

CURRICULUM AND ACADEMIC MANAGEMENT AT SINGAPERBANGSA UNIVERSITY KARAWANG IN THE ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM

Huda Fitriani¹, Ika Sartika², Nawa Zulfatus Shopiah³, and Hery Purnama⁴

¹ Darussalam Kunir Islamic College, Subang, Indonesia

² Darussalam Kunir Islamic College, Subang, Indonesia

³ Darussalam Kunir Islamic College, Subang, Indonesia

⁴ Darussalam Kunir Islamic College, Subang, Indonesia

Corresponding Author:

Huda Fitriani,

Islamic Education Management Study Program, Darussalam Kunir Islamic College, Subang.

Email: hudafitriyani46@gmail.com

Article Info

Received: October 14, 2025

Revised: November 30, 2025

Accepted: December 15, 2025

Online Version: December 31, 2025

Abstract

This study aims to evaluate the curriculum and academic management of the Islamic Religious Education Study Program at Singaperbangsa University, Karawang. In the ever-evolving context of higher education, curriculum and academic management are strategic elements in ensuring the quality of graduates who are not only academically superior but also possess character and are relevant to the needs of the workforce. This study uses a qualitative approach with phenomenological methods to deeply explore the experiences, perceptions, and meanings shared by study program heads, lecturers, and educational staff in designing, implementing, and evaluating the curriculum and academic activities. The results indicate that curriculum planning is carried out through systematic stages, starting with a SWOT analysis and establishing a graduate profile, then developing a curriculum structure aligned with the Islamic vision and job market needs. Curriculum implementation includes the development of learning programs, the implementation of Semester Learning Plan-based learning, and supporting activities such as public lectures and seminars. Evaluation is conducted in layers through the Quality Control Group and Quality Assurance Group, which ensure the achievement of Graduate Learning Outcomes and continuous quality improvement. This research provides conceptual and practical contributions to the development of academic management based on Islamic values and principles of good governance. These findings are expected to serve as a reference for other religious study programs in designing adaptive, relevant, and graduate-oriented academic systems.

Keywords: Academic Management, Curriculum Evaluation, Curriculum Management



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Journal Homepage	https://journal.zmsadra.or.id/index.php/jeg
How to cite:	Fitriani, H., Sartika, I., Shopiah, N. Z., & Purnama, H. (2025). Curriculum and Academic Management at Singaperbangsa University Karawang in the Islamic Religious Education Study Program. <i>Al-Qiyadah: Journal of Education Governance</i> , 1(3), 169–176. https://doi.org/XX.XXXXX/jeg.v1i3.1420
Published by:	Yayasan Zia Mulla Sadra

INTRODUCTION

Higher education plays a strategic role in developing superior, competent, and competitive human resources. Universities serve as centers for the development of science, research, and community service, oriented toward improving human quality (Romansyah et al. 2022). In this era of globalization and rapid technological development, higher education is expected to produce graduates who possess more than just academic abilities. Therefore, the success of a university in achieving its educational goals depends heavily on the academic system implemented and the quality of curriculum management. The curriculum supports a quality, relevant, and appropriate learning process, aligned with the goals of the educational institution and the needs of students (Ratu Alam Shufiatuddin et al. 2023). Furthermore, curriculum content is a component that includes learning materials designed to achieve academic objectives. This material must be relevant, based on student needs, and contain moral values that can shape students into honest individuals (Lodowich Laana, Tinggi, and Excelsius 2025). Therefore, the curriculum must be designed contextually, taking into account the usefulness and development of technology and science (Fadhil 2024).

Curriculum and academic management are strategic elements to ensure high-quality higher education. Academic and curriculum management are essential strategic components. The curriculum serves as the basis for designing, implementing, and evaluating the learning process to achieve the desired graduate profile (Siregar 2020). Universities establish competency standards, learning directions, and graduate learning outcomes that align with the vision, mission, and societal needs through the curriculum. A comprehensively designed curriculum emphasizes practical skills, ethical principles, and critical thinking skills necessary for professional work (Siregar 2020). The curriculum is an important tool to ensure that the educational process is relevant to the dynamic developments in the world of education. Meanwhile, academic management has an equally important function: academic management encompasses planning lecture activities, managing lecturers' schedules and workloads, implementing learning evaluations, and monitoring student academic achievement. Academic management also requires a strong coordination system between study program leaders, lecturers, and educational staff (Fitriani, Pahrudin, and Rahmi 2025).

