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# Development of Islamic Education Management Framework for Increasing the Quality of Graduates

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## ABSTRACT

The objectives of this study are: 1) To analyze the management of the basic components of Islamic education, 2) To analyze the development of a curriculum management framework for improving the quality of Indonesian graduates and 3) Analyze the role of the IQF as a Higher Education Curriculum in responding to problems in the quality of Indonesian graduates. The method used to answer this research is literature study. In order to answer the purpose of this study, library research methods were used. The data collection technique used is documentation technique with data analysis in the form of content analysis. In order to maintain the accuracy of the assessment and prevent misinformation in data analysis, bibliography checks and literature rereading are carried out. The results of this study are: 1) The basic components of Islamic education are: a) Islamic education personnel management. b) Islamic education student management, c) Islamic education curriculum management, d) Islamic education financial management and e) management of Islamic education facilities and infrastructure. 2) the development of a curriculum management framework to improve the quality of Indonesian graduates is carried out in three stages, namely: a) Curriculum Planning which is carried out starting from Strategic Planning, program planning, learning activity planning, b) curriculum implementation with four models: individual-based education program, learning , Module-based learning, competency-based education and school-based entrepreneurship c) Evaluation of the curriculum was carried out using the Saylor and CIPP Stufflebeam models. Saylor dan CIPP Stufflebeam.

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## INTRODUCTION

The issue of low human resource quality in Indonesia is not a new challenge in the organization management of educational institutions (Carbery et al., 2024). Every time a Human Development Index report is released, the quality of our Human Resources (HR) consistently ranks among the lowest (Thalgi, 2019). In the 2015 United Nations Development Programs (UNDP) report, Indonesia is still in the group of countries with a medium level of human development (Pratiwi, 2019). Previously, it can be seen that the quality of education related to basic literacy (Reading, Mathematics, and Science), Indonesia is still far behind from neighbouring countries (OECD's Programme, 2021). In a more detailed report by the Organization for Economic Cooperation and Development (OECD) on the PISA (Program for International Student Assessment), which evaluate the quality, equity and efficiency of education in schools, Indonesia was ranked 64 out of 65 countries (UNDP, 2019).

The quality of secondary education graduates serves as the key input for determining the quality of higher education. This is because SMA (Senior high school), MA (Islamic-based high school) and SMK (Vocational School) students are the primary candidates who enrol in higher education to gain learning experiences (Curriculum and Learning Directorate of Learning and Student Affairs Team of the Ministry of Education and Culture, 2014) (Nugrahanto & Zuchdi, 2019). In the context of the low quality of Indonesian education at the higher education level, Islamic-based universities consistently rank below Public Universities (PU). According to Webometrics' the ranking of the 100 best universities in Indonesia, the top 19 positions are occupied by Public Universities (PU), while the highest-ranked Islamic-based University appears at 20th rank place, with the Indonesia Islamic University (UII) securing this position (Webometrics, 2018) (Aguillo et al., 2010).

Within the Quality-Based Higher Education Development Management paradigm, Indonesian institutions have fundamentally structured their educational systems around four core stages: Input, Process, Output, and Outcomes (Qomar, 2014). Critically, J. Alan Thomas's System Theory highlighted the 'Process' system as the primary determinant of graduate quality. His findings underscored that a robust and positive process could yield superior output even with suboptimal initial input; conversely, a compromised process would likely lead to inferior outcomes despite strong input. This theoretical framework posits that effective management centered on refining the educational process is paramount for achieving and sustaining high-quality graduate output and overall institutional development (Powell & Carraccio, 2018; Purwati et al., 2020).

Based on J. Alan Thomas' system theory above, there is a very interesting conclusion that the Process system is a determinant of K (output of quality graduates) of the education system. In the field of education, several key components contribute to the learning process, including professional teachers, curriculum, learning facilities, learning methods and collaborative networks (A. Thomas, 2000; A. B. Thomas, 2005). The similar thing was also expressed by Omnisimus Amtu that the components and

variables that determine the realization of good quality education in general are still associated with the curriculum, teaching staff, students, teaching and learning processes, budgets, educational infrastructure, organizational culture, leadership and so forth (Amtu, 2013). Jejen Musfah revealed the key components of the educational process as: (1) Education Management and (2) Academic Programs, which include curriculum and teaching-learning proces (Fahriany et al., 2015; Musfah, 2012).

