

Development of Islamic Education Management Framework for Increasing the Quality of Graduates

Mona Novita*

Institut Agama Islam YASNI Muara Bungo

ABSTRACT

Keywords:

Islamic Education Management Curriculum
Freedom to Learn
Remove Freedom to Learn
Evaluation CIPP Model

The study aims to analyze the management of basic components in Islamic education, development of a curriculum management framework to enhance the quality of Indonesian graduates, and analyze the role of IQF (Islamic Quality Framework) as a higher education curriculum in addressing issues concerning the quality of Indonesian graduates. The research methodology employed in this study is a literature review. Library research methods were utilized to fulfill the study objectives. The data collection technique involved documentation, and content analysis was conducted for data analysis. Bibliography checks and literature rereading were performed to ensure assessment accuracy and prevent misinformation. The study findings are as follows, First, the basic components of Islamic education encompass personnel management, student management, curriculum management, financial management, and facilities and infrastructure management. Second, The development of a curriculum management framework to improve the quality of Indonesian graduates consists of three stages: curriculum Planning, which includes strategic planning, program planning, and learning activity planning; curriculum Implementation, which involves four models: individual-based education program, module-based learning, competency-based education, and school-based entrepreneurship; curriculum Evaluation, which employs the Saylor and CIPP Stufflebeam models.



ARTICLE HISTORY


Received: 31-08-2022

Accepted: 30-09-2022

© 2022 Mona Novita

Under The License CC-BY SA 4.0

CONTACT: ✉ monanovita.staiyasni@gmail.com

 <https://doi.org/10.47766/tharwah.v2i2.979>

INTRODUCTION

The problem of low quality (quality) of Indonesian people is not a new problem in the organization of educational institutions. Every time a Human Development Index report comes out, our Human Resources (HARI) quality is always at the bottom. In the 2015 United Nations Development Programs (UNDP) report, Indonesia is still in the group of countries with a medium level of human development. Previously, it can be seen that the quality of education related to basic literacy (Reading, Mathematics, and Science), Indonesia is still far behind from neighboring countries. In a more detailed report from the Organization for Economic Cooperation and Development (OECD) on PISA (Program for International Student Assessment) which they held to measure the quality, equity and efficiency of education in schools,¹

The quality of secondary education graduates (education in schools) is the input for determining quality in higher education. This is because SMA, MA and SMK students are people who register to participate in gaining learning experience in the learning process in higher education². If we specialize in the context of the low quality of Indonesian education at the level of higher education throughout Indonesia, then the grade/ranking of Islamic Religious Colleges (PTAI) is always below Public Universities (PTU). Webometrics.co.id states that the 100 best university rankings in Indonesia, it can be seen that the 1-19th order is filled by PTU. The 20th was PTAI with UII (Islamic University of Indonesia) as the 20th rank winner³.

Basically every higher education unit in Indonesia has four (4) main stages in its education system, namely: (a) Input, (b) Process, (c) Output and (d) Outcomes⁴. Of the four systems, according to the System Theory put forward by J. Alan Thomas, the system that determines the quality of graduate output is the process system. Alan Thomas revealed that: (1) A (intake/input) is negative/poor, if the P (process) is + (positive) it will produce K (output) which is inclined + (superior), (2) A (intake/ input) is positive/good, if P (Process) is negative (-), it will produce K (Output) which tends to be Negative (Not

¹ Mona Novita, The Role of Education Management in Efforts to Improve the Quality of Primary School Education, Proceedings of The 1st Annual Conference on Islamic Education Management for Millennial Generation: Quality and Competitive, Sunan Kalijaga State Islamic University, p. 348.

²Curriculum and Learning Team Directorate of Learning and Student Affairs, Ministry of Education and Culture, Higher Education Curriculum Book, 2014, p. 1

³Webometric.co.id., Accessed on 8 May 2018.

⁴Ibid., p. 2

Superior), (3) A (Intake/input) which is negative/bad, if P (Process) is negative (-), it will produce K (Output) which tends to be negative (Not Superior).⁵

Based on J. Alan Thomas' system theory above, there is a very interesting conclusion that the Process system is a determinant of K (output of quality graduates) of the education system. In the world of education, there are several components in the learning process system, including: professional teacher human resources, curriculum, learning facilities, learning methods and collaboration networks⁶. The same thing was also expressed by Omnisimus Amtu that the components and variables that determine the realization of good quality education in general are still related to the curriculum, teaching staff, students, teaching and learning processes, budgets, educational infrastructure, organizational culture, leadership and so on.⁷ Jejen Musfah revealed that the components in the process system are: (1) Education Management and (2) Programs in which there is a curriculum, learning⁸.

From the components of the learning process that were put forward by Mujamil Qomar, Omnisimus Amtu above, the component which is the heart of the learning process (education) is the curriculum component. That's according to opinion James A. Bean, William H. Schubert quoted Wesley Null in Curriculum from Theory to Practice, that curriculum is the heart of education. There are two reasons why the curriculum can be said to be the heart of education, namely: (1) the curriculum relates to something that should be taught, (2) the curriculum is a combination of thoughts, actions and goals.⁹ Agreeing with James A. Bean's idea, Zainal Arifin also stated that the curriculum is the heart of education which greatly influences the development of student competencies, both attitudes, knowledge and skills competencies.¹⁰ Imam Gunawan and Djum Djum Noor Benty agree with Zainal Arifin that curriculum is the key in education, because it relates to determining the

⁵Ibid., p. 134

⁶Mujamil Qomar, *Management of Islamic Education*, (Surabaya: Erlangga, 2007), p. 129

⁷Omnisimus Amtu, *Education Management in the Era of Regional Autonomy: Concept, Strategy and Implementation*, (Bandung: Alfabeta, 2013), p. 138

⁸Jejen Musfah, *Education Management: Theory, Policy and Practice*, (Jakarta: Prenadamedia Group, 2015), p. 22-23.

⁹Zainal Arifin, *Islamic Education Curriculum Development Management: Theory and Practice*, (Yogyakarta: UIN Sunan Kalijaga Yogyakarta, 2018), p. 58.

¹⁰Zainal Arifin, *Islamic Education Curriculum Development Management: Theory and Practice*, (Yogyakarta: PS. MPI, FTIK, UIN Sunan Kalijaga, 2018), p. v.

direction, content and process of education which ultimately determines the types and qualifications of graduates of an educational institution.¹¹

Curriculum is 1 of 5 management of the basic components of Islamic education. According to Mujamil Qomar, 2015 (125-177) that management of the basic components consists of: (1) Islamic Education Personnel Management, (2) Islamic Education Student Management, (3) Islamic Education Curriculum Management, (4) Islamic Education Financial Management , and (5) Management of Islamic Education Facilities and Infrastructure¹². Given the position of the curriculum as the heart of education, researchers are very interested in discussing this curriculum issue with the theme: Development of a Higher Education Curriculum Management Framework to Improve the Quality of Indonesian Graduates.

This research aims to know the development of a curriculum management framework to improve the quality of Indonesian graduates. The research also seeks to analyze the development of a curriculum management framework to improve the quality of Indonesian graduates. The research also attempts to analyze the role of the IQF as the current Higher Education Curriculum in responding to problems in the quality of Indonesian graduates.

METHODS

This type of research is descriptive qualitative using the method of literature. Data were reviewed through primary sources of 50 references. Data collection was carried out through online observation, library sources related to management keywords and improving the quality of education in Indonesia.

RESULT AND DISCUSSION

Management of Basic Components of Islamic Education

Abu Sin formulated four (4) requirements that must exist in Islamic management, namely as follows: (1) foundation of Islamic values and morals, (2) all management activities are a form of servitude to Allah SWT, (3) superior relations Relations with subordinates are Muslim brotherly relations, (4) Islamic management which is based on ethics and religious values, is an

¹¹Imam Gunawan and Djum Djum Noor Benty, *Education Management: An Introduction to Practice*, (Bandung: Alfabeta, 2017), p. 230.

¹²Mujamil Qomar, *Management of Islamic Education*, (Jakarta: Erlangga, 2015), p. 125-177.

alternative in solving individual and social problems in the midst of an increasingly morally uncertain era.¹³.