This study aims to evaluate the academic and curriculum management methods in the Islamic Religious Education (PAI) Study Program at Singaperbangsa University, Karawang (UNSIKA). The purpose of this study was to examine the experiences, perceptions, and meanings of the study program heads and lecturers in managing the curriculum and academic activities in the PAI Study Program. A qualitative approach using phenomenological methods was chosen because this approach can comprehensively describe the realities and dynamics that occur in academic management practices, including the planning, implementation, and

evaluation of learning activities. Using a phenomenological understanding, this study also investigates factors influencing the success of curriculum management, such as study program leadership, lecturer collaboration, and institutional policy support. The results of this study are expected to provide conceptual and practical contributions to the development of academic management in higher education, particularly in Islamic religious studies programs. Conceptually, this study is expected to strengthen research on curriculum and academic management based on Islamic values and principles of good governance.

Curriculum and academic management are crucial aspects of higher education management, playing a role in ensuring the quality of graduates and their relevance to the needs of society and the workplace. The curriculum is implemented through learning, academic, and academic support activities integrated with the tridharma of higher education: education, research, and community service. Meanwhile, the academic and curriculum evaluation system is continuously carried out through monitoring, reflection, and curriculum review mechanisms involving students, teachers, and stakeholders. Thus, this study aims to study curriculum and academic management in the Islamic Religious Education (PAI) Study Program at Singaperbangsa University, Karawang. This study begins with the following problem formulations: How is the curriculum and academic planning at Singaperbangsa University, Karawang?, How is the curriculum and academic implementation at Singaperbangsa University, Karawang?, and How is the curriculum and academic evaluation system at Singaperbangsa University, Karawang?. The Islamic Religious Education (PAI) Study Program at Singaperbangsa University, Karawang is successful in curriculum and academic management because PAI can combine Islamic principles, good management standards, and national higher education policies. Islamic values are the basis of all academic activities, and management principles help them run well.

RESEARCH METHOD

This study was conducted in the Islamic Religious Education (PAI) Study Program at UNSIKA Karawang. This research focuses on curriculum and academic management, which includes the planning, implementation, and evaluation of curriculum and academic activities across all study programs. This study aims to comprehensively examine how the PAI Study Program creates a curriculum in accordance with the vision, mission, and needs of students and the world of work; how the curriculum is implemented in learning, academic, and academic support activities; and how the curriculum system is implemented in academic activities. This study uses a qualitative approach and phenomenological methods to deeply understand the experiences and perspectives of educational actors, including the Head of Study Program, lecturers, and education staff, regarding the implementation of curriculum and academic management at UNSIKA. Selected as the research location, the PAI Study Program has Islamic values with modern educational management principles. Therefore, it is expected to provide a better understanding of Islamic higher education management practices that are flexible, relevant, and focused on improving the quality of graduates.

This study uses a qualitative approach combined with a phenomenological approach. At the Islamic Religious Education (PAI) Study Program at Singaperbangsa University, Karawang (UNSIKA), a phenomenological approach was chosen because it allows researchers to comprehensively understand the experiences, perceptions, and meanings shared by key actors in implementing curriculum and academic management (Williams 2021). In-depth interviews were conducted with the head of the study program directly involved in curriculum and academic management. The purpose of these in-depth interviews was to obtain in-depth information about the curriculum planning, implementation, and evaluation processes to improve academic quality. Data analysis consisted of steps to reduce data, present data, and extract significant meaning from observed events (Englander and Morley 2021). To ensure data

validity, a triangulation technique was used that systematically links observation, documentation, and interviews (Nuryana, Pawito, and Prahastiwi 2021). The results of the analysis are expected to provide a broad picture of how curriculum and academic planning are implemented, how learning and academic activities are conducted, and how the curriculum evaluation and development system is used within the study program. This study conducted in-depth interviews with the Head of Study Program in the Islamic Religious Education (PAI) Study Program at Singaperbangsa University, Karawang (UNSIKA), including the Head of the Program who has direct knowledge of the curriculum planning, implementation, and evaluation processes within the study program. The interviews were semi-structured, with general question guidelines that allowed the researcher to tailor the questions to specific contexts. This method allowed informants to freely share their perspectives, experiences, and understandings, particularly regarding how the curriculum is designed to align with the vision, mission, and needs of the workplace and students (Rustamana, Maharani, and Maharani 2022).