From the components of the learning process that were put forward by Mujamil Qomar, Omnisimus Amtu above, the component which is the heart of the learning process (education) is the curriculum component. This is in accordance with the statement of James A. Bean, William H. Schubert quoting from Wesley Null in Curriculum from Theory to Practice, that "curriculum is the heart of education". The curriculum is considered the heart of education for two reasons: the curriculum that defines what should be taught, and the curriculum that represents a combination of thoughts, actions and goals (Hikmawati & Hosnan, 2022). Agreeing with James A. Bean's idea, Zainal Arifin also stated that the curriculum is the heart of education which greatly influences the development of student competencies, both attitude, knowledge and skill competencies (Nambiar et al., 2019; Santoso et al., 2022). Imam Gunawan and Djum Djum Noor Benty agree with Zainal Arifin that curriculum is the key in education, because it relates to determining the direction, the content and the process of education which ultimately determines the types and qualifications of graduates (Gunawan & Benty, 2017).

The curriculum is one of the five fundamental management components Islamic education. According to Mujamil Qomar, 2015 (125-177), the basic components of Islamic education management consists of: (1) Islamic Education Personnel Management, (2) Islamic Education Student Management, (3) Islamic Education Curriculum Management, (4) Islamic Education Financial Management, and (5) Management of Islamic Education Facilities and Infrastructure (Hosaini et al., 2024). Given the position of the curriculum as the heart of education, researchers are very interested in discussing this curriculum issue with the theme: Development of a Higher Education Curriculum Management Framework to Improve the Quality of Indonesian Graduates (Hendriarto et al., 2021).

The purpose of this study is to analyse the management of the basic components of Islamic education, and to analyse the development of a curriculum management framework to improve the quality of Indonesian graduates and to analyse the role of the IQF as a Higher Education Curriculum in responding to problems in the quality of Indonesian graduates.

## METHOD

This research employed a library research methodology, which inherently involved a comprehensive literature study on theoretical frameworks and various scientific references (Sugiyono, 2012). The steps undertaken in this library research included: (1) preparing necessary equipment, (2) compiling a working bibliography, (3) managing allocated time, and (4) meticulously reading and taking research notes. Data sources for this study were obtained from pertinent literature, such as books, journals, and scientific articles aligned with the chosen topic. The primary data collection technique utilized was library research, where information was derived from various variables, including notes, books, papers or articles, and journals (Arikunto, S., & Jabar, 2010). The applied research instrument consisted of a checklist for classifying research materials based on the study's specific focus, alongside writing schemes/maps and standardized research note formats. Finally, the data analysis technique employed in this library research was the content analysis method.

## RESULTS AND DISCUSSION

### Management of Basic Components of Islamic Education

Abu Sin formulated four main requirements that must exist in Islamic management: foundation of Islamic values and morals, all management activities are a form of servitude to Allah SWT, superior relations with subordinates is a Muslim brotherly relationship, Islamic management which is based on ethics and religious values, is an alternative in solving individual and social problems in the midst of an era which is becoming increasingly morally uncertain (U. Saefullah, 2014 ).

Management of the basic components of Islamic education are:

1. Islamic Education Personnel Management
   Personnel management functions to prepare personnel who handle the educational process, especially teachers, lecturers.
2. Islamic Education Student Management
   Student management functions to prepare students as active participants in the educational process.
3. Islamic Education Curriculum Management
   Curriculum management functions to prepare materials to be taught by teachers/lecturers and studied by students/students.
4. Financial Management of Islamic Education
   Financial management functions to prepare costs
5. Management of Islamic Education Facilities and Infrastructure
   Management of facilities and infrastructure functions to prepare a place for the educational process to take place.

