

IMPLEMENTATION OF CURRICULUM MANAGEMENT INTEGRATED ISLAMIC SCHOOL AT SDIT CENDIKIA SUNGAI MANDAU

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ARTICLE INFO

Keywords:

keyword 1; Implementation
keyword 2; Management
keyword 3; Curriculum,
keyword 4; Integrated
Islamic School

Article history:

Received 2025-03-24

Revised 2025-06-12

Accepted 2025-06-28

ABSTRACT

This study aims to describe: (1) The implementation of Integrated Islamic School curriculum management; (2) The supporting and inhibiting factors in the implementation of Integrated Islamic School curriculum management at SDIT Cendikia Sungai Mandau; (3) Strategies for implementing the Integrated Islamic School curriculum in accordance with the uniqueness of the Integrated Islamic School Network (JSIT). This study employs a qualitative method with a descriptive approach. Data collection techniques include interviews, observations, and documentation. The findings indicate that the implementation of curriculum management at SDIT Cendikia Sungai Mandau follows management principles, namely planning, organizing, implementation, and evaluation. The supporting factors include students' potential and competence, the quality of teaching staff, alignment of vision and mission among school leaders, teachers, and staff, as well as parental support and adequate facilities. Meanwhile, the inhibiting factors include low reading interest among teachers, lack of responsibility in carrying out duties, and differences in vision between the school and parents. To overcome these challenges, the school implements strategies such as recruiting high-quality teachers, providing continuous training, and strengthening communication and teamwork.

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1. INTRODUCTION

Curriculum plays a strategic role in the education system. In the context of Integrated Islamic Schools (SIT), the curriculum not only includes academic aspects but also integrates Islamic values into the learning process. SDIT Cendikia Sungai Mandau is one of the Islamic-based schools that implements a systematic curriculum management approach to achieve quality education goals. Therefore, this study aims to explore the implementation of curriculum management at this school, identify the supporting and inhibiting factors, and analyze the

strategies used to enhance curriculum effectiveness. References should be cited as (De Jong & Den Hartog, 2010) or (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwan, 2019; Madjid, 2002) or (Miller & Josephs, 2009, p. 12) or Rakhmat (1989). See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order.

2. METHODS

This study employs a qualitative method with a descriptive approach. The research location is SDIT Cendikia Sungai Mandau, which has implemented an Integrated Islamic School curriculum management system. The research subject is the school principal, while informants include the vice-principal for curriculum affairs and teachers. Data collection techniques involve in-depth interviews, classroom observation, and document analysis of school curriculum policies. To ensure data validity, a triangulation technique is used by comparing information from various sources.

3. FINDINGS AND DISCUSSION

3.1 Implementation of Curriculum Management The implementation of the SIT curriculum at SDIT Cendikia Sungai Mandau follows four main stages:

- *Planning*: Designing a learning program that integrates Islamic values with the national curriculum.
- *Organizing*: Assigning tasks to educators according to their expertise and responsibilities.
- *Implementation*: Applying Islamic-based learning strategies in both academic and non-academic activities.
- *Evaluation*: Monitoring and assessing the effectiveness of the curriculum through periodic evaluations.

3.2 Supporting and Inhibiting Factors

- *Supporting Factors*: Availability of competent teaching staff, strong parental support, and adequate school infrastructure.
- *Inhibiting Factors*: Low reading interest among teachers, lack of innovation in teaching methods, and differing perceptions between the school and parents regarding Islamic education concepts.

3.3 Strategies to Strengthen Curriculum Implementation

- Recruiting teachers with high academic and Islamic values competency.
- Conducting regular training for teachers to enhance teaching quality.
- Improving communication between the school, teachers, and parents in designing a better curriculum policy.

4. CONCLUSION

Curriculum management at SDIT Cendikia Sungai Mandau has been implemented in accordance with educational management principles. The success of curriculum implementation is influenced by internal and external factors. To overcome the existing challenges, the school applies strategies to improve teacher quality, optimize school resources, and strengthen synergy between the school and the community. This study can serve as a reference for other schools in effectively managing SIT curriculum.

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