Leadership: Journal of Islamic Education Management Students
ISSN (P): 2721-7108, ISSN (E): 2715-0399
DOI: http://dx.doi.org/10.32478/leadership.v7i2.4717
Available online at: https://e-journal.staima-alhikam.ac.id/mpi

DIGITAL-BASED CURRICULUM MANAGEMENT AT MADRASAH ALIYAH PONDOK PESANTREN AL-MUNAWWAROH, BANGKO DISTRICT, MERANGIN REGENCY, JAMBI PROVINCE

Weni*[1], Aris Dwi Nugroho[2], Atika[3]

[12&3]Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi Indonesia

Corresponding author: weni11782@gmail.com

Submission Track:
Submission : 19-04-2026
Accept Submission : 10-06-2026
Available Online : 15-06-2026

© 2026 The Author(s). This open-access article is licensed under CC-BY-SA 4.0 (creativecommons.org/licenses/by-sa/4.0/).

Abstract

This study aims to examine digital-based curriculum management at Madrasah Aliyah Pondok Pesantren Al-Munawwaroh, Bangko District, Merangin Regency, Jambi Province, and to identify the supporting and inhibiting factors in its implementation. Using a qualitative descriptive approach, data were collected through observation, interviews, and documentation involving the principal, vice principal for curriculum, teachers, and students selected through purposive sampling. The results indicate that curriculum management is implemented through systematic stages of planning, implementation, and evaluation. Curriculum planning is conducted through deliberation between pesantren leaders, the principal, and the board of teachers by integrating the Ministry of Religious Affairs curriculum with pesantren programs. Implementation follows prepared lesson plans and has begun incorporating digital media including projectors, laptops, and educational videos. Evaluation is conducted periodically to improve learning quality. Supporting factors include principal leadership support, availability of technological infrastructure, and teachers' willingness to adapt. Inhibiting factors include limited digital competence among some teachers, suboptimal use of facilities, and insufficient electricity capacity. This study contributes to understanding digital curriculum management dynamics in pesantren-based madrasahs and offers recommendations for policy development and further research.

Keywords: Management; Curriculum; Digital; Islamic Boarding School; Madrasah Aliyah

Title: A Journal of Islamic Educational Management
ISSN (P): 2721-7108, ISSN (E): 2715-0399
Vol. 07 No. 02 bulan Juni 2026

Abstract

Penelitian ini bertujuan untuk mengetahui manajemen kurikulum berbasis digital di Madrasah Aliyah Pondok Pesantren Al-Munawwaroh Kecamatan BangkoKabupaten Merangin Provinsi Jambi serta mengidentifikasi faktor pendukung dan penghambat dalam pelaksanaannya. Menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan melibatkan kepala madrasah, wakil kepala bidang kurikulum, guru, dan santri yang dipilih secara purposive. Hasil penelitian menunjukkan bahwa manajemen kurikulum dilaksanakan melalui tahapan perencanaan, pelaksanaan, dan evaluasi secara sistematis. Perencanaan kurikulum dilakukan melalui musyawarah antara pimpinan pesantren, kepala madrasah, wakil kepala bidang kurikulum, dan dewan guru dengan mengacu pada kurikulum Kementerian Agama serta diintegrasikan dengan program kepesantrenan. Pelaksanaan kurikulum dilakukan sesuai perangkat pembelajaran dan mulai memanfaatkan media digital dalam proses pembelajaran, termasuk penggunaan proyektor, laptop, dan video pembelajaran. Evaluasi dilakukan secara berkala untuk meningkatkan kualitas pembelajaran. Faktor pendukung meliputi dukungan kepala madrasah, ketersediaan sarana teknologi, serta kemauan guru untuk beradaptasi. Faktor penghambat meliputi keterbatasan kompetensi digital sebagian guru, pemanfaatan fasilitas yang belum optimal, serta keterbatasan daya listrik. Penelitian ini berkontribusi pada pemahaman dinamika manajemen kurikulum berbasis digital di madrasah berbasis pesantren serta menawarkan rekomendasi bagi pengembangan kebijakan dan penelitian selanjutnya.

