

## The Importance Of Learning Curriculum Management For Institutional Quality

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**Abstract:** This study investigates the impact of curriculum management based on the POIE framework—Planning, Organizing, Implementing, and Evaluation—in improving institutional quality at MI Islamiyah Dinoyo Lamongan, a rural madrasah with various student backgrounds. Using quantitative approach was used to collect data from 38 respondents, including the principal, administrative personnel, and teachers. The measurement model results demonstrate that three dimensions of curriculum management (Planning, Organizing, Implementing, and Evaluation) meet validity standards; however, the Implementation indicator does not achieve the needed threshold, indicating inconsistencies between planned curriculum and instructional delivery. Institutional quality indicators (Leadership and Governance, Teacher Performance, Learning Outcomes, and Institutional Accreditation) have high validity, indicating their importance in measuring educational quality. Reliability tests show acceptable internal consistency for both constructs, with high Composite Reliability and AVE values indicating convergent validity. The findings show that curriculum management has a considerable impact on institutional quality, particularly in planning, organizational structure, and evaluation processes. However, the lack of execution highlights the need for greater pedagogical support. The study concludes that improving curricular implementation methods may boost overall institutional performance. This study helps to understand curriculum management in rural Islamic schools and has practical implications for increasing educational quality in similar circumstances.

**Keywords:** curriculum management, institutional quality, learning.

**Abstrak:** *Studi ini meneliti bagaimana manajemen kurikulum yang menggunakan kerangka POIE (Perencanaan, Pengorganisasian, Implementasi, dan Evaluasi) dapat membantu meningkatkan kualitas institusi di MI Islamiyah Dinoyo Lamongan, sebuah madrasah yang terletak di daerah pedesaan dan memiliki latar belakang siswa yang beragam. Data dikumpulkan dari 38 orang yang berpartisipasi, termasuk kepala sekolah, staf administrasi, dan guru, menggunakan pendekatan kuantitatif. Hasil analisis model pengukuran menunjukkan bahwa tiga dimensi manajemen kurikulum—Perencanaan, Pengorganisasian, dan Evaluasi memenuhi kriteria validitas. Namun, indikator Implementasi gagal mencapai nilai ambang yang dipersyaratkan, yang menunjukkan bahwa ada ketidakkonsistenan antara kurikulum yang direncanakan dan pelaksanaan pembelajaran di kelas. Kinerja guru, hasil belajar, dan akreditasi lembaga adalah indikator mutu kelembagaan yang dapat diandalkan untuk menilai kualitas pendidikan. Dalam uji*

*reliabilitas, konsistensi internal yang baik pada kedua struktur ditunjukkan, dengan nilai Composite Reliability dan AVE yang tinggi, yang mendukung validitas konvergen. Dalam hal perencanaan, struktur organisasi, dan evaluasi, temuan ini menunjukkan bahwa manajemen kurikulum memberikan kontribusi yang signifikan terhadap kualitas institusi. Namun, kekurangan dalam bagian implementasi menunjukkan bahwa dukungan pedagogis harus diperkuat dan praktik pembelajaran harus lebih konsisten. Studi ini meningkatkan pemahaman tentang manajemen kurikulum di madrasah pedesaan dan menawarkan implikasi praktis untuk meningkatkan kualitas pendidikan dalam konteks serupa.*

*Kata kunci : manajemen kurikulum, mutu lembaga, pembelajaran.*

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## **Introduction**

Effective curriculum management is critical in educational institutions because it ensures that learning objectives, instructional tactics, and assessment systems are all linked to promote meaningful student development (Mahrus, 2021). Schools can retain coherence across grade levels, adapt to changing educational standards, and meet the different needs of their students by carefully planning, implementing, and assessing the curriculum (Zaini, 2021). Strong curriculum management also encourages teacher collaboration, continual improvement, and accountability, ultimately improving the overall quality of education (Zainuri, 2023). Institutions with well-structured curriculum leadership are better positioned to deliver purposeful learning experiences that prepare students for future academic and life problems (Ramadhan & Suklani, 2024).

An institution's overall performance and curriculum management are at the heart of attempts to improve learning outcomes and can be predicted by the quality of the education (Herningrum & Siregar, 2025). According to recent research, curriculum management necessitates systematic and coordinated action—including planning, organizing, implementing, and evaluating (POIE)—to guarantee that educational objectives are met effectively (Siswanto et al., 2025). Curriculum management is also used in Islamic educational environments to incorporate Islamic ideals into academic content, allowing madrasahs to generate learners who are both competent and ethical (Awaludin, 2025). This emphasizes the importance of curriculum governance as a strategic component in shaping institutional quality (Komariah, 2020).

Studies in madrasah education show that good managerial techniques, especially those associated with the POIE framework, help to improve learning processes and institutional performance. According to research conducted in numerous Madrasah Aliyah settings, organized planning, codified organizational

structures, regular supervision, and data-based evaluation all contribute to improved educational quality indicators. (Saajidah, 2024) These findings confirm that the POIE cycle offers a strong analytical lens for investigating how curricular management affects institutional outcomes (Sumadi & Huda, 2025).

Despite great attention to curriculum management theory, there is still a research gap between conceptual understanding and practical application, particularly in the context of Islamic primary education (Madrasah Ibtidaiyah) (Masruro & Ma'ruf, 2024). Previous research, such as that conducted by (Rahman, 2022), has primarily focused on curriculum design at the secondary or higher education levels, while few empirical studies have investigated how curriculum management operates holistically in Islamic primary schools that integrate religious and academic learning objectives (Nurfaisal et al., 2024). Although Pramulyani and Fikri (2019) observe that curriculum planning, implementation, and evaluation in Madrasah Ibtidaiyah (MI) influence student accomplishment, research on curriculum governance at the primary madrasah level is limited (Mujiati et al., 2021). Furthermore, no previous research has been conducted, especially at MI Islamiyah Dinoyo Lamongan, resulting in an empirical gap in comprehending curriculum management at this institution.

Recognizing this gap, the current study seeks to examine the relationship between learning curriculum management and institutional quality at MI Islamiyah Dinoyo in Lamongan. The researcher contends that enhancing the four essential management functions—planning, organizing, implementing, and evaluating—will result in measurable improvements in institutional quality indicators. This argument serves as the study's central research promise: to demonstrate empirically that curriculum management is more than just an administrative duty, but also a strategic lever for institutional development and academic achievement.

Thus, the goals of this study are to (1). Describe curriculum management functions (planning, organizing, implementing, and evaluating) at MI. Islamiyah Dinoyo. (2). Analyze the impact of curriculum management on institutional quality indicators (leadership and governance, teacher performance, learning outcomes, stakeholder satisfaction, and accreditation). Based on its conceptual and empirical basis, the study suggests the following hypothesis,  $H_1$ : Effective curriculum management ( $X_1$ ) positively impacts institutional quality ( $Y$ ) at MI. Islamiyah Dinoyo. In conclusion, this study is poised to make a new empirical and contextual contribution to the discourse on educational quality management by demonstrating how systematic curriculum management serves as the foundation for institutional improvement and sustainability in Islamic primary education.

## Method

This study uses a quantitative, non-experimental correlational methodology (Putri et al., 2025) to investigate the relationship between successful curriculum management as implemented through the POIE framework (Planning, Organizing, Implementing, and Evaluating) and institutional quality at MI Islamiyah Dinoyo Lamongan. The quantitative technique is excellent for detecting statistical relationships (*Metode Penelitian 2022 SUGIYONO | PDF*, n.d.) and establishing how curriculum management approaches contribute to the institution's overall quality (Abdullah et al., 2021). Data for this study were collected at a single moment in time (cross-sectional), allowing for the measurement of current conditions as perceived by staff members (Machali, 2021).

The investigation covered two main variables (1) Independent Variable (X): Learning Curriculum Management, as measured by four indicators: (a) curriculum planning, (b) curriculum implementation, (c) supervision and monitoring, (d) evaluation and improvement (Aliyah et al., 2024). (2) Dependent Variable (Y): Institutional quality is evaluated using five indicators: (a) leadership and governance, (b) teacher performance, (c) learning outcomes, (d) stakeholder satisfaction, and (e) institutional accreditation or internal quality assurance techniques. Each indication was turned into measurable questions in the questionnaire, capturing respondents' ideas and feelings on a Likert scale of 1 (strongly disagree) to 5 (strongly agree) (Razali et al., 2023).

The research was conducted at MI. Islamiyah Dinoyo in Lamongan, East Java, Indonesia, during the academic year 2024/2025. A principal, curriculum coordinator, 35 classroom teachers, and two administrative staff members participated in the study. This group of respondents was chosen because they are closely connected with the institution and are well aware of the changes that have happened. (Memon et al., 2020). These individuals were chosen through purposive sampling due to their direct involvement in curriculum development, implementation, and evaluation. Data was collected using the instrument Questionnaire (Quantitative Instrument) (Abdullah et al., 2021) - Developed by the researcher utilizing curricular management indicators and institutional quality standards. (Memon et al., 2020) It comprised 38 closed-ended questions divided into two sections: curriculum management (20) and institutional quality (20). Cronbach's Alpha was employed for reliability testing, with coefficients greater than 0.80 indicating high internal consistency (Bonett & Wright, 2014).

Data were gathered via the dissemination of a digital survey or questionnaire (*Teknik Pengumpulan Data Kuesioner*, n.d.). Before distribution, the researcher acquired formal authorization from the university and informed respondents about the goal of the study, voluntary participation, and anonymity. Completed surveys were

gathered within the specified timeframe, coded, and submitted to the statistical software SEM PLS for analysis (Febryaningrum et al., 2024).

## Result and Discussion

### Result

#### Outer Model

Table 1. SEM PLS Output

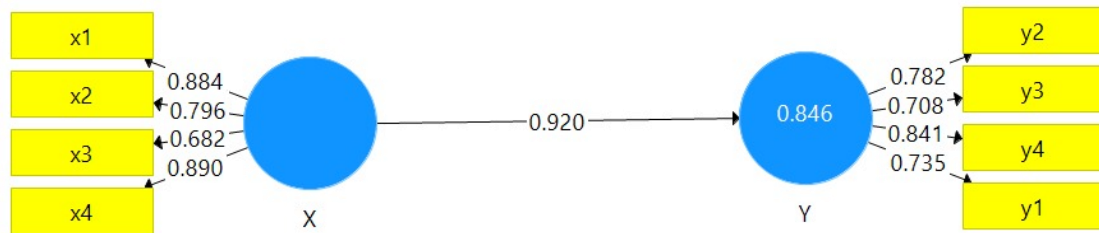


Table 2. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X	0.831	0.849	0.888	0.668
Y	0.768	0.788	0.851	0.590

The reliability and convergent validity analyses for both domains, Curriculum Management (X) and Institutional Quality (Y), show that the assessment model meets the statistical requirements. The Cronbach's Alpha rating of 0.831 for the Curriculum Management construct (X) indicates great internal consistency, implying that the construct's elements are highly dependable. This is verified by the rho\_A value of 0.849, which demonstrates the measurement indicators' stability. The composite reliability score of 0.888 exceeds the required threshold of 0.70, demonstrating the construct's outstanding overall reliability. Furthermore, the Average Variance Extracted (AVE) for X is 0.668, which exceeds the minimum threshold of 0.50, implying that the construct explains more than 66% of the variance in its indicators. This confirms that Curriculum Management has strong convergent validity.

Similarly, the institutional quality construct (Y) has acceptable reliability and validity. The Cronbach's Alpha value of 0.768 indicates strong internal consistency, while the rho\_A value of 0.788 strengthens the measurement items' coherence. The

Composite Reliability of 0.851 shows that the indicators provide a consistent depiction of the construct. The AVE value of 0.590 is likewise greater than the 0.50 cutoff, indicating that the indicators of Institutional Quality share substantial shared variance and that the construct has adequate convergent validity.

