



National Education Standards in Supporting Curriculum Development

Mira Novia Dewi¹, Masritawati¹, Nurhayati Fatimah¹, Siti Asma¹

¹Universitas Muhammadiyah Sumatera Barat, Indonesia

✉ miradewi6@guru.sd.belajar.id *

Abstract

Education plays an important role in shaping a country's development, but Indonesia's current educational achievements have not yet reached an optimal level. As an investment in human resources, education, if managed properly, can have a significant impact on improving the welfare of society. However, issues related to education in Indonesia are very complex. The government has taken various steps to improve the quality of education and continues to strive to achieve this. Eight standards from the National Education Standards Agency (BSNP) have been used as the main reference in the implementation of education in Indonesia. Various policies have been made by adopting the contents of these standards. However, there are still many challenges that must be faced, such as the low quality of education that currently exists. The research approach used is library research, which is used to explore national education standards, their scope, and implementation strategies. This research is sourced from various references such as books, journals, articles, and data needed in this research. The objective is to gain an in-depth understanding of national education standardization. The results of this study indicate that content standards, learning processes, graduate competencies, education and teaching staff, facilities and infrastructure, and education management are integral parts of the National Education Standards (SNP). However, it is known that there are various obstacles that hinder their achievement. The main problems include inconsistencies in graduate competency standards, a lack of adequate facilities and infrastructure, limitations in the quality of education and teaching staff, and suboptimal education management in accordance with established standards.

Article Information:

Received October 20, 2025

Revised November 28, 2025

Accepted December 23, 2025

Keywords: *National education standards, education, curriculum development, facilities and infrastructure, education management*

INTRODUCTION

Education is an important aspect that plays a strategic role in the life and progress of a nation. The success of a country's development and progress can be assessed through various indicators, such as economic capacity and the quality of human resources. The quality of human resources is highly dependent on the quality of education received, and this is a key factor in determining the progress of a nation. Education is also considered an investment in human resources which, if managed properly, can improve the welfare of society. Currently, the modern world is under-

How to cite:

Dewi, M. N., Masritawati, M., Fatimah, N., Asma, S. (2025). National Education Standards in Supporting Curriculum Development. *Ahlussunnah: Journal of Islamic Education*, 4(3), 469-480.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

going a paradigm shift in development, moving from natural resource-based to human resource development and a knowledge-based economy (Hadi, 2018; Hasanah et al., 2024; Sa'diyah, 2018).

A developing nation needs to be supported by strong, intelligent, creative human resources with good morals. Investment in education is the key to creating a more productive nation, because the accumulation of knowledge, skills, behavior, and good ethics will ultimately contribute to improving the welfare of society. Therefore, development and progress in the field of education are seen as part of the country's economic growth, and educational development is designed to support national economic development. National education is one of the elements that unites, binds, develops, and directs the nation's ideals, and serves as an indicator in measuring a country's level of welfare (Maulida et al., 2024; Widiensyah, 2017).

One of the government's policies related to education is outlined in Law Number 20 of 2003 concerning the National Education System, which explains the principles and objectives, as well as the implementation of education, including compulsory education and quality assurance. This includes the role of the community in the national education system. This policy aims to create quality education in Indonesia and produce outstanding graduates. To support this, the government first established standards that need to be used as a reference in the implementation of educational activities. To that end, the government issued Government Regulation No. 19 of 2005 concerning National Education Standards. This regulation was then drafted by the National Education Standards Agency, which is an institution that provides eight standards in the field of education (Ikbal et al., 2024).

In the world of education, the curriculum plays a vital role in achieving the desired learning targets. As a strategic effort to manage the educational process, the curriculum is a key element that determines the success of all educational programs designed by educational providers and the government. Thus, the existence of a curriculum is fundamental to the entire educational process (Aulia et al., 2025; Hassanah et al., 2024; Huda et al., 2025).

Curriculum development can be likened to the foundation of a building. Before building a house, a solid foundation is needed. The stronger the foundation, the more stable the building that stands on it. Similarly, in developing a curriculum, accuracy and precision greatly influence the success of educational policies and implementation. Without a well-structured curriculum, it is difficult to develop the potential of students and achieve educational goals. Therefore, curriculum development must be carried out systematically and in a planned manner (Rahayu et al., 2023).

As time goes by, curriculum changes continue to occur from time to time. Starting from the 1947 curriculum, the 1964 curriculum, the 1975 curriculum, the 1984 curriculum, the 2004 curriculum, the 2013 curriculum, to the latest one today, the independent curriculum. The development of the learning curriculum must be carried out carefully and in a structured manner so that students are able to achieve optimal results in cognitive, psychomotor, and affective aspects. In addition, adapting the curriculum to the dynamics of the times is a must in order to be relevant to the needs of society and to be able to produce graduates who are ready to face the world of work competently (Hidayat et al., 2024).