In the Islamic Religious Education (PAI) Study Program at Singaperbangsa University, Karawang (UNSIKA), the experiences, perspectives, and meanings expressed by informants were examined through qualitative methods and thematic analysis. The purpose of this analysis was to gain a deeper understanding of what informants said about curriculum and academic management. Several steps were taken to thoroughly analyze the data obtained from the in-depth interviews (Nuryana et al. 2021). This included repeatedly reading and reviewing interview transcripts, open coding relevant data, grouping codes into categories and themes, and interpreting the themes as they described the phenomenon under study (Rofiah and Bungin 2021). The phenomenological method was used to understand the subjective experiences of informants as they experienced them. Thus, the resulting meanings are derived from the participants' own perspectives.

RESULTS AND DISCUSSION

Curriculum and Academic Planning at Singaperbangsa University, Karawang

The curriculum is generally viewed as a plan developed to facilitate the learning process under the guidance and responsibility of the school or educational institution and its teaching staff. Several curriculum theorists argue that the curriculum encompasses not only all planned activities but also events that occur under the school's supervision. Law No. 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials, as well as methods used as guidelines for implementing learning activities to achieve specific goals. Curriculum planning is expected to provide teaching and learning opportunities to guide students toward desired behavioral changes and assess the extent of these changes.

Curriculum planning influences the determination of costs or profits, the determination of objectives or end results, the development of strategies to achieve these objectives, the formulation or determination of priorities and sequences of strategies, the establishment of work procedures with new methods, and the development of policies. Therefore, without curriculum planning, the systematics of various learning experiences will not be interconnected and will not lead to the desired goals (Oktaviani, 2022). In creating a curriculum plan, many things must be carefully considered, including how we manage the curriculum planning itself. Curriculum planning management is highly dependent on human capabilities as managers. If the management of curriculum planning is carried out by a professional, a curriculum will be produced that is ready to be implemented in an educational institution.