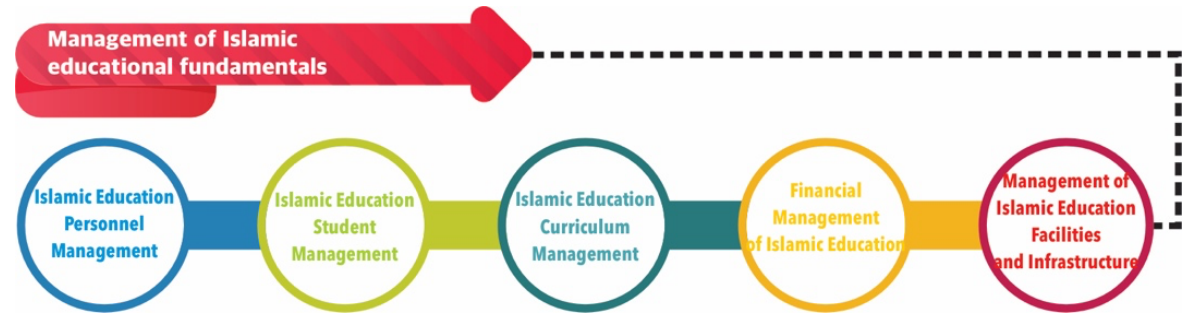



Figure 1: Management of Islamic Educational Fundamentals

Figure 1 presented focuses on comprehensive management of the fundamental aspects of Islamic education to ensure effective and sustainable educational operations. It comprises five interlinked components: management of personnel involved in Islamic education, student management, curriculum management, financial management related to Islamic teaching, and management of educational facilities and infrastructure. Each component addresses a critical area that supports Islamic educational institutions' overall quality and functionality.

Specifically, personnel management emphasizes teaching and administrative staff recruitment, development, and administration. Student management covers student welfare, academic progress, and support systems. Curriculum management involves designing, implementing, and evaluating Islamic education programs. Financial management ensures proper budgeting, funding, and resource allocation for educational activities. Finally, management of facilities and infrastructure guarantees that physical and technological resources meet the institution's needs. These components form an integrated framework facilitating well-rounded, efficient, and accountable governance in Islamic educational settings.

Of the five management components of Islamic education, the focus of the authors' discussion is the management of Islamic education curriculum. This is based on the statements of several figures that have been described in the background section of the problem above.

**Development of a Curriculum Management Framework for Improving the Quality of Indonesian Graduates**

Etymologically, the curriculum comes from Greek, namely 'curir' which means running, and 'curere' which means a place to race (Abdullah Idi, 2007). Meanwhile, if referring to the National Education System (Sisdiknas) No. 20 of 2003 the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines in the preparation of the education unit level curriculum and syllabus for each educational unit (S. Nasution, 2003). Almost the same as the previous sound of National Education System No. 20 of 2003,

Oemar Hamalik defines the curriculum as an educational program provided by educational institutions (schools) for students. Based on this educational program, students engage in various learning activities that foster and encourage their development and growth in alignment with the predetermined educational goals. The curriculum is not limited to a number of subjects, but includes everything that can affect student development, such as: school buildings, learning tools, school equipment, libraries, employees, administration, pictures, school yard (Oemar Hamalik, 2007).

James A. Bean in his Curriculum Planning and Development concluded that there are four (4) curriculum categories, namely:

a. Curriculum as a product (Curriculum as product)

   Understood as a document that contains a list of subjects, syllabus, list of skills and objectives, textbook titles and so on. In this sense, the curriculum is the result of curriculum planning and development activities.

b. Curriculum as a program (Curriculum as Program)

   Understood as an educational program provided by the school to facilitate student learning activities. The education program can be in the form of intra-curricular activities (structured programs), co-curricular activities (programs as a deepening of intra-curricular activities) and extra-curricular activities (programs that aim to provide broader insights and skills for learners.

c. Curriculum as required learning material (curriculum as intended learnings)

   Understood as a learning plan that contains a number of materials, skills, attitudes and behaviors that must be learned by students at school. In this sense, the curriculum must contain facts, principles, concepts and understandings related to the subjects that students must learn at school.

d. Curriculum as the experience of learners (curriculum as the experiences of the learners)

   Understood as a series of student learning experiences obtained through the learning process. It can be said that the educational curriculum is not something physical but the interaction between educators, students and knowledge both inside and outside the classroom.

**Foundation and Curriculum Development Theory**

Every higher education institution in Indonesia follows four main stages in its education system: (a) Input, (b) Process, (c) Output and (d) Outcomes (Qomar, 2014). Of the four stages, according to the System Theory put forward by J. Alan Thomas, the system that determines the quality of graduate output is the process system. Alan Thomas revealed that: (1) A (intake/input) is negative/poor, if the P (process) is + (positive) it will produce K (output) which is inclined + (superior), (2) A (intake/ input) is positive/good, if P (Process) is negative (-), it will produce K (Output) which tends to be Negative (Not Superior), (3) A (Intake/input) which is negative/bad, if P

( The process) is negative (-), so it will produce K (Output) which tends to be negative (Not Superior)




Figure 1: Management of Islamic Educational Fundamentals

Figure 1 shows the essential elements for managing quality-based higher education development. Effective management of fundamental components—such as faculty and staff, students, curriculum, financial resources, and facilities—forms the foundation for institutional quality improvement and sustainable growth. Additionally, implementing a systematic curriculum management framework involving planning, execution, and evaluation ensures continuous enhancement of educational offerings and graduate competencies, reflecting core quality management principles. Furthermore, aligning educational outcomes with labor market demands through policies like the Indonesian Qualifications Framework (IQF) demonstrates a strategic approach to quality development. This integration equips graduates with relevant skills and qualifications demanded by the job market, reinforcing the institution's role in producing capable professionals and responding adaptively to external socio-economic needs. Together, these strategies embody the comprehensive management required for advancing higher education quality.

a. Philosophical Foundation

The philosophical foundation in curriculum development is to examine the nature of reality, knowledge, value systems, values of goodness, beauty, and the nature of thoughts that exist in society (Hadi, 2022).

b. Psychology Foundation

In curriculum management must be based on psychology as a reference in determining what and how that behavior should be developed. Psychology relates to curriculum in terms of how the curriculum is given to students and

how students must learn it, in the sense that it relates to curriculum strategies (Götz et al., 2022; Weinberg & Gould, 2023).

c. Socio-Cultural Foundation

The socio-cultural reality that exists in society is material for curriculum management studies, to be used as the basis for curriculum development. The socio-cultural foundation plays a role not only in terms of curriculum development, but also in terms of curriculum implementation (Hmelo-Silver et al., 2013; Sumintono et al., 2019).

d. Foundation of Science and Technology

The foundation of science and technology is needed in curriculum development as an effort to align curriculum content with the developments and progress that occur in the world of science and technology which also causes developments in the world of education (Leite, 2024).

The effective design of an educational system is predicated upon three critical elements. Firstly, the precise formulation of educational goals provides overarching direction, encompassing multi-tiered structures such as national, institutional, and learning objectives. This goal-setting process is not merely an abstract declaration but serves as an indispensable foundation for the subsequent stage of constructing learning experiences. These learning experiences are meticulously designed to offer educators explicit guidance on activity details and specific methodologies for achieving educational aims, thereby enhancing the practical implementability of instructional efforts.

Secondly, curriculum development stands as a pivotal process reflecting the dynamic nature of education. The curriculum is not a static repository of content but rather an organic, continually evolving 'vehicle for teaching and learning' that necessitates ongoing evaluation and reconstruction in response to societal shifts and advancements (Sudharta et al., 2017). This development process inherently determines how the curriculum will function, signifying that the content and structure of education must constantly adapt to meet contemporary demands.