Management of the basic components of Islamic education are:

- a. Islamic Education Personnel Management
- b. Personnel management functions to prepare personnel who handle the educational process, especially teachers, lecturers.
- c. Islamic Education Student Management
- d. Student management functions to prepare students as active participants in the educational process.
- e. Islamic Education Curriculum Management
- f. Curriculum management functions to prepare materials to be taught by teachers/lecturers and studied by students/students.
- g. Islamic Education Financial Management
- h. Financial management functions to prepare costs
- i. Management of Islamic Education Facilities and Infrastructure
- j. Management of facilities and infrastructure functions to prepare a place for the educational process to take place.

Of the five management components of Islamic education, the focus of the author's discussion is the management of the Islamic education curriculum. This is based on the statements of several figures that have been described in the background section of the problem.

Development of a Curriculum Management Framework for Improving the Quality of Indonesian Graduates

Etymologically, the curriculum comes from the Greek, namely *curir* which means running, and *curere* which means a place to race.¹⁴. Meanwhile, if referring to the National Education System (Sisdiknas) No. 20 of 2003 that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as the methods used as guidelines in the preparation of the education unit level curriculum and syllabus for each educational unit¹⁵. Almost the same as the previous sound of National Education System No. 20 of

¹³U. Saefullah, *Management of Islamic Education*, (Bandung: Pustaka Setia, 2014), p. 48.

¹⁴Abdullah Idi, *Theory and Practice Curriculum Development*, (Yogyakarta: Ar-Ruzz Media, 2007), p. 9.

¹⁵S. Nasution, *Curriculum Development*, (Bandung: PT. Citra Aditya Bakti, 2003), p. 9

2003, Oemar Hamalik defines the curriculum as an educational program provided by educational institutions (schools) for students. Based on this educational program, students carry out various learning activities so as to encourage their development and growth in accordance with predetermined educational goals. The curriculum is not limited to a number of subjects, but includes everything that can affect student development, such as: school buildings, learning tools, school supplies, libraries, employees, administration, pictures, school grounds¹⁶.

James A. Bean in his Curriculum Planning and Development concluded that there are four (4) curriculum categories, namely:

a. Curriculum as a product (Curriculum as product)

Understood as a document that contains a list of subjects, syllabus, list of skills and objectives, textbook titles and so on. In this sense, the curriculum is the result of curriculum planning and development activities.

b. Curriculum as a program (Curriculum as Program)

Understood as an educational program provided by the school to facilitate student learning activities. The education program can be in the form of intra-curricular activities (structured programs), co-curricular activities (programs as a deepening of intra-curricular activities) and extra-curricular activities (programs that aim to provide broader insights and skills for learners).

c. Curriculum as required learning material (curriculum as intended learnings)

Understood as a learning plan that contains a number of materials, skills, attitudes and behaviors that must be learned by students at school. In this sense, the curriculum must contain facts, principles, concepts and understandings related to the subjects that students must learn at school.

d. Curriculum as the experience of learners (curriculum as the experiences of the learners)

Understood as a series of student learning experiences obtained through the learning process. It can be said that the educational curriculum is not something physical but the interaction between educators, students and knowledge both inside and outside the classroom.¹⁷.

¹⁶Oemar Hamalik, Curriculum Development Management, (Bandung: PT. Remaja Rosdakarya, 2007), p. 10.

¹⁷Abdullah Aly, Multicultural Islamic Education in Islamic Boarding Schools, Yogyakarta: Student Library, 2011), p. 39-42.

Foundation of Curriculum Management

a. Philosophical Foundation

The philosophical foundation in curriculum development is to examine the nature of reality, knowledge, value systems, values of goodness, beauty, and the nature of thoughts that exist in society.

b. Psychology Foundation

In curriculum management must be based on psychology as a reference in determining what and how that behavior should be developed. Psychology relates to curriculum in terms of how the curriculum is given to students and how students must learn it, in the sense that it relates to curriculum strategies.

c. Socio-Cultural Foundation

The socio-cultural reality that exists in society is material for curriculum management studies, to be used as the basis for curriculum development. The socio-cultural foundation plays a role not only in terms of curriculum development, but also in terms of curriculum implementation.

d. Foundation of Science and Technology

The foundation of science and technology is needed in curriculum development as an effort to align curriculum content with the developments and progress that occur in the world of science and technology which also causes the development of the world of education.¹⁸

Curriculum Development Theory

- a. Formulating Educational Goals; The educational goals formulated are national, institutional and learning goals.
- b. Building Learning Experiences; Learning experiences need to be structured to give teachers ideas about the details of activities

Curriculum Development

The curriculum is a dynamic teaching and learning vehicle, so it needs to be evaluated and developed continuously and sustainably according to

¹⁸Gunawan and Benty, Education Management, p. 234-237.

developments in society. Curriculum development is a process that determines how curriculum development will work¹⁹.

