

Curriculum Management in Improving the Quality of Graduates in Thai Pesantren

Syarifah¹⁾, Nur Firdaw Buerahen²⁾

¹⁾ University of Darussalam Gontor, Indonesia

²⁾ Yala Rajaphat University, Thailand

e-mail Correspondent: syarifah@unida.gontor.ac.id

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Abstract

This article aims to examine the implementation of Curriculum Management at Ma'had Al-Bittsat Addiyah Yala, an educational institution in Southern Thailand with a majority Muslim population. The research method employed is a qualitative descriptive approach. The research findings reveal that the implementation of Curriculum Management at Ma'had Al-Bittsat Addiyah Yala commences with curriculum planning, involving the formulation of annual, semester, and teaching plans. The school and the curriculum department collaborate to ensure the smooth execution of the curriculum by integrating elements from both institutional and government curricula. Furthermore, curriculum control is exercised through classroom monitoring, supervision of teacher accommodations, and student dormitory management. Ongoing evaluations, including monthly assessments, teacher evaluations following semester examinations, and assessments of student learning outcomes (both written and oral), are utilized to enhance the curriculum. To support the implementation of Curriculum Management, several facilitating factors have been identified. These include the flexibility to tailor the religious education curriculum to the needs of the institution and students, specialized teacher training aligned with their educational fields, and the availability of adequate facilities and infrastructure. Nevertheless, challenges persist, such as students' reduced interest in religious subjects and crowded student schedules. Therefore, recommendations are proposed to enhance the attractiveness of religious subjects, provide further training for teachers based on their specializations, and improve the efficiency of the class schedule. The outcomes of this research hold significant implications for understanding curriculum management in the context of religious education in Southern Thailand, serving as a foundation for future improvements.

Abstrak.

Artikel ini bertujuan untuk mengkaji implementasi Manajemen Kurikulum di Ma'had Al-Bittsat Addiyah Yala, sebuah lembaga pendidikan di Thailand Selatan dengan mayoritas penduduk Muslim. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa implementasi Manajemen Kurikulum di Ma'had Al-Bittsat Addiyah Yala dimulai dengan perencanaan kurikulum yang melibatkan penyusunan rencana tahunan, semester, dan pengajaran. Sekolah dan departemen kurikulum bekerja sama untuk memastikan pelaksanaan kurikulum berjalan lancar dengan mengintegrasikan unsur-unsur dari kurikulum institusi dan pemerintah. Selain itu, kendali kurikulum dilakukan melalui pemantauan kelas yang kosong, pengawasan akomodasi guru, dan pengelolaan asrama siswa. Evaluasi berkelanjutan, seperti penilaian bulanan, evaluasi guru setelah ujian semester, dan penilaian hasil belajar siswa (baik tertulis maupun lisan), digunakan untuk memperbaiki kurikulum. Untuk mendukung implementasi Manajemen Kurikulum, beberapa faktor pendukung telah diidentifikasi, termasuk fleksibilitas dalam menyesuaikan kurikulum pendidikan agama sesuai kebutuhan institusi dan siswa. Pelatihan guru yang sesuai dengan bidang pendidikan masing-masing juga menjadi faktor penting, bersama dengan ketersediaan fasilitas dan infrastruktur yang memadai. Namun, tantangan tetap ada, seperti kurangnya minat siswa terhadap mata pelajaran agama dan jadwal pembelajaran yang padat. Oleh karena itu, rekomendasi yang diajukan meliputi

upaya untuk meningkatkan daya tarik mata pelajaran agama, pelatihan lebih lanjut bagi guru sesuai dengan spesialisasi mereka, dan peningkatan efisiensi jadwal pembelajaran. Hasil penelitian ini memiliki implikasi penting bagi pemahaman tentang manajemen kurikulum di lingkungan pendidikan agama di Thailand Selatan dan dapat menjadi landasan untuk perbaikan lebih lanjut di masa depan.

INTRODUCTION

Education is a very important foundation in changing one's mentality and behavior to become a more advanced individual (Komalasari & Yakubu, 2023). This brings us to the understanding that the organization of education is not a light task. Every step in the educational process, from curriculum planning to implementation, has a significant impact on the development of individuals and society as a whole (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Bahri, 2017; Firdaus, Jamal, & Arifin, 2023; Lathifah, Humaidi, & Kamaludin, 2023).

In Southern Thailand, where the majority of the population is Muslim, education is an important aspect of maintaining local cultural and Islamic values. However, with the ongoing changes in the world, challenges in education are increasingly complex, both from domestic sources and from global challenges. Therefore, it is important to understand how curriculum management can play a role in improving the quality of education in this region. This research comes as a response to this phenomenon. It seeks to answer crucial questions, such as whether education management science, particularly curriculum management, can help create high-quality education in Southern Thailand. We seek a deeper understanding of the implementation of curriculum management at Rungnigriyan Thamvittaya Mulniti Yala..

There are three previous studies that are relevant to this research, and they each have different contributions. The first research by Edi Yulianto entitled "Madrasah Curriculum Management in Improving the Quality of Education at Chongraksat Wittaya School Pattani Thailand (Edi Yulianto, 2019). While the study provides information about the curriculum in this region, it adds a more specialized perspective by exploring the integration of two different types of curriculum. The second study by Muneebah Datoo focused on PAI curriculum management in Tarbiatul wa thon Islamic boarding schools in Southern Thailand (Datoo, 2019). This study provides insight into the management of PAI curriculum in religious institutions, while this study focuses more on secondary education institutions that use an integrated curriculum.

Furthermore, the third research by Ayu Nur Zetha, Retno Triwoelandari, and Salati Asmahanah involved curriculum management at SD Nida Suksa in Southern Thailand (Zetha, Triwoelandari, & Asmahanah, 2018). While these studies emphasized the primary level, this research focuses on senior secondary education, creating a more comprehensive framework for understanding curriculum management at different levels of education in the region. Thus, this study enriches existing knowledge by providing a more in-depth perspective on curriculum management in Ma'had Al-Bittsat Addiyah, Yala, Southern Thailand. However, these studies have not explicitly discussed the integration of two types of curriculum, namely the religious curriculum (*sassanah*) and the academic curriculum (*saman*) run at Ma'had Al-Bittsat Addiyah, as the focus of this research. Therefore, this research seeks to fill the knowledge gap by digging deeper into curriculum management at Ma'had Al-Bittsat Addiyah and seeing if there are significant differences in its implementation.

RESEARCH METHODS

The methodology used is descriptive qualitative methodology, which is a way to address by describing various circumstances, the peculiarities of social reality that exist in the eyes of the community which is the object of study, and trying to draw these realities to the surface, so that it can help readers to find out what is happening in the climate in depth, depth and depth. (Ali Jadid Al-Idrus, 2022)

This research was conducted at Ma'had Al-Bittsat Addiyah Yala, Southern Thailand, as the main research location. The duration of this research covered a period of six months, starting from January 23, 2022 to May 23, 2022. This field research was conducted using two main data collection techniques: direct observation in the field and data collection through visual media, such as videos and photos, sent by the educational institution. After all the data was collected, the data analysis technique used the Miles and Huberman model which includes three stages, namely: data reduction, data presentation and conclusion drawing. (Sugiyono 2021)

RESULTS AND DISCUSSION

Result

Profile of Ma'had Al-Bittsat Addiyah Yala Thailand

Ma'had Al-Bittsat Ad-Diniah Yala is an educational institution located in Siroros area, Sateng District, Yala city, Yala Province, Southern Thailand. The institution is located at 762 Siroros Road, Yala is the name of a city and province in Southern Thailand bordering Songkla, Patani, and Naratiwat provinces. In addition, Yala is also adjacent to the Malaysian states of Kelantan and Kedah to the south of Thailand, and is located in the Malay peninsula region. It was established on June 14, 1951 by Tuan Guru haji harun with a piece of waqf land from Muhammad Thahir which was used as the location of the Pondok Building for Malay Muslim children in the Yala area (Roqib, Sugiarti, & Chehae, 2021).

The institution has experienced significant growth and development since its establishment in 1951. In 1965, they expanded their educational reach by opening a junior high school, followed by the establishment of a senior high school in 1986 in response to the needs and beliefs of the local community. Over the years, the number of students continued to grow, resulting in an increase in facilities, including 228 classrooms in 2012. In addition, Ma'had Al-Bittsat Ad-Diniah Yala has a variety of facilities, such as a mosque, sports field, computer lab, language lab, and student creation room. The institution's teaching system is unique, combining general studies with the hut education approach commonly found in Indonesia. Students studying at Ma'had Al-Bittsat Ad-Diniah Yala can be categorized into two: those who attend school outside the dormitory and those who stay overnight in the dormitory, with both studying religious sciences as is the usual practice in boarding schools in Indonesia (Thamavitaya Mulniti, 2004).

In 1963, Haji Mhd. Thahir and Tuan Guru Haji Harun, representing their brothers Harun Taufiq and Haji Ibrahim Thaha, along with Ni'wat Shajitta, applied to the government for permission to establish a foundation that would manage the Ma'had. This request was approved, and the foundation was established under the name "Yala Islamic Welfare Board," with Tuan Guru Haji Harun as its chairman.

In 1983, the Ministry of Education collaborated with the Thai government to develop an educational welfare program. The Ma'had received a grant of 2,000,000 Bath to construct the school building. Then, in 1993, the school was officially registered as a private school as per the

Thai Ministry of Education regulations. This encouraged the school to add a general academic curriculum, but retained the religious education curriculum. As a result, the school is not only known as Ma'had al-Bithat ad-Diniyah, but also as Thamavitaya Mulniti School Muang Yala Thailand due to its official registration status with the Thai Ministry of Education (Thamavitaya Mulniti, 2004).

Educational Objectives at Ma'had Al-Bittsat Addiyah Yala Thailand

Objectives: 1) Students have confidence in the principles and way of life of Islam. 2) Students have discipline, good morals, and good ethics. 3) Students strive to learn, have the ability to think analytically, synthetically, and can solve problems effectively. 4) Students are able to communicate in various languages, master technology, and adapt to change. 5) Students have good health. 6) Students have an awareness to protect the environment and local wisdom. 7) Students have ability and knowledge in Arabic language and quality personal communication. 8) Students are involved in social activities, community service, and harmony. (Mulniti School, 2022)

In addition, the vision of Ma'had Al-Bittsat Addiyah, is "Strong faith, excels in academics, follows technological developments, is physically healthy, respects the environment and is ready to compete globally". Its missions are, 1). Creating and promoting good discipline, morals and ethics in students, as well as strengthening belief in Islamic principles and way of life. 2). To develop and improve students' learning ability towards excellent academics. 3). Providing technology services to students to help them have skills and abilities in researching educational information. 4). Provide health services and develop healthy living behaviors individually and collectively. 5). Encourage students to practice and have skills in sports and love sports. 6). Instill awareness to protect the environment and local wisdom. 7). Organizing the learning process so that students have skills and knowledge in Arabic. 8). Encourage staff development and ability to work at full capacity. 9). Motivating the learning process towards community, social service, and community welfare for social peace (Mulniti School, 2022).

Definition of Curriculum

Etymologically, educational programs come from the Greek words *curir*, which means sprinter, and *curare*, which means a place to ride. In Latin, educational program means run, course, or race, while in French, *courir* means to run. From several Latin definitions, the expression "course" or subject that must be taken to get a degree is used (Yudi Candra Hermawan, Wikanti Iffah Juliani, & Hendro Widodo, 2020). Syarifah said that an educational program is a set of plans and game plans with regard to goals, content and learning materials, as well as ways of moving learning exercises to achieve certain instructive goals. Educational plans are school training programs that depend on students in different learning exercises to help develop and improve according to predetermined instructive goals (Syarifah dkk., 2022a).

Syarifah quotes Saylor, Alexander, and Lewis who characterize educational programs as "all the efforts of a school to influence students to learn" inside and outside the learning space. Syarifah also argues that the curriculum is broken down into three parts: Intracurricular, Extracurricular, and Core Curriculum (Syarifah dkk., 2022b).

In the curriculum there are guidelines that serve as guidelines for interaction between educators and students. These guidelines are provided to guide the implementation of learning activities. Therefore, in schools, the curriculum serves as the "heart" of the educational process

and helps students realize their full potential (Teguh Triwijayanto, 2015). Rusman defines an instructive program as a set of plans and activities related to objectives, content and learning materials as well as materials used as a basis for delivering learning activities to achieve certain enlightenment goals (Rahmat Hidayat, 2016).

An educational plan is any meeting required to prepare students to achieve educational goals. Nana Syaodih Sukmadinata suggests the meaning of educational programs seen from three aspects, namely as information, as a framework, and as an order. The education plan as a science looks at ideas, assumptions, hypotheses and important standards with respect to education programs. The education program as a framework understands the place of education plans in relation to different frameworks, parts of education plans, education plans in various ways, levels, types of schools, implementers of education plans, and so on (Nana Syaodih, 2005).

As an efficiently structured educational program, educational plans play an important role in the education of students. There are at least three types of educational planning jobs that are considered important assuming we look at the social and societal environment in which schools operate: 1) the conservative role, 2) the critical and evaluative role, and 3) the creative role. Because of their equal importance, all three roles must be carried out in balance (Omar Hamalik, 2010).

The educational plan, which was originally seen as a collection of subjects, has changed its meaning to include any kind of movement or growth opportunities provided to students to achieve educational goals and is the responsibility of the school, especially normal learning outcomes. This shift is in line with the development of education. (Candra Hermawan, Iffah Juliani, Widodo, & Ahmad Dahlan Yogyakarta, 2020)

Looking at the above understanding, it can be said that the curriculum is a set of plans that are ready to be used as an aid in carrying out learning exercises, considering that in the instructive program students can carry out various learning exercises so as to achieve the set educational goals.

Implementation of Curriculum Management at Ma'had Al-Bittsat Addiyah Yala

The implementation of curriculum management at this institution begins with careful curriculum planning. This process includes the preparation of annual, semester and teaching plans. Both the school and the curriculum department work closely together to ensure that the implementation of the curriculum is smooth and well-organized. They integrate elements from both the institutional and government curricula, so the curriculum used is a collaborative outcome that follows government guidelines as well as the specific needs of the institution.

Curriculum control is also an important part of the learning process. Supervision of vacant classes, monitoring of teacher accommodation, and management of student dormitories are some of the steps taken to ensure good organization in the learning process. Continuous evaluation is also a key element in this curriculum management. Monthly assessments, teacher evaluations after semester exams, and student learning outcomes assessments, both written and oral, are used to improve and refine the curriculum.

In addition, there are several supporting factors that strengthen the implementation of curriculum management at Ma'had Al-Bittsat Addiyah Yala. Flexibility in adjusting the religious education curriculum according to the needs of the institution and students is one factor that helps in achieving educational goals. Teachers who are specialized according to their respective

educational fields are also an important element, along with the availability of adequate facilities and infrastructure.

Improvement Through Curriculum Management

To improve the quality of education, Curriculum Management at Ma'had Al-Bittsat Addiyah Yala focuses on various aspects. In the implementation process, they strive to create a curriculum that suits the needs of students and government guidelines. Flexibility in customizing the religious education curriculum allows them to meet the needs of the institution and students more specifically.

Training teachers according to their respective fields of education is an important factor in ensuring the quality of teaching. Teachers who have a good understanding of the curriculum can provide more effective education to students. In addition, the availability of adequate facilities and infrastructure also supports efforts to improve the quality of education.

The data we obtained from direct observation in the field and interviews with the implementers of the education program at Ma'had Al-Bittsat Addiyah Yala reflect the seriousness of the School in managing the curriculum well. Observations provided an in-depth understanding of the learning process, teacher-student interactions, and the overall educational environment. Interviews with the implementers of the education program provide first-hand insights into the steps they take in curriculum management.

Table 1. Curriculum Management Implementation

Aspects of Curriculum Management Implementation	Aspects of Curriculum Management Implementation
Curriculum Planning	<ul style="list-style-type: none"> ○ Preparation of annual, semester, and teaching plans. ○ Collaboration between the school and the curriculum department. ○ Integration of elements from institutional and government curricula.
Curriculum Control	<ul style="list-style-type: none"> ○ Empty class supervision. ○ Monitoring teacher accommodation. ○ Student dormitory management.
Curriculum Evaluation	<ul style="list-style-type: none"> ○ Monthly assessment. ○ Teacher evaluation after semester exams. ○ Assessment of student learning outcomes (written and oral).
Supporting Factors	<ul style="list-style-type: none"> ○ Flexibility in adjusting the religious education curriculum. ○ Teacher training in accordance with their respective fields of education. ○ Availability of adequate facilities and infrastructure.

DISCUSSION

Curriculum Planning

Careful planning is needed to realize the vision and mission and goals of the madrasah, (Masykur, 2019) at Ma'had Al-Bittsat Addiyah Yala curriculum planning is the first step before the beginning of the learning process. Before the learning process begins all teachers in each subject matter make a learning plan. Each lesson plan is consulted with the curriculum department both in *Sassana* (religious) and *Saman* (general) materials. The learning design should not be out of line with the objectives of the madrasah and the kingdom. Because the learning curriculum guidelines have been set by the Kingdom of Thailand (Minister of Education) If you want to carry out teaching and learning activities, you must follow the established curriculum guidelines. Then the madrasah adapts to the needs and distinctiveness of the madrasah.

This is in accordance with the opinion of Dr. Omar Curriculum planning has an important role in curriculum management because it is from curriculum planning that will determine future goals and how to achieve these goals. Good planning will lead to the next step and vice versa (S. Arifin, Sutama, Aryani, Prayitno, & Waston, 2023; Z. Arifin, Desrani, Ritonga, & Ibrahim, 2023).

Based on the results of research Ma'had Al-Bittsat Addiyah Yala there are two educational programs, namely religious education programs and academic education programs, the preparation of which requires careful preparation and starts from the details of the vision, mission and objectives implemented in a program considering that in making a program an educational planning educator must coordinate educational plans (programs) towards improvement.

Lesson plans at Thamvittaya Mulniti Madrasah are developed with students' skills and capacities in mind. This is considered important considering that each student's ability to master the material is unique. Learning materials that do not match their abilities will cause the educational experience to be incapable and the material will be difficult for students to understand, if the material and students' abilities are not adjusted.

Every educator should have a plan that is experienced in carrying out a developing experience. This arrangement should be directed at learning objectives, to achieve learning objectives a teacher must have a good learning plan. Starting from techniques, strategies, instruments and learning materials. As conveyed by Ustadz Adnan as the principal, "Every educator in this madrasa has the choice to develop their true capacity and direct every imaginative thought in teaching. Educators generally talk to the education plan section and the supervisor of the *mahdab* instructor (illustration) (Chehae, 2022).

At the Thamvittaya Madrasah's multinational educational organization there are two different educational programs, namely the *Sassanah* (Religious) educational program and the *Saman* (general) educational program. The Religious education program (*Sassanah*) consists of strict subjects, such as Fiqh, Tafsir, Hadith, Akhlaq, Qur'an, Rumi, Nahwu, Tawhid, Shorof, Tarikh, Arabic, Balagoh, Faraid. Meanwhile, the scholastic education program (*Saman*) consists of Thai Language subjects, Actual Training, Science, Physics, Arithmetic, Science, Sociology, and Expression.

The educational program in madrasas is controlled by public authorities, but in the Religious education plan, madrasas have the right to add subjects as needed. The subjects in the Religious education program (*Sassanah*) directed by the domain are, Fiqh, Hadith, Akhlaq, Qur'an, Rumi, Tawhid, Tarikh, Arabic. Meanwhile, the madrasah has actually fostered the

Religious education plan (*Sassanah*) by adding the specialized subjects of Nahwu, Shorof, Balagah and Faraid.

According to Oemar Hamalik, in the preparation stage of the education plan must be prepared with regard to the standards that accompany it. (Oemar Hamalik, 2010): *First*, Objectivity. The preparation of educational programs has clear and firm objectives in accordance with the objectives of public schools, original information information as needed. *Second*, Mix. The preparation of educational programs combines the types and sources of each discipline, the combination of schools and regions, the mixture in, and coordination in the delivery cycle. *Third*, Advantage. Educational programming provides and presents information and capabilities as a contribution to direction and activities, and is valuable as an important reference in the implementation of education.

Fourth, Proficiency and Survival. The preparation of education plans is based on the productivity standards of property, energy and time in achieving educational goals and outcomes. *Fifth*, Fairness, the preparation of educational programs is adjusted to the focus of learning, the ability of educators, advances in science and innovation, and changes / progress in the eyes of society. *Sixth*, Balance, the preparation of education plans focuses on the alignment between the types of study fields, accessible assets, and between the capacity and programs to be implemented. *Seventh*, Accommodation, the arrangement of educational programs provides comfort to clients who need direction as learning materials and techniques in conducting developmental experiences.

Eighth, Educational programming always provides accommodation to clients who need direction as learning materials and strategies to resolve evolving experiences. *Ninth*, Normalization, the preparation of educational plans is normalized according to the level and type of teaching unit, from basic to provincial. *Tenth*, Quality, the preparation of educational programs contains quality learning tools, with the aim of matching the nature of the evolving experience and the general nature of graduates. (Aglazor, 2017)

Based on the above principles, this is in accordance with the state of curriculum planning at Ma'had Al-Bittsat Addiyah Yala. *First*, the objectivity of preparing educational plans has clear and firm objectives in relation to the objectives of public schools. This is in accordance with the educational program prepared by the current Ma'had because it has clear goals and is directed by teaching that is not entirely determined by public authorities.

Second, the integration of curriculum planning at Ma'had Al-Bittsat Addiyah Yala combines the religious education curriculum with the general education curriculum, this is in accordance with the curriculum at Ma'had Al-Bittsat Addiyah Yala. *Third*, Benefits. the existence of curriculum planning benefits teachers in making lesson plans, knowing what to achieve and prepare for students before the teaching and learning process begins. This can be seen from making lesson plans for teachers at Ma'had Al-Bittsat Addiyah Yala.

Fourth, the efficiency and effectiveness of curriculum planning at Ma'had Al-Bittsat Addiyah Yala runs effectively and efficiently, this is evidenced by the existence of prota prosem and rpp planning at Ma'had Al-Bittsat Addiyah Yala. *Fifth*, the suitability of curriculum planning is closely related to the target students and the ability of students. The creation and design of lesson plans at Ma'had Al-Bittsat Addiyah Yala always looks at the suitability of students, students, advances in science and technology, and the times. This is seen from the competence and ability of students.

Sixth, Balance. curriculum planning at Ma'had Al-Bittsat Addiyah Yala has a balance between the religious education curriculum and the general education curriculum. This can be seen from the curriculum used at Ma'had Al-Bittsat Addiyah Yala. *Seventh*, Ease. the existence of curriculum planning provides convenience for teachers in carrying out the learning process where teachers can be guided by lesson plans before carrying out the learning process. This is evidenced by the existence of lesson plans for teachers at Ma'had Al-Bittsat Addiyah Yala.

Eighth, Mining the principle of planning this one is definitely done at Ma'had Al-Bittsat Addiyah Yala, it can be proven by the existence of a gathering every year in order to design, design and continue the agreed curriculum. *Ninth*, Standardization. curriculum planning is carried out according to the level and level of education. at Ma'had Al-Bittsat Addiyah Yala has an education level from junior high school to senior high school the curriculum planning process is made not by level but by all levels. With this, the unit principle is less appropriate.

Tenth, The quality of curriculum planning includes a set of quality learning. Which in Ma'had Al-Bittsat Addiyah Yala includes local content lessons to improve the quality of learning. This is in accordance with the content lessons in Ma'had Al-Bittsat Addiyah Yala.

From the explanation above, it can be analyzed that teachers in each lesson have teacher competence and each teacher has made a plan and consulted the head of the lesson before the teaching and learning process begins. This is in line with what is described by Danielle E. Kaplan, every teacher must have qualified competencies to develop creativity because this is very important for the development and continuity of human thought. In this regard, every teacher is encouraged to read and practice creativity theory because it is important in supporting teaching and learning, as well as improving teacher understanding and learning design (Kaplan, 2019).

Curriculum Organization

Curriculum organization is a process after curriculum planning. In this organizing stage, the madrasah head gives responsibility to the curriculum section of the *thamvittaya mulniti madrasah* to coordinate the distribution of teaching tasks in the following sequence:

First, the education program segment distributes teaching assignments to instructors according to their respective subject matter. In determining which days to educate, the education planning office must first organize with each educator so that the division of the schedule does not conflict with outside schedules because some of the madrasah teachers teach outside.

Second, Preparing *Core curriculum* for students, As for examples of *Core curriculum* for students at Ma'had Al-Bittsat Addiyah Yala such as *Core curriculum* Speaking Arabic, English, Malay, Speech, Lecture, Anasyid, Science, and so on. The *Core curriculum* prepared by Ma'had is in accordance with the needs of students. *Third*, trying to ensure that teachers can teach optimally and have time to rest (Chehae, 2022).

This is in accordance with the Education Program Association at Ma'had Al-Bittsat Addiyah Yala. The Educational Plan Association is one example or plan of educational plan material whose purpose is to make it easier for students to concentrate on learning material and make it easier for students to do learning exercises so that learning targets can be achieved successfully. Rusman provides several things that must be considered in the association of educational programs, including those related to the degree and grouping of learning materials, the harmony of educational programs related to the substance of the material studied by students, the balance of learning materials, and the distribution of the time needed. (Rusman, 2009)

Based on the above description Scholastically, the association of educational programs is formed in the accompanying authoritative structure, namely, the subject education program, which consists of various separate subjects (Pratiwi & Warlizasusi, 2023). The subject education plan, using comparative subjects. A unified education plan, which binds and concentrates the education plan on a specific point or issue. Central subject, which is an educational program that is prepared based on the interests and needs of students (Omar Hamalik, 2010).

This is in accordance with the curriculum organization carried out at Ma'had Al-Bittsat Addiyah Yala, the existence of curriculum organization aims to facilitate the learning process so that the learning process can run well and in accordance with the educational objectives that have been set. Curriculum Organization at Ma'had Al-Bittsat Addiyah Yala starts from dividing teaching assignments to teachers according to their respective fields of expertise. Both from the religious education teacher and the general education teacher. Prepare a *Core curriculum* that suits the needs of students. Then try to get the teacher to teach optimally.

Curriculum Implementation

Thamvittaya mulniti yala educational institution, starts the educational experience with the rules of the current education plan. This education plan is implemented in daily learning at the madrasah. Although Thamvittaya Mulniti Yala educational institution has two curricula and the two curricula are implemented together. This does not make this institution confused in dividing the schedule or organizing all existing learning activities.

The educational plan as an aid in carrying out learning exercises states that in the educational plan there is an aid to cooperation between teachers and students. Therefore, the ability of the education plan as the "heart" of the education cycle in schools to engage the actual capacity of students (Teguh Triwijayanto, 2015). So, all activities or programs carried out at Ma'had Al-Bittsat Addiniyah Yala are a unity of a curriculum.

Implementation is not just an action but a movement that is organized and carried out seriously based on certain standard references to achieve action goals. (Syafuruddin Nurdin, 2002) Implementation of the curriculum at Ma'had Al-Bittsat Addiniyah Yala is the core of a curriculum in this case the program and activities are organized and created. Ma'had Al-Bittsat Addiniyah Yala is an educational institution that is a full day school where teaching and learning activities are carried out starting from morning until evening.

In the implementation / implementation of the curriculum there are several factors that influence the implementation of the curriculum. and these factors are as mentioned as follows (Rusman, 2009). Attributes of the educational program, which includes the extent to which the material, objectives, abilities, properties, and so on are displayed. Implementation techniques, especially the methodology used in implementing educational programs such as advanced conversations, courses, redesign, studios providing educational program books and other exercises that can spur the utilization of educational programs in the field. The quality of the client of the educational program, which combines information, abilities, and values and mentality of the educator towards the educational plan in learning (B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023; Fauzi & Kartiko, 2023; Firmansyah, Ubaidillah, & Busriyanti, 2023).

From some of the factors above, it can be adjusted to the implementation of the existing curriculum at Ma'had Al-Bittsat Addiniyah Yala, the factors that influence it are as follows: the quality of the education plan, which includes the extent of the material, targets, abilities, properties, etc. This is in accordance with the implementation of the existing curriculum at

Ma'had Al-Bittsat Addiniyah Yala where the implementation of the curriculum is guided by the learning program plan that has been made and agreed upon.

Implementation techniques, especially the procedures used in implementing education plans such as advanced conversations, courses, updates, studios providing education plan books and other exercises that can encourage the utilization of education plans in the field. This is also in accordance with the implementation of the existing curriculum at Ma'had Al-Bittsat Addiniyah Yala where the implementation of the curriculum is carried out in class starting from morning until evening.

In addition, the learning process in the classroom uses a student-centered learning system, an approach in education that places students at the center of the learning process. In this approach, the teacher's role is as a facilitator or learning guide, while students are actively involved in decision-making, knowledge discovery, and skill development. Because this can develop students' deep understanding, critical skills, and problem-solving abilities, rather than simply memorizing facts. This approach aims to create a relevant, meaningful and challenging learning environment for each student, according to their learning style (Fayezi, 2022).

Then, the attributes of the educational program client, which combines information, abilities, and values and the educator's perspective on the educational plan in learning. Regarding the implementation of the existing curriculum at Ma'had Al-Bittsat Addiniyah Yala, the characteristics of curriculum use are very concerned, this can be proven by planning the learning program as a guide in implementing learning.

From this statement it can be seen that the curriculum in this madrasa has freedom in terms of its implementation. Although the curriculum has been regulated by the kingdom, this madrasah can still organize it in such a way that the implementation can run well. Learning activities must be planned as well as possible so that each student can develop their potential well (Sudarman, 2019).

Curriculum Control

Talking about curriculum control in *thamvittaya mulniti* madrasah, that to keep up with the development of experience, management and control are carried out consistently. In Ma'had Al-Bittsat Addiyah Yala for curriculum control is as follows: The itinerant cycle carried out from the curriculum section at any time to check for empty classes, see the presence of teachers in teaching whether they are present according to the teaching time. Going around to check the lesson plan. In this case the curriculum section checks the rpp so that the teacher has readiness in teaching so that the learning process can be carried out properly and correctly. Going around to check the student dormitory. The curriculum section goes around the dormitory so that no students run away and stay in the dormitory during the learning process.

Controlling is an administrative ability that is no less important in an association. All the abilities in the past would not be interesting without this ability. According to Rusman, control (control/oversight) is an action that seeks to control so that its implementation can be in accordance with the arrangements and ensure the achievement of the objectives of the association (Rusman, 2009). This is in accordance with the control of the curriculum in Ma'had Al-bittsat Addiniyah yala in order to control so that organizational goals are achieved.

In accordance with the description above, it can be stated that in Ma'had Al-bittsat Addiniyah yala there is always control for teachers and students in an effort to control / control the process of learning activities so that it runs well and smoothly, this can be proven by first,

going around to check the class. roving cycle carried out from the curriculum section at any time to check for empty classes, see the presence of teachers in teaching whether they are present according to the teaching time. Second, going around to check the lesson plan. In this case the curriculum section checks the Teaching Implementation Plan so that the teacher has readiness in teaching so that the learning process can be carried out properly and correctly. Third, go around to check the student dormitory. The curriculum section goes around the dormitory so that no students run away and stay in the dormitory during the learning process. With the control of the learning curriculum, the learning process of teachers and students is carried out properly and correctly in accordance with the predetermined learning plan.

Curriculum Evaluation

Assessment is the stage where the most common way of surveying something is done in the hope that it tends to be better from now on. This assessment not only assesses student learning outcomes and educational experiences, but also assesses the performance of educators at Thamvittaya Mulniti Yala Madrasah. Assessment is an important part of the teaching education plan that must be completed by educators to determine the results of the improved experience achieved. With this evaluation, the success of teaching can be known, besides that it can be used by teachers to make improvements in improving the quality of the curriculum. (Syarifah, 2018)

This is in line with the curriculum evaluation in Ma'had Al-bittsat Addiniyah yala in order to determine the success of the learning process in Ma'had Al-bittsat Addiniyah yala so that Ma'had is maintained and learning objectives can be carried out properly. Regarding the evaluation carried out by all teachers, the evaluation for teachers will be held once a month then a monthly evaluation is read for the teachers where the meeting discusses many issues discussed by each instructor where the evaluation is carried out by subject teachers where the evaluation is led by the head of each subject area.

It also discusses the increasing experience of students experiencing problems. A large number of these problems are examined and arrangements are found. A massive assessment meeting will be held after the semester review where the session will review the problems seen by the madrasah during the past semester (Malee, 2022).

The purpose of the evaluation is useful for further program improvement, as a form of responsibility for various meetings, and deciding on development to improve results (Rusman, 2009). Assessment aims to determine the extent to which the process of implementing the education program has been carried out (Yazidul Busthomi dan Syamsul A'dlom, 2020). in Ma'had Al-Bittsat Addiniyah Yala curriculum evaluation is carried out both internally and externally. curriculum evaluation is carried out once a month in order to improve, reduce errors and discuss the obstacles faced by all teachers in the learning process and discuss the solutions provided. Evaluation is also carried out by subject teachers. And at the end of each semester there will be a large-scale meeting to evaluate the implementation of the previous curriculum.

The curriculum evaluation carried out at Ma'had Al-Bittsat Addiniyah Yala is carried out once a month in order to reduce errors in the daily learning process. Evaluation is also carried out by subject teachers. And at the end of each semester there will be a large-scale meeting to evaluate the implementation of the previous curriculum. It is hoped that the learning process at Ma'had Al-bittsat Addiniyah Yala will be maintained and learning objectives can be carried out properly.

To find out whether the education program is positive or not, one way is to look at student learning outcomes, which should be seen through the most important midterm and final exams (Januariani dkk, 2023). Ma'had Al-bittsat Addiniyah yala midterm exams are conducted in March and the final semester in September in the form of oral and written exams.

The types of curriculum evaluation that exist in Ma'had Al-bittsat Addiniyah yala are (Hamdi, 2020): Developmental evaluations, especially evaluations conducted during the implementation of educational programs, are used to assess progress. This developmental evaluation can be carried out on individual subjects or on each general curriculum program.

Formative evaluation is an assessment aimed at determining the progress of the implementation of an educational program, while assessment is carried out at the end of the implementation of an educational program. Classroom learning evaluations are conducted to determine the extent of the progress of the discoveries that students have made (Patphol, 2022). Learning evaluation is conducted at Ma'had Al-bittsat Addiniyah Yala on students in the form of written exams and oral exams. The types of assessment conducted are developmental assessment (formative) and concluding assessment (summative).

Evaluation of classroom learning is carried out to determine the success of the learning that has been passed by students. Learning evaluation in Ma'had Al-bittsat Addiniyah yala to students in the form of written and oral exams using formative and summative evaluation models (Omar Hamalik, 2010).

The function of evaluation in Ma'had Al-bittsat Addiniyah yala is as follows: Educational, to determine the adequacy and results of educational programs in achieving instructive goals, this is in accordance with the evaluation in Ma'had Al-bittsat Addiniyah yala aims to improve and achieve educational goals can be proven by the evaluation for teachers carried out once a month and a large-scale evaluation carried out after the semester exam. Then the evaluation for students with exams to measure the achievement of student learning outcomes.

Instructional, to decide on the use and implementation of educational plans in connection with the implementation of developing experiences, Evaluation of learning in Ma'had Al-bittsat Addiniyah yala to find out the process of implementing the curriculum which can be seen in the monthly evaluation for teachers in order to find out, discuss the implementation of learning is carried out with and the problems faced then find solutions to solve these problems.

Diagnosis, to obtain data or contributions to request an educational plan, in Ma'had Al-bittsat Addiniyah yala evaluation is carried out to find out information and achievement of student learning outcomes which can be seen from evaluations for students in the form of exams with student learning outcomes can find out what to improve so that student learning outcomes can be achieved at the aspired goal.

Administrative, to obtain input data regarding the supervision of learning exercises. This can be seen from the monthly evaluation carried out by teachers at Ma'had Al-bittsat Addiniyah yala in order to manage learning activities with the evaluation for teachers, teachers can find out problems and ways to solve problems faced in the classroom so that the teaching and learning process can be carried out properly in accordance with the educational goals of education that have been aspired to.

CONCLUSION

Based on the results of the above analysis, it can be concluded that the implementation of curriculum management at Ma'had Al-Bittsat Addiyah Yala has been running well. Although it still faces some obstacles. To improve it, it is necessary to make adjustments to the curriculum, teacher training, and more efficient and flexible scheduling. In the long run, better implementation of curriculum management at Ma'had Al-Bittsat Addiyah Yala will have a positive impact on the quality of religious education provided and students' interest in religious materials. This can create graduates who are more knowledgeable in religion and ready to face the challenges of the future.

This study faced limitations in that it focused on only one educational institution, so the results may not be directly applicable to different educational contexts. In addition, time and resource constraints may also affect the depth of analysis in this study. It is hoped that future research can expand the scope and involve more educational institutions to get a deeper exploration of the implementation of curriculum management.

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