Finally, integrating moral and affective dimensions is imperative in curriculum development, alongside cognitive and psychomotor aspects. As emphasized by John D. McNeil, the curriculum's content must fundamentally foster the affective domain—encompassing values, attitudes, and emotions—to facilitate holistic student development (A. J. McNeil et al., 2015; B. S. McNeil, 2020). These affective components are inherently embedded within all areas of study, whether explicit or implicit, and exert a decisive influence on the development of students' critical thinking, ethical judgment, and social sensibility, aspects that might otherwise be overlooked when solely focusing on cognitive outcomes.

**Curriculum Management Framework**

Curriculum Planning

1. *Strategic Planning (Strategic Planning)*
   Understood as activities carried out in the context of formulating competency standards, determining program content and structure, as well as formulating strategies for implementing the curriculum as a whole. This is the responsibility of the board and the authoritative party in an educational institution (Curtis R. fINCH and John R. Cruncilton, 1993).

2. *Program Planning (Program Planning)*
   Understood as activities carried out in order to develop basic competencies and determine material or subject matter in each subject. The parties involved were the curriculum sector, the principal, several teachers who were selected primarily based on their disciplinary expertise and performance.

3. *Learning Activity Planning (Program Delivery plans)*
   Understood as activities carried out in the context of implementing learning which consists of: compiling indicators of achieving competence, determining material, determining learning strategies, and determining learning evaluation tools to be used. The people in charge here are the teachers. The curriculum planning is presented in tabular form, it can be seen in table 1 below.

**Table 1. Curriculum Planning**

| Type | Person responsible | Results |
|---|---|---|
| The strategic plan | Boards and authoritative parties (by soliciting input from various groups within an institution). | Competency standards, program content and structure, overall curriculum implementation strategy |
| Program Plan | Staff at the central and principal level (by soliciting input from teachers and school staff) | Basic competence and material or subject matter in each subject |
| Learning program plan | Teachers, counsellors, and staff (by seeking input from parents, students, and community members) | Competency achievement indicators, learning materials, learning strategies and learning evaluation |

Source: (Curtis R. Finch and John R. Crunkilton in Abdullah Aly

a. Curriculum Implementation
   There are four curriculum implementation models to choose from, namely:

| Model | Practice |
|---|---|

| | |
|---|---|
| Individual based educational program | Understood as an educational program that places students as the main component, while other things outside of students are only complementary components. |
| Module-based learning | Understood as a learning activity that places the module as the main component. Based on the assumption that students will achieve more if they are guided by learning objectives and materials arranged in a module |
| Competency based education | Understood as an educational program that places more emphasis on student competence in the form of knowledge, assignments, skills, attitudes, values and awards for achieving success in life. |
| School-based entrepreneurship | Understood as an educational program that brings entrepreneurial activities into schools, involving students |

b. Curriculum Evaluation

| Model | Description |
|---|---|
| Saylor, Alexander and Lewis models | This model emphasizes curriculum evaluation on five aspects, namely: (1) curriculum objectives/institutional goals, curricular and learning objectives, (2) the overall educational program, (3) certain segments of the educational program, (4) learning and (5) evaluation program. |
| CIPP Stuffiebeam Model | This model emphasizes evaluation on four aspects, namely (1) context, (2) input, (3) process and (4) product. |

Of the two models above, the model that is dominantly used by curriculum developers is the second model, namely the CIPP Stuffiebeam model. According to Stuffiebeam, curriculum evaluation activities must include eight things, namely

a. The activity process contains several steps.
b. Detailed description of the things to be evaluated.
c. Obtain data for evaluation purposes.
d. Provide information about the purpose of the evaluation.
e. Helpful
f. Information description about the required data
g. Decisions on criteria, value framework
h. Alternative decisions (Abdullah Aly, 2011).

The CIPP (Context, Input, Process, Product) model by Stufflebeam is a highly favored framework for curriculum evaluation due to its comprehensive and

systematic approach. When applied to Islamic higher education, this model allows for a rigorous assessment of all facets of educational programs, from the foundational environment to the final learning outcomes. It provides a structured methodology to understand how well a curriculum functions and ensure it aligns with the institution's unique spiritual and ethical mission, driving meaningful quality enhancement.