METHODS

The research used in this work is library research, in which the author collects information and background from various reference sources, such as books, journals, and other sources used as supporting materials (Akem et al., 2025; Aryasutha et al., 2025; Engkizar et al., 2023, 2024, 2025; Jaafar et al., 2025; Ummah et al., 2025). Furthermore, from all the references obtained, the research examined the topics

discussed and analyzed the data based on the available references. In relation to this research, this method can be applied to develop the results of national education standards in supporting the development of the existing education curriculum in Indonesia.

RESULT AND DISCUSSION

National Education Standards

National Education Standards are the basic standards for the education system throughout the territory of the Republic of Indonesia. National Education Standards serve as guidelines for the development of curricula, teachers, facilities, management, and funding in accordance with Article 32 paragraph (2) of the National Education System Law. National Education Standards concern the level of language proficiency that must be achieved by students at all levels of education. The National Education Standards also serve as guidelines for local governments, schools, and other educational institutions in developing curricula, teaching materials, teaching techniques, learning outcome assessments, and educational reforms as stipulated in Decree No. 20 of 2003 concerning the National Education System (Badrudin et al., 2024; Sriwahyuni et al., 2019).

The National Education Standards consist of eight standards, namely graduate competency standards, content standards, process standards, management standards, educator and education personnel standards, evaluation standards, financing standards, and facilities and infrastructure standards. According to the BSNP, these eight standards were created and established to measure, evaluate, and assess the quality of education, and the results of this process will serve as guidelines in designing programs to improve the quality of education. Considering the diverse conditions of education in Indonesia, the National Education Standards are believed to be not for standardization, but rather to accommodate differences, so that education remains in line with quality standards and every educational unit has the same opportunity to obtain quality education (Anwar, 2017).

These eight standards form an education system through a series of input components consisting of management, educators and educational personnel, facilities and infrastructure, and financing. The process components consist of content, process, and assessment, while the output component is graduate competency. Graduate competencies will have high value if the inputs are fully met and the process runs well. The eight standards are stipulated in Government Regulation No. 19 of 2005, which was later amended by Government Regulation No. 32 of 2013 and Government Regulation No. 13 of 2015. The components of each standard are stipulated in several ministerial regulations.

First is the Graduate Competency Standards. Graduate competency standards are graduate qualifications that include attitudes, knowledge, and skills. These standards are formulated and developed by BSNP and established by order of the Minister of National Education. The purpose of the formulation of graduate competency standards is to serve as the main reference for the development of content standards, process standards, educational assessment standards, educator and educational personnel standards, facility and infrastructure standards, management standards, and funding standards. Graduate Competency Standards must, of course, refer to the type of human resources expected after training in accordance with national educational objectives.

Graduate Competency Standards for students are regulated in Ministry of Education and Culture Regulation Number 20 of 2016 concerning Graduate Competency Standards for Primary and Secondary Schools. In the Minister of Education and Culture Regulation, Graduate Competency Standards contain assessment criteria for student competencies that must be achieved after learning at

the elementary and secondary education levels. Achievement is monitored to ensure that graduates at the teaching unit level meet graduate qualification standards. Monitoring activities are carried out periodically, and the results are used to improve the qualification standards for incoming graduates. The Graduate Competency Standards consist of three aspects, namely attitude, knowledge, and skills. These three dimensions form a unified whole among students (Rahman, 2022; Sunengsih, 2020).

The Graduate Competency Standard for attitude is that students demonstrate behavior that reflects faith and devotion to God Almighty, character, honesty and concern, responsibility, lifelong learning, and physical and mental health in accordance with child development whose environmental coverage is regulated by education insurance at all levels, from the home environment, school, community, and surrounding natural environment, to the national, state, regional, and international levels.

Graduate Competency Standards in the dimension of knowledge. In the dimension of knowledge, each level differs in terms of technicality and its derivatives. The description of Graduate Competency Standards in this aspect of science is that graduates must have factual, conceptual, procedural, and metacognitive knowledge at a technical, specific, detailed, and complex level related to science, technology, arts, culture, and humanities. Graduates must be able to connect knowledge across contexts, including themselves, their families, schools, communities, the natural environment, their nation, country, as well as regional and international areas. Graduate Competency Standards in the dimension of skills. In this aspect, graduates must have creative thinking and acting skills, effective, critical, independent, and collaborative work skills, and communication skills through a scientific approach.

