

Implementation of PDCA-Based Curriculum Management in Improving the Quality of Islamic Education

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Abstract

This study aims to examine the contribution of curriculum management implementation to improving the quality of education through the integration of the national curriculum and the school's specific curriculum. The focus of the analysis is on the application of the Plan, Do, Check, and Act. So that the learning process is structured, controlled, and continuous. The research uses a qualitative descriptive approach with data collection techniques in the form of in-depth interviews, observations, and documentation studies. Interviews were conducted with six informants, including school principals, deputy heads of curriculum, subject teachers, and homeroom teachers. Informants were selected using snowball sampling, starting with key informants and expanding based on recommendations until the information obtained was deemed sufficient. The interviews were conducted based on the 3M principle, namely active listening, understanding the meaning in context, and systematic note-taking. The findings show that the Plan stage covers curriculum formulation and development, Do focuses on curriculum implementation in learning, Check emphasizes monitoring and evaluation of implementation, while Act involves continuous improvement follow-up. The application of this cycle makes planning more focused, implementation more controlled, evaluation more systematic, and improvement responses more adaptive to learning needs. The integration of the national curriculum and the specific curriculum results in learning that not only meets academic standards but is also relevant to the characteristics of the students. Theoretically, this study enriches the understanding of PDCA as a managerial framework in curriculum development and continuous improvement of education quality. Although a number of studies have reviewed PDCA in the context of education quality management, studies that specifically integrate PDCA-based curriculum management with the internalization of Islamic values in secondary education are still relatively limited. Therefore, this study offers an integrative model of PDCA-based curriculum management that simultaneously strengthens academic quality and Islamic character building.

Keywords: Curriculum Implementation, Curriculum Integration, Quality Improvement

How to Cite: Yusuf, TS, et al. (2026). Implementation of PDCA-Based Curriculum Management in Improving the Quality of Islamic Education. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 13(1) 86-106. doi: <https://doi.org/10.21093/twt.v13i1.12465>



<https://doi.org/10.21093/twt.v13i1.12465>

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INTRODUCTION

Education plays an important role in character building and improving the quality of human resources. Through education, which is inseparable from the learning process, individuals will be educated to develop optimally in accordance with their potential abilities (Susanto et al., 2025). In this case, the quality of education

is a major factor that determines how effective the learning process is in preparing students to face future challenges. Quality education involves not only teaching knowledge and skills, but also developing character, critical thinking, and social skills. In other words, the quality of education is closely related to the ability of the education system to meet the needs and expectations of society, as well as to prepare more productive individuals through its curriculum (Putra Aryana, 2020).

The quality of education is greatly influenced by various factors, including curriculum programs, teaching methods, and the quality of learning. A curriculum with appropriate and innovative programs enables students to learn in a relevant and effective manner. (Tyler, 2013). According to Law Number 20 of 2003 on the National Education System, particularly Chapter X Articles 36, 37, and 38, the curriculum is designed and implemented through a clear, systematic, and well-structured framework that serves as a guideline for the organization of the educational process. This confirms that good teaching methods can be adapted to different student learning styles to improve their understanding and skills. The quality of education is a crucial aspect that determines the effectiveness of the education system in preparing students to face the challenges of globalization and technological developments (Bahri, 2024).

Along with increasingly strong global demands and rapid technological developments, the process of evaluating and controlling the quality of education needs to be carried out continuously and comprehensively. The education system is required to have the ability to adapt to these dynamics so that the implementation of education remains relevant and of high quality, particularly in the development and implementation of programs contained in the curriculum (Alfarizi & Navlia, 2025).

The current national curriculum uses a deep learning approach that emphasizes the creation of a learning environment and learning process that is conscious, meaningful, and enjoyable through holistic and integrated thinking, heart, taste, and exercise (Dwi Prastyo & Herlinda Dos Santos, 2025). This approach encourages students to learn consciously and attentively, enjoy the learning process with enthusiasm and passion, and discover the meaning and relevance of what they learn to their lives (Widagdo, 2025). This enables students to actively engage, connect new knowledge with previous experiences, and build long-lasting understanding (Permendiknas, No 13, Tentang Perubahan Dan Penguatan Kurikulum Merdeka Serta Kurikulum 2013, 2025).

The 4.1 Program Curriculum is designed in response to global dynamics that demand a more proportional strengthening of academic, character, and spiritual competencies. In practice at Darul Hikam Junior High School, this curriculum is an adaptation of the National Curriculum with an emphasis on in-depth learning. This orientation is not only directed at academic achievement, but also at the formation of self-awareness, independent learning, and the meaning of learning experiences by students. The integration between the national curriculum and the Darul Hikam curriculum is intended to create a learning process that is relevant to the demands of the 21st century, particularly through the integrated development of thinking skills, emotional sensitivity, spiritual depth, and physical health.

The implementation of Program 4.1 is part of the school's commitment to producing graduates who are moral, accomplished, and adaptable in facing global changes. However, the implementation process is not entirely free from challenges. Several obstacles have arisen in terms of aligning curriculum objectives with teacher readiness, consistency in implementing deep learning, and harmonizing the national

curriculum and the school's unique curriculum. These indications of gaps show that the effectiveness of the implementation of Program 4.1 needs to be studied in more depth. Therefore, research on curriculum integration and its impact on the quality of education is important to gain a more complete understanding.

In summary, the Curriculum Management 4.1 program consists of four days of classroom learning, which means academic learning based on what has been scheduled, and one day of learning outside the classroom, which is filled with activities such as extracurricular activities, academic and non-academic development, character development with BK, the Darul Hikam's flagship religious programs, and commemorations of important days, which are focused on just one day each week. This one-day off-campus learning program is tailored to each student's interests. Additionally, the program often invites experts in fields of interest to the students, such as chefs for cooking classes, programmers for coding lessons, ustadz for tahfiz lessons, and so on.

One factor that determines the success of a curriculum is the optimization of curriculum management functions in educational units. Curriculum implementation is the operational stage of a designed curriculum, which is realized through planned and systematic learning activities to achieve predetermined educational goals (Salabi, 2020).

By involving educational leaders such as principals, vice principals in charge of curriculum, vice principals in charge of student affairs, classroom teachers, and students, this study is expected to provide a more comprehensive understanding of the management of curriculum implementation in improving the quality of education. Previous research shows that the application of the PDCA cycle can improve the quality of learning in kindergartens through the stages of planning, implementation, evaluation, and continuous improvement. In addition, the development of PDCA-based questionnaire instruments is used to identify problems in the learning process and assess its effectiveness, with a high level of reliability. Other studies also suggest that the implementation of PDCA contributes to improving the quality of learning systematically and has been widely applied in various countries, such as Japan and Taiwan (Huang & Chang, 2021).