Stufflebeam's criteria dictate that evaluation must involve clearly defined activity processes, ensuring that structured phases, such as the tarbiyah or da'wah components within the curriculum, are methodically assessed for consistency. This requires a detailed description of the aspects being evaluated, whether it is a Tahfidz program's efficacy or the practical application of Islamic financial ethics. Furthermore, robust data collection is paramount; this can range from student assessments in Islamic jurisprudence to qualitative observations of Akhlaq development, providing the evidence needed for informed judgments.

Crucially, the purpose of the evaluation must be explicit, clarifying why the assessment is being conducted – for instance, to determine if the curriculum successfully cultivates strong Iman and Taqwa, or prepares graduates as ethical leaders for the Ummah. The evaluation must also be genuinely helpful, offering actionable insights for improving madrassa administration or refining teaching methodologies like Tafsir. A precise description of required data ensures that the positive information, such as student performance in Aqidah or observational data on adab, is gathered effectively.

Finally, and most vital for Islamic higher education, evaluation requires clear decisions on criteria and a guiding value framework. This means assessing programs not just by academic standards but primarily through the lens of Islamic values, ethics, and principles, such as maqasid al-sharia and wasatiyyah. Based on these comprehensive insights, alternative decisions can then be explored, leading to targeted improvements—whether redesigning a Sirah Nabawiyah course or reallocating resources to enhance hifz support—all contributing to the strategic advancement of quality within the institution's distinctive context.

The aspects evaluated are:

Table 2:

| Context | Inputs | Process | Product |
|---|---|---|---|
| An evaluation with an emphasis on curriculum objectives | Understood as a curriculum assessment activity that emphasizes the resources and strategies used to achieve curriculum objectives | Understood as a curriculum assessment activity that focuses on the implementation process from start to finish | Understood as an evaluation activity that emphasizes the impact of the curriculum on alumni acceptance in society. |

Source: Abdullah Aly, 2021

Table 2 systematically explained educational evaluation through four key components: Context, Inputs, Process, and Product. First, the Context presented the overall evaluation framework, emphasizing assessment focused on curriculum objectives. Second, Inputs highlighted evaluation activities that stressed resources and strategies utilized for achieving educational goals, centering on fundamental resource management and strategic planning in education. Third, the Process systematically assessed the entire execution of the curriculum from initiation to completion, serving as an essential factor in ensuring educational quality. Lastly, the Product measured the impact of education on society, with graduates' social acceptance and success being gauged as the final outcomes of education.

This 'Context-Inputs-Process-Product' framework was closely related to the research on Quality-Based Higher Education Development Management. That study presented strategies to enhance the overall quality of higher education through clear formulation of educational goals, efficient management of input resources, systematic process operation, and qualitative assessment of graduate achievement. Consequently, the structure of this table demonstrated systematically how quality management should be implemented at each stage of education, providing an important theoretical framework for sustainable educational development and maximizing outcomes in both educational policy formulation and practical implementation.

**The role of the IQF as the current Higher Education Curriculum in responding to problems in the quality of graduates from Indonesian Universities**

The basic principle developed in the IQF is to assess a person's performance in terms of knowledge, expertise and skills in accordance with the learning outcomes obtained through the process of education, training or past experience, which is equivalent to a qualification descriptor for a certain level. In the process of preparing the IQF concepts, comparative studies have also been carried out in various countries to be able to develop an IQF that is comparable to the qualification frameworks of other countries. The compatibility between the IQF and the qualification frameworks of other countries is urgently needed so that the IQF can be understood and recognized as a reliable and trusted qualification system. Furthermore,