The second is Content Standards. Content standards are guidelines that set criteria for the scope of material and the level of competence required to achieve graduation standards at each level and type of education. This provision refers to Government Regulation No. 32 of 2013, which is a revision of Government Regulation No. 19 of 2005 concerning National Education Standards. Provisions related to content standards are explained in more detail in *Permendikbud* No. 21 of 2016 concerning Content Standards for Primary and Secondary Education.

These content standards are designed in accordance with the substance of national education objectives, which cover three main domains: spiritual and social attitudes, knowledge, and skills. Content standards are developed to determine the criteria for the scope and level of competence in line with graduation standards, covering aspects of attitude, knowledge, and skills. Supporting materials are formulated based on a number of criteria, including: compulsory content in accordance with regulations, scientific concepts, and the characteristics of the program and educational unit. The implementation of content standards is then adjusted to the subject, which refers to the graduation competency standards (Wulandari & Windarto, 2023).

Third is the Process Standard. The process standard is a guideline for implementing learning in educational units in order to achieve graduate competencies as stipulated in Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards. This provision is also reinforced through *Permendikbud* Number 22 of 2016 concerning Basic and Secondary Education Process Standards. The process standards explain that learning activities must be carried out in an interactive, inspiring, enjoyable, and challenging manner, as well as being able to encourage students to participate actively. In addition, the learning process must provide sufficient space for the development of initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological aspects of

students (Nuralmira et al., 2025).

The principle of learning is a key element in process standards. This is reflected in the planning stage, which includes the preparation of syllabi and learning process plans, as well as the implementation of the learning process, which covers the requirements and implementation of teaching and learning activities. Furthermore, process standards also emphasize the evaluation of learning outcomes through an authentic approach to assess student readiness, processes, and overall learning achievements. The monitoring process includes regular and continuous supervision, evaluation, reporting, and follow-up by the head of the educational unit and supervisors. As part of the national education standards, the Process Standards set minimum requirements for implementing learning in primary and secondary educational units throughout Indonesia. These standards apply to formal educational institutions that use either a package system or a semester system (Julacha et al., 2022; Puspitasari, 2018).

Fourth is Assessment Standards. Educational assessment standards are guidelines that cover mechanisms, procedures, and instruments for assessing student learning outcomes, as stipulated in Government Regulation No. 32 of 2013, which amended Government Regulation No. 19 of 2005 concerning National Education Standards. Further provisions on assessment standards are regulated in *Permendikbud* No. 23 of 2016 concerning Education Assessment Standards. In this *Permendikbud*, it is explained that education assessment for primary and secondary education consists of three types (Salamah, 2018).

Assessment of learning outcomes by educators, which aims to monitor and evaluate the process, progress, and improvement of student learning outcomes on an ongoing basis. This form of assessment can take the form of tests, assignments, or other formats used to measure student competency achievement, improve the learning process, and compile learning progress reports. Assessment of learning outcomes by educational units. This assessment serves to assess the achievement of graduate competency standards for all subjects through school examinations as a requirement for graduation from the educational unit. In addition, assessment by educational institutions is also useful as an effort to ensure quality through the establishment of minimum completion criteria and promotion criteria. Assessment of learning outcomes by the government, which aims to assess the achievement of graduate competencies nationally in certain subjects. This takes the form of national examinations or other methods used to map the quality of education, as material for consideration in selection for the next level, coaching, and the provision of assistance to improve the quality of education. Education assessment standards are an important part of the development of national education standards in measuring the success of the student education process.

The fifth is Education Standards and Teaching Staff. Standards for educators and teaching staff include pre-vocational and mental health standards, as well as on-the-job training. In addition, education standards determine the qualifications of each teacher as a professional who can support the achievement of educational goals. Therefore, only people with certain qualifications can hold the position of teacher. Teachers, as educators, play an important role in the educational process. They are at the forefront of education because they deal directly with students. Teachers are professional educators whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students. Educational personnel at the primary and secondary education levels consist of school supervisors, principals, administrative staff, library staff, and laboratory staff (Satrio et al., 2021).

The sixth is Facilities and Infrastructure Standards. Facilities and infrastructure standards are guidelines that cover the need for learning spaces, sports fields, places of worship, libraries, laboratories, workshops, play areas, spaces for creativity and

recreation, and other learning resources that support the educational process. This also includes the use of information and communication technology in the implementation of learning (Ali et al., 2024). Each level of education has different minimum criteria, tailored to the needs of each level. For example, there are regulations regarding the minimum number of students that can be served. In addition, the land and buildings used must meet certain standards, covering aspects of safety, health, accessibility, comfort, security, and construction strength that can last for at least 20 years. These standards must also comply with building use permits and various other requirements.