Kata Kunci: Manajemen; Kurikulum; Digital; Pondok Pesantren; Madrasah Aliyah

A. INTRODUCTION

To improve the quality of human resources in the era of globalization, education is very important. It not only serves to share knowledge, but also to build the character, skills, and critical thinking skills needed to face the changing times (Sinaga et al., 2026). Therefore, education is seen as a strategic sector in nation building because it is able to optimize human potential (Supriadi, 2016).

From a management perspective, education is a knowledge service provided to the community. Educational institutions as service providers are expected to be able to produce graduates who are in accordance with social and industrial needs (Fadhli, 2017). This requires effective management of educational institutions so that the quality of education increases and the human resources produced are of quality (Labaso', 2018).

One of the important components of the education system is the curriculum. The curriculum functions as a guideline in the implementation of learning, including objectives, content, teaching materials, and learning methods (Nurhafizah et al., 2024). Based on Law Number 20 of 2003 concerning the Curriculum System in national education, it is a set of plans and arrangements

related to the objectives, content, and subject matter used to direct learning activities.

The curriculum plays a strategic role in determining the path and quality of education. Schools with good curriculum management can plan, implement, and evaluate learning systematically to achieve educational goals in the most effective way (Wahyudi, 2024). A well-planned and structured curriculum also allows the program to be adapted to the needs of students and follow changes in the educational environment (Hidayat & Asyafah, 2019).

The development of science and technology encourages curriculum innovation so that students have skills relevant to today's needs (Sisharwati et al., 2023). The use of digital technology in learning is an important step to improve the quality of education (Rini et al., 2025). In the perspective of global education leadership, Schmitz et al. (2023) affirm that the transformational leadership of madrasah heads plays a significant role in encouraging teachers to use technology innovatively, reflecting the urgency of leadership in the digital transformation of education.

The systematic process known as curriculum management itself includes planning, organizing, implementing, and evaluating to achieve educational goals (Lazwardi, 2017). According to Dakir (2019), curriculum management must continue to change and keep up with technological developments and community needs. AlAjmi (2022) added that the digital leadership of madrasah heads plays a crucial role in encouraging innovation and building a school culture that is adaptive to technological developments, as published in the *Journal of Educational Change* indexed by Scopus.

Islamic boarding schools play an important role in the formation of students' morals and character in Islamic education because they not only function as religious educational institutions but also as places that instill moral principles, autonomy, and responsibility (Tamsir, 2022). Therefore, the development of the curriculum in Islamic boarding schools needs to keep up with the times while maintaining Islamic values (Azra, 2017). with values such as sincerity, simplicity, independence, Islamic ukhuwah, and responsibility that are consistently instilled (Al Faruq et al., 2025).

Previous research has shown that curriculum management plays an important role in improving the quality of pesantren education. Mu'azzaz and Chamami (2025) found that curriculum management based on *life skills* at the Fathimah Al-Amin Progressive Islamic Boarding School is carried out through structured planning, organization, implementation, and supervision. Yasin (2022) emphasized that the implementation of curriculum management in pesantren contributes to the formation of character and independence of students. Meanwhile, Rubiherlan et al. (2024) show that digital-based curriculum management at Al-Riyadl Islamic Boarding School supports the effectiveness of learning through the use of digital technology, although it still faces obstacles in the form of limited facilities and restrictions on the use of digital devices.

Research Albab (2019) About how curriculum management is implemented in pesantren-based madrassas also shows that curriculum management in Islamic educational institutions includes the stages of planning, implementation, and evaluation. These stages are adjusted to the characteristics and uniqueness of the boarding school program.

In line with that, Sa'dullah et al., (2022) found that curriculum management in contemporary Islamic boarding schools not only includes administrative aspects, but also incorporates Islamic principles into every stage of curriculum management, so that graduates have strong academic competence and Islamic character.

In the context of educational leadership, Kasim and Surya (2025) concluded that digital leadership for school principals has a significant impact on the use of technology by teachers in elementary schools. Similarly, Thahir (2025) emphasized that the support of educational institution leaders, accompanied by the provision of technology facilities and teacher capacity building, is an important part of the successful implementation of digital-based learning. These two studies strengthen the urgency of studying digital leadership in Islamic educational institutions in Indonesia.