The Indonesian National Qualifications Framework provides nine levels of qualifications, starting from qualification level 1 as the lowest qualification and qualification level 9 as the highest qualification. Determination of levels 1 to 9 is carried out through a comprehensive mapping of labor conditions in Indonesia from the perspective of labor producers (supply push) and users (demand pull). The description for each level of qualification is also adjusted by taking into account the conditions of the country as a whole, including developments in science, technology and arts, developments in supporting sectors of the economy and people's welfare

such as industry, agriculture, health, law, etc., as well as developmental aspects. national identity as reflected in *Bhineka Tunggal Ika*, namely the commitment to continue to recognize the diversity of religions, ethnicities, cultures,

The IQF can be used as a reference by four stakeholders who use their respective approaches in increasing the level of qualifications. For example, the formal education sector can use the IQF as a reference in planning a tertiary learning system in Indonesia so that it can correctly position its graduates' abilities at one of the IQF qualification levels and estimate their equivalence with career paths in the world of work. From the other hand, graduate users, industry associations or the world of work in general can also refer to the Indonesian National Qualifications Framework to estimate the qualifications of job seekers and position them on the career path and provide appropriate remuneration. The same thing can also be done by the professional level in the realm of professional associations.

However, despite the fact that it was established three years ago, there are not many PTs whose curriculum is based on IQF. Higher Education, especially study programs (Prodi) are required to revise the curriculum based on the Indonesian National Qualifications Framework which was issued based on Presidential Decree No. 8 of 2012, and Permendikbud No. 73 of 2013 concerning the application of the IQF. The Curriculum is a work qualification framework that juxtaposes, equalizes, integrates the academic education sector with training and work experience in order to provide competency recognition according to work positions in various sectors. It is realized that compiling a curriculum based on the IQF is not an easy job for the campus academic community. Therefore, lecturers' understanding and commitment is needed. Equally significant, the role and support of the Head of Study Program, Dean and Chancellor are very important. During the 3 years running,

1. The profile of study program graduates is in accordance with the needs of graduate users (users). The problem that the author feels is that even though the Study Program knows what competencies graduates need, it is not immediately followed by curriculum changes. Tracer study which is a way to obtain profile data and what competencies are needed by graduate users just to complete accreditation forms.
2. The integration between academic education learning outcomes and work experience and skills in the world of work is out of sync. Ideally with the application of the IQF, the strategy for achieving CP according to the level can answer the needs of the labor market.
3. The IQF workshops that are conducted are not significantly different from ordinary seminars. According to Jejen Musfah, an ideal IQF workshops should involve quarantining lecturers to independently or collaboratively develop the syllabi. Hence, they then present to their peers to avoid redundancy across different subjects.

Although the lecturers also required to formulate learning outcomes and achievement matrices, even tough, ideally, the Ministry of Research, Technology and Higher Education should be responsible for creating an ideal IQF curriculum. Despite that it is like going through a steep rocky road, potholes and uphill. The challenge lies within the campus itself. Some lecturers are not interested in new things, so a policy is needed that makes lecturers unable to understand IQF. And lecturers who already know do not necessarily make improvements. Why? Because the system allows lecturers not to do it.

## CONCLUSION

Management of the basic components of Islamic education consists of Management of Islamic Education Personnel, Management of Islamic Education Students, Management Islamic Education Curriculum, Financial Management of Islamic Education and Management of Islamic Education Facilities and Infrastructure. Development of a curriculum management framework for improving the quality of Indonesian graduates consisting of the following stages planning, implementation and curriculum evaluation with principles that must be met. It is hoped that the IQF policy issued based on Presidential Decree no. 8 of 2012 can respond to improving the quality of Indonesian graduates by integrating Learning Outcomes (CP) of academic, vocational and professional education with qualifications for each level of the IQF that follow the tastes of the job market. The university recognized the urgent need for a critically engaged approach beyond procedural frameworks. Sustainable quality development called for integrative management strategies, dynamic curriculum governance embracing flexibility, and rigorous evaluation of policy impacts grounded in real-world outcomes. Without addressing these critical dimensions, efforts to improve graduate quality remained formalistic exercises lacking a transformative effect.

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