The seventh is the Financing Standard. The financing standard is a reference related to the components and amount of operational costs required by an educational unit within a period of one year. Provisions regarding these operational cost standards are regulated through *Permendiknas* Number 69 of 2009 concerning Non-Personnel Operational Cost Standards (Fatimahh, 2020; Lestari et al., 2024). Education financing covers three main aspects, namely investment costs, operational costs, and personal costs. Investment costs in educational units include the procurement of facilities and infrastructure, human resource development, and fixed working capital. Meanwhile, personal costs refer to expenses that must be borne by students in order to participate in the learning process on a regular and ongoing basis. The operational costs of educational units include various expenses such as the salaries of educators and educational staff along with related allowances, consumables needed in the educational process, and indirect operational costs. These indirect costs include payments for electricity, water, telecommunications services, facility maintenance, overtime, transportation, consumption, taxes, insurance, and others that support the smooth operation of education.

The eighth is Management Standards. Management standards are guidelines for planning, implementation, and supervision in various educational activities at the school, district/city, provincial, and national levels, which aim to achieve efficiency and effectiveness in the implementation of education. Provisions related to management standards are regulated in *Permendiknas* Number 19 of 2007 concerning Education Management Standards. This regulation covers various aspects, such as program planning, work plan implementation, supervision and evaluation, school/madrasah leadership, management information systems, and special assessments. Specifically, schools/madrasahs whose management does not yet refer to the National Education Standards can obtain recognition from the government based on the recommendations of the National Education Standards Agency (Prasojo & Purwanto, 2019).

National Education Standards in Supporting Curriculum Development

Curriculum can be defined as a path or stages that must be taken by a person to achieve a specific goal, similar to a runner who travels from the starting line to the finish line in order to win a medal or award. This concept of a journey is then applied in the world of education through school programs designed with the participation of all relevant parties. This program includes a number of subjects that must be studied by students during a certain period. Terminologically, curriculum in the context of education refers to a set of subjects that must be completed by students in school in order to obtain a diploma (Ibad et al., 2025).

In a broader sense, the curriculum encompasses all activities, learning experiences, and other elements that contribute to the formation of students' personalities, both inside and outside the school environment, while remaining under the responsibility of the school to achieve educational goals. These elements are often referred to as the hidden curriculum, which includes campus facilities, a safe and clean learning environment, and various other supporting aspects in the learning process, such as adequate media and learning resources. All of these things can create

a more enjoyable and rewarding learning atmosphere for students, although its success is highly dependent on harmonious cooperation between the principal, teachers, students, staff, parents, and other stakeholders (Indriani et al., 2023).

Curriculum development is the planning of learning opportunities intended to bring about certain desired changes in pupils, and assessment to determine the extent to which these changes have taken place. This formulation shows that curriculum development is the planning of learning opportunities intended to bring about desired changes in students and to assess the extent to which these changes have taken place. Meanwhile, learning opportunities refer to planned and controlled interactions between students, teachers, materials, equipment, and the environment where the desired learning is expected to take place. This means that all learning opportunities are planned by teachers.

There are four stages in curriculum development, including First, the macro level (national). The curriculum discussed at the national level consists of the Tri-Center of Education, namely formal education, informal education, and non-formal education in order to achieve national educational goals. Second, the institutional level (school). The curriculum covers three main activities, namely formulating school objectives or graduate competency standards at each institution, implementing program content and structure, and developing strategies for overall curriculum implementation. Third, the subject level (field of study). The curriculum is developed in the form of compiling or developing a syllabus for each field of study/subject for each semester. The steps for developing a syllabus include: analyzing competency standards and basic competencies, identifying core material or learning content, developing learning activities, formulating competency achievement indicators, determining the type of assessment, determining time allocation, and determining learning resources (Rijali & Asfiati, 2024).

The four levels of learning in the classroom. The curriculum is developed by compiling learning materials: module packages, learning programs, and lesson plans. The curriculum plays an important role in education as a guide for achieving educational goals in accordance with the mandate of the law. The more deeply the curriculum is studied and implemented, the faster educational goals can be achieved. Therefore, the curriculum is a strategic element that greatly influences the success of education. Umar Hamalik identifies three main roles of the curriculum in the educational process, namely conservative, critical or evaluative, and creative roles. The following is a description of each role.