Although a number of studies have discussed curriculum management in Islamic boarding schools, studies on digital-based curriculum management in aliyah madrasas in Islamic boarding schools are still relatively limited. Madrasah Aliyah Pondok Pesantren Al-Munawwaroh Bangko District, Merangin Regency is one of the Islamic educational institutions that seeks to use digital technology for education. However, the results of initial observations show that the use of digital media is not optimal due to the limitations of the digital competence of some educators and the use of available facilities has not been maximized. Therefore, the purpose of this study is to analyze digital-based curriculum management and identify supporting and inhibiting factors for its implementation in Madrasah Aliyah Pondok Pesantren Al-Munawwaroh.

B. RESEARCH METHODS

This study uses a qualitative descriptive approach to understand the phenomenon in depth based on real conditions in the field. The qualitative approach was chosen because this study aims to comprehensively describe the digital-based curriculum management process in learning activities in madrasas (Yusanto, 2019). Qualitative research allows for a more in-depth exploration of participants' meanings and perspectives through descriptive and contextual data (Creswell & Poth, 2018).

The research was carried out at Madrasah Aliyah Pondok Pesantren Al-Munawwaroh, Bangko District, Merangin Regency, Jambi Province. This location was chosen because madrasas have begun to apply digital technology in the learning process, so it is relevant to the research focus on digital-based curriculum management.

The subjects of the study include the leaders of Islamic boarding schools, the deputy head of the madrasah for curriculum, ustadz/ustadzah, and students. Informants are determined through *purposive sampling techniques* with the consideration that they are directly involved in the planning, implementation, and evaluation of the curriculum, so that they are able to provide relevant information (Sugiyono, 2018). Details of the research informants are presented in Table 1 below:

Table 1. Research Informant

No.	Informants	Departments	Technical Data Collection
1	Head of Madrasah	Head of MA Al-Munawwaroh Islamic Boarding School	Interviews, Observations, Documentation
2	Waka Curriculum	Deputy Head of Bid. Curriculum	Interviews, Observations, Documentation
3	Ustadz/Ustadzah	Subject Teacher	Interviews, Observations
4	Stuttgart	Students	Observation, Documentation

Source: Research Data, 2026

Observation, interviews, and documentation are methods of data collection. Observations are carried out to directly observe the learning process and curriculum management (Moleong, 2017). Interviews are used to obtain in-depth information about the implementation of a digital-based curriculum, while documentation functions to complement data in the form of institutional archives, curriculum documents, and photos of activities (Trivaika & Senubekti, 2022).

Data analysis consists of stages of data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting relevant information, then presenting it descriptively so that it is easy to understand. Conclusions are drawn based on the findings of the study. To ensure the validity of the information, source triangulation and triangulation techniques are used by comparing the results of observations, interviews, and documentation (Rijali, 2018).

C. RESULTS AND DISCUSSION

1. Overview of Madrasah Aliyah Pondok Pesantren Al-Munawwaroh

Al-Munawwaroh Islamic Boarding School, Bangko District, Merangin Regency, Jambi Province, is an Islamic educational institution that provides formal education at the **Madrasah Aliyah level** under the auspices of the Ministry of Religion. This madrasah implements the **Independent Curriculum** which is combined with the typical curriculum of Islamic boarding schools, such as learning the yellow book. Curriculum management is carried out by the head of the madrasah, the deputy head of curriculum, and the teacher council through the stages of planning, implementation, and evaluation. In addition, madrasas have begun to utilize digital technology in learning through the use of laptops, projectors, and multimedia teaching materials as a form of adaptation to educational developments in the digital era.

2. Digital-Based Curriculum Management

a. Curriculum Planning

Based on interviews with the head of the madrasah, curriculum planning is carried out through a meeting with the quality assurance team and the teacher council to review and adjust the subjects.

"The preparation of the curriculum is carried out through a meeting with the quality assurance team to determine the subjects that need to be added or improved so that learning runs well." (Interview with the Head of the Madrasah, January 10, 2026).

The deputy head of curriculum added that planning was carried out by adjusting the national curriculum to the pesantren program, and starting to integrate digital-based learning.