Curriculum developers must pay attention to the moral aspect, as emphasized by John D. McNeil that the content of the curriculum includes the development of affective aspects, which are present in every field of study both written and hidden, of course without neglecting the cognitive and psychomotor aspects.²⁰.

Curriculum Management Framework

Curriculum Planning

(a) Strategic Planning (Strategic Planning)

In the context of formulating competency standards, determining program content and structure, and devising strategies for curriculum implementation as a whole, there are activities carried out by the board and authoritative entities within an educational institution. The board and authoritative party have the responsibility to oversee and guide crucial aspects in curriculum development. They play a significant role in establishing the direction and vision of the educational institution's programs, as well as ensuring alignment with educational policies and objectives. By actively participating in the process of formulating and implementing curriculum-related decisions, the board and authoritative entities contribute to the effectiveness and success of the educational institution in providing quality education to students.

The development of competency standards is one essential aspect of curriculum development. It involves the identification and determination of the skills, knowledge, and attitudes expected to be possessed by students or learners. These competency standards serve as guidelines for the development of relevant and student-centered learning programs that meet the needs of learners and the demands of the workforce. The board and authoritative entities in educational institutions are responsible for ensuring that the formulated competency standards reflect the needs and expectations of society while meeting academic and professional requirements.

¹⁹Ibid.

²⁰Jejen Musfah, *Education Management: Theory, Policy and Practice*, (Jakarta: Prenadamedia Group, 2015), p. 22.

Furthermore, formulating curriculum implementation strategies is also the responsibility of the board and authoritative entities within an educational institution. Implementation strategies involve planning and organizing various activities that support the effective application of the curriculum. This includes determining appropriate teaching methods, utilizing adequate resources, and developing relevant assessments. The board and authoritative entities are responsible for ensuring that the formulated implementation strategies support the achievement of learning objectives and maximize students' development potential. Additionally, they need to monitor and evaluate the curriculum implementation periodically to ensure its alignment with the developments and changes in educational needs.²¹.

(b) Program Planning (Program Planning)

Understood as activities carried out in order to develop basic competencies and determine material or subject matter in each subject. The parties involved were the curriculum sector, the principal, several teachers who were selected primarily based on their disciplinary expertise and performance.

(c) Learning Activity Planning (Program Delivery plans)

Understood as activities carried out in the context of implementing learning which consists of: compiling indicators of achieving competence, determining material, determining learning strategies, and determining learning evaluation tools to be used. The people in charge here are the teachers.

If presented in tabular form, it can be seen in table 1 below:

Table 1. Curriculum Planning

Type	Person responsible	Results
The strategic plan	Boards and authoritative parties (by soliciting input from various groups within an institution).	Competency standards, program content and structure, overall curriculum implementation strategy

²¹Curtis R. FINCH and John R. Cruncilton, Curriculum Development in Vocational and Technical Education, (London: Allyn and Bacon, 1993), p. 46

Program Plan	Staff at the central and principal level (by soliciting input from teachers and school staff)	Basic competence and material or subject matter in each subject
Learning program plan	Teachers, counselors, and staff (by seeking input from parents, students, and community members)	Competency achievement indicators, learning materials, learning strategies and learning evaluation

Source: (Curtis R. Finch and John R. Crunkilton in Abdullah Aly, 2011: 71)

a. Curriculum Implementation

There are four (4) curriculum implementation models to choose from, namely:

(1) Individual based educational program

Understood as an educational program that places students as the main component, while other things outside of students are only complementary components.

(2) Module-based learning

Understood as a learning activity that places the module as the main component. Based on the assumption that students will achieve more if they are guided by learning objectives and materials arranged in a module.

(3) Competency based education

Understood as an educational program that places more emphasis on student competence in the form of knowledge, assignments, skills, attitudes, values and awards for achieving success in life.

(4) School-based entrepreneurship

Understood as an educational program that brings entrepreneurial activities into schools, involving students.²²

b. Curriculum Evaluation

There are two (2) models in curriculum evaluation, namely:

1) Saylor, Alexander and Lewis models

This model emphasizes curriculum evaluation on five aspects, namely: (1) curriculum objectives/institutional goals, curricular and

²²Ibid., p. 261

learning objectives, (2) the overall educational program, (3) certain segments of the educational program, (4) learning and (5) evaluation program.

2) CIPP Stufflebeam model

This model emphasizes evaluation on four aspects, namely (1) context, (2) input, (3) process and (4) product.

Of the two models above, the model that is mostly/dominantly used by curriculum developers is the second model, namely the CIPP Stufflebeam model. According to Stufflebeam, curriculum evaluation activities must include eight things, namely

- (a) The activity process contains several steps
- (b) Detailed description of the items to be evaluated
- (c) Obtain data for evaluation purposes
- (d) Provide a description of the purpose of the evaluation
- (e) Beneficial
- (f) Information description about the required data
- (g) Decision on criteria, value framework
- (h) Decision alternatives²³.

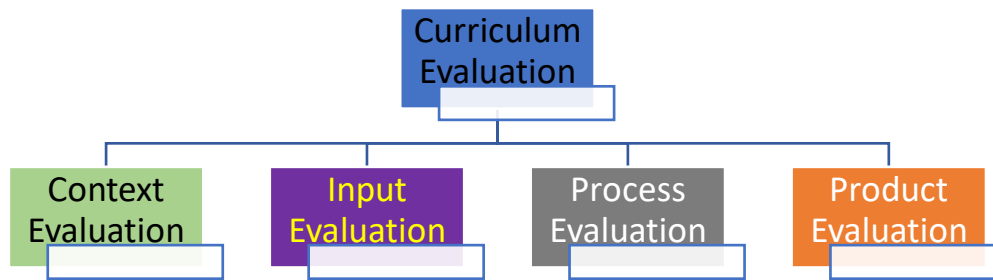
The aspects evaluated are:

- a. **Context;** Namely evaluation with an emphasis on curriculum goals
- b. **Inputs;** Understood as a curriculum assessment activity with an emphasis on resources and strategies used to achieve curriculum objectives
- c. **Process;** Understood as a curriculum assessment activity with an emphasis on the curriculum implementation process from start to finish
- d. **Product;** Understood as an evaluation activity with an emphasis on the impact of the curriculum on alumni acceptance in society²⁴.

If described, then the evaluation of the curriculum according to the CIPP Stufflebeam model is as shown in Figure 1 below:

²³Peter F. Oliva in Abdullah Aly, p. 80

²⁴Ibid., p. 84



Source: Abdullah Aly, 2011: 80

The role of the IQF as the current Higher Education Curriculum in responding to problems in the quality of graduates from Indonesian Universities

The IQF (Indonesian Qualifications Framework) is based on the fundamental principle of assessing an individual's performance in terms of knowledge, expertise, and skills, in alignment with the learning outcomes achieved through education, training, or prior experience. These outcomes are then equated to qualification descriptors for specific levels. The development of the IQF involves extensive comparative studies conducted in various countries, aiming to establish a framework that is on par with international qualification frameworks. Ensuring compatibility between the IQF and qualification frameworks of other countries is of utmost importance. This compatibility facilitates a comprehensive understanding and recognition of the IQF as a reliable and trustworthy qualification system. By establishing such compatibility, the IQF can effectively serve as a benchmark for assessing individuals' competencies and qualifications, enabling seamless integration and recognition of qualifications both domestically and internationally. This harmonization ultimately contributes to enhancing the quality and competitiveness of Indonesian graduates in the global arena.

