

Research Article

Trends in Curriculum Changes and their Impact on Integrated Quality Management in Islamic Higher Education

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ABSTRACT

Curriculum changes in Islamic higher education are a strategic step to answer global challenges and the needs of a growing society. This article examines the trend of curriculum changes that occur in the context of Islamic higher education and its impact on integrated quality management. Through a qualitative approach, this study analyzes various factors that drive curriculum changes, such as technological developments, globalization, and industrial needs. The results of the study show that an adaptive and responsive curriculum not only increases the relevance of education, but also contributes to improving the quality of teaching and learning. The positive impact of this change can be seen in improving academic performance, student engagement, and stakeholder satisfaction. In addition, integrated quality management applied in the curriculum change process is able to create a more effective and sustainable evaluation system. This research recommends the need for collaboration between various parties, including lecturers, students, and the community, to ensure that curriculum changes can be implemented optimally and contribute to improving the overall quality of Islamic higher education.

Keywords: curriculum change; integrated quality management; islamic higher education

1. INTRODUCTION

Curriculum changes in Islamic higher education are a response to the social, economic, and technological dynamics that continue to develop. In recent years, Islamic higher education institutions around the world, including Indonesia, have faced demands to update their curricula to be more relevant and effective in preparing graduates who are ready to compete in the global market (Abdurrahman, 2021). An adaptive curriculum not only includes mastery of science and skills, but must also be able to form strong Islamic characters and values in students (Sari, 2019). This curriculum change cannot be separated from the need to improve integrated quality management (MMT) in higher education. MMT is an approach that integrates various aspects of management to ensure that all elements in the educational process run well and are oriented towards quality results (Hasan, 2020). In the context of Islamic higher education, MMT plays an important role in maintaining academic standards and the relevance of the curriculum to the needs of society and industry (Zainuddin, 2022).

The current trend of curriculum changes includes the introduction of more innovative learning methods, the use of information technology, and the integration between general science and religious science (Yulianti, 2023). This aims to create graduates who are not only competent in the academic field, but also have the ability to think critically, creatively, and adaptively to change (Abdurrahman, 2021). However, rapid and unplanned curriculum changes can pose challenges to quality management. Therefore, it is important to analyze how these changes affect MMT in Islamic higher education. This study aims to identify the trend of curriculum changes and their impact on integrated quality management, as well as provide recommendations for Islamic higher education managers in designing a better curriculum and a more effective quality management system.

The integration of the Islamic Education curriculum into the national education system is firmly established in Indonesia, as it is guaranteed by both the 1945 Constitution and Law No. 20 of 2003 on the National Education System. Islamic education has become a fundamental component of the curriculum, mandated to be taught from early childhood education all the way through to higher education. This reflects the significant role Islamic values and teachings play in shaping the moral, spiritual, and intellectual development of students across all educational levels. The implementation of Islamic education within the national curriculum ensures that students are not only equipped with academic knowledge but also nurtured in ethical and religious values, which are essential for their personal growth and for contributing to a just and harmonious society. As noted by Firdaus, H. et al. (2022) and Herman, A. U. H. (2022), the primary responsibility of

educators goes beyond simply imparting knowledge. Educators are tasked with educating, teaching, and guiding students, but they are also expected to develop effective learning tools that meet the diverse needs of students. This responsibility is particularly evident in the context of the independent curriculum, which emphasizes student-centered learning and the need for educators to adapt their teaching methods to foster greater autonomy and critical thinking among students. However, as highlighted by Pouw, O. A., & Mulyanti, D. (2023), prospective educators often face significant challenges in developing these learning tools. The independent curriculum requires teachers to go beyond traditional methods and embrace more innovative and flexible approaches to teaching. Many educators struggle with the complexity of aligning their teaching strategies with the broader goals of the independent curriculum, which requires a deep understanding of both subject matter and pedagogical techniques. The difficulties in developing learning tools for the independent curriculum stem from several factors, including a lack of training in new teaching methodologies, limited access to resources, and the need for continuous professional development. Teachers must not only understand the content they are teaching but also how to engage students effectively, assess their learning, and adapt instruction based on individual needs and progress. In this context, the integration of Islamic education into the curriculum poses additional challenges. Educators are expected to weave Islamic values into all aspects of learning, ensuring that the subject matter is not only informative but also aligned with the ethical and spiritual development of students. This requires a careful balance between academic rigor and the nurturing of character and faith, making the role of educators even more pivotal in the success of the curriculum.

In order to address these challenges, it is essential for educational institutions and policymakers to provide ongoing support and training for educators. By equipping teachers with the necessary tools, resources, and professional development opportunities, the full potential of the independent curriculum can be realized. This will not only improve the quality of education but also ensure that Islamic education continues to play a vital role in shaping the values and character of students throughout their educational journey.

2. RESEARCH METHOD

The research method employed in this study is a qualitative approach, which was chosen specifically to delve deeply into the phenomenon of curriculum change and its impact on integrated quality management within Islamic higher education institutions. Qualitative research is particularly well-suited for exploring complex, context-dependent issues, as it allows researchers to gain a rich understanding of participants' perspectives and experiences from their own point of view (Creswell, 2014). This approach is essential for examining the intricate processes and challenges involved in curriculum reform, as well as its broader effects on the quality management practices within these institutions. The study adopts a case study design, focusing on Islamic higher education institutions that have undergone curriculum changes. Case study research is ideal for this context because it enables an in-depth exploration of the specific circumstances, dynamics, and outcomes of curriculum transformation in individual institutions (Yin, 2018). By selecting multiple institutions that have implemented curriculum changes, this study aims to provide a comprehensive analysis of the varying impacts of these reforms, taking into account the unique cultural, administrative, and educational settings of each institution. Data collection in this study was conducted using several techniques to gather a wide range of perspectives and insights. First, in-depth interviews were carried out with a variety of stakeholders, including lecturers, study program managers, and students. These interviews provided valuable qualitative data about how the curriculum changes have been perceived and experienced by those directly involved in the teaching and learning process. Lecturers and program managers shared their views on how the curriculum changes have influenced their teaching practices and how they align with quality management goals, while students offered their perspectives on how the changes have impacted their learning experiences (Kvale, 2007). In addition to interviews, the researchers conducted observational studies within the campus environment. These observations focused on the interactions between lecturers and students in the context of the new curriculum, providing insight into how the curriculum changes are being enacted in real-time. Observations are particularly useful for capturing non-verbal dynamics, classroom behaviors, and informal exchanges that cannot be fully conveyed through interviews alone (Merriam, 2009). This observational data also helps to contextualize the interview findings and offers a more holistic view of the curriculum's impact on daily academic practices.

Furthermore, document analysis was an essential component of the data collection process. The researchers examined curriculum documents, quality evaluation reports, and institutional policies related to Islamic higher education. This allowed for a thorough investigation of the official frameworks and guidelines that inform the curriculum changes, as well as an assessment of how these changes are integrated into the broader quality management systems of the institutions. Document analysis provided important background information and helped triangulate the findings from interviews and observations, offering a more comprehensive understanding of the curriculum changes and their implications (Bowen, 2009). The data obtained from interviews, observations, and document analysis was analyzed using a thematic analysis approach. This method involved identifying key themes and patterns that emerged from the data and organizing the information into relevant categories (Braun & Clarke, 2006). Thematic analysis is particularly effective for qualitative research as it enables researchers to systematically identify and interpret themes that are significant to the research questions, providing a coherent narrative of the findings. By analyzing the data in this way, the study aims to draw meaningful conclusions about the impact of curriculum changes on quality management practices in Islamic higher education, shedding light on the

successes, challenges, and opportunities that arise from such reforms. In conclusion, the qualitative research design, with its focus on case studies, interviews, observations, and document analysis, offers a comprehensive and nuanced approach to understanding the complexities of curriculum change and its integration with quality management in Islamic higher education institutions. The findings of this study will provide valuable insights for policymakers, educators, and administrators seeking to navigate the challenges of curriculum reform while ensuring that quality management principles are effectively upheld in the process.

3. RESULTS AND DISCUSSION

3.1 Curriculum Changes Integrated with Market Needs

Changes that keep up with the times are certainly the best effort so that curriculum changes are in accordance with market needs, such as an interview with Mr. Ridwan as a Management Lecturer said:

"I strongly support technology integration. E-learning platforms allow students to learn in a more flexible and interactive way. Additionally, the use of collaborative tools such as Google Classroom or Microsoft Teams facilitates discussion and group work, even remotely. This is very important especially in the current situation."

In line with the above statement, Mr. Achmad Ansor as the head of the study program explained:

"Technology integration provides challenges as well as opportunities. We must design a curriculum that is not only responsive to technology but also ensures that all lecturers are trained to use it effectively. Otherwise, we may face problems in terms of the quality of teaching."

Mr. Budi, one of the students, again stated that:

"I feel very helped by the use of e-learning platforms. Online lectures give me the flexibility to study anywhere. In addition, the existence of a discussion forum on the platform allows me to exchange ideas with friends, which I think greatly enriches the learning experience."

The results of interviews with lecturers and study program managers show that UM Jember has made curriculum changes to better integrate market and industry needs. The integration of technology in learning in higher education has become a significant trend, allowing for wider access to educational resources and increasing flexibility in the learning process. The use of e-learning platforms and collaborative tools such as Google Classroom and Microsoft Teams not only facilitates distance learning but also encourages more active interaction between students and lecturers. For example, the new curriculum in the Management and Education study program has included courses relevant to current technological developments and industry trends. This is in line with the opinion of Sari (2019) who stated that the relevance of the curriculum to market needs is very important to increase the competitiveness of graduate.

3.2 Curