

## Curriculum Management Based on Core Academic Values in Improving the Quality of Student Education

**Maulydia Wakhidatul Azizah<sup>1\*</sup>, Fita Mustafida<sup>2</sup>, Eko Setiawan<sup>3</sup>**

<sup>1,2,3</sup>Master's Program in Islamic Religious Education, Faculty of Islamic Studies, Universitas Islam Malang, Indonesia

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**Corresponding Author:**

Author Name\*: Maulydia Wakhidatul Azizah

Email\*: [22302011034@unisma.ac.id](mailto:22302011034@unisma.ac.id)

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### ABSTRACT

The improvement of education quality is strongly influenced by effective curriculum management. This study aims to investigate how curriculum management based on core academic values can improve the quality of student education. The research used a qualitative descriptive approach, with data collected through observation, interviews, and documentation. The collected data were analyzed using a qualitative data analysis method. The results indicate that curriculum management based on core academic values contributes to improving educational quality by integrating essential values, such as integrity, responsibility, critical thinking, collaboration, and excellence, into the planning, implementation, and evaluation of the curriculum. The developed curriculum not only follows national policies but is also adjusted to the school's vision as well as the needs and characteristics of the students. By involving teachers and parents in every stage of the process, the curriculum becomes more contextual and comprehensive, which ultimately improves the quality of education.

**Keywords:** core academic value, management, curriculum, education quality

### INTRODUCTION

Education is a continuous process that aims to align individuals with the demands of higher physical, mental, and spiritual development, as well as intellectual and emotional growth [1]. Quality education plays a vital role in the advancement of a nation, as it produces qualified individuals who, in turn, foster the creation of a progressive, peaceful, and prosperous society [2]. Conversely, stagnation in the education system may lead to setbacks in various sectors. Therefore, improving the quality of education is essential to building a better and more prosperous national status. Triwiyanto [3] emphasizes that improving the quality of education can support economic growth, expand employment opportunities, and contribute to sustainable social and economic development. Such improvement can be achieved through community participation and efficient educational management.

The improvement of education quality in Indonesia requires serious attention, particularly in the aspect of management, which still faces various challenges, such as the limited capacity of educational institutions in carrying out planning that is responsive to the demands of the times [4]. Educational management must be more proactive by developing strategies that are not only reactive to changes but also create a better future through relevant innovations [5]. One of the main components of educational

management is the curriculum, which holds a strategic role in determining the quality of education. According to Syafaruddin in Solechan and Ma'rifah [6], the curriculum not only functions as a guideline in the teaching and learning process but also as an instrument that directs educators toward achieving the established educational objectives. Therefore, the effectiveness of curriculum management is crucial to ensure quality education, which requires the active participation of all stakeholders, including educators and the community.

The improvement of education quality is strongly influenced by effective curriculum management, as the curriculum plays a crucial role as the primary guideline in teaching and learning activities, as well as in achieving learning objectives. A well-structured curriculum enables educational institutions to produce graduates who meet the expected competency standards [7]. Therefore, effective curriculum management must encompass three main aspects, namely planning, implementation, and evaluation [8]. Additionally, the importance of collaboration among educators, administrators, and other stakeholders in developing a curriculum that is relevant and responsive to societal needs is also emphasized. With proper management, the curriculum can be optimized to produce educational outcomes that align with the expectations of society.

Several educational institutions in Indonesia often face challenges in curriculum development that

fail to adequately address practical needs in the field, both in terms of teaching and student requirements. This study proposes the application of core academic values in curriculum management as a solution to improving the quality of student education. Core academic values play a crucial role in developing a curriculum that not only focuses on mastering subject matter but also on fostering character and developing students' critical thinking skills. This approach is consistent with the research conducted by Surikova and Sidorova [9], which showed that implementing academic values in the educational process can improve the overall quality of learning. In addition, Safitri [10] emphasized that integrating character values into the curriculum, as reflected in the Pancasila Student Profile Reinforcement Project (P5), can strengthen character development among students, which in turn contributes to the overall improvement of educational quality.

Although several studies have examined curriculum management and educational development, a significant gap remains in the literature that does not directly link core academic values with curriculum management in a comprehensive manner. Research conducted by Lukmantya [11] noted that although curriculum management challenges in the 21st century are becoming increasingly complex, studies that emphasize moral and academic values in this context are still very limited. In addition, Rifa'i [12] and Muryanti and Herman [13] highlighted the lack of integration of core academic values into curricula that focus on character development. Based on these findings, this study aims to address this gap by developing a curriculum management model that integrates core academic values, thereby improving education quality by prioritizing student character development alongside academic mastery.

The objective of this study is to examine how curriculum management based on core academic values can contribute to improving the quality of student education. This research is expected to make a significant contribution to the development of educational theory, particularly in the area of curriculum management grounded in core academic values, as well as to provide practical recommendations for educators and policymakers on designing a more effective and relevant curriculum for the current era.

## RESEARCH METHODS

The analysis of curriculum management in the context of improving educational quality was conducted using a qualitative descriptive method.

### 1. Research Subjects and Location

The research subjects consisted of the principal and the vice principal in charge of curriculum (Vice Principal of Curriculum) at SMK Diponegoro Tumpang. The selection of informants was conducted using purposive sampling, since the respondents had experience and a central role in curriculum management.

### 2. Data Collection Techniques

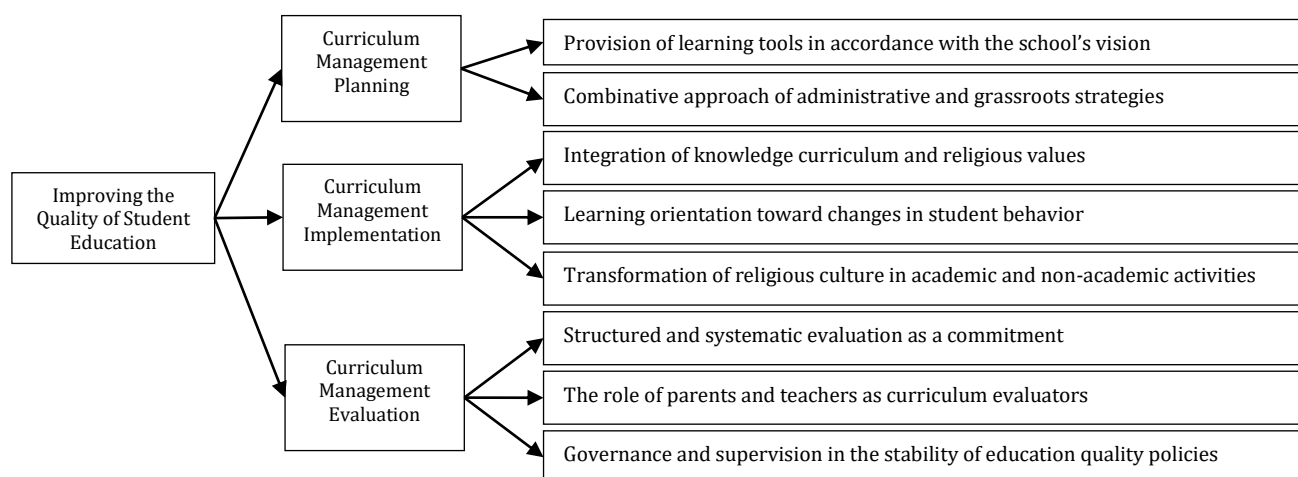
Data were collected through observation of curriculum implementation in the field, in-depth interviews with both informants, and document analysis related to curriculum planning and evaluation. The data were gathered using three primary techniques: observation, interviews, and documentation. The instruments used in this study included structured interview guidelines and observation notes.

### 3. Data Analysis Techniques

Data analysis was carried out using the qualitative approach of Miles and Huberman [14], which consists of three main stages: data reduction, data display, and conclusion drawing. In the reduction stage, data obtained through observation and interviews were selected and classified based on relevant themes or categories. The information was then presented in the form of narratives or visualizations, such as diagrams, to clarify the main findings. Conclusions were drawn by identifying patterns or relationships that emerged from the analyzed data. To ensure the validity and reliability of the data, triangulation was used by comparing the results from multiple data sources, including interviews, observations, and documentation.

## RESULTS AND DISCUSSION

There are three essential aspects in curriculum management implemented by SMK Diponegoro to improve the quality of education. Each aspect, when integrated with core academic values, plays a significant role and makes a substantial contribution to creating a learning process that is more effective and relevant to the needs of both the industry and education development. A summary of these three essential aspects in curriculum management at SMK Diponegoro is presented in Figure 1.



**Figure 1.** Essential Aspects of Curriculum Management for Improving Education Quality

Based on Figure 1, the three key aspects of curriculum management that can improve education quality include planning, implementation, and evaluation. In the aspect of curriculum planning, it was found that the provision of learning tools aligned with the school's vision and the use of a combined administrative and grassroots approach are essential factors in designing an effective curriculum. In curriculum implementation, the main findings highlight the integration of knowledge and religious values into the curriculum to achieve a balance between academic and moral dimensions, as well as an orientation toward changes in student behavior that focus on character formation, alongside the transformation of religious culture in both academic and non-academic activities. In curriculum evaluation, the findings emphasize the importance of structured and systematic evaluation to assess curriculum effectiveness. Parents and teachers play a key role as evaluators, in addition to governance and supervision, in maintaining the stability of education quality policies to ensure the quality and consistency of curriculum implementation.

### 1. Curriculum Management Planning

Curriculum management planning at SMK Diponegoro is carried out collaboratively and is oriented toward the school's vision. The planning process involves teachers in designing the curriculum, which is adjusted to students' conditions and the national educational objectives. Through a combinative approach that integrates administrative aspects and a grassroots perspective, the curriculum is designed to be more relevant and applicable in practice. At SMK Diponegoro, the curriculum is developed based on the school's vision, which integrates knowledge with moral and spiritual values, as reflected in the principle of "*Sekolah Sak Ngajine*." This principle positions SMK Diponegoro Tumpang as a school that prioritizes religious values, with an approach that emphasizes the formation of religious character alongside the mastery of technical skills.

Collaboration between teachers and the school in designing the curriculum becomes an

essential factor that supports the effectiveness of curriculum implementation. This supports the findings of Riski [15], who stated that the administrative model and grassroots approach are capable of increasing curriculum relevance as well as teaching effectiveness. The involvement of various parties in the planning process can enhance curriculum relevance and teaching effectiveness [16], making the resulting curriculum more aligned with student needs and school conditions. This approach reduces the gap between curriculum policies, which often do not fully align with actual field conditions, thereby making it more effective in supporting the learning process in accordance with student characteristics. It can also strengthen the attachment between teachers and the curriculum, which in turn can improve the overall quality of education.

Well-structured curriculum planning that involves the active participation of teachers helps create a curriculum that not only complies with national education policies but is also aligned with the school's characteristics and the needs of its students. This is consistent with the study by Anwar [17], which emphasized the importance of collaboration in curriculum design to reduce the gap between planning and implementation. In line with Hamzah [18], who stated that collaboration among educational actors in designing an integrative curriculum can minimize disparities between policy and practice. Mubin [19] also affirmed that the involvement of all elements within the educational ecosystem is crucial to developing a curriculum that is responsive to social and cultural contexts.

In addition, the findings of this study also support the results reported by Nur and Ali [20], which showed that improving education quality can contribute to sustainable social and economic development. This is consistent with the idea of developing a curriculum that not only focuses on academic mastery but also emphasizes character formation and students' critical thinking skills. Jannah and Azani [21] affirmed that the curriculum

must align educational objectives with the moral and scientific needs of students. Meanwhile, Ningsih [22] noted that the application of academic values during the educational process not only improves the overall quality of learning but also contributes to the development of positive attitudes among students. This aligns with the curriculum planning at SMK Diponegoro, which is based on moral and academic values. These findings address the gap by highlighting the importance of implementing core academic values comprehensively in curriculum management. As Elyunusi [23] pointed out, character education integrated with academic values creates a better learning environment, where students acquire not only knowledge but also strong morals.

These findings emphasize the importance of active collaboration among all related parties in curriculum planning, as well as the integration of knowledge with moral and ethical values. Curriculum management planning that is based on collaboration and relevance to the actual conditions of the school will be able to produce a curriculum that is more relevant and applicable, while also supporting more comprehensive student character development [24]. Thus, this study makes an essential contribution to improving the quality of education in Indonesia, in line with the government's and society's expectations to produce a generation that is not only intelligent but also possesses a noble character.

## 2. Curriculum Management Implementation

The implementation of the curriculum at SMK Diponegoro emphasizes the formation of student character through the integration of religious values into every aspect of learning. The school upholds the principle of "*Sekolah Sak Ngajine*," which emphasizes the importance of strengthening morality and spirituality. Learning is not only aimed at developing students' academic abilities but also at shaping strong character, which aligns with the school's principles. This approach helps students internalize the values taught at school and apply them in their daily lives.

Every student activity is designed to instill closeness to God and cultivate proper conduct, so that the learning process not only delivers knowledge but also integrates religious values. The content of the learning materials is designed by integrating religious values to create a balance between worldly knowledge and knowledge of the hereafter [25]. In the classroom, students receive strong academic instruction, while outside the classroom, they are guided in moral and spiritual aspects. Considering that Indonesia is a country with diverse religions and cultures, religious character education is essential to be integrated into schools because it has great potential to strengthen religious identity while at the same time promoting tolerance in a multicultural society [26].

A curriculum designed with a behavioral orientation helps students internalize values through

meaningful learning experiences [27]. A learning model directed toward changes in student behavior is more effective in producing graduates who are not only intellectually capable but also possess strong character [28]. A contributing factor to this outcome is the involvement of parents in supervising and supporting the learning process at home. Collaboration between schools and families is crucial to ensure that the values taught at school can be consistently applied in students' daily lives [29].

This is in line with the study by Lestari and Ain [30], which stated that school culture plays a significant role in shaping student character, and also reflects the importance of parental support in the learning process. In addition, these results also support the findings of Arimbi and Minsih [31], who emphasized that fostering religiosity within schools can help shape students' ethics and integrity. The research indicated that the integration of religious values in education can produce students who are not only academically capable but also possess strong and virtuous character.

The transformation of religious culture, carried out in an integrated and consistent manner, has a long-term impact on shaping a student's personality. Education should not only focus on cognitive aspects but also on the formation of student character and morals, which can create individuals who are better prepared to face global challenges [32]. However, the results of this study differ slightly from the research conducted by Putri [33], which emphasized the integration of character values in the curriculum, focusing on character development without directly linking it to religious values. This difference indicates that character formation at SMK Diponegoro places greater emphasis on the religious aspect as the foundation of character building, while previous research prioritized character values in a more general sense. The religious culture in this school is not merely an ornament of a religious institution, but serves as the core of the education system that influences all dimensions of learning, ranging from content and methods to evaluation [34].

These findings propose that implementing curriculum management that integrates religious values into every aspect of learning can have a significant impact on the development of student character. By upholding the principle of "*Sekolah Sak Ngajine*," SMK Diponegoro has succeeded in creating a curriculum that not only emphasizes the development of academic abilities but also the formation of students' morality and spirituality. This study contributes to the development of a more comprehensive educational model that combines cognitive aspects and student character, which is expected to create a generation that is not only intelligent but also possesses high morality and integrity.



### 3. Curriculum Management Evaluation

The evaluation of curriculum management at SMK Diponegoro is conducted in a structured and systematic manner, involving various parties, including the principal, teachers, and parents. The results of this evaluation are communicated to parents as a form of accountability and transparency. These findings indicate that a collaborative approach enhances the effectiveness of curriculum evaluation, which not only measures academic outcomes but also assesses the learning process and the formation of student character.

The evaluation process, conducted routinely every three months, provides an opportunity to assess the effectiveness of the curriculum and determine whether the learning objectives are being met. Through regular evaluation, the school can identify and address obstacles that arise in curriculum implementation and make the necessary adjustments to achieve better outcomes [35]. At SMK Diponegoro, teachers play a role as collectors of learning data and as planners for redesigning when discrepancies are found between the process and the outcomes. Teachers not only serve as evaluators in the context of academic testing but also provide constructive feedback to improve the teaching and learning process and to help students reach their maximum potential [36].

Research shows that a collaborative approach in educational evaluation is also applied in various contexts. As explained by Saputra, parental participation in curriculum evaluation strengthens quality control and the relevance of the curriculum to children's character [37]. Nursa'adah and Sriyanti [38] also highlighted that collaboration among teachers, students, and parents in the evaluation of Islamic education creates a reflective climate and a culture of shared accountability. This study is supported by Hidayat [39], who agreed that collaboration between teachers and parents can create a better learning environment, so that the evaluation results can support continuous curriculum improvement.

The role of parents has a significant influence on the continuity of school programs that focus on character development rather than merely content mastery. Research by Nugroho showed that parents have an essential role in instilling character values in their children [40]. Feranina and Komala [41] shared a similar view that synergy between parents and teachers in children's character education is crucial, producing multidimensional positive impacts. By involving parents in the evaluation of students, both from academic and socio-emotional aspects, a more comprehensive evaluation can be achieved [42]. This supports the fact that inclusive evaluation provides broader perspectives and helps schools implement more holistic improvements.

The role of the principal in maintaining the stability of education quality policies is not only administrative but also substantive and

collaborative. As explained by Sallata [43], principals who perform dual functions as policy governors and supervisors of learning programs can accelerate the adaptation of data-based education policies. In this model, the principal not only determines the direction but also directly evaluates the implementation to ensure its effectiveness [44]. The influence of a principal who understands the needs of the audience and makes decisions based on a broad perspective from teachers, students, and the surrounding community is crucial in creating responsive and dynamic policies [45].

As a supervisor, the principal at SMK Diponegoro monitors the implementation of learning strategies, ensures that programs run in accordance with the school's vision, and provides an opportunity for teachers to offer feedback on policies. The model applied at SMK Diponegoro indicates that the success of education largely depends on leadership that is engaged, responsive, and data-driven. By involving all parties in the evaluation process, the principal can build an educational system that is more dynamic, reflective, and sustainable [46]. The implementation of inclusive and accountable evaluation will make an essential contribution to the perspective on educational success [47]. This study makes a significant contribution to the development of a more inclusive and accountable educational evaluation system, which can be applied in other schools to continually improve the quality of education.

### CONCLUSION

Based on the findings, it can be concluded that curriculum management based on core academic values is effective in improving education quality by integrating core values such as integrity, responsibility, critical thinking, collaboration, and excellence into the planning, implementation, and evaluation of the curriculum. At SMK Diponegoro, the curriculum is designed not only to achieve academic competence but also to shape students' character that is strong both morally and intellectually. Evaluation involving various parties, such as the principal, teachers, and parents, has also proven effective in ensuring continuous improvement. Nevertheless, the limitation of this study lies in the limited number of informants, so broader perspectives from various educational elements, such as parents or students, still need to be obtained to provide a more comprehensive understanding of the application of core academic values in the curriculum.

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