The KKNi provides nine levels of qualifications, starting from qualification level 1 as the lowest qualification and qualification level 9 as the highest qualification. Determination of levels 1 to 9 is carried out through a comprehensive mapping of labor conditions in Indonesia from the perspective of labor producers (supply push) and users (demand pull). The description for each level of qualification is also adjusted by taking into account the conditions of the country as a whole, including developments in science, technology and arts, developments in supporting sectors of the economy and people's welfare

such as industry, agriculture, health, law, etc., as well as developmental aspects. national identity as reflected in Bhineka Tunggal Ika, namely the commitment to continue to recognize the diversity of religions, ethnicities, cultures,

The IQF can be used as a reference by 4 (four) stakeholders who use their respective approaches in increasing the level of qualifications. For example, the formal education sector can use the IQF as a reference in planning a tertiary learning system in Indonesia so that it can correctly position its graduates' abilities at one of the IQF qualification levels and estimate their equivalence with career paths in the world of work. From the other hand, graduate users, industry associations or the world of work in general can also refer to the KKNI to estimate the qualifications of job seekers and position them on the career path and provide appropriate remuneration. The same thing can also be done by the professional level in the realm of professional associations.

However, even though it was established three years ago, there are not many PTs whose curriculum is based on IQF. Higher Education, especially study programs (Prodi) are required to revise the curriculum based on the Indonesian National Qualifications Framework (KKNI) which was issued based on Presidential Decree No. 8 of 2012 concerning KKNI and Permendikbud No. 73 of 2013 concerning the application of the IQF. The KKNI is a work qualification framework that juxtaposes, equalizes, integrates the academic education sector with training and work experience in order to provide competency recognition according to work positions in various sectors. It is realized that compiling a curriculum based on the IQF is not an easy job for the campus academic community. Lecturer understanding and commitment is needed. Here the role and support of the Head of Study Program, Dean and Chancellor are very important. During the 3 years running,

1. The profile of study program graduates is in accordance with the needs of graduate users (users). The problem that the author feels is that even though the Study Program knows what competencies graduates need, it is not immediately followed by curriculum changes. Tracer study which is a way to obtain profile data and what competencies are needed by graduate users just to complete accreditation forms.
2. The integration between academic education learning outcomes and work experience and skills in the world of work is out of sync. Ideally with the application of the IQF, the strategy for achieving CP according to the level can answer the needs of the labor market.

3. The IQF workshops that are conducted are not much different from ordinary seminars. Ideally according to Jejen Musfah, that in implementing the IQF workshops, the lecturers must be quarantined to compile the syllabus independently or in groups, then present it in front of other lecturers, so that there are no the same studies from different subjects, lecturers are required to formulate learning outcomes and matrices learning achievements even though ideally the Ministry of Research, Technology and Higher Education is in charge of making the CP for each MK from all study programs. held in a place far from the campus,
4. Finally, even though the lecturers have repeatedly held workshops, it is not certain that the lecturers understand the IQF, let alone those who have never done it at all. It's never been easy to make changes, including creating the IQF curriculum on campus. Having an ideal IQF curriculum is like going through a steep rocky road, potholes and uphill. The challenge lies within the campus itself. Some lecturers are not interested in new things, so a policy is needed that makes lecturers unable to understand IQF. And lecturers who already know don't necessarily make improvements. Why? Because the system allows lecturers not to do it.

The management of fundamental components in Islamic education consists of the management of Islamic education personnel, the management of Islamic education students, the management of Islamic education curriculum, the management of Islamic education finance, and the management of Islamic education facilities and infrastructure. These components play an important role in ensuring the effectiveness and efficiency of the Islamic education system. The management of Islamic education personnel aims to manage qualified human resources in the field of Islamic education. The management of Islamic education students focuses on managing students to optimize the learning process. The management of Islamic education curriculum determines the content and learning methods that are in line with the principles of Islamic education. The management of Islamic education finance plays a role in allocating funds effectively and transparently. The management of Islamic education facilities and infrastructure aims to provide adequate learning environments.

The development of a curriculum management framework in improving the quality of Indonesian graduates involves planning, implementation, and

evaluation stages. The planning stage includes designing the curriculum by considering the principles that must be fulfilled, such as relevance to needs and demands of the times. The implementation stage involves implementing the curriculum by ensuring that the learning process goes according to the established plan. The evaluation stage is used to evaluate the success of the curriculum and make necessary improvements. With a structured and systematic curriculum management framework, it is expected that the quality of Indonesian graduates can be continuously improved.