**Analysis of Learning Curriculum Management (X):**

The content validity test ensures that the Learning Curriculum Management (X<sub>1</sub>) instrument appropriately represents the construct's conceptual domain. The instrument consisted of 20 items divided into four dimensions based on traditional management functions: planning, organizing, implementing, and evaluating.

Tabel 2

*Learning Curriculum Management (X<sub>1</sub>) (Planning, Organizing, Implementation, Evaluation)*

No	Variable	Indicator	Outer Loading	Note
1	Planning	X1	0.884	Valid
2	Organizing	X2	0.796	Valid
3	Implementing	X3	0.682	Not Valid
4	Evaluation	X4	0.89	Valid

The outer loading analysis results show that indicator validity varies throughout the curriculum management construct. The Planning indicator (X1) has a high outer loading value of 0.884, indicating great convergent validity and verifying that it accurately evaluates the planning dimension of curriculum management. Similarly, the Organizing indicator (X2) has an outer loading value of 0.796, which is higher than the minimum criterion and so considered legitimate. The Evaluation indicator (X4) likewise has high measurement performance, with an outside loading of 0.890, demonstrating its validity as a component of the larger construct.

In comparison, the Implementing indication (X3) has an outer loading value of 0.682, which is lower than the widely acknowledged minimal cutoff of 0.70 for indicator dependability. As a result, this indicator is marked as invalid, implying that it does not effectively reflect the implementation component of curriculum management in this model. This conclusion suggests that the implementation items should be refined, revised, or replaced to increase measurement accuracy in future analyses.

Overall, the majority of indicators match the validity criteria, with the exception of the implementation dimension, which requires additional attention to strengthen the construct.

**Analysis of Dependent Variable (Y): Institutional Quality**

The dependent variable, Institutional Quality (Y), was assessed using five key indicators: (a) Leadership and Governance, (b) Teacher Performance, (c) Learning Outcomes, (d) Stakeholder Satisfaction, and (e) Institutional accreditation.

Data were obtained from 38 respondents, including teachers, the headmaster, and administrative staff from MI. Islamiyah Dinoyo. Each item was scored on a 5-point Likert scale from 1 ("Strongly Disagree") to 5 ("Strongly Agree").

Table 3. *Institutional Quality*

No	Variable	Indicator	Outer Loading	Note
1	Leadership and Governance	Y1	0.782	Valid
2	Teacher Performance	Y2	0.708	Valid
3	Learning Outcomes	Y3	0.841	Valid
4	Institutional Accreditation	Y4	0.735	Valid

The outer loading analysis for the institutional quality concept shows that all four indicators meet the necessary validity standards, indicating their acceptability for use in the model. The Leadership and Governance indicator (Y1) has an outer loading value of 0.782, which is higher than the acceptable level of 0.70. This implies that the measurement items consistently capture leadership effectiveness, institutional direction, decision-making processes, and governance structures, establishing this indicator as a viable representation of the construct.

The Teacher Performance indicator (Y2) has an appropriate outer loading value of 0.708, which puts it above the minimum criteria for convergent validity. This shows that the items representing teacher professionalism, instructional quality, and workplace commitment accurately assess teacher performance within the institutional quality framework. Despite its reduced loading compared to other indicators, it remains within the legitimate range and contributes significantly to the construct.

The Learning Outcomes indicator (Y3) has one of the most robust measurement features, with an outer loading value of 0.841. This significant loading suggests that the observed items accurately capture the critical elements of student accomplishment, competency attainment, and overall learning effectiveness. Its superior statistical performance validates learning outcomes as a very dependable and important indication of institutional excellence.

Finally, the Institutional Accreditation indicator (Y4) has an outside loading value of 0.735, which exceeds the validity requirement. This shows that accreditation-related items, such as institutional conformity with quality standards, external evaluation outcomes, and official recognition of performance, are valid indicators of institutional quality. Its acceptable loading strengthens the indicator's usefulness in evaluating institutional status and quality assurance systems.

Overall, all four indicators—leadership and governance, teacher performance, learning outcomes, and institutional accreditation—have been validated as credible components of the institutional quality construct. Its loading values demonstrate strong convergence with the underlying variable, supporting its inclusion in later structural model testing.