"We develop a learning program based on the curriculum from the Ministry of Religion and integrate it with the pesantren program. Teachers are also starting to be encouraged to use digital media such as laptops and projectors." (Interview with Waka Curriculum, January 10, 2026).

The results of the observation showed that planning was carried out in a structured manner and supported by administrative documents such as learning tools and teaching modules. This reflects the systematic practice of curriculum planning, as stated by Lazwardi (2017) that planning is the initial stage that determines the direction and quality of curriculum implementation.

This is in line with the findings Widodo (2021) which shows that the management of the integrated curriculum in madrassas is an effort to combine general science and religious science in its entirety without scientific dichotomy, by developing a spiritual-based curriculum that is comprehensive and relevant to the goals of Islamic education.

b. Curriculum Implementation

The implementation of the curriculum is carried out according to the learning tools and schedules that have been prepared. Teachers carry out learning based on the set goals.

"Teachers carry out learning according to the devices that have been prepared and some have started using digital media such as laptops and projectors in delivering materials." (Interview with the Head of the Madrasah, January 10, 2026).

Observations show that some teachers have used digital media such as presentations and learning videos. However, the use of technology is not even due to the limited facilities and digital competence of some teachers. This condition is in line with the findings of Rini et al. (2025) that the implementation of a digital-based curriculum requires adaptive teacher strategies and sustainable institutional commitment.

Baharun et al., (2024) stated that the optimal management of the independent curriculum plays a direct role in forming good character in students, so that the implementation of the curriculum does not only focus on academic aspects, but also on the formation of a complete character in accordance with the ideals of teaching in Islam.

c. Curriculum Evaluation

Curriculum evaluations are carried out regularly at the end of the semester and the end of the school year to assess the implementation of learning and the achievement of student learning outcomes.

"Curriculum evaluation is carried out at the end of the semester by reviewing the implementation of learning, student learning outcomes, and teacher obstacles." (Interview with the Head of the Madrasah, January 10, 2026).

In addition to evaluation meetings with teachers, assessments are also carried out at the classroom level through assignments, midterm exams, end-of-semester exams, and daily exams. The documentation shows that the results of the evaluation are used as the basis for curriculum improvement in the next period. This is in accordance with the principles of curriculum management stated by Nurhamsah et al. (2021), that evaluation is a critical component in the cycle of improving the quality of education.

In line with that, Ashori (2021) emphasized that the evaluation of the curriculum in madrasas in the pesantren environment needs to consider the alignment between the achievements of the national curriculum and the pesantren program, so that the improvements made remain relevant to the goals of Islamic education.

Zulhendri et al., (2021) strengthen this finding by stating that curriculum evaluation in Islamic educational institutions must be carried out in a structured and continuous manner, including aspects of the learning process, the achievement of student competencies, and the suitability of the program with Islamic educational values, in order to ensure that curriculum improvement runs comprehensively and in a directed manner.

To provide a more comprehensive overview of the implementation of digital-based curriculum management, the following is a summary of the stages of curriculum management and the use of digital media at each stage:

Table 2. Summary of Digital-Based Curriculum Management at MA Al-Munawwaroh Boarding School

Internships	Main Activities	Use of Digital Media
Planning	Team coordination meeting, preparation of learning tools, integration of the curriculum of the Ministry of Religion and Islamic boarding schools	Google Docs for document drafting, e-mail coordination
Implementation	Delivery of material according to lesson plans, intracurricular and extracurricular activities	Projectors, laptops, learning videos, PowerPoint presentations, WiFi
Evaluation	Periodic assessment (UH, UTS, UAS), end-of-semester evaluation meeting	Google Form questionnaire, e-report system, digital data recap

Source: Research Results, 2026

3. Supporting and Inhibiting Factors for Digital-Based Curriculum Management

a. Supporting Factors

1) Madrasah Head Support

One of the main factors in digital-based curriculum management is the support of madrasah heads. This support is realized through policies that encourage teachers to use technology in learning and supervise its implementation.

"As the head of the madrasah, I always support the implementation of a digital-based curriculum by giving directions to teachers to utilize technological media in learning and try to provide facilities in stages." (Interview with the Head of the Madrasah, January 10, 2026).

This leadership role is in line with the findings of Schmitz et al. (2023) in *Computers & Education* (Scopus Q1) which showed that transformational leadership of principals encourages teachers to use technology more innovatively. Kasim and Surya (2025) also stated that digital leadership helps to incorporate teacher technology at the institutional level

Mubarok, (2020) states that the good leadership of a madrasah head is demonstrated by his ability to influence, inspire, and direct all members of the school to achieve educational goals. Therefore, the active involvement of madrasah heads in encouraging the application of digital technology is essential for the success of change in learning in modern times.

2) Facilities and Infrastructure

The availability of digital facilities is an important supporting factor. Madrasah has provided internet networks (WiFi), laptops, computers, and projectors to support learning.

"To support digital-based learning, madrassas have provided facilities such as WiFi networks, laptops, computers, and projectors, although the number is still limited." (Interview with the Head of the Madrasah, January 10, 2026).

The existence of this facility helps teachers to convey material in a more varied way, even though its use is still gradual. Thahir (2025) emphasized that the provision of technology facilities accompanied by strengthening teacher capacity is an important factor in the successful implementation of digital learning.

Sholeh et al. (2023) added that it is proven that the use of technology in Islamic education management improves the quality of learning when supported by the availability of adequate facilities and a strong institutional commitment to encourage its sustainable utilization.

3) Teachers' Willingness to Adapt

Teachers' willingness to learn and adapt to technology is an important asset. Some teachers independently learn digital devices and applications for learning. This innovative concept is in line with the demands of 21st century competencies that emphasize digital literacy for teachers (Sisharwati et al., 2023).

In line with that Supiansyah et al., (2025) It shows that the transformation from conventional to digital learning has been proven to significantly improve teacher performance and the quality of education, noting that the adaptation process must be supported by systematic and continuous training programs from institutions.

b. Inhibiting Factors

1) Limitations of Digital Competence of Educators

Some teachers still have limitations in operating digital devices.

"Not all educators have the same skill level in operating learning devices and applications, so some still need guidance and training." (Interview with the Head of the Madrasah, January 10, 2026).

The difference in the level of mastery of technology causes the application of digital learning to be uneven. This is in accordance with the findings of AlAjmi (2022) that the digital competency gap between teachers is the main obstacle in digital innovation, so a systematic and sustainable professional development program is needed.

Manshur & Isroani (2023) reinforcing these findings by stating that the main challenge of the Islamic education curriculum in the digital era is the digital literacy gap of educators, which hinders the process of adaptation to technology-

based learning methods so that it requires a planned and comprehensive competency improvement strategy.

2) Utilization of Facilities That Are Not Optimal

Although digital facilities are available, their use has not been maximized. *"Facilities such as WiFi, laptops, and projectors are available, but not all teachers use them regularly in the learning process." (Interview with the Deputy Head of Curriculum, January 10, 2026).*

The gap between the availability of facilities and their use shows the need for systematic change management and intensive assistance (Sisharwati et al., 2023).

3) Electrical Power Limitations

Power outages that still often occur are a significant obstacle. *"The obstacle we often face is power outages that make digital-based learning unable to run smoothly." (Interview with the Head of the Madrasah, January 10, 2026).*

Although madrassas have provided generators, the capacity has not been able to support the use of all devices at the same time. This limited infrastructure reflects the real challenges faced by educational institutions in the region in implementing learning technology consistently.

4. Discussion

a. Digital-Based Curriculum Management at MA Al-Munawwaroh Boarding School

The results of the study show that **Madrasah Aliyah Pondok Pesantren Al-Munawwaroh** carries out curriculum management in three main stages: planning, implementation, and evaluation. At the planning stage, the head of the madrasah and the deputy head of the curriculum are involved in coordination meetings, as well as the teachers' council to prepare learning programs. The curriculum used is a combination of **the Independent Curriculum** set by the Ministry of Religion and the special curriculum of Islamic boarding schools, such as the study of the yellow book. In addition, madrasas have begun to integrate digital technology in learning as a form of adaptation to the development of education in the digital era.

These findings are in line with the curriculum management theory put forward by Nurhamsah et al. (2021), that planning, organizing, implementing, and evaluating are all aspects of good curriculum management and integrated learning programs. The integration of the national curriculum, the pesantren curriculum, and the use of digital media are forms of education management innovation to remain relevant to the times. This is strengthened by research by Sisharwati et al. (2023) which shows that curriculum innovation and contextual learning are able to increase the effectiveness of the learning process, including in religious-based educational institutions.

Elice et al., (2025) Strengthening this by concluding that the development of madrasah quality effectively requires integration between competency-based curriculum, transformational leadership, and synergistic empowerment of the educational community, as a foundation for creating graduates who are competitive and have Islamic character.

From a global perspective, the integration of digital technology in madrasah curriculum is the right response to the demands of 21st century education. Schmitz et al. (2023) affirm that transformational leadership has been shown to encourage deeper integration of technology in schools, shifting teaching practices from conventional to innovative, technology-based. This condition is relevant to the Supreme Court of Al-Munawwaroh, where the leadership of madrasah heads plays a key catalyst in digital transformation. The implication is that systematic curriculum management and the integration of technology in learning can improve the quality of the teaching and learning process. Further research is suggested to expand the location or make comparisons with other madrasas to obtain a more comprehensive picture.

b. Factors Influencing Digital-Based Curriculum Management

The implementation of digital-based curriculum management at MA Al-Munawwaroh Islamic Boarding School is influenced by supporting and inhibiting factors. The main supporting factors include the support of madrasah leaders and the availability of infrastructure facilities such as internet networks, laptops, computers, and projectors. The support of madrasah heads in the form of policies, directions, and supervision shows the institution's commitment to developing digital-based learning.

These findings are in line with education management theory which emphasizes that leadership and resource availability greatly influence the successful implementation of educational programs. AlAjmi (2022) emphasizes that the digital leadership of school principals is essential to encourage innovation and build a school culture that is able to adapt to technological changes. The results of this study are also consistent with Kasim and Surya (2025) who show the significant influence of digital leadership on teacher technology integration, and Thahir (2025) who emphasizes the importance of synergy between leadership support, facilities, and teacher capacity building.

On the other hand, this study found several inhibiting factors, namely the limited digital competence of some teachers, the use of facilities that are not optimal, and the limitation of electrical power. This condition causes the implementation of technology-based learning to not run optimally and evenly in all classrooms. These findings show that in addition to providing facilities, improving the competence of educators is an important aspect in the implementation of a digital-based curriculum. The implication is that the development of teachers' digital competencies through training and mentoring is needed so that the use of technology in learning can run more optimally. Follow-up research is expected to examine strategies to improve teachers' digital

competence and strengthen educational technology infrastructure in Islamic boarding schools or other madrasas.

D. CONCLUSION

The results of research on digital-based curriculum management at Madrasah Aliyah Pondok Pesantren Al-Munawwaroh show that three main stages—planning, implementation, and evaluation—are used systematically to manage the curriculum. Curriculum planning is carried out through deliberation between pesantren leaders, madrasah heads, deputy heads of curriculum, and teacher councils by adjusting the curriculum of the Ministry of Religion and integrating it with Islamic boarding school programs. The implementation of the curriculum runs according to the learning tools that have been prepared and begins to use digital media gradually, such as the use of projectors, laptops, and learning videos. Curriculum evaluation is carried out periodically through meetings and reviews of the learning process to improve the quality of education in madrasas.

The implementation of digital-based curriculum management is influenced by supporting and inhibiting factors, including the support of madrasah heads, the availability of infrastructure facilities (WiFi, laptops, computers, projectors), and teachers' willingness to adapt to technological developments. Meanwhile, the inhibiting factors include the limited digital competence of some teachers, the use of facilities that are not optimal, and the limitation of electrical power that hinders the smooth flow of technology-based learning.

BIBLIOGRAPHY

Al Faruq, U., Arifuddin, N., Ma'arif, A. S., & Husniyah, F. (2025). Implementasi Pendidikan Karakter Berbasis Panca Jiwa di Pesantren: Strategi dan Tantangan dalam Era Digital. *Tarbiyatuna: Jurnal Pendidikan Ilmiah, 10*(1), 1-18.

AlAjmi, F. (2022). Digital Leadership in Educational Institutions: Enhancing School Innovation and Culture. *Journal of Educational Change, 23*(2), 145-162. https://doi.org/10.1007/s10833-022-09456-3

Albab, A. U. (2019). Implementasi Manajemen Kurikulum Madrasah Murottilil Qur'an Al-Rifa'Ie 2 Malang. *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam*, *1*(1), 70. https://doi.org/10.32478/leadership.v1i1.315

Ahmad Manshur, & Isroani, F. (2023). Tantangan Kurikulum Pendidikan Agama Islam Di Era Digital. *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(04), 351–368. https://doi.org/10.30868/ei.v12i04.8114

Ashori, M. (2021). Pengembangan Kurikulum Madrasah Di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *1*(1), 41–50. https://doi.org/10.31538/munaddhomah.v1i1.32

Azra, A. (2017). *Surau: Pendidikan Islam Tradisional dalam Transisi dan*

Modernisasi. Jakarta: Kencana.

Baharun, H., Wahid, A. H., Udayana, N. Z. 'Aziz F., & Abidin, A. A. (2024). Optimizing Independent Curriculum Management to Shape Excellent Student Character. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, *9*(3), 503–516. https://doi.org/10.31538/ndhq.v9i3.19

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design*: Choosing Among Five Approaches (4th ed.). SAGE Publications.

Dakir, H. (2019). *Perencanaan dan Pengembangan Kurikulum*. Jakarta: Rineka Cipta.

Elice, D., Patimah, S., Liriwati, F. Y., Arafah, A. L. A., & Saputra, M. I. (2025). Building Quality Madrasah: Integrating Competency-Based Curriculum, Transformational Leadership, and Community Empowerment. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, *9*(1), 17–30. https://doi.org/10.33650/al-tanzim.v9i1.9734

Fadhli, M. (2017). Manajemen Peningkatan Mutu Pendidikan*. Tadbir: Jurnal Studi Manajemen Pendidikan, 1*(2), 215-240.

Hidayat, T., & Asyafah, A. (2019). Konsep Dasar Evaluasi dan Implikasinya dalam Evaluasi Pembelajaran Pendidikan Agama Islam di Sekolah. *Al-Tadzkiyyah: Jurnal Pendidikan Islam, 10*(I), 159-181.

Kasim, M., & Surya, P. (2025). Dampak Kepemimpinan Digital Kepala Sekolah terhadap Integrasi Teknologi Guru di Sekolah Dasar. *Jurnal Pendidikan dan Kebudayaan, 10*(1), 1-18.

Labaso', S. (2018). Penerapan Marketing Mix sebagai Strategi Pemasaran Jasa Pendidikan di MAN 1 Yogyakarta. Manageria: Jurnal Manajemen Pendidikan Islam, *3*(2), 289-311.

Lazwardi, D. (2017). Manajemen Kurikulum sebagai Pengembangan Tujuan Pendidik. *Al-Idarah: Jurnal Kependidikan Islam*, *7*(1), 99-112.

Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya.

Mu'azzaz, N., & Chamami, M. R. (2025). Manajemen Kurikulum Berbasis Pendidikan Life Skill di Pondok Pesantren Progresif Fathimah Al Amin. *Berajah Journal: Jurnal Pembelajaran dan Pengembangan Diri*, *4*(10), 1773-1782.

Mubarok, H. (2020). Principal Leadership (Kepemimpinan Kepala Sekolah). *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam*, *1*(2), 174–183. https://doi.org/10.32478/leadership.v1i2.444

Nurhafizah, Rahayu, S., Shihabuddin, A., Hafis, G. N., & Mudasir. (2024). Landasan dan Kebijakan Kurikulum di Indonesia. *Jurnal Pendidikan Tambusai, 8*(2), 26869-26880.

Nurhamsah, Syuhadak, & Ifawati, N. I. (2021). Manajemen Kurikulum Pendidikan Diniyah Formal Pembelajaran Nahwu dalam Meningkatkan Keterampilan Membaca di Pondok Pesantren Salafiyah Parappe Sulawesi Barat. *Shaut Al Arabiyyah, 9*(2), 255-268.

Rijali, A. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, *17*(33), 81-95.

Rini, Sudarsono, B., & Suyatno. (2025). Teacher Strategies in Independent Curriculum Management to Improving 21st-Century Competencies at SMPIT Madani Tanjung Redeb-Berau. *Bulletin of Pedagogical Research*, *5*(2), 118-127.

Rubiherlan, Y., Juningsih, Nursanti, F. E., Soleh, W. S., Rostini, D., & Wasliman, E. D. (2024). Manajemen Kurikulum Berbasis Digital di Pondok Pesantren Al Riyadl Cipanas. *Jurnal Visionary, 12*(1), 133-143.

Sa'dullah, A., Haris, A., & Wahidmurni, W. (2022). Curriculum Management of Al Izzah Islamic International Boarding School Batu. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, *6*(3), 704–715. https://doi.org/10.31538/ndh.v6i3.1992

Schmitz, M.-L., Antonietti, C., Consoli, T., Cattaneo, A., Gonon, P., & Petko, D. (2023). Transformational leadership for technology integration in schools: Empowering teachers to use technology in a more demanding way. *Computers & Education, 204*, 104880. https://doi.org/10.1016/j.compedu.2023.104880

Sholeh, Muh Ibnu, N. E. (2023). Integrasi Teknologi Dalam Manajemen Pendidikan Islam: Meningkatkan Kinerja Guru Di Era Digital. *Jurnal Tinta*, *5*(2), 104–126.

Sinaga, N. A., Maysaroh, D., Walida, Y., & Tambunan, K. (2026). Peran Pendidikan & Pelatihan dalam Peningkatan Kualitas Sumber Daya Manusia. *Journal of Golden Generation Multidisciplinary*, *2*(1), 172-183.

Sisharwati, N., Bakar, A., & Alpizar. (2023). Inovasi Kurikulum dan Pembelajaran dalam Pembelajaran Kontekstual. *Jurnal Pendidikan Tambusai*, *7*(3), 28047-28055.

Sugiyono. (2018). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.

Supriadi, H. (2016). Peranan Pendidikan dalam Pengembangan Diri terhadap Tantangan Era Globalisasi. *KREATIF: Jurnal Ilmiah Prodi Manajemen Universitas Pamulang*, *3*(2), 92-119.

Supiansyah, S., Zamrudi, Z., Madihah, H., Fajrianti, S., & Lusiana, H. (2025). From Traditional to Digital: Enhancing Teacher Performance for Improved Educational Quality. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, *9*(1), 99–110. https://doi.org/10.33650/al-tanzim.v9i1.9672

Tamsir. (2022). Pendidikan Karakter di Pondok Pesantren. *Jurnal Mikraf: Jurnal Pendidikan*, *3*(1), 45-56.

Thahir, I. (2025). Digital Leadership of School Principals in Enhancing Technology-Based Learning Quality. *IJSIE: International Journal of Studies in International Education, 2*(4), 33-42.

Trivaika, E., & Senubekti, M. A. (2022). Perancangan Aplikasi Pengelola Keuangan Pribadi Berbasis Android Erga. *Jurnal Nuansa Informatika*, *16*(1), 33-40.

Wahyudi, A. (2024). Manajemen Kurikulum dalam Meningkatkan Mutu Pembelajaran. *Unisan Jurnal: Jurnal Manajemen dan Pendidikan*, *3*(3), 345-353.

Widodo, W. (2021). Manajemen Kurikulum Integrasi. *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam*, 247–255. https://doi.org/10.32478/Leadership.V2I2.806

Yasin, M. (2022). Pelaksanaan Manajemen Kurikulum Pesantren dalam Membentuk Karakter Mandiri Santri. *Diajar: Jurnal Pendidikan dan Pembelajaran*, *1*(1), 72-79.

Yusanto, Y. (2019). Ragam Pendekatan Penelitian Kualitatif. *Journal of Scientific Communication*, *1*(1), 1-13.

Zulhendri, Z., Dewita, R., Gistituati, N., & Bentri, A. (2021). Manajemen Kurikulum Sekolah Islami di Sekolah Dasar Islam. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(6), 5076–5084. https://doi.org/10.31004/edukatif.v3i6.1641