The IQF (Indonesian Qualification Framework) policy issued through Presidential Decree No. 8 of 2012 aims to improve the quality of Indonesian graduates by integrating Learning Outcomes (CP) from academic, vocational, and professional education with qualifications that are appropriate for each level within the IQF. This integration is done by considering the needs and demands of the job market. Thus, graduates are expected to have qualifications recognized by the working world and be able to compete in finding jobs that are in line with their skills and interests.

The implementation of the IQF policy can provide significant benefits in improving the quality of Indonesian graduates. By integrating Learning Outcomes from various types of education, such as academic, vocational, and professional education, this policy helps prepare graduates who have relevant skills to meet the needs of the job market. Therefore, graduates will have better opportunities to obtain jobs that are in line with their interests and competencies. In addition, this policy also strengthens the relationship between the education world and the job market, making it more responsive to the development and needs of society.

The urgency of managing the components of Islamic education, developing curriculum management, and implementing the IQF policy lies in improving the quality of Islamic education and Indonesian graduates. Through effective management of the components of Islamic education, the Islamic education system can function well and efficiently. The development of a structured curriculum management helps improve the quality of Indonesian graduates by adjusting the curriculum to the needs and demands of the times. Meanwhile, the IQF policy integrates Learning Outcomes from various types of education and ensures qualifications recognized by the job market. Thus, these steps contribute to the overall improvement of the quality of education and Indonesian graduates.

CONCLUSION

The basic components of Islamic education consist of five main aspects, namely Islamic Education Personnel Management, Islamic Education Student Management, Islamic Education Curriculum Management, Islamic Education No. Management, and Educational Facilities and Infrastructure Management in Islam. Secondly, to improve the quality of Indonesian graduates, it is important to develop a curriculum management framework that involves planning, implementation, and evaluation stages. The principles that need to be fulfilled in the development of this curriculum are key to enhancing the quality of education. Thirdly, it is expected that the IQF policy implemented through Presidential Decree No. 8 of 2012 can respond to the need for improving the quality of Indonesian graduates by integrating Learning Outcomes (CP) from academic, vocational, and professional education, while considering qualifications tailored to the demands of the current job market.

REFERENCE

- Abdullah Aly. Multicultural Islamic Education in Islamic Boarding Schools. (Yogyakarta: Student Library, 2011).
- Abdullah Id. Theory and Practice Curriculum Development. (Yogyakarta: Ar-Ruzz Media, 2007)
- Curtis R. FINCH and John R. Cruncilton. Curriculum Development in Vocational and Technical Education. (London: Allyn and Bacon, 1993).
- Gunawan and Benty. Education Management.
- Imam Gunawan and Djum Djum Noor Benty. Educational Management: An Introduction to Practice. (Bandung: Alfabeta, 2017).
- Jejen Musfah. Education Management: Theory, Policy and Practice. (Jakarta: Prenadamedia Group, 2015).
- Mona Nova. The Role of Education Management in Efforts to Improve the Quality of Primary School Education, Proceedings of The 1st Annual Conference on Islamic Education Management for Millennial Generation: Quality and Competitive. Sunan Kalijaga State Islamic University.
- Mujamil Qomar. Management of Islamic Education. (Jakarta: Erlangga, 2015).
- Oemar Hamalik. Curriculum Development Management. (Bandung: PT. Juvenile Rosdakarya, 2007).

Onisimus Amtu. Education Management in the Era of Regional Autonomy: Concept, Strategy and Implementation. (Bandung: Alfabeta, 2013)

Peter F. Oliva in Abdullah Aly.

S. Nasution. Curriculum Development. (Bandung: PT. Citra Aditya Bakti, 2003).

Curriculum and Learning Team, Directorate of Learning and Student Affairs, Ministry of Education and Culture. Higher Education Curriculum Book, 2014.

U. Saefullah. Management of Islamic Education. (Bandung: Faithful Library, 2014).

Webometric.co.id., Accessed on 8 May 2018.

Zainal Arifin. Islamic Education Curriculum Development Management: Theory and Practice. (Yogyakarta: UIN Sunan Kalijaga Yogyakarta, 2018).

Copyright Holder :

© Mona Novita (2022).

First Publication Right :

© THARWAH: Journal of Islamic Civilization and Thought

This article is under:

