in depth the management of the curriculum at SMP Islam Terpadu Lukmanul Hakim. This case study was conducted to explore data related to the planning, implementation, and evaluation of the curriculum at the school, and how it relates to improving the quality of education produced. This research was conducted at SMP Islam Terpadu Lukmanul Hakim,

which is located in Bandung City. This location was chosen because it is a school that implements a curriculum based on character and Islamic values, and has a vision to produce graduates who are not only intelligent in academic aspects but also have good morals.

Results and Discussion

Respondent demographics

Table 1. Respondent Demographics

Respondent Group	Number of Respondents	Age	Last Education	Length of Service / Teaching
Principal	1	40–50 years	S2	5–10 years
Vice Principal	2	40 Years	S1 - S2	5–10 years
Teacher	15	25–45 years	S1 or S2	5–15 years
Students	20	12–15 years	-	-
Parents	10	35–50 years	S1	-

Source: 2025 Data Processing Results

The Principal is one of the main respondents in this study. The principals involved are between 40 and 50 years old and have a Master's degree. With 5 to 10 years of experience in office, the principal has a deep understanding of educational management and curriculum management. The Vice Principals (Wakasek) involved in this study consisted of two people

aged around 40 years. They have a Bachelor's or Master's degree and have served for 5 to 10 years. The Vice Principal has a very important role in supporting the principal in managing and supervising curriculum management.

The teachers who participated in this study numbered 15 people with an age range of 25 to 45 years. These teachers have a fairly good educational background, namely a Bachelor's or Master's degree, and have teaching experience of between 5 to 15 years. Students, who number 20 people and are between 12 and 15 years old, are the group most affected by the curriculum implemented. The results of interviews with students showed that they felt that the curriculum implemented had a positive impact on their development. The parents of students involved in this study numbered 10 people, with an age range of 35 to 50 years and the majority had a BA educational background.

Research Results

Tabel 2. Research Results

Research Aspects	Temuan	Keterangan
Curriculum Management by Principals	<div>1. Character-based curriculum and Islamic values are implemented in all subjects.</div> <div>2. The principal conducts regular training for teachers.</div> <div>3. Curriculum evaluation is conducted periodically.</div>	Principals play a key role in designing and overseeing the curriculum to ensure integration between academic and Islamic character aspects.
Teachers' Perceptions of Curriculum	<div>1. Teachers are trained on the implementation of character-based curriculum.</div>	Teachers consider a character-based curriculum important, but they face challenges in

	2. Challenges: limited time, resources, and balance between academics and character.	implementing it due to limited time and facilities.
Students' Responses to Curriculum	<p>1. The majority of students feel that the curriculum has a positive impact on their development.</p> <p>2. Complaints: high workload and difficulty balancing extracurricular activities..</p>	Students appreciate the curriculum that teaches religious values, but there are complaints about the workload and the lack of balance between extracurricular and academic activities.
Parents' Views	<p>1. Parents are satisfied with the management of the curriculum and support the Islamic values taught.</p> <p>2. Expectations: simplification of materials and addition of entrepreneurship programs</p>	Parents appreciate the management of the curriculum that includes character education, but they want a curriculum that focuses more on life skills and entrepreneurship.
Field Survey	<p>1. The majority of students feel comfortable with curriculum-based learning.</p> <p>2. Some students want a more varied curriculum and use of technology..</p>	Surveys show that although students are satisfied with the existing curriculum, they want more interactive use of technology and learning methods.

1. Curriculum Management by the Principal

The research findings show that the principal plays an important role in designing and supervising the management of the curriculum at SMP Islam Terpadu Lukmanul Hakim. The principal has ensured that the curriculum implemented is based on Islamic character and values, which cover all subjects in the school. This shows that the principal does not only think about academic aspects, but also tries to integrate moral and spiritual values that are very important in Islamic education.

In addition, the principal routinely provides training for teachers so that they understand and can implement the character-based curriculum well. Periodic curriculum evaluation is also an important factor in improving the quality of curriculum management. This evaluation allows the principal to see the extent to which the curriculum implemented is effective in improving the quality of education and identifying areas that need improvement. This monitoring and evaluation process is very important in creating a learning system that is responsive to changes and student needs.

2. Teacher Perceptions of the Curriculum

The teachers involved in this study felt that character-based curriculum management was very important in creating education that not only prioritizes academic aspects, but also forms students' characters in accordance with Islamic teachings. However, the biggest challenge faced by teachers is limited time and resources. Although the curriculum implemented includes character development, teachers find it difficult to pay enough attention to all aspects of the curriculum, especially with the limited time available.

In addition, several teachers also expressed that they found it difficult to balance academic teaching and student character development. This shows that although a character-

based curriculum is very important, its implementation requires more resources, both in terms of time, facilities, and other support to achieve a balance between academics and character.

3. Student Responses to the Curriculum

The majority of students expressed that they felt that the curriculum implemented had a positive impact on their development, both in terms of academics and character development. They appreciated learning that did not only focus on knowledge, but also taught religious values that are important in everyday life. This reflects that the curriculum based on Islamic character is well received by students, because it not only provides knowledge, but also shapes them into better individuals morally.

However, although many students were satisfied with the curriculum, there were several complaints related to the workload that was felt to be too high. Students also expressed difficulties in balancing extracurricular activities and academic demands. High workloads can cause stress and reduce time for other important activities, such as self-development through extracurricular activities. Therefore, although the Islamic character-based curriculum has a positive impact, it is important to ensure that the balance between academics and extracurricular activities is maintained so that students can develop optimally.

4. Parents' Views

In general, parents are satisfied with the management of the curriculum implemented at SMP Islam Terpadu Lukmanul Hakim. They support the implementation of a curriculum that not only prioritizes academic aspects, but also pays attention to character development based on Islamic values. Parental support is very important in the success of curriculum management, because they are partners who help support children's learning outside of school.

However, parents also expressed several expectations related to the curriculum, such as simplifying the material and adding entrepreneurship programs. They hope that their children will not only get a good academic and religious education, but also life skills that can help them in the real world. The addition of entrepreneurship programs can provide students with opportunities to develop skills that are relevant to the world of work and entrepreneurship in the future. This shows that parents want the curriculum to not only focus on religious and academic education, but also on developing practical skills that are useful for students' futures.

5. Field Survey

The results of the field survey showed that the majority of students felt comfortable with the learning based on the existing curriculum. They appreciate the curriculum that teaches religious values and character development. However, some students expressed their desire to have a more varied curriculum and use of technology in learning. More intensive use of technology can help increase student engagement in the learning process, as well as make learning more interesting and interactive. In addition, the implementation of more interactive and technology-based learning methods can overcome existing challenges, especially in reducing the high burden of assignments. By utilizing technology, learning can be done more efficiently, and students can obtain more varied and interesting learning materials.

Conclusion

Based on the results of the study involving the principal, vice principal, teachers, students, parents, and the results of the field survey, it can be concluded that the management of the curriculum at Bina Bangsa Secondary School has had a positive impact on the quality of education. However, there are still several challenges and areas that need to be improved to increase the effectiveness of the management of the curriculum.

1. The principal plays a very important role in designing and supervising the management of the curriculum at SMP Islam Terpadu Lukmanul Hakim. With an adequate

educational background and sufficient experience, the principal has succeeded in ensuring that the curriculum based on character and Islamic values is implemented in all subjects. The routine training process carried out for teachers and the periodic curriculum evaluations show that the principal strives to continuously improve the quality of learning and ensure that the curriculum remains relevant to current developments.

2. The teachers involved in this study have a positive perception of the character-based curriculum implemented in the school. Although they consider the integration of character values in learning important, teachers also face challenges related to limited time and resources. Teachers find it difficult to implement a curriculum that combines both aspects, namely academic and character, well in a limited time. Therefore, increased support for teachers, both in terms of training and facilities, is needed to overcome these challenges.
3. The majority of students feel that the curriculum implemented has a positive impact on their development, both in terms of academics and character building. Students appreciate the religious values taught in the curriculum. However, complaints conveyed regarding the high workload and the difficulty in balancing extracurricular activities with academic demands indicate the need for adjustments in assignments and time management. Students also want a more varied curriculum and more use of technology in learning to increase their interactivity and involvement.
4. Parents of students generally support the management of the curriculum that prioritizes character education based on Islamic values. They are satisfied with the education received by their children. However, there is hope for simplification of the material and the addition of entrepreneurship programs that focus more on life skills. This shows that parents want a curriculum that not only emphasizes academic and religious aspects, but also practical skills that are useful in the world of work and everyday life.

Based on the results of the field survey, the majority of students feel comfortable with the learning process based on the existing curriculum. However, they also want more use of technology in learning and more interactive methods. This shows that although the curriculum implemented is good, there is room to integrate more sophisticated technology to improve the quality of learning and attract students' interest

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