In addition, research (Zhong et al., 2023) shows that the PDCA cycle is widely applied in quality management in the health sector, particularly in clinical services and service quality control. A number of studies emphasize the importance of the review and follow-up stages in the PDCA cycle, although in practice there are still various obstacles, such as limited understanding and time available to managers to implement it optimally. Several findings also reveal that even though not all managers understand the PDCA concept conceptually, they still apply it based on practical experience in the field. In addition, the use of various quality management instruments based on the PDCA cycle has been proven to improve service quality and minimize medical errors.

Other studies also show that research project management in universities still faces various weaknesses, including limited innovation and unclear managerial functions in the research implementation process. In addition, the evaluation system that is applied is considered to be incomplete because it focuses more on the individual abilities of researchers and the final results of research, while aspects of the process and overall management quality are not yet a major concern. Therefore, the application of the Plan-Do-Check-Act (PDCA) cycle-based management model is

seen as one approach that can be used to strengthen the research management system through a process of planning, implementation, evaluation, and continuous improvement (Zhao, 2025).

In addition, research (Realyvásquez-Vargas et al., 2018) shows that the application of the PDCA (Plan-Do-Check-Act) method can improve quality and productivity in various industrial sectors. A number of studies have utilized the PDCA cycle in combination with quality management tools such as Pareto diagrams and flowcharts to identify sources of problems, reduce product defect rates, and improve work process efficiency. One study developed an integrated model that combines Total Productive Maintenance (TPM), the Toyota Production System (TPS), and PDCA-based Total Quality Management (TQM) to maintain the competitiveness of the manufacturing industry.

Overall, various previous studies have shown that the Plan-Do-Check-Act (PDCA) cycle is an effective management approach for improving the quality and performance of organizations in various fields. In the context of education, the application of PDCA has been proven to improve the quality of learning through the processes of planning, implementation, evaluation, and continuous improvement. In the health sector, PDCA is widely used in clinical service quality management to improve service quality while minimizing medical errors. Meanwhile, in higher education, PDCA is seen as a potential approach to strengthen research management systems through more structured management and continuous evaluation. Furthermore, in the industrial sector, the application of PDCA has also been proven to increase productivity, reduce product defects, and improve work process efficiency through integration with various quality management tools. These findings indicate that PDCA plays an important role as a management model that supports systematic and continuous quality improvement, although its application in the context of curriculum implementation management in educational institutions still requires further study.

In previous studies, the implementation of the PDCA cycle has been shown to be highly relevant in improving the quality of education in Indonesia, as it encourages a systematic and continuous process of planning, implementation, evaluation, and improvement. This cycle helps educational institutions to not only be reactive to problems, but also proactive in preventing quality decline, while strengthening accountability and transparency in education governance. Research shows that consistent application of PDCA can improve the quality of educational practices and build a strong culture of quality in the school environment. (Izza Mutia Raihan et al., 2025).

Previous studies have shown that the application of the PDCA (Plan, Do, Check, Act) cycle in education is an effective strategy for continuously improving the quality of learning. PDCA not only functions as a quality control tool, but also as a data-based reflective framework that helps teachers plan, implement, evaluate, and improve the teaching and learning process (Ningrum & Markarma, 2025).

Although previous studies have discussed PDCA in education quality management, there are still limited studies that specifically examine the integration of PDCA-based curriculum management with the internalization of Islamic values in secondary education institutions. This study contributes by proposing an integrative model of PDCA-based curriculum management that simultaneously strengthens academic quality and Islamic character building.

RESEARCH METHODOLOGY

Based on the issues described above, this study uses a qualitative research approach. Qualitative research is constructivism, which assumes that reality is multidimensional and is formed through social interactions that are interpreted subjectively by individuals (Wekke, 2019).

Data condensation was carried out through processes of selection, focusing, simplification, abstraction, and transformation of raw data obtained from interviews, observations, and documentation. This procedure ensured that relevant data were systematically organized and analytically sharpened to address the research questions effectively. Grounded in the interactive qualitative data analysis model developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (Miles et al., 2014), data condensation was conducted simultaneously and continuously throughout the research process, beginning from data collection to the drawing of conclusions.

The condensed data were subsequently presented in descriptive narrative form to provide a comprehensive exposition of the research findings. Conclusions were formulated progressively, based on consistency, interconnections among findings, and the validity of empirical evidence (Miles et al., 2014). To enhance analytical rigor and systematic organization, this study utilized NVivo qualitative data analysis software, enabling more structured data management, coding, and interpretation, thereby improving the accuracy and reliability of the analysis.

Data collection techniques comprised interviews, documentation review, and observation. Interviews were conducted to obtain in-depth information from informants through a structured question-and-answer process (Sugiyono, 2023). The interviews took place at SMP Darul Hikam and involved six teachers as informants, identified by the initials YD, FK, EG, RY, PP, and SY.

Documentation review was carried out by examining various relevant documents, including curriculum guidelines, curriculum development documents, and school satisfaction survey reports aligned with the research focus. In addition, observation was employed to gather data through direct examination of behaviors, instructional processes, and ongoing activities in the field (Sugiyono, 2023). These techniques were applied as part of a triangulation strategy to ensure data validity and to strengthen the credibility and robustness of the research findings.

Researchers use method triangulation and source triangulation to ensure data validity, as both forms of triangulation provide stronger cross-verification opportunities for research findings (Vera Nurfajriani et al., 2024). Triangulation of methods is carried out by combining various data collection techniques, such as interviews, observations, and documentation studies, so that each finding does not depend solely on one type of instrument. Meanwhile, triangulation of sources is carried out by comparing information from various informants, such as school leaders, educators, and official curriculum documents, so that researchers can assess data consistency and reduce perception bias from one party (Creswell & Creswell, 2018).

In addition to the triangulation approach, this study also uses the PDCA framework developed by Edward Deming to strengthen the curriculum implementation analysis process. The PDCA Plan, Do, Check, Act model provides a

systematic evaluative perspective on the implementation of the Special Curriculum (Deming et al., 2018). By combining data triangulation and the PDCA framework, this study obtained a more solid analytical foundation. This approach not only ensured data credibility but also helped to understand the dynamics of curriculum implementation on an ongoing basis, thereby providing a more comprehensive picture of the quality of the Special Program Curriculum's implementation and its contribution to improving the quality of education (Samuel & Farrer, 2025).

RESULTS

Curriculum Management Planning

Planning, commonly referred to as curriculum planning, is a process of developing a curriculum based on various organizational components related to the creation, implementation, and evaluation of the curriculum, which in this case is the Implementation of Darul Hikam Curriculum Management.

Curriculum management refers to the process of planning, implementing, checking, and following up on the curriculum in order to achieve predetermined educational goals. In the context of this research finding, curriculum management includes how schools plan, implement, check or evaluate, and follow up on the curriculum (Rusman, 2009). The findings in this study indicate that curriculum management plays an important role in improving quality in educational institutions.

Essentially, based on the results of the interviews that have been conducted, there needs to be a clear vision, mission, and objectives related to the school's targets. Then, there needs to be input for the basis of what will be created.

Based on the results of data analysis processed through Nvivo software through interviews in accordance with the statements of the sources, namely the leaders and teachers of Darul Hikam, a map project was obtained as shown in the image.

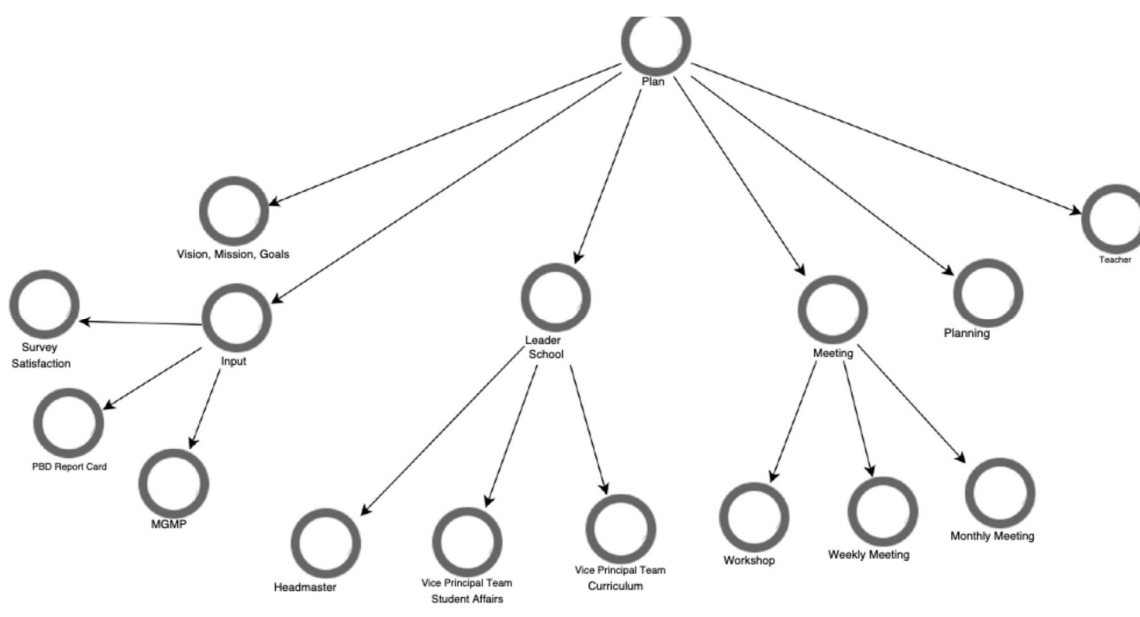


Figure 1. Data Visualization from plan

The following is the perspective of the Resource Person regarding curriculum planning, namely that there needs to be a clear vision, mission, and objectives for the

direction of the curriculum planning that will be carried out. Clarity of vision, mission, and objectives in curriculum planning reflects the principle of intention (*niyyah*), which is the main foundation in every Islamic educational activity, namely directing the entire learning process not only towards academic achievement but also towards shaping the character of students.

The involvement of various parties through internal and external inputs, such as customer satisfaction surveys, PBD reports from the Education Office, and MGMP (Subject Teacher Working Group) forums, demonstrates the application of the value of deliberation (*syūrā*), which is an important principle in Islam. This deliberation is a means of ensuring that curriculum planning is not one-sided, but rather takes into account the common good and the comprehensive needs of students, including the need for religious and moral guidance.

The formulation of the curriculum by the school principal together with the deputy principal's team in charge of curriculum and student affairs also reflects the values of trust and leadership responsibility (*amanah al-qiyādah*). The school principal not only acts as an administrative decision-maker but also as a guardian of Islamic values that are internalized in the structure and curriculum program. A series of workshops, weekly meetings, and monthly meetings involving teachers and employees serve to strengthen the values of *ukhuwah* (brotherhood) and collectivity in carrying out the mission of Islamic education.

The final stage is the dissemination of the curriculum to the teachers of Darul Hikam Junior High School, which demonstrates an effort to ensure a common understanding (*ittihād al-fahm*) in the implementation of the curriculum. This common understanding is important so that moral values are not only written in planning documents but are actually implemented in daily learning practices. Thus, curriculum planning at SMP Darul Hikam is not only oriented towards academic achievement but is consciously designed as an instrument for shaping individuals with noble character in accordance with Islamic values.

Curriculum Management Implementation (Do)

In the context of curriculum management, the author interprets that Do, or the implementation of curriculum management, is the process of gathering and allocating resources for the assignment of responsibilities related to curriculum management itself. Based on interviews conducted with school leaders and teachers, it was found that Darul Hikam teachers and staff carry out their duties in accordance with their respective understandings and responsibilities.

The learning process at Darul Hikam Junior High School is carried out by formulating and compiling learning objectives that serve to guide the educational unit in planning, implementing, and evaluating learning as a whole so that learning outcomes are obtained in a systematic, consistent, and measurable manner.

Based on the results of a document study conducted on the Darul Hikam Education Unit Curriculum (KSP) document, the following information was obtained regarding the implementation of Darul Hikam's curriculum management:

1. Integration of Taqwa Character Building values in the Darul Hikam Junior High School curriculum and student affairs program
2. Integrating the unique concepts of Darul Hikam education into the implementation of the Merdeka Curriculum at Darul Hikam Junior High School.

3. Optimizing student activities to develop the profile of Darul Hikam Junior High School students who are leaders, polite, well-mannered, caring, and disciplined, and supporting the realization of the Pancasila student profile in the implementation of the Merdeka Curriculum at Darul Hikam Junior High School.
4. Developing a Quran teaching curriculum that optimizes the Quranic abilities of Darul Hikam Junior High School students.
5. Making mastery of the Quran a provision for Darul Hikam Junior High School students to continue to the next level.
6. Developing a curriculum that develops critical, collaborative, and communicative thinking skills, which are characteristic of 21st-century education curricula.
7. Developing a redesigned Darul Hikam-specific curriculum and implementing it in the Merdeka curriculum, which will develop the potential of Darul Hikam Junior High School students.
8. Realizing a quality Learning Management System to support the implementation of learning at Darul Hikam Junior High School.

Based on information from a source with the initials EG "The learning process at Darul Hikam is carried out by formulating and compiling learning objectives that serve to guide educational units in planning, implementing, and evaluating learning as a whole so that learning outcomes are obtained in a systematic, consistent, and measurable manner".

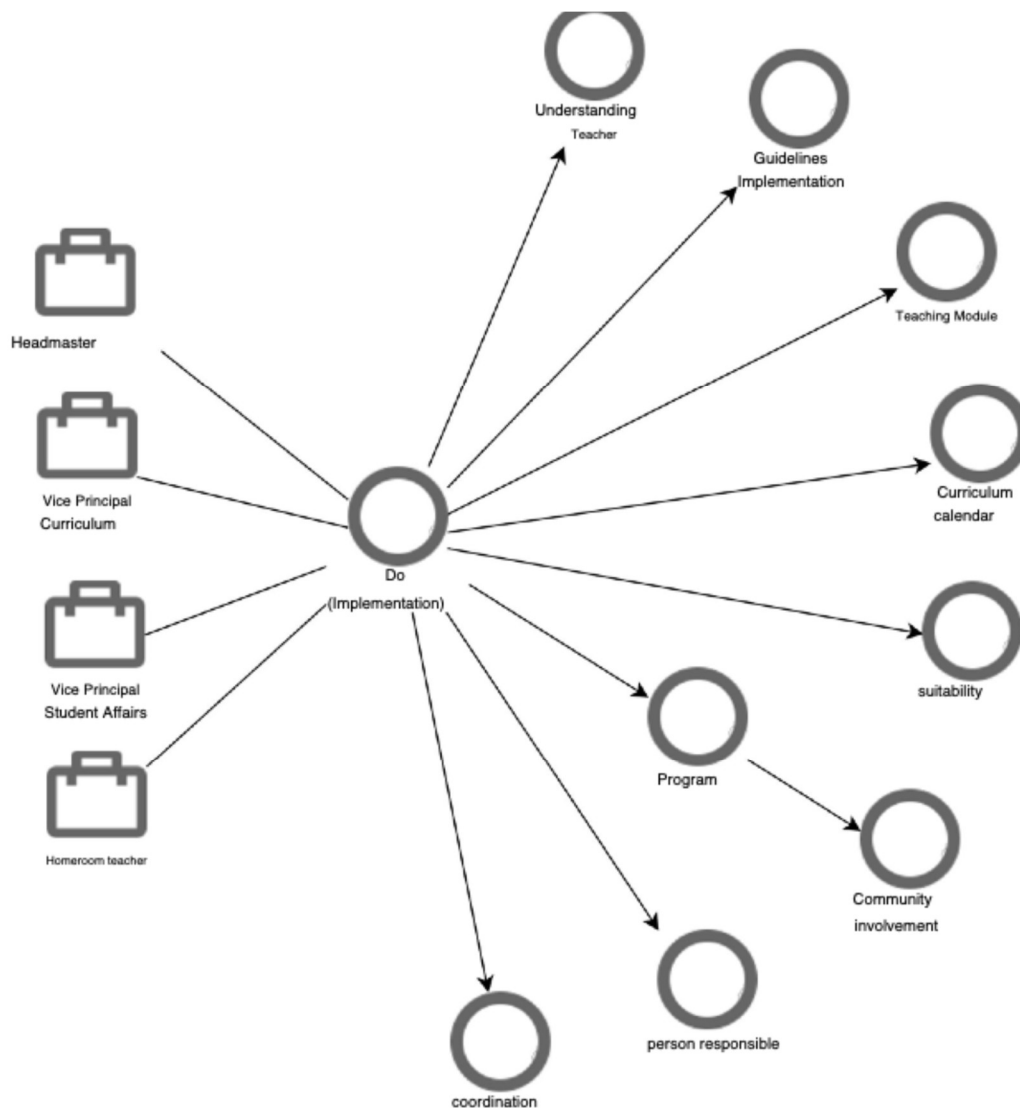


Figure 2. Data Visualization from Do

The following is the perspective of the source regarding the implementation of curriculum management as a concrete effort to internalize Islamic moral and social values in educational practice. The emphasis on cooperation and mutual understanding among teachers reflects the value of *ta'āwun*, which is mutual assistance in doing good, a fundamental principle in the implementation of Islamic education. This common understanding is important so that curriculum implementation is not only oriented towards academic achievement, but also consistent in fostering the attitudes and behavior of students.

The existence of implementation guidelines, modules, and curriculum calendars demonstrates the application of the values of discipline and order (*niẓām*), which in Islam are understood as part of work ethics. Teachers are directed to carry out their duties in a structured and responsible manner so that the learning process is orderly and focused. The alignment between planning and implementation also reflects the value of *istiqāmah*, which is consistency in carrying out the mandate in accordance with the agreed objectives.

Curriculum-derived programs that involve the community, such as meet with the expert and Learning Directly in Nature (BLA), strengthen the social character dimension of students. These programs not only enrich the learning experience but

also instill the values of openness, social awareness, and appreciation for knowledge and the environment, which are integral parts of Islamic teachings. The appointment of a person in charge for each program reflects the values of trust and accountability, while regular coordination between school leaders and teachers demonstrates the practice of collective leadership based on deliberation.

Thus, the implementation stage of curriculum management at SMP Darul Hikam is not merely a technical process of program implementation, but also serves as a vehicle for character building with noble morals. Islamic values are integrated into cooperation, responsibility, discipline, and social interaction, thereby supporting the development of students who are not only academically accomplished but also have strong morals.

Check (Controlling) Curriculum Management

Check or Controlling Program Curriculum management is a comprehensive process in which checks are used to determine the effectiveness of curriculum management from various components and the achievement of the curriculum's objectives. Based on information obtained from sources, there are various efforts made by SMP Darul Hikam for this control process. Starting from routine coordination on the WhatsApp Group, monitoring through CCTV, to the involvement of parents in this control process.

In this checking section, in addition to monitoring by SMP Darul Hikam's internal staff, a learning quality supervision program is also carried out by parents and senior teachers. In this activity, based on the information obtained, parent representatives are invited to supervise the learning process. The supervisors, namely parents and senior teachers, assess and provide input on the learning process that is taking place in relation to the strengths and weaknesses of the learning based on the assessment instruments created by SMP Darul Hikam. The following is an example of the monitoring format for supervision (sit in class) at SMP Darul Hikam.

One of SMP Darul Hikam's efforts to ensure that this curriculum management is implemented in the learning process is the "invaler" process. The invaler process is an activity carried out when a teacher is unable to attend class for certain reasons. In this case, there is an inval teacher who is assigned to fill the empty class. Based on the information obtained, the invaler teacher is not tasked with teaching the subject being taught, but rather with giving substitute assignments and staying in the classroom because the teacher in question is unable to attend, with the aim of ensuring that there are no empty classes and no lost learning for students. The following is an example of an invaler recap document found at SMP Darul Hikam.

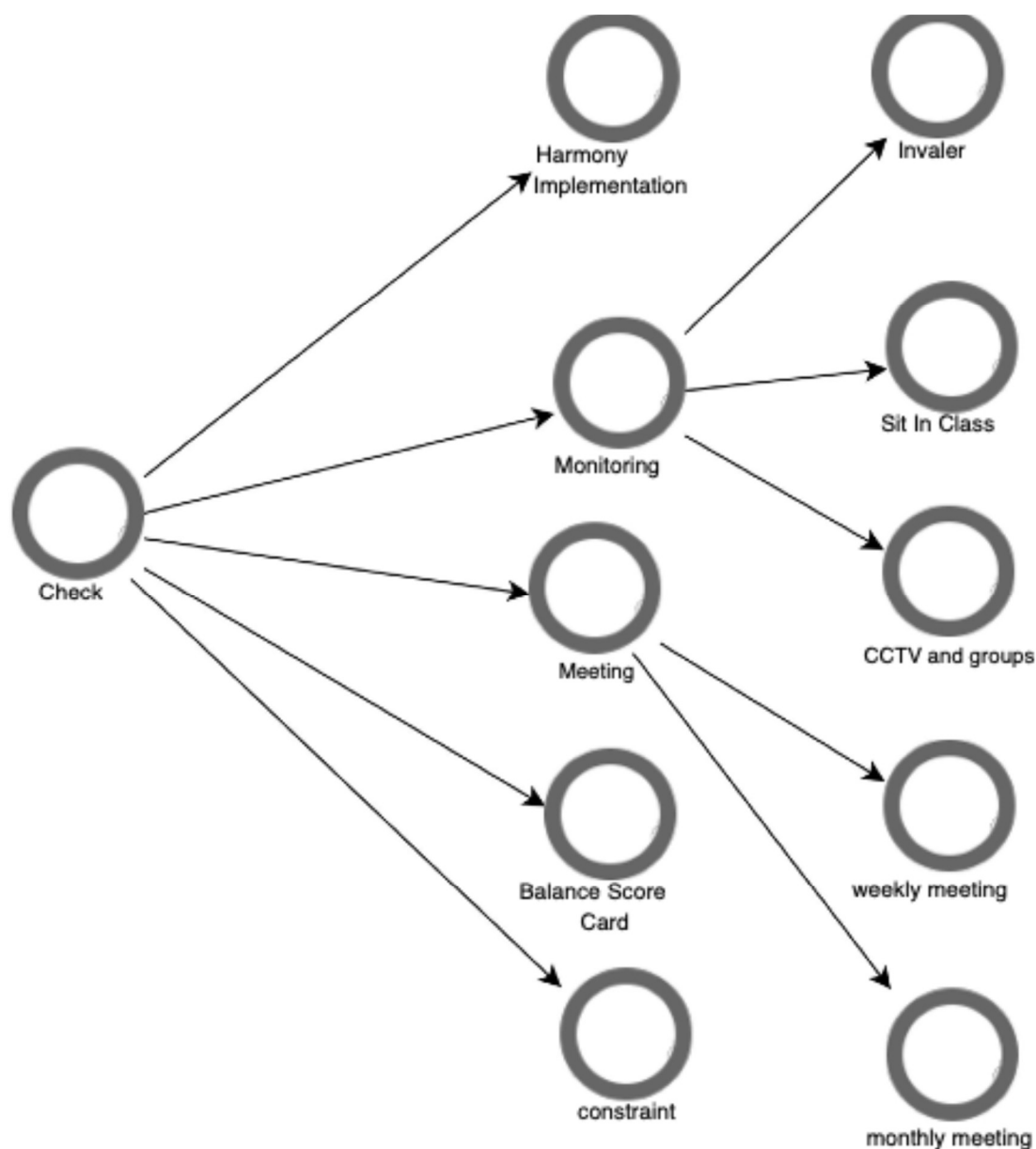


Figure 3. Data Visualization from check

The Check or controlling stage in curriculum management at Darul Hikam Junior High School, as shown in Figure 3, reflects monitoring practices based on moral responsibility and accountability. Routine monitoring through various instruments, such as attendance books, sit-in classes, CCTV monitoring, and communication through WhatsApp groups, demonstrates efforts to consistently uphold the mandate of education. From an Islamic perspective, this supervision is in line with the concept of *muraqabah*, which is the awareness that every activity must be carried out honestly and responsibly.

Weekly and monthly meetings serve as a forum for collective evaluation that reflects the value of deliberation in addressing curriculum implementation. Through these forums, various findings from the field can be discussed openly for mutual improvement, so that quality control is not individual but collective and oriented towards benefit. The Foundation's regular implementation of the PDCA cycle also demonstrates its commitment to continuous improvement, which is in line with the values of *islahi* and *itqan*, namely working diligently and being quality-oriented.

Monitoring through the Balance Score Card by the Foundation serves to ensure alignment between curriculum planning and implementation. This reflects the values of fairness and objectivity in performance appraisal, so that each program is assessed based on clear and measurable indicators. The discovery of various obstacles at the Check stage shows that the control process does not stop at supervision alone, but becomes the basis for reflection and improvement. Thus, the controlling stage in curriculum management at SMP Darul Hikam not only aims to ensure the achievement of academic targets, but also instills moral values such as honesty, responsibility, and moral awareness in the entire educational process.

Follow-up (Action) Curriculum Management

Act is a correlative action or follow-up to the Darul Hikam Junior High School curriculum management program. This stage is carried out after the Check process to ensure that the curriculum management program that has been designed and implemented is running in accordance with the objectives that have been set. If discrepancies or obstacles are found in its implementation, then at this Act stage, improvements, adjustments, and reinforcements will be made to the policies that have been made.

One of the follow-ups carried out based on the results of the evaluation conducted by MGMP is the implementation of classroom clinics. Classroom clinics provide additional learning time after school for students whose grades are below average. These classroom clinics are implemented, scheduled, and monitored by the deputy principal in charge of curriculum to assess the effectiveness and achievement of the classroom clinic objectives.

In this follow-up to curriculum management, the information generated from the interviews conducted shows that evaluations and recommendations are always carried out routinely once a month, once every six months, and once a year. Follow-up actions include improving teaching methods or media in science lessons, further handling of the results of sit-in class evaluations, and developing teachers and staff at Darul Hikam Junior High School by implementing well-scheduled training conducted by the Foundation, the Bandung City Education Office, and the school.

In the Act section, information was obtained from sources that evaluations at SMP Darul Hikam are always carried out after a program or activity has taken place. In addition to being compiled in the form of reports, these evaluations are also discussed in meetings involving various parties. These evaluations are carried out with the aim of obtaining recommendations for the next program. In addition to after the implementation of activities or programs, evaluations are also carried out at weekly leadership meetings and monthly meetings. At these monthly meetings, the principal, as the school leader, together with the vice principal for curriculum and the vice principal for student affairs, evaluate teachers and employees, including each program, the learning process, and the implementation of curriculum management that has been carried out in the previous month.

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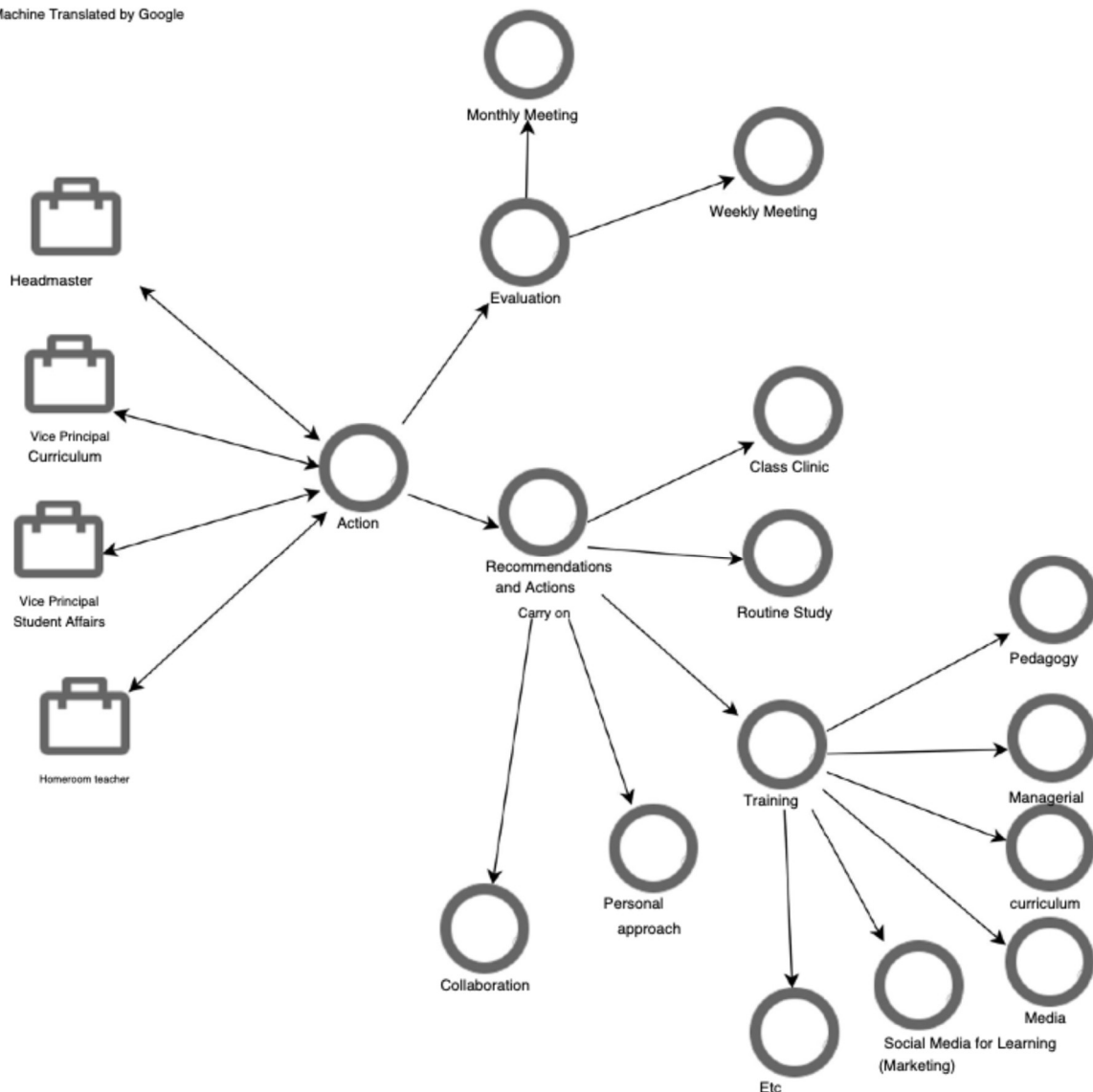


Figure 4. Data Visualization from Act

Overall, this data shows that SMP Darul Hikam implements systematic and responsive curriculum management through a collaborative, evaluative, and adaptive approach to the dynamics that occur in the school environment. There is a strong commitment to continuous improvement based on the values of care, responsibility, and holistic human development. The implementation of regular evaluations, both weekly and monthly, demonstrates an awareness of the importance of muhasabah, or continuous self-reflection to assess achievements and shortcomings in the educational process.

Follow-up on learning evaluation results through classroom clinics for students with below-average achievements reflects the values of compassion and justice. Each student is seen as having potential that needs to be nurtured, not just assessed, so the approach used is educational and empowering. This is in line with the principles of Islamic education, which emphasize the development of academic abilities as well as character building, such as sincerity in learning and personal responsibility.

Follow-up on issues related to teachers and employees through regular reviews and various training programs demonstrates a focus on the continuous improvement of human resources. The studies conducted by the Foundation reflect efforts to

strengthen spirituality and morals, while pedagogical, managerial, curriculum, and learning media training reflect professional efforts to improve competence. The adjustment of training materials to the needs and recommendations of the evaluation results demonstrates the application of the principle of wisdom, namely wisdom in making decisions based on context and real needs.

The personal approach taken by school leaders in following up on individual issues also reflects Islamic leadership values, such as empathy, exemplary behavior, and moral responsibility. Thus, the Act stage in curriculum management at SMP Darul Hikam not only functions as a technical improvement mechanism but also as a means of character building for the entire school community. The integration of evaluation, academic follow-up, competency development, and personal guidance strengthens the realization of students and educators who are both accomplished and have good character in accordance with Islamic values.

DISCUSSION

Curriculum Management Planning

The research results presented describe the curriculum management process and quality improvement at Darul Hikam Junior High School, which is a process or planning stage involving various related parties. Planning is not only carried out at the beginning but also during the implementation, evaluation, and follow-up stages.

Conceptually, the participation of school leaders in curriculum planning emphasizes the importance of analyzing the needs and objectives of various parties involved in the education process. In this context, school leaders include several entities, such as the government, the foundation, teachers and school staff, as well as students and parents. By considering the perspectives of various parties, schools can design a curriculum that is responsive to the needs of the school and the expectations of the community. This is in line with the principle of a curriculum that emphasizes the importance of cooperation, where optimal results in curriculum management require constructive collaboration from all parties involved (Rusman, 2009).

During the planning stage, educational institutions can begin by identifying needs or issues that affect quality. For example, analyzing student test results can reveal areas of learning that require more attention. This stage requires the participation of all parties, including teachers, students, and parents, to ensure that the proposed solutions are relevant and acceptable (Deming et al., 2018).

Curriculum planning in Islamic education requires teaching materials that not only focus on developing academic competencies, but also include skills that prepare students for eternal life, namely facing Allah SWT. Therefore, the scope of curriculum planning is not solely directed at worldly matters, but also oriented towards the afterlife (Lazwardi, 2017). During the planning stage, Darul Hikam Junior High School added special subjects, namely Al-Qur'an and TCB (Taqwa Character Building).

Overall, planning is carried out after receiving sufficient input that represents the needs and expectations in the context of quality improvement. Examples include the use of needs analysis in customer satisfaction surveys, analysis of the Government's Education Quality Report Card (from the Education Office), and the involvement of various parties in the planning process. Based on this, SMP Darul Hikam makes adjustments between the curriculum to be developed and the school's vision, mission, and objectives. Through this process, the school strives to conduct

internal and external environmental analysis to create a learning environment that supports the growth of various aspects of school life, which is expected to have a positive impact. This is in line with previous research entitled "Strategic Management of Quality Improvement in Education at SD A Irsyad Al Islamiyyah 01 Poerwokerto," which states that environmental analysis conducted in educational institutions aims to improve the quality of educators, resulting in programs or activities that are in line with the current needs of educational institutions (Tardian, 2020).

Curriculum planning at Darul Hikam Junior High School begins with aligning the school's vision, mission, and objectives as the basic direction for curriculum development. This process is followed by gathering input from internal parties (teachers and administrators) and external parties (parent satisfaction survey results, PBD reports from the Education Office, and MGMP results). The curriculum is formulated by the principal together with the vice principals in charge of curriculum and student affairs. After the curriculum is formulated, it is discussed and refined through workshops, weekly meetings, and monthly meetings involving teachers and staff. The final stage of this process is the finalization of the curriculum and its dissemination to all teachers so that its implementation is consistent and focused and understood by the teachers and staff of SMP Darul Hikam.

At the planning stage, curriculum development at Darul Hikam is carried out through an organizational structure that involves school leaders and the team of deputy principals in charge of curriculum and student affairs. This process is based on data obtained from satisfaction surveys and data-based planning meetings (PBD) so that curriculum decisions are made in a participatory manner and based on real needs. This practice is in line with the findings of (Fitri et al., 2024) which emphasize the importance of participatory curriculum planning. However, unlike the research by (Sudarwati & Susilo, 2021) which focuses on synchronizing the curriculum with the needs of industry in vocational schools, planning at Darul Hikam is more oriented towards strengthening the vision, mission, and educational objectives that emphasize holistic character building. This shows that strategic planning at Darul Hikam is not only administrative in nature but also an effort to maintain the school's identity as an Islamic educational institution.

This study is in line with research (Ningrum & Markarma, 2025) which explains that the initial stage in the PDCA cycle is planning, which is the foundation for effective learning implementation. In the context of education, planning includes the preparation of syllabi, lesson plans (RPP), mapping of basic competencies (KD), preparation of achievement indicators, and determination of appropriate methods, media, and evaluation instruments.

This process reflects the "Plan" stage in the PDCA (Plan-Do-Check-Act) quality management cycle developed by W. Edwards Deming. At this stage, the main focus is on data-based planning and needs analysis, which is carried out systematically by involving the entire school community to set goals and strategic steps prior to implementation. Good planning is the foundation for continuous improvement in quality management systems, including in the context of education (Deming et al., 2018). Thus, the approach taken by SMP Darul Hikam demonstrates alignment with the principles of quality-based management and targeted strategic planning.

Curriculum Management Implementation (Do)

The Do stage represents the phase of implementation, in which all plans formulated during the Plan stage are executed, including carrying out processes,

producing outputs, and collecting data that will subsequently be utilized in the Check and Act stages. In the educational context, this stage refers to the implementation of instructional processes in accordance with established performance standards to ensure that students achieve the expected learning experiences and outcomes. The Do stage involves translating planned programs into practice, which may include the application of new teaching methods, teacher training, or the provision of supporting facilities. This process must be conducted systematically to ensure that the outcomes are measurable and well-documented.

The findings indicate that the implementation of curriculum management at SMP Darul Hikam does not merely focus on executing flagship school programs, but also emphasizes the internalization of core values to be instilled in students, such as Islamic values, character development, and twenty-first-century competencies. The curriculum is designed flexibly to respond to contemporary developments while remaining aligned with a holistic Islamic educational vision. In practice, curriculum implementation is carried out through diverse instructional strategies and approaches that address not only academic dimensions but also spiritual, social, and life skills aspects.

Furthermore, the programs that have been designed undergo adjustments during the implementation stage to accommodate the diverse needs and characteristics of students. These adjustments include modifications in teaching methods, the integration of Islamic values into classroom instruction, and adaptive scheduling in response to social dynamics and technological developments. Thus, the curriculum is implemented dynamically rather than rigidly, based on ongoing evaluation and reflection by teachers and the curriculum management team.

The implementation of curriculum management at the school also demonstrates efforts to maintain a balance between national curriculum standards and local as well as religious needs. This is reflected in programs such as Taqwa Character Building, Belajar Langsung di Alam (BLA), and the strengthening of literacy and science initiatives. These adaptations illustrate the school's commitment to providing learning processes that are relevant, contextual, and impactful in fostering students' holistic development.

In the Do stage of the PDCA quality management cycle developed by Edward Deming (2018), the primary focus is the systematic execution of plans formulated in the preceding stage. The research findings show that curriculum management implementation at SMP Darul Hikam aligns with this principle. Curriculum execution is not merely technical in nature; it also underscores the importance of collaboration and shared understanding among teachers regarding the content and direction of the established curriculum management framework.

At the Do stage, all curriculum plans that have been developed are implemented through a systematic and focused learning process. At Darul Hikam, curriculum implementation not only focuses on the realization of flagship programs, but also emphasizes the internalization of core school values, such as Islamic values, character building, and the development of 21st century competencies. Findings in the field show that curriculum implementation is carried out in a flexible and dynamic manner, not rigidly, with adjustments to learning methods based on student needs and technological developments. This practice is reflected in various programs, such as Taqwa Character Building and Learning Directly in Nature (BLA), which are designed to integrate academic learning experiences with character building. The practices at

Darul Hikam show distinctive characteristics because they not only emphasize the technical aspects of the curriculum as stated in (Hidayat, 2024) research on international curricula, but also successfully integrate spiritual dimensions and life skills development simultaneously in the daily learning process.

Shared understanding is crucial to ensure that each teacher performs their responsibilities in accordance with the predetermined goals and expectations. To support implementation, the school provides operational guidelines for teachers, along with instructional modules and a curriculum calendar to facilitate classroom implementation and maintain program consistency. This reflects the institution's preparedness in providing the necessary supporting resources to execute plans effectively.

Therefore, the implementation of curriculum management at SMP Darul Hikam exemplifies a well-planned and well-organized practice as intended in the Do stage of the PDCA cycle. The process demonstrates that curriculum implementation is not static, but dynamic and collaborative in ensuring the success of educational programs.

Check (Controlling) Curriculum Management

The Check stage is conducted to evaluate the effectiveness of the implementation. This evaluation must be data-based, drawing on indicators such as student learning outcomes, levels of teacher satisfaction, or institutional operational efficiency. This stage is crucial to determine whether the implemented plans have achieved the intended objectives or require adjustments.

The Check phase represents the evaluation or review of the activities carried out during the Do stage. At this point, the school conducts measurement, monitoring, and assessment of curriculum implementation outcomes to determine the extent to which the planned programs have met the established targets and goals. In the context of curriculum management, Check includes evaluating the learning process, students' competency achievement, the effectiveness of school programs, and the quality of teachers' instructional practices.

At SMP Darul Hikam, the Check stage is implemented through regular evaluation meetings at both the management and teacher levels, as well as periodic monitoring conducted by the curriculum team. The evaluation refers to achievement indicators such as student learning outcomes, activity reports, and feedback from teachers and parents. One of the instruments employed is a PDCA-based report integrated with the Balanced Scorecard (BSC), which assists the school in analyzing data systematically and comprehensively.

The results of the Check stage serve as the basis for formulating recommendations and follow-up actions in the Act stage. Thus, this phase is not merely intended to identify weaknesses or shortcomings, but also to recognize strengths that can be further developed. Through objective and structured evaluation, the school can maintain quality consistency and continuously adjust the curriculum. In Deming's PDCA concept, the Check stage involves ongoing evaluation of plan implementation to ensure that what has been designed is executed effectively. Specifically, Check includes data collection, monitoring of implementation, and analysis of results to assess whether outcomes meet established standards (Deming et al., 2018).

The Check stage at Darul Hikam involves the process of collecting and analyzing data during the implementation phase to ensure that students gain learning

experiences and achieve the planned learning outcomes. This process is carried out through routine evaluations of performance standards set by the school, enabling monitoring of the alignment between the curriculum plan and its implementation. This practice is in line with the principles of Total Quality Management (TQM) and the findings of (Wahyuni, 2023) research, which emphasizes that periodic evaluations are necessary to detect potential deviations or irregularities early on so that corrective actions can be taken immediately. In the context of Darul Hikam, the Check stage is not interpreted as an effort to find fault with teachers, but rather as a form of institutional commitment to ensuring the availability of support, resources, and a professional environment that enables the curriculum plan to run effectively and sustainably.

By implementing various monitoring methods, SMP Darul Hikam demonstrates a sound application of the Check function within the PDCA cycle. Each monitoring instrument enables the school and its foundation to evaluate the alignment between planning and execution, allowing corrective actions to be taken promptly when necessary.

This finding aligns with the study (Suci, 2024), entitled “Implementation of Strategic Management in Improving Educational Quality at MTs Negeri 1 Bandar Lampung,” which asserts that efforts to enhance educational quality should not focus solely on input and output aspects. Rather, monitoring plays a central role, ensuring alignment among program management, teaching and learning processes, and systematic monitoring and evaluation, given the high level of importance attributed to instructional processes.

Follow-up (Action) Curriculum Management

The Action stage constitutes the final phase of the PDCA cycle and serves as a mechanism for continuous improvement. In the context of curriculum management, this stage concerns how the school responds to the evaluation results obtained during the Check phase by undertaking corrective actions, reinforcement measures, or developmental initiatives addressing previously identified aspects. Such follow-up actions demonstrate that curriculum management operates dynamically and adaptively in response to change and feedback.

At SMP Darul Hikam, follow-up actions are implemented in various forms, including revising or adjusting instructional programs, enhancing teacher competence through advanced training, and improving facilities and infrastructure that support learning activities. The school also refines instructional strategies to better accommodate students’ needs based on monitoring results, such as modifying active learning approaches, strengthening the integration of Islamic values, and enhancing digital literacy. These measures are not solely directed at addressing deficiencies but also at reinforcing effective practices that have already yielded positive outcomes.

These follow-up efforts are not incidental; rather, they form part of a quality-oriented and sustainability-driven work culture. Recommendations derived from evaluation results are systematically documented and used as references in designing the subsequent year’s curriculum plan. Consequently, curriculum management implementation at SMP Darul Hikam is not merely reactive but proactive in developing an educational system that is relevant, responsive, and competitive.

In Deming’s PDCA framework, the Act stage involves implementing corrective measures based on findings from the Check phase, with the aim of ensuring ongoing

improvement and enhancing future process effectiveness. At SMP Darul Hikam, the Act stage is reflected in several responsive initiatives. For students performing below the expected standard, the school provides a class clinic program to strengthen their understanding. For teachers and staff, targeted training programs are organized in alignment with evaluation outcomes, covering pedagogical, managerial, and instructional technology competencies. These trainings involve both internal facilitators and external experts.

Based on the research findings, the implementation of the curriculum at Darul Hikam continues to undergo adjustments through a process of continuous reflection carried out by teachers together with the school management team. This reflection has resulted in various improvement measures in response to social dynamics and developments in educational needs, so that the learning program remains relevant and sustainable. These findings are in line with the research (Wijiati et al., 2025), which states that the Act stage in the QSPM and PDCA frameworks must produce strategic decisions that are oriented towards continuous improvement. Through corrective actions based on collaboration and mutual understanding among school stakeholders, Darul Hikam demonstrates that curriculum management is not static, but rather develops adaptively to respond to the challenges of changing times and support improvements in educational quality.

Moreover, the school addresses personal and interpersonal challenges through leadership-based personal approaches aimed at supporting staff well-being. One identified challenge is the generational gap between senior and younger teachers, which is managed through collaborative activities such as team teaching, reflective discussions, and joint professional development sessions. These initiatives aim to foster shared understanding, enhance instructional quality, and optimize the use of educational technology. Collectively, these actions exemplify the implementation of the Act stage within the PDCA cycle, whereby corrective and developmental measures are systematically undertaken to strengthen and sustain the overall educational system.

CONCLUSION AND RECOMMENDATIONS

Based on the research findings, it can be concluded that curriculum management at SMP Darul Hikam has been implemented systematically and sustainably through the PDCA cycle approach. Curriculum planning is formulated based on a clear vision, mission, and objectives, involving both internal and external stakeholders through deliberative principles. The implementation stage demonstrates synergy among school elements, supported by implementation guidelines, instructional modules, and a curriculum calendar, ensuring that programs are conducted in a directed and consistent manner. The control stage is carried out routinely and comprehensively through monitoring and evaluation to ensure alignment between planning and implementation, while the follow-up stage reflects a commitment to continuous improvement through the strengthening of instructional processes, enhancement of educators' and staff competencies, and humanistic personal guidance. Substantively, curriculum management is not solely oriented toward academic achievement but also integrates Islamic values throughout the process, thereby functioning as a strategic instrument in shaping students who are both high-achieving and morally grounded.

The implications of this study are significant, considering that the PDCA approach has predominantly been applied in healthcare, industry, and organizational quality management, whereas its utilization within educational management

particularly curriculum management has received relatively limited scholarly attention. These findings contribute conceptually to the development of an education management model grounded in a continuous quality improvement cycle and open avenues for further research to examine the effectiveness of PDCA implementation across diverse educational settings. Future studies may employ comparative designs, quantitative approaches, or mixed methods to generate a more comprehensive and empirically validated implementation model.

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