First is the creative role. The curriculum serves to create outcomes that are able to respond to educational needs and the continuous advancement of science and knowledge. In this creative role, the curriculum is oriented towards developing innovation so that it remains relevant to changes and the needs of society, both now and in the future.

Second is the critical and evaluative role. The curriculum plays a role in guiding students to have critical thinking skills, problem-solving skills, and the ability to find solutions. These skills are essential for individuals to face changes in a dynamic society. In addition, the curriculum also serves to critically evaluate and select cultural values or new knowledge to be passed on, ensuring that everything is in line with current and future needs.

Third is the conservative role. As a good and still relevant tradition, the curriculum plays a role in conveying the cultural values of the past that are useful for education today. This role focuses on preserving and applying old social values to the younger generation, while still adapting to progressive and dynamic social developments. In this context, one of the main tasks of education is to influence and shape the behavior of students so that it is in line with social values that existed in the past and remain relevant to current conditions. An effective curriculum not only

performs a conservative function but is also actively involved in innovation and evaluation so that it can meet the demands of the times and contribute to positive social change.

Curriculum plays an important role in education as a construct designed to transfer knowledge and values from the past to future generations. Its purpose is to preserve, continue, or develop existing things, solve various social challenges related to education, and build the future by using past experiences, current conditions, and national development plans as the basis for development. In addition, the curriculum serves as a guide in the implementation of learning to achieve predetermined educational goals (Dwi & Lauchia, 2024; Hilmin, 2024).

Given its role, the curriculum has a strategic existence and position in the national education system. In the education process, both general and religious, such as Islamic education, the curriculum is a central aspect that requires serious attention. In fact, the curriculum is considered a determining factor in the overall success of education. Therefore, attention to the curriculum must be given by various parties, including the government, schools (school committees, foundations, principals, teachers), and the community. In the context of education in Indonesia, the main issue that needs to be addressed is not the curriculum itself. Although the curriculum plays an important role, the main problem lies in the quality of human resources responsible for implementing the curriculum, such as teachers. The problem is that teachers often face limitations in their qualifications, skills, and knowledge in developing and implementing an effective curriculum. Therefore, curriculum management must be carried out in a more focused manner in order to support the achievement of adequate learning outcomes. Teachers, as the direct implementers of the curriculum, have a major responsibility in ensuring its success (Novelina et al., 2025).

Therefore, the curriculum is a mandatory element in schools and occupies a central position in the educational process. Without a structured and clear curriculum, the learning process will not achieve its objectives optimally. The curriculum serves as an educational orientation tool and a reference source for educational institutions in carrying out teaching and learning activities.

The standard national education process in supporting the development of the education curriculum generally focuses on the curriculum that must be studied, while teaching is determined by the delivery method. Although they have different positions, the curriculum and learning complement each other. The curriculum serves as a guideline that provides direction, educational objectives, and material that must be studied. On the other hand, learning describes the process of interaction in the transfer of knowledge between educators and students. The relationship between curriculum and learning can be analogized as two sides of a coin that cannot be separated.

In the world of education, curriculum change is a natural phenomenon that occurs dynamically. New curricula are introduced to improve and refine previous ones. However, every curriculum change often poses challenges for society, both within the school community and the wider community. These problems are usually related to the implementation of the new curriculum and the reasons behind the changes. It is important to note that curriculum implementation is greatly influenced by the perspectives and interpretations of individual educators. According to Lundeborg and Levin, educators' perceptions of the curriculum are based on their knowledge and experience.

Curriculum changes can have both positive and negative impacts on the quality of education. The positive impact is that it provides opportunities for students to keep up with the times with the support of the school. In addition to ensuring a good relationship between the principal and teaching staff, teachers must also meet the

qualifications to teach and be well accepted by students. Students must also have the ability to learn effectively in order to become creative individuals who can solve problems and think critically. On the other hand, the negative impact is the potential decline in the quality of education due to students' difficulties in adapting to the learning system in the new curriculum. Changes that are too rapid also often cause new problems such as a decline in student achievement. This occurs when students are unable to adjust to the different learning approaches in the new curriculum (Humairoh et al., 2025; Setiyorini & Setiawan, 2023).

The direct effects of curriculum change felt by educators and students include changes in the learning process, including the subject system, learning duration, achievement targets, and the way learning activities take place in the classroom. As science advances, the curriculum needs to be continuously updated to keep pace with these developments. In addition, curriculum changes must remain based on legal foundations such as Pancasila and the 1945 Constitution. The current curriculum has begun to integrate developments in science and technology in order to prepare the younger generation for the modern industrial era.