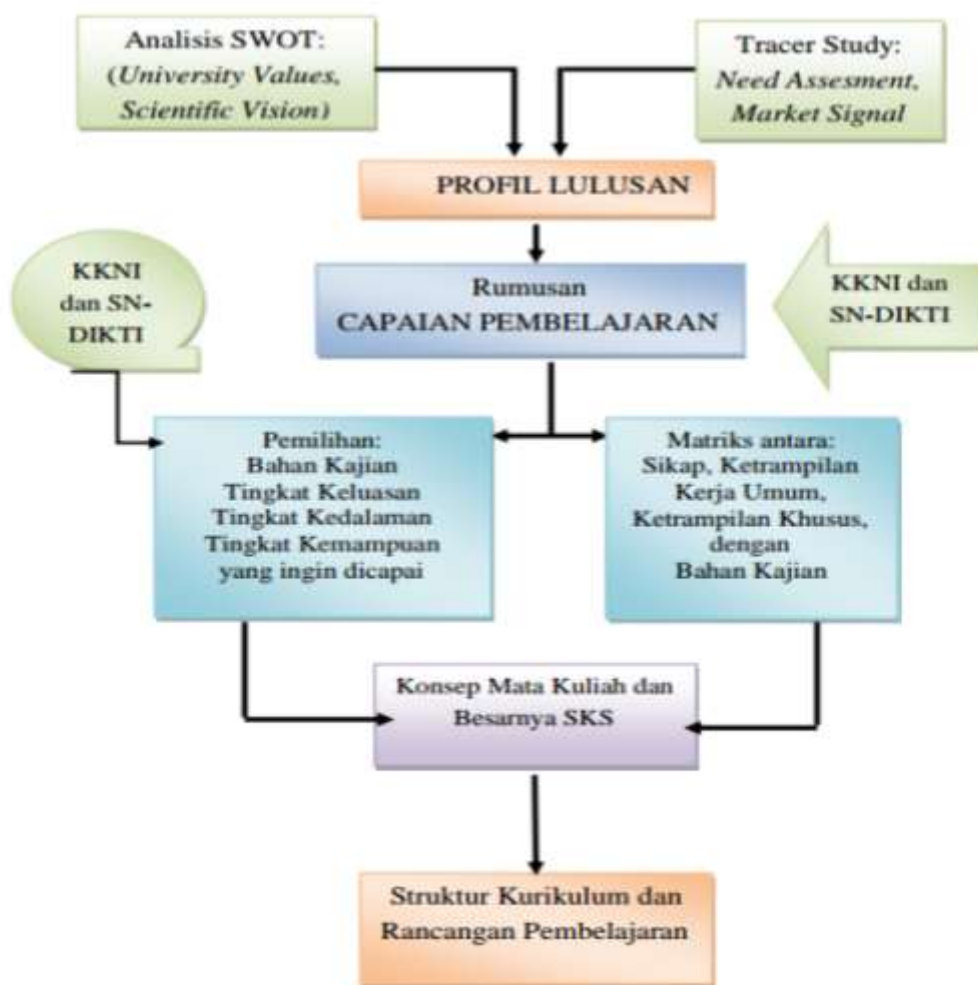


Figure 1. Curriculum Development Stages
(Source: Belmawa, Ristekdikti)

The figure shows the stages required to develop a university curriculum, according to the Head of the Islamic Religious Education Study Program at UNSIKA, Mr. Iqbal Amar M.Pd., as follows determining the graduate profile, determining learning outcomes, developing study materials and a relationship matrix, developing course subjects and credit units, developing the curriculum structure and learning plan.

Research shows that in the initial stages of curriculum planning, the Islamic Religious Education Study Program at UNSIKA conducted an evaluation of the old curriculum using a SWOT analysis, attended by stakeholders, lecturers from the Islamic Religious Education Study Program, and student representatives. This stage examines the extent of learning outcomes, the shortcomings of the previous curriculum, and provides input for a new curriculum that is appropriate to current developments and aligns with the Islamic Religious Education Study Program's vision as educators and edupreneurs. Once the curriculum is formulated, the university will invite competent speakers to provide input. UNSIKA also frequently holds curriculum-related workshops to refine their formulations. The most recent workshop was held in Depok, with speakers who are experts in this field.

After the new curriculum formulation has received input from the workshop speakers, the final stage is its approval by the UNSIKA rector. The Islamic Religious Education (PAI) Study Program at Singaperbangsa University, Karawang (UNSIKA) was established as part of the Faculty of Islamic Studies (FAI), which is also a part of UNSIKA's history. Since its founding on February 2, 1982, UNSIKA has continued to grow and accommodate various new study

programs, including those in the field of religion, to meet community demands. The PAI Study Program has undergone several accreditation periods from 2000 to the present. The PAI Study Program's accreditation history at UNSIKA began on June 23, 2000, with a C accreditation status from BAN-PT. The accreditation status continues to improve, with several times achieving an A grade (in 2006) and a B grade (in 2012 and 2017) and an A grade in 2022.

Curriculum and Academic Implementation at Singaperbangsa University, Karawang

Curriculum implementation is defined as the process of applying curriculum ideas, concepts, and policies in a learning process, so that students master a specific set of competencies as a result of interaction with the environment (Rivaldi et al., 2024). Curriculum implementation is the process of implementing or carrying out a curriculum designed for use in education. This process involves various actions, strategies, and steps that must be taken by teachers, school staff, and students to ensure that the curriculum is effectively implemented in the classroom context (Yahiji, 2024).

Broadly speaking, curriculum implementation encompasses three main strengths: program development, learning implementation, and evaluation of learning outcomes. Meanwhile, according to Omar Hamalik (2002), curriculum implementation is the application or execution of a curriculum program that has been developed in the previous stage, then tested through implementation and management, while continuously adjusting to the field situation and student characteristics, including their intellectual, emotional, and physical development. Curriculum implementation has three main activities:

1. Program development: This program development encompasses annual, semester, monthly, weekly, and daily programs.
2. Learning implementation: Essentially, it is the process of interaction between students and their environment, resulting in behavioral changes for the better.
3. Process evaluation: This evaluation is carried out throughout the curriculum implementation process, both formative and summative.