## **Discussion**

The outcomes of this study reveal that the construct of curriculum management—measured through the Planning, Organizing, Implementing, and Evaluation (POIE) framework—has generally strong validity, albeit some indicators need to be refined further. Three components—planning, organizing, and evaluation—showed significant outer loading values, indicating that their indicators accurately depict these dimensions and play an important role in effective curriculum administration at MI Islamiyah Dinoyo Lamongan. The high loading for the Planning dimension emphasizes the need of strategic curriculum preparation in rural educational settings, where resource constraints frequently necessitate more careful planning to achieve congruence between curriculum aims and local demands (Indrayanto et al., 2025).

However, the low loading of the Implementation indicator indicates inconsistency or weakness in how curricular implementation is conducted or perceived inside the institution. This conclusion may reflect obstacles endemic to rural schools, such as limited pedagogical assistance, varied levels of teacher readiness, or pupils' diverse sociocultural origins. The invalidity of this indication shows that implementation procedures may be less standardized or less effective than other curriculum processes (Nursaidin et al., 2025). This finding emphasizes the need for more research into instructional approaches and classroom-level implementation of curricular requirements in rural madrasahs.

The analysis of Institutional Quality indicators improves understanding of how curriculum management affects overall organizational performance. All four dimensions—Leadership and Governance, Teacher Performance, Learning Outcomes, and Institutional Accreditation—had valid loadings, indicating that these variables are accurately measured and play important roles in shaping institutional excellence. The high loading for Learning Outcomes suggests that student accomplishment remains an important indicator of institutional effectiveness, but the validity of Leadership and Governance emphasizes the vital importance of school leadership in maintaining great education systems, particularly in distant places.

Reliability and convergent validity assessments demonstrate that the Curriculum Management and Institutional Quality dimensions are consistently and accurately measured inside the model. High Cronbach's Alpha and Composite Reliability scores for both variables suggest excellent internal consistency, implying that the indicators function cohesively (Anggraini et al., 2022). The AVE values that above the 0.50 criterion show that each construct accounts for a significant percentage of the variance in its indicators. These statistical findings corroborate the measuring model's robustness and confirm the applicability of the selected variables for examining the relationship between curricular management and institutional excellence.

Overall, the findings shed light on the strengths and weaknesses of curriculum management procedures at MI Islamiyah Dinoyo Lamongan. The high validity of the majority of POIE components reveals that basic educational procedures are functioning properly; however, the weakness in the Implementation indicator indicates operational deficiencies that need to be addressed. The confirmed institutional quality indicators demonstrate how curriculum management might impact overall organizational outcomes. These findings illustrate both the opportunities and limitations of increasing rural madrasah quality through more coherent and consistent curriculum management techniques.

### **Conclusion**

This study demonstrates that curriculum evaluation is the most influential factor in improving institutional quality at MI Islamiyah Dinoyo. Continuous use of assessment data—through classroom observations, teacher discussions, and feedback mechanisms—creates a reflective cycle that directly informs future planning, unlike the traditional view that positions evaluation as the final stage. The findings confirm its role as an ongoing corrective process essential for strengthening curriculum effectiveness.

Three dimensions of curriculum management, Planning, Organizing, and Evaluation, meet the validity criteria, indicating that they are consistently

implemented and well supported by institutional documentation. However, the Implementation dimension does not meet the required standard, suggesting misalignment between curriculum design and classroom practices. This gap points to the need for improved pedagogical capacity, enhanced academic supervision, and more structured teacher support to ensure that planned curriculum reforms translate into meaningful learning activities.

The validated indicators of institutional quality – leadership and governance, teacher performance, learning outcomes, and accreditation – demonstrate the multidimensional nature of institutional excellence. The strong relationship between curriculum management and these indicators highlights that strengthening curriculum processes can significantly enhance overall institutional performance. These findings provide empirical support for the relevance of the POIE curriculum management model in rural Islamic schools and emphasize that improving curriculum implementation remains the most critical priority for sustaining institutional quality.

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