CONCLUSION

Education is one of the crucial sectors in achieving national goals. Education programs are often a top priority for every new administration. Efforts to achieve equitable education for all Indonesians continue to be implemented. However, responsibility in the field of education lies not only in quantity but also in the quality provided to the nation's future generations. In the world of education, the curriculum plays a very important role. This can be seen from various interrelated elements such as educational objectives, curriculum content, students, learning environment, facilities and infrastructure, management, and the application of technology. The curriculum is a strategic component that serves to achieve the desired educational objectives and requires a solid foundation for its development. Curriculum issues are not limited to the procurement of textbooks, but cover broader aspects such as the direction and objectives of education, learning materials, and other related issues. In addition to being a guideline, the curriculum also functions as a learning tool. In essence, the curriculum is the main tool for achieving the established educational targets. The curriculum is designed to include various components so that the learning process runs effectively and optimally. Some experts even consider that the curriculum is the core of education itself, whether it is able to encourage critical thinking in students or not. As a result, the curriculum has a significant impact on the success of the education system as well as the overall development of students.

REFERENCES

- Akem, U., Hamdan, N. M., Iskandar, M., Efendi, Y., & Halimahturrafiah, E. (2025). Digital Technology in Quranic Learning: Opportunities and Challenges. *Journal of Quranic Teaching and Learning*, 1(2), 49–64. <https://joqer.intischolar.id/index.php/joqer/index>
- Anwar, H. (2017). Standar Pengelolaan Pendidikan Dalam Perspektif Pengelolaan Madrasah Aliyah Swasta. *TADBIR: Jurnal Manajemen Pendidikan Islam*, 5(1), 15–27. <https://doi.org/10.30603/tjmpi.v5i1.405>
- Aryasutha, R., Azizah Ria Kusri, N., Nurul Ulya, J., & Syamsiah Septiani, N. (2025). Opportunities and Challenges for Islamic Education Teachers in Using Artificial Intelligence in Learning. *Muaddib.Intischolar.Id*, 2(1), 43. <https://muaddib.intischolar.id/index.php/muaddib/article/view/6>
- Aulia, R. S., Nurlaeli, A., & Ma'sum, S. (2025). Strategi Perencanaan Kurikulum Efektif Untuk Peningkatan Mutu Pendidikan. *As-Syirkah: Islamic Economic & Financial Journal*, 4(2), 250–258. <https://doi.org/10.56672/4jmv7d61>