Research results indicate that in implementing curriculum management, particularly for the effectiveness of the learning process, lecturers in the Islamic Religious Education Study Program at UNSIKA must utilize deep learning projects to maintain current basic demands, which require students to be critical, applicable, and implementable.

Curriculum implementation at UNSIKA is implemented through programming development in the form of lectures (daily programs) and also extracurricular activities, including general lectures (semester programs) attended by all students. Other activities include the Student Association (HIMA) and workshops and seminars aligned with the study program (annual program).

Second, learning implementation. Learning activities include theoretical learning, practical work, studio work, field practice, or other forms tailored to the graduates' learning outcomes. Prior to the implementation of the learning process, each lecturer will prepare a robust learning plan, starting with the Semester Learning Plan (RPS). This RPS is a learning planning document designed to produce graduates with the skills required to meet the established Graduate Learning Outcomes (CPL).

Finally, curriculum implementation involves process evaluation. This evaluation is conducted throughout the curriculum implementation process, both formative and summative. Every lecturer at UNISKA routinely conducts process evaluations to ensure each student completes all assigned assignments and projects to meet the Graduate Learning Outcomes (CPL).

Curriculum and Academic Evaluation System at Singaperbangsa University, Karawang

Campus curriculum evaluation is a systematic process of reviewing, measuring, and analyzing the current curriculum to ensure it remains relevant to developments in science, technology, and stakeholder demands. The goal is to ensure the implemented curriculum is effective in achieving educational objectives, achieving expected learning outcomes, and relevant to the needs of the workplace.

Monitoring and evaluation in the Islamic Religious Education Study Program at UNSIKA has two stages, divided by scope. Singaperbangsa University, Karawang, has nine faculties and a total of 32 study programs. These include three diploma programs, 26 undergraduate programs, and three postgraduate programs. One of these faculties is the Faculty of Islamic Studies (FAI). To monitor and evaluate this Islamic Religious Studies Faculty, a "Quality Assurance Group" was established. The Islamic Religious Education Study Program itself has a "Quality Control Group" team to evaluate and monitor students, learning, research in the community, and educational services.

The Quality Control Group team will report their evaluation results to the Quality Assurance Group periodically to ensure the quality of the Islamic Religious Education Study Program. With consistent evaluation, the Islamic Religious Education (PAI) study program has achieved an A (very good) in the current BAN-PT accreditation. In fact, the PAI study program recently underwent international accreditation and is awaiting the results.

The Head of the PAI Study Program at UNSIKA stated that, "The indicator of a successful PAI study program curriculum is producing students who can meet the minimum standards for graduates as prospective PAI teachers and educational edupreneurs. Producing professional teachers who are not only knowledgeable but also civilized, skilled not only in pedagogical skills but also in cognitive, psychological, intellectual, and religious aspects."

CONCLUSION

Curriculum and academic management in higher education plays a strategic role in producing superior, competent, and competitive graduates. At UNSIKA, the curriculum is designed contextually, taking into account societal needs, technological developments, and Islamic values. The curriculum planning process is carried out systematically through the stages of SWOT analysis, determining graduate profiles, determining learning outcomes, selecting study materials, and developing a curriculum structure. This process involves various stakeholders, including lecturers, students, and expert resource persons, and is supported by workshops and internal evaluations.

Curriculum implementation in the UNSIKA Islamic Religious Education Study Program includes learning program development, implementing lesson plan-based learning, and evaluating the learning process. Lecturers are required to apply critical and applicable learning approaches, such as deep learning, and to develop annual and daily programs aligned with graduate learning outcomes. Academic activities are also strengthened by supporting activities such as public lectures, seminars, and student organizations, all of which are aimed at producing graduates who are not only intellectually intelligent but also civilized and religious.

The curriculum and academic evaluation system is carried out in layers through the Quality Control Group at the study program level and the Quality Assurance Group at the faculty level. This evaluation includes monitoring of learning, research, and educational services, and serves as a basis for improving the quality and accreditation of study programs. Using a phenomenological approach and thematic analysis, this study successfully revealed that the success of curriculum and academic management in the Islamic Religious Education Study Program at UNSIKA lies in the synergy between Islamic values, modern management principles, and a commitment to higher education quality.

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