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ANALYSIS OF CURRICULUM MANAGEMENT ON STUDENT LEARNING OUTCOMES

Syamsidah Lubis*[1], Saidah Oktariyati[2], M. Siddik[3], Enik Nur Faiza[4], Alya Rahmadhani[5]
[1235]Institut Agama Islam Hidayatullah Batam Indonesia,[4]Universiti Islam Melaka Malaysia

Corresponding author: syamsidah.lubis@instituthidayatullahbatam.ac.id
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Abstract

The aims study to analyze the influence of curriculum management on student learning outcomes at SMP Mashita Batam. Curriculum management in this study encompasses aspects of planning, organizing, implementing, and evaluating learning at the school. This think about utilized a quantitative approach with clear explanatory strategies. Information collection was conducted through surveys and documentation. The information gotten were at that point analyzed utilizing prerequisite tests (ordinariness and linearity tests), taken after by straightforward straight relapse and coefficient of assurance tests utilizing SPSS. The comes about appeared that the information were regularly disseminated and had a straight relationship. Based on the relapse test, a centrality esteem of 0.002 (<0.05) was gotten, hence concluding that there's a noteworthy impact between educational modules administration and understudy learning results. Subsequently, it can be concluded that curriculum administration encompasses a critical impact on understudy learning results at SMP Mashita Batam, although the level of impact is generally moo. In this manner, nonstop advancement within the quality of educational programs administration usage is required to back the accomplishment of more ideal learning results.
Keywords Keywords: Analysis, Curriculum Management, Students Learning Outcomes

Abstrak

Studi berikut bertujuan guna mengevaluasi dampak manajemen kurikulum pada pencapaian belajar siswa di SMP Mashita Batam. Dalam studi berikut, manajemen kurikulum meliputi berbagai aspek seperti pengorganisasian, perencanaan, pelaksanaan, serta evaluasi pembelajaran yang dijalankan di

sekolah. Studi berikut mengambil pendekatan kuantitatif melalui metode analisis deskriptif. Penghimpunan data dijalankan lewat kuesioner dan dokumentasi. Data yang dikumpulkan selanjutnya dianalisis dengan uji normalitas dan linearitas, diikuti pada uji regresi linear sederhana serta uji koefisien determinasi dengan mempergunakan program SPSS. Temuan pada studi berikut memperlihatkan bahwasanya data memiliki distribusi normal dan terdapat korelasi yang linier. Dari hasil analisis regresi, didapatkan skor signifikansi senilai 0,002 (lebih kecil dari 0,05), dengan begitu bisa ditarik simpulan bahwasanya manajemen kurikulum mempengaruhi hasil belajar siswa secara signifikan. Sehingga, kesimpulannya ialah manajemen kurikulum berdampak signifikan pada hasil belajar siswa di SMP Mashita Batam, meski dampaknya terbilang rendah. Maka sebab itu, dibutuhkan peningkatan kualitas pelaksanaan manajemen kurikulum yang berkesinambungan untuk menunjang capaian hasil belajar yang maksimal.
Kata Kunci: Analisis, Hasil belajar Siswa, Manajemen Kurikulum

A. INTRODUCTION

Education is a step towards acquiring knowledge and is the most important thing humans do to broaden their horizons and improve their status. Seeking knowledge is an act of worship, as stated by the Prophet Muhammad (peace be upon him): "Seeking knowledge is an obligation upon every Muslim, both male and female." Therefore, both men and women must seek knowledge. Learning is a conscious effort to improve character and skills both inside and outside the classroom, and is carried out throughout life (Ahmadi & Nur, 2002). Educational management, particularly curriculum management, is a key factor in the success of the learning process. Curriculum management involves careful planning, effective implementation, and ongoing evaluation. The primary goal of curriculum management is to ensure that all components of the learning process, including teachers, students, teaching materials, and infrastructure, work together harmoniously to achieve predetermined educational goals.

Human resources (HR) are a crucial element in the world of education, particularly in curriculum management. The development and growth of a nation can be seen through the quality of its human resources. Improving the quality of human resources (teachers) is crucial in Islamic educational institutions (Karim et al., 2026). The extent to which these human resources can be utilized for the benefit of the nation is crucial for a country's development and progress (Afriyadi, 2020). A nation's rapid progress is influenced by the quality of its workforce. HR management, here referring to educators, is a key topic in broader discussions about improving the quality of education (Alexsandy & Nugraha, 2025), particularly in the curriculum. Curriculum activities are organized learning plans through specific activities carried out by children both inside and outside the classroom (Rahmatullah, 2018). One crucial element in education is the teaching

staff. Teachers with strong skills and professionalism will enable their students to become intelligent and achieve satisfactory learning outcomes.

According to Law No. 20/2003 on the Education System, education is a consciously planned and implemented effort to build a learning environment so that students actively develop their potential to acquire spiritual and religious strength, self-control, character, intelligence, good behavior, and the skills necessary for themselves and society (Pristiwanti et al., 2022). In the world of education, several crucial elements need to be considered, one of which is student learning success. Crucial to maximizing learning success is improving the quality of classroom teaching conducted by teachers. As educators who guide students to achieve learning success, teachers need to possess professional competence and sensitivity in stimulating learning creativity and creating student motivation (Lutfiwati, 2020). Student success in learning is measured by test scores and assignments. External factors include the teaching and learning arrangements in schools, including the curriculum, school facilities, school discipline, and student grouping (Khafsah et al., 2022).

In general, curriculum issues are crucial in the world of education, from the planning process through implementation and assessment. A good curriculum is flexible, meaning it can be continually updated and aligned with changing times and societal needs. Regular assessment is essential to ensure the curriculum is running effectively and to implement improvements. As it evolves, the curriculum can also be evaluated to determine its condition after implementation, ensuring that desired student learning outcomes are achieved. Learning outcomes refer to the capabilities students possess after engaging in learning activities. This condition indicates that the quality of student learning outcomes can be used as a measure of the success of curriculum management implementation in schools. In reality, a curriculum cannot function effectively without proper management. Curriculum management encompasses the steps of planning, organizing, implementing, and evaluating in a structured manner to achieve the desired goals. The primary objective of curriculum management is to ensure that all elements in the learning process, including educators, students, teaching materials, and facilities, work together to achieve predetermined objectives.

However, a problem that arises is the frequent changes to the government's curriculum. Since 1994, several major changes have occurred, such as the 2004 Competency-Based Curriculum (KBK), the 2006 School-Level Curriculum (KTSP), the 2013 Curriculum, and the current Merdeka Curriculum. These rapid changes, on the one hand, demonstrate innovation and efforts to improve the education system. However, on the other hand, they also create new obstacles in schools, such as limited teacher understanding, unprepared infrastructure, and challenging adaptation processes. Relatively short curriculum changes often mean that teachers and students have not fully mastered the old curriculum before they must transition to the new one. This often results in suboptimal curriculum implementation in schools. Curriculum management needs

to ensure that the entire curriculum is implemented well, appropriately, organized, and tailored to the needs of students and school conditions (Rusman, 2013).

SMP Mashita Batam has been implementing this curriculum for the past two years and has integrated it with the 2013 curriculum. The principal has fully supported the curriculum implementation, ensuring its proper direction. The school is working to align its lesson plans, teaching methods, and assessment systems with the principles of the Independent Curriculum, which focuses on developing student competencies, character, and independent learning. The curriculum's implementation at SMP Mashita Batam has yielded positive results, but its impact has not been evenly distributed across all students, necessitating further efforts to improve its effectiveness. SMP Mashita Batam also plans to expand the implementation of the Independent Curriculum by implementing in-depth learning, as recommended by the government. In this context, in-depth learning is defined as a process that encourages students to think creatively, critically, and analytically, and to find solutions to real-world problems, rather than simply memorizing information. By implementing in-depth learning, educational institutions expect that students' outcomes will be reflected not only in academic grades but also in their skills for facing future challenges. Based on observations and analysis, student learning outcomes at SMP Mashita Batam continue to show variation. Some students are able to achieve high levels of achievement, both at the class level and in external competitions, but there are also students who have results below the minimum passing standard, which is around 3% of the total student body. Previous research has shown a significant influence between curriculum management and academic achievement, amounting to 77% and 23% other factors, but it is unclear whether academic achievement and curriculum management have a direct impact on learning outcomes (Mawardi & Mustofa, 2020).

Based on the conditions that occur in the field and previous research, this study offers contributions and novelty through an in-depth analysis of how the influence of curriculum management which includes planning, organizing, implementing, and evaluating learning outcomes needs to be reviewed more deeply to achieve learning objectives that are evenly distributed across all students.

B. RESEARCH METHOD

The following study applies a quantitative approach, which falls under the descriptive analysis technique. The data analysis process utilizes quantitative methods, which are explained through study findings in the form of information and data regarding the impact of curriculum management on student learning achievement at SMP Mashita Batam. Quantitative research is a method that utilizes numerical data to evaluate and analyze social events. These figures can come from many sources, including surveys, experiments, and observations. The

purpose of quantitative research is to identify causal relationships between analyzed variables and draw general conclusions about the population being studied (Sarrul et al., 2024). Creswell defines quantitative research as being used to test a theory by observing the relationships between variables. These variables are generally measured using research tools, allowing numerical data to be analyzed using statistical processes. Each participant in a quantitative study must have assumptions or arguments to conduct deductive theory tests, eliminate biases, control for alternative explanations, and be able to generalize and re-implement the findings (Ramadhan et al., 2024).

In conducting the following study, there are five stages of thinking, including: First, recognizing the existence of a problem; Second, determining and recognizing the problem. In this context, researchers conduct observations of the facts to more accurately identify the existing problem; Third, proposing temporary solutions to the problems experienced. After carefully examining the facts, researchers carefully formulate assumptions about methods for solving the problem to form temporary generalizations known as hypotheses; Fourth, considering the impact of the hypothesis presented deductively, namely considering what will happen if the hypothesis is true; Fifth, conducting hypothesis testing. Conducting tests on each hypothesis presented by searching for observable and analytical evidence to determine whether the consequences actually occur. Through this process, researchers can understand which hypotheses are in accordance with reality and, as a result, show a very reliable solution to the problem.

From this explanation, it can be understood that research is an activity carried out to collect and obtain precise and accurate data regarding an issue being observed. Data collection techniques included observation, documentation, and student questionnaires. Questionnaires were distributed to the entire predetermined sample, namely all 88 students at SMP Mashita Batam using a saturated sampling technique. By using a saturated sample, researchers can avoid bias that may arise from the sample selection process, because all members of the population are included as respondents (Sugiyono, 2019). The scale used in the following survey is a Likert scale. The following survey aims to collect related information For Curriculum Management, while for Learning Outcomes, report card scores were used as a reference. Before the questionnaire instrument was used in the actual study, the researcher first conducted a pilot study. The experiment was conducted on a small group of subjects, namely 12th-grade students who were not included in the sample but had similar characteristics. The application of the Likert scale in the questionnaire was intended to assess respondents' opinions, attitudes, and views on curriculum management variables. The tool was designed with 5 answer choices, where each answer has a value, namely (Sugiyono, 2019): Strongly Agree (5), Agree (4), Disagree (3), Disagree (2), and Strongly Disagree (1). Through this scoring system, qualitative data was then converted into interval data so that it could be processed using statistical

formulas. The purpose of the pilot process was to understand the extent of respondents' understanding of the questions posed and to test the quality of the tool statistically. The collected data was then statistically processed using SPSS software. The analysis steps included classical assumption tests (normality and linearity) and simple linear regression analysis to test the hypothesis of the impact of variable X on variable Y.

Based on the previous explanation, it can be concluded that quantitative studies fall into the category of descriptive analysis methods. Data analysis was conducted using a quantitative approach, which is explained through the study results in the form of information and data regarding the impact of curriculum management on student achievement at SMP Mashita Batam. Data collection techniques included observation, documentation, and student questionnaires. Questionnaires were distributed to all predetermined samples, namely all students at SMP Mashita Batam using a saturated sampling technique. By using a saturated sample, researchers can avoid bias that may arise from the sample selection process, because all members of the population are included as respondents (Sugiyono, 2019). The scale applied in the following questionnaire is a Likert scale. The questionnaire was used to collect information regarding Curriculum Management, as well as on Learning Outcomes in the form of student report grade documents.

C. RESULTS AND DISCUSSION

The following section presents the study results and discusses the impact of curriculum management on student achievement at SMP Mashita Batam. The discussion is conducted systematically, following the stages of curriculum management, which include planning, organization, implementation, and evaluation. All of these elements are integral to achieving a better educational direction.

Curriculum management plays a crucial role in maximizing the quality of learning in schools. An effectively organized curriculum can produce learning activities that are focused, structured, and aligned with student needs. Curriculum management is a series of processes encompassing curriculum design, implementation, and evaluation to optimally achieve educational goals (Mulyasa, 2017). Therefore, the success of an educational institution depends heavily on how the curriculum is organized and implemented.

This situation requires a shift in mindset in educational management, from an initial focus on administration to one that places greater emphasis on developing students' holistic potential. Therefore, curriculum management serves not only as a tool for organizing learning but also as a way to optimize the quality of human resources.

Several previous studies have indicated that curriculum management has a significant impact on student learning outcomes. A study conducted by Sumari & Zainul revealed that curriculum management contributes up to 77% to student

learning outcomes. These findings demonstrate that effective curriculum management can significantly impact student educational success. However, other studies have shown that the impact of curriculum management is not always paramount, as student learning outcomes are influenced by many other factors, both internal and external (Sumari & Zainul, 2020).

Based on a study conducted at SMP Mashita Batam, it was found that curriculum management has a significant impact on student learning achievement, with a significance score reaching 0.002. However, the coefficient of determination of only 13.2% indicates that curriculum management has a relatively low contribution. This condition indicates that there are other factors that are more influential in determining student learning outcomes, such as learning motivation, intellectual abilities, family situations, and teaching strategies implemented by teachers. Furthermore, in the following study, there are two main variables that are interrelated, namely curriculum management as the independent variable (X) and student learning outcomes as the dependent variable (Y). Curriculum management can be understood as the stages of curriculum management that include planning, organizing, implementing, and evaluating to achieve educational goals in an efficient and effective manner. Meanwhile, learning outcomes are changes in character experienced by students after going through the learning stage, both in the cognitive, affective, and psychomotor aspects.

The relationship between curriculum management and student learning outcomes lies in how learning management impacts the quality of their learning experiences. Effective curriculum management can create an organized, systematic, and aligned learning process tailored to students' needs, which in turn can enhance their understanding and achievement. Conversely, poor curriculum management can render learning activities ineffective, ultimately impacting student learning outcomes.

In this way, the relationship between the two variables is causal, with curriculum management serving as an element that impacts student learning outcomes. Therefore, the better a school manages its curriculum, the greater the likelihood of improving student learning outcomes.

The discussion in the following study focuses not only on the curriculum management aspect but also examines how each step in curriculum management contributes to the teaching and learning process and student learning outcomes. Through a thorough analysis of each step, it is hoped that a more comprehensive understanding of the role of curriculum management in improving the quality of education at SMP Mashita Batam, will be gained.

This analysis will provide a detailed explanation of the implementation of curriculum management, encompassing the stages of planning, organizing, implementing, and evaluating, as well as their relationship to student learning outcomes. This study can also be linked to related theories and previous studies to strengthen the findings of this study.

1. Curriculum Planning

Planning is a crucial first step in any activity. Curriculum planning is the skill of managing an organization, planning, and implementing a school curriculum system (Ulil Albab, 2019). Human resources play a crucial role in educational institutions, including principals, teachers, and other relevant parties. The planning process discussed includes learning arrangements, applied teaching techniques, the responsibilities and roles of teachers and other educational staff, establishing an academic calendar, midterm assessments (PTS), end-of-semester assessments (PAS), and required funding. Planning also includes the preparation of short-term and long-term learning plans and designing strategies for implementing curriculum programs. Discussions also cover aspects related to plan preparation, curriculum development, and determining needs and resources (Muji, 2025).

Planning plays a more dominant role than other management functions. This is because management functions such as organizing, implementing, and supervising generally involve the implementation or follow-up of previously formulated plans. In other words, if planning is well-formulated, clear, and focused, the implementation process will be more effective and efficient. Conversely, if planning is inadequate, it will result in irregular implementation and difficulty achieving desired goals Nurdin & Muhammad, 2023).

The planning is aligned with the students' characteristics, thus making the material taught more appropriate and relevant. Furthermore, the school, through the principal and curriculum team, regularly coordinates the development of the school calendar and the planning of learning programs. This demonstrates that the planning aspect has been implemented systematically and serves as the foundation for classroom learning. This sound planning also contributes to student learning outcomes, although its influence is not yet dominant. Effective curriculum planning requires comprehensive consideration of the needs of all students, encompassing cognitive, affective, and psychomotor aspects. This is crucial so that learning focuses not only on achieving academic grades but also on developing students' character and skills (Mulyasa, 2017).

This condition aligns with Oemar Hamalik's view that curriculum planning is a systematic process for establishing targets, materials, and teaching methods to achieve educational goals efficiently (Hamalik, 2017). Therefore, sound planning will be the primary foundation for successful learning implementation. However, research shows that planning's contribution to student learning outcomes is still not dominant, requiring support from other factors.

Curriculum planning also requires considering the principles of curriculum development, including appropriateness, continuity, flexibility, and efficiency. The appropriateness principle aims to adapt the curriculum to student needs and current developments. The flexibility principle allows teachers to organize learning according to classroom situations. Meanwhile, the continuity principle emphasizes continuity between learning materials, and the efficiency principle relates to the optimal use of resources. However, despite sound planning, study findings indicate that its influence on student learning outcomes is still not dominant. This indicates that curriculum planning needs to be supported by optimal implementation and other factors such as a conducive learning environment and student motivation.

2. Curriculum Organization

Organizing is the process of establishing effective relationships among individuals so they can collaborate effectively and achieve personal satisfaction when performing tasks within a defined environment to achieve desired goals. When organizing a curriculum, discussions can include establishing a curriculum framework, allocating resources, including instructors, facilities, and learning materials, and scheduling learning activities. The following organizing process also involves clearly defining tasks and responsibilities for curriculum implementers (Muji, 2025).

From a management perspective, the principal and curriculum team regularly coordinate the development of the academic calendar, allocation of teaching assignments, development of learning materials, and supervision of learning. During the planning stage, teachers develop teaching modules based on established learning outcomes and tailored to student characteristics. In practice, learning is carried out by encouraging active student participation. During the organizational stage, SMP Mashita Batam has structured the division of teaching assignments and management of learning materials. The principal, along with the curriculum team, manages the distribution of teacher assignments according to their respective areas of expertise and ensures the readiness of teaching materials before the learning process begins. Effective organization can create an orderly work system, so that each teacher is aware of their roles and responsibilities. This condition is essential to prevent conflicting work and to maximize work effectiveness at school. Curriculum organization also relates to the grouping of learning information in an orderly manner so that students can easily understand it. Learning information must be structured from easy to difficult, from concrete to abstract, and must be appropriate to the students' developmental stage.

According to curriculum organization theory, there are several forms of curriculum organization, such as subject-centered curriculum,

integrated curriculum, and competency-based curriculum. In the context of the Independent Curriculum, curriculum organization tends toward more flexible methods based on student competency development.

This organization also encompasses the management of academic activities and the development of student interests and talents as part of curriculum implementation. With good organization, learning can be carried out effectively and in a focused manner. However, the continued variation in student learning outcomes indicates that good curriculum organization does not fully guarantee equitable student learning outcomes.

Effective curriculum organization also requires a sound communication system between all parties involved. Effective communication facilitates the dissemination of information and coordination of tasks, thereby reducing errors in learning. At SMP Mashita Batam, regular coordination between the principal and the curriculum team demonstrates efforts to maintain good communication in curriculum management.

Furthermore, curriculum organization is also related to learning time management. Good scheduling will help optimize time use, ensuring all learning materials are delivered effectively. Effective scheduling can also reduce student learning burdens and enhance the learning experience. However, effective curriculum development will not yield satisfactory results without the involvement and dedication of all parties involved. Therefore, it is crucial for all teachers to demonstrate awareness and a sense of responsibility in carrying out their respective roles. This way, curriculum development can proceed effectively and positively impact student learning outcomes.

3. Curriculum Implementation

Curriculum implementation is the step to carry out all previously made plans and arrangements. In the following stage, the curriculum is realized through various learning activities that occur both in and outside the classroom. The success of curriculum implementation is largely determined by the teacher's ability to organize learning and create a dynamic, efficient, and enjoyable learning environment. Therefore, curriculum implementation is a crucial measure to assess the extent to which the curriculum can be realized in educational activities. The curriculum implementation at SMP Mashita Batam demonstrates that the learning process has shifted toward a student-centered approach. Teachers no longer serve as the sole source of learning but now serve as supporters, helping students actively engage in the learning process. Furthermore, the school supports curriculum implementation through

various activities such as Olympiads and the development of student interests and talents.

This student-centered approach provides opportunities for students to develop creative, critical, and independent thinking skills in their learning. This is crucial for facing today's educational opportunities. Furthermore, curriculum implementation must also consider each student's unique abilities and learning styles. Teachers must employ a variety of learning techniques to ensure all students understand the material presented effectively. This approach aligns with Wina Sanjaya's statement that student-centered learning fosters student participation and understanding (Sanjaya, 2016).

In curriculum implementation, several learning principles must be considered, including the principles of activity, motivation, individuality, and integration. The activity principle focuses on students being actively involved in learning activities, while the motivation principle relates to teachers' efforts to encourage students' enthusiasm for learning. The individuality principle emphasizes that all students have different characteristics, so teachers need to align learning methods with their needs. Meanwhile, the integration principle requires that various aspects of learning be connected to ensure students achieve a comprehensive understanding.

Based on constructivist ideas, a successful learning process is one that provides opportunities for students to develop their own knowledge through learning experiences. Therefore, teachers must create a learning environment that encourages students to actively participate, innovate, and think critically. Therefore, effective curriculum implementation emphasizes not only the delivery of material but also how students understand and apply the insights gained to their daily lives.

This situation indicates that curriculum implementation occurs not only in the classroom but also outside of it. However, the study results show that some students still do not meet the minimum and maximum completion standards. This condition indicates that curriculum implementation has not had an equitable impact on all students, so improvements in learning strategies are still needed. The school has implemented the Independent Curriculum, which is integrated with the 2013 Curriculum, through a systematic management process ranging from planning, organizing, implementing, and evaluating. The following table shows the curriculum analysis at SMP Mashita Batam.

Table 1 Analysis of Curriculum

Curriculum 2013 (Grade IX)	Curriculum Merdeka (Grade VII&VIII)
Curriculum 13 is currently in the "Legacy" phase, where teachers are very stable in administration but are starting to lose relevance with the latest assessment models. 1. Estimation success (90%). 2. Material completion (85%). Teachers have memorized the sequence of material and have a complete question bank. 3. Academic discipline (80%). A rigid structure facilitates control over student learning schedules. 4. Administration (90%), Learning materials (RPP) are well-established and rarely changed. Main weaknesses: a.Excessive learning load: Focusing on content often leads to student burnout. b. Lack of flexibility: Difficulty integrating current issues due to rigid KI/KD.	This curriculum is more dynamic, focusing on character development through P5 (Pancasila Student Profile Strengthening Project). 1. Assessment success (80%). 2. Student engagement (75%), students are more active in project-based learning (P5). 3. Literacy & Numeracy (70%), focusing on core competencies improves national assessment scores. 4. Psychological well-being (80%). Reducing the material load reduces students' mental stress. Main weaknesses: a. Teacher readiness: The paradigm shift from teacher to facilitator still takes time (estimated 30% of barriers). b. Supporting facilities: P5 projects often require greater physical or digital resources.

In curriculum implementation, learning success depends not only on the methods used, but also on the relationship between teacher and students. A positive relationship can create a pleasant and comfortable learning environment, thereby encouraging students to participate more

actively. Teachers need to build strong connections with students to ensure effective communication throughout the learning process.

4. Curriculum Evaluation

Evaluation is the final element of the curriculum and plays a vital role throughout the entire educational process. Evaluation is not simply seen as a means of assigning grades to students, but rather as a planned process for measuring and assessing all elements of learning, from objectives and content to methods and tools used by teachers. Evaluation is conducted to understand the extent to which learning objectives have been achieved and to assess the overall efficiency of the learning process.

Furthermore, assessments also serve as a valuable source of information. This information is not only useful for students but also for teachers who implement the learning process. For students, this information can guide them in understanding their strengths and weaknesses in learning, thereby improving their teaching methods. Meanwhile, the information teachers receive from assessment results serves as a basis for reflecting on the teaching process that has been implemented.

Feedback obtained through assessment is then used to implement various improvements in the educational process. These improvements can include enhancing the setting of more specific and measurable learning objectives, selecting teaching materials that better meet student needs, implementing more efficient teaching methods, and using more relevant and engaging learning tools. Therefore, assessment is not merely a final (summative) process but also serves as a component of a continuous (formative) process that can optimize the quality of learning. According to Suharsimi Arikunto, assessment is the activity of assessing and measuring the extent to which predetermined objectives have been achieved (Arikunto, 2018). Furthermore, student learning outcomes also serve as a benchmark for the success of curriculum implementation.

Curriculum evaluation at SMP Mashita Batam is conducted through instructional supervision and student learning assessment. The principal and curriculum team regularly monitor the implementation of instruction to ensure compliance with the established plan. Continuous evaluation helps the school identify strengths and weaknesses in the learning process. Therefore, the school can implement continuous improvements to improve the quality of education. While some students are achieving excellent results, others have not yet met the minimum graduation standards. This situation indicates that curriculum implementation has been carried out, but its success has been uneven. The following table shows the results of the hypothesis analysis using SPSS.

Table 2 Hypothesis

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	151.111	1	151.111	10.357	.002[b]
	Residual	992.160	68	14.591		
	Total	1143.271	69			
a. Dependent Variable: **Learning Outcomes**						
b. Predictors: (Constant), **Curriculum Management**						

Based on the data analysis, a significance score of 0.002 was found, indicating a significant impact of curriculum management on student achievement. However, the coefficient of determination score of 13.2% indicates that the contribution of curriculum management is still relatively low. Therefore, the evaluation conducted needs to be maximized, not only in terms of administration but also in an effort to identify other factors that influence student achievement.

At SMP Mashita Batam, evaluations conducted through instructional supervision demonstrate efforts to improve the quality of learning. This supervision is not only intended to monitor but also to provide guidance to teachers to improve their competencies. Thus, evaluation can be a means to improve teacher professionalism. Furthermore, evaluations should involve students as the primary subjects in learning activities. Students' opinions and experiences during the learning process can be used as considerations in curriculum improvements. By involving students, evaluations will be more comprehensive and aligned with student needs.

In addition to curriculum management, this study also revealed that there are other factors that influence student learning outcomes at Mashita Batam Middle School. This condition is evident through the coefficient of determination score which reached 13.2%, indicating that the contribution of curriculum management is still relatively low. Thus, there are 86.8% of other factors that influence student learning outcomes. These factors can be divided into two categories, namely internal and external factors. Internal factors include the motivation to learn, interest, skills, and intelligence of students. Students who have a strong motivation to learn are usually more active in the learning process, thus they are easier to understand the material presented. On the other hand, students with low motivation are proven to be less active in learning, which causes their learning outcomes to be poor.

Furthermore, external factors also play a significant role, such as family circumstances, school conditions, and the teaching methods employed by teachers. A supportive family, such as parental attention to a

child's education, can foster learning motivation. Conversely, an unsupportive environment can hinder learning activities. The teaching methods employed by teachers have a significant impact on student learning outcomes. Monotonous and unvaried methods can make students bored, preventing them from fully understanding the material. Therefore, innovation in the learning process is necessary to encourage students to be more active and engaged in participating.

The following study findings have important implications for educational management in schools, particularly in improving the quality of learning through curriculum management. Although the impact of curriculum management on learning outcomes is relatively low, it remains significant, necessitating improvements at every stage of curriculum management.

First, during the planning stage, schools need to pay more attention to individual student needs to ensure more effective learning. Second, during the organization stage, coordination among educators is needed to optimize curriculum implementation. Third, during the implementation stage, teachers need to increase their creativity and innovation in teaching to encourage more active and motivated students. Fourth, during the evaluation stage, a more comprehensive evaluation is needed, not only of learning outcomes but also of learning activities.

Furthermore, schools need to consider factors beyond curriculum management, such as increasing student motivation through rewards, counseling, and building a conducive learning environment. Upon closer examination, the findings of the following study show that curriculum management has a significant impact on student learning outcomes, but its role remains relatively low. This indicates that curriculum management is not the sole determinant of student learning success, but rather only one of many interconnected elements. This situation demonstrates that in the education sector, student learning outcomes are influenced by a complex system. Good curriculum management can indeed create optimal learning conditions, but without the support of other factors such as learning motivation, teacher competence, and a conducive learning environment, optimal results will not be achieved. Therefore, a holistic approach is needed to improve the quality of education.

Overall, the findings of this study indicate that curriculum management plays a significant role in improving student achievement, although its impact is still limited. This situation demonstrates that curriculum management remains an element that cannot be ignored in educational administration, but must be based on a number of other factors to achieve maximum results. Furthermore, the low contribution of curriculum management to learning outcomes can also indicate that curriculum implementation in the field is still not fully optimal. Although

planning and organization have been carried out well, obstacles remain during the implementation stage that cause uneven student learning outcomes.

Thus, the findings of the following study reveal that improving the quality of education is not enough just by improving curriculum management, but also needs to be followed by improving the quality of human resources, especially teachers, as well as support from an adequate learning environment.

D. CONCLUSION

Based on the findings of the study and document review regarding the impact of curriculum management on student learning outcomes at SMP Mashita Batam, it can be concluded that curriculum management has been implemented through the planning, arrangement, implementation, and assessment stages in a systematic and organized manner. The results of the analysis requirements test show that the data has a normal distribution and a linear relationship, thus meeting the requirements for conducting a simple linear regression analysis. Based on the findings of the regression analysis, a significance level of 0.002 <0.05 was obtained, indicating a significant impact between curriculum management and student learning outcomes. Therefore, the hypothesis stating that curriculum management influences student learning outcomes is said to be accepted. However, the relatively low level of contribution indicates that improving learning outcomes does not depend solely on curriculum management, but also requires support from internal and external factors as a whole.

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