- Badrudin, B., Setiana, R., Fauziyyah, S., & Ramdani, S. (2024). Standarisasi Pendidikan Nasional. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(2), 1797–1808. <https://doi.org/10.54371/jiip.v7i2.3962>
- Dwi, F. E., & Lauchia, R. (2024). Peran Kurikulum Dalam Pendidikan. *JIIIC: Jurnal Intelek Insan Cendikia*, 1(4), 284–289. <https://jicnusantara.com/index.php/jiic>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Fakhruddin, F. M., Oktavia, G., & Febriani, A. (2023). Changes in Students' Motivation to Memorize the Quran: A Study at Quranic Higher Education Institutions in Indonesia. *International Journal of Islamic Studies Higher Education*, 2(3), 240–258. <https://doi.org/10.24036/insight.v2i3.240>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Langputeh, S., Rahman, I., & Febriani, A. (2025). Analysis Problems of Quranic Education Teachers in Indonesia: Systematic Literature Review. *International Journal of Islamic Studies Higher Education*, 4(2), 92–108. <https://doi.org/10.24036/insight.v4i2.232>
- Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., Oktavia, G., Guspita, R., & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim Countries. *International Journal of Islamic Studies Higher Education*, 3(1), 65–80. <https://doi.org/https://doi.org/10.24036/insight.v3i1.209>
- Fatimahh, S. (2020). Implementasi Manajemen Pembiayaan Dalam Meningkatkan Mutu Pendidikan di RA Mambaul Ulum Sumurgung Montong Tuban. *Al-Hikmah: Indonesian Journal of Early Childhood Islamic Education*, 4(1), 22–31. <https://doi.org/10.35896/ijecie.v4i1.114>
- Hadi, A. (2018). Konsepsi Manajemen Mutu Dalam Pendidikan. *Idaarab: Jurnal Manajemen Pendidikan*, 2(2), 269. <https://doi.org/10.24252/idaarah.v2i2.5260>
- Hasanah, N., Nur, M. A., Rahmatillah, S. A., Darwisa, D., & Putri, K. H. (2024). Analisis Faktor Penghambat dan Upaya untuk Peningkatan Mutu Pendidikan di Sekolah Dasar Negeri. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(3), 3162–3169. <https://doi.org/10.54371/jiip.v7i3.3769>
- Hassanah, I., Pratidina, I., Untari, S., Sumardjoko, B., & Ati, E. F. (2024). Peran Supervisi Pelaksanaan Kurikulum dalam Meningkatkan Kualitas Pendidikan. *Jurnal Pendidikan Tambusai*, 13(2), 2119–2130. <https://doi.org/10.58230/27454312.669>
- Hidayat, A., Pahrudin, A., & Rahmi, S. (2024). Struktur Dan Prosedur Pengorganisasian Kurikulum Untuk Pembelajaran Berkualitas. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 313–328. <https://doi.org/10.23969/jp.v10i02.25110>
- Hilmin, H. (2024). Internalisasi Nilai-Nilai Moderasi Beragama dalam Kurikulum Merdeka Belajar Pendidikan Agama Islam. *Muaddib: Islamic Education Journal*, 7(1), 37–45. <https://doi.org/10.19109/muaddib.v7i1.24478>
- Huda, A. M., Utami, A. R. P., Putri, D. M. E., Setiawati, M., & & Utama, H. B. (2025). Optimalisasi Pengelolaan Kurikulum Sebagai Upaya Meningkatkan Mutu Pembelajaran. *Ilmu Manajemen Dan Pendidikan*, 02(Optimalisasi Pengelolaan Kurikulum Sebagai Upaya Meningkatkan Mutu Pembelajaran), 267–273.
- Humairoh, B. A., Mila, & Agustin, M. (2025). Dampak Perubahan Kurikulum Merdeka terhadap Prestasi Akademik Siswa Sekolah Dasar: Kajian Literatur. In *Jurnal Pendidikan Indonesia* (Vol. 5). <https://doi.org/10.59818/jpi.v5i2.1449>
- Ibad, S. R., Ahid, N., & Hakim, M. H. A. (2025). Revitalisasi Kurikulum Pendidikan Islam: Perspektif Ideal, Aktual, dan Hidden Curriculum. *Journal Educational*, 1(1), 01–09. <https://doi.org/10.63822/29qknj19>
- Ikbali, A., Andrianto, A., & Lahmi, A. (2024). Standar Nasional Pendidikan dalam mendukung Pengembangan Kurikulum Pendidikan. *Sulawesi Tenggara*

- Educational Journal*, 4(3), 109–115. <https://doi.org/10.54297/seduj.v4i3.804>
- Indriani, N., Suryani, I., & Mukaromah, L. (2023). Implementasi Kurikulum Merdeka Belajar Dalam Pembentukan Karakter Disiplin Peserta Didik Di Sekolah Dasar. *Khazanah Pendidikan*, 17(1), 242. <https://doi.org/10.30595/jkp.v17i1.16228>
- Jaafar, A., Kamaruzaman, N. R., & Idris, M. (2025). The Concept and Practice of Islamic Education in Realizing Peace in Society. *Muaddib: Journal of Islamic Teaching and Learning*, 1(2), 24–35. <https://muaddib.intischolar.id/index.php/muaddib/article/view/10>
- Julacha, S., Maky, M., & Ruswandi, U. (2022). Desain, Pelaksanaan dan Evaluasi Pembelajaran pada Sekolah Menengah. *Jurnal Dirosah Islamiyah*, 4(2), 232–254. <https://doi.org/10.47467/jdi.v4i2.909>
- Lestari, D. A., Mutaqin, M. Z., & Muhdiyati, I. (2024). Analisis Studi Kebijakan Terhadap Standar Pembiayaan (Telaah Permendikbud Nomor 26 Tahun 2017 Tentang Petunjuk Teknis BOS). *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam*, 23(2), 223–237. <https://doi.org/10.15408/kordinat.v24i2.45389>
- Maulida, N. N., Ikhsan, M., & Yasin, M. (2024). Hubungan Pendidikan dan Ekonomi dalam Investasi. *SOSMANIORA: Jurnal Ilmu Sosial Dan Humaniora*, 3(3), 304–313. <https://doi.org/10.55123/sosmaniora.v3i3.3854>
- Novelina, L., Putra Niami, B., Setiawati, M., & Hayati, N. (2025). Peran Guru Dalam Pengembangan dan Implementasi Kurikulum Pendidikan. *Jiic: Jurnal Intelek Insan Cendikia*, 2(5), 10442–10456. <https://jicnusantara.com/index.php/jiic>
- Nuralmira, S., Robiah, S., Maulida, S., & Iskandar, S. (2025). Analisis Inovasi Kurikulum Merdeka Terhadap Kemandirian Belajar Siswa Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dasar*, 10(02), 224–238. <https://doi.org/10.23969/jp.v10i02.25871>
- Prasojo, L. D., & Purwanto, N. A. (2019). Kajian Ketercapaian Standar Pengelolaan Di Sd Se Kecamatan Depok Sleman. *Jurnal Manajemen Pendidikan*, 10(2), 48–63. <https://doi.org/10.21009/jmp.v10i2.13212>
- Puspitasari, H. (2018). Standar Proses Pembelajaran Sebagai Sistem Penjaminan Mutu Internal di Sekolah. *Muslim Heritage*, 2(2), 339. <https://doi.org/10.21154/muslimheritage.v2i2.1115>
- Rahayu, M. S., Hasan, I., Asmendri, A., & Sari, M. (2023). Relevansi Kurikulum Dan Pembelajaran Dalam Pendidikan. *Dharmas Education Journal (DE_Journal)*, 4(1), 108–118. <https://doi.org/10.56667/dejournal.v4i1.925>
- Rahman. (2022). Upaya Peningkatan Standar Kompetensi Lulusan. *Adiba: Journal of Education*, 2(1), 122–132.
- Rijali, S., & Asfiati, A. (2024). Pengembangan Kurikulum Pada Pembelajaran Matematika dengan Menggunakan Media Wordwall. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 5(2), 421–429. <https://doi.org/10.55943/jipmukjt.v5i2.297>
- Sa'diyah, H. (2018). Manajemen Mutu Pendidikan dalam Meningkatkan Sumber Daya Manusia. *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 1(2), 101. <https://doi.org/10.36835/bidayatuna.v1i2.329>
- Salamah, U. (2018). Penjaminan Mutu Penilaian Pendidikan. *Journal EVALUASI*, 2(1), 274. <https://doi.org/10.32478/evaluasi.v2i1.79>
- Satrio, S., Hasibuan, L., Anwar Us, K., & Rizki, A. F. (2021). Administrasi Kurikulum, Kesiswaan, Pendidik dan Tenaga Kependidikan dalam Tinjauan Administasi Sekolah. *Indonesian Journal of Islamic Educational Management*, 4(2), 92. <https://doi.org/10.24014/ijiem.v4i2.13057>
- Setiyorini, S. R., & Setiawan, D. (2023). Perkembangan Kurikulum Terhadap Kualitas Pendidikan di Indonesia. *Jurnal Teknologi Pendidikan*, 1(1), 12–12.

- <https://doi.org/10.47134/jtp.v1i1.27>
- Sriwahyuni, E., Kristiawan, M., & Wachidi, W. (2019). Strategi Kepala Sekolah Dalam Mengimplementasikan Standar Nasional Pendidikan (Snp) Pada Smk Negeri 2 Bukittinggi. In *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)* (Vol. 4, Issue 1, p. 21). <https://doi.org/10.31851/jmksp.v4i1.2472>
- Sunengsih, N. (2020). Analisis Kebijakan Standar Kompetensi Lulusan dan Standar Isi Pendidikan Agama Islam dalam Kurikulum Nasional. *Al Ulya: Jurnal Pendidikan Islam*, 5(1), 15–39. <https://doi.org/10.36840/ulya.v5i1.237>
- Ummah, A. K., Kakoh, N. A., Mahmudi, M. B., Wardani, A. Z., & Ummah, A. K. (2025). Efforts of Dormitory Supervisors in Overcoming Problems in the Quran Memorization Dormitory. *Journal of Theory and Research Memorization Quran*, 1(1), 1–14. <https://joesmiq.intischolar.id/index.php/joesmiq/article/view/52>
- Widiansyah, A. (2017). Peran ekonomi dalam pendidikan dan pendidikan dalam pembangunan ekonomi. *Cakrawala-Jurnal Humaniora*, 17(2), 207–215. <https://doi.org/10.31294/jc.v17i2.2612>
- Wulandari, A., & Windarto, W. (2023). Standar Kompetensi Lulusan dan Standar Isi Kurikulum PAI di Madrasah Ibtidaiyah (Analisis KMA Nomor 183 Tahun 2019 Tentang Kurikulum PAI dan Bahasa Arab). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(2), 904. <https://doi.org/10.35931/am.v7i2.2084>

Copyright holder:

© Dewi, M. N., Masritawati, M., Fatimah, N., Asma, S.

First publication right:

Ahlussunnah: Journal of Islamic Education

This article is licensed under:

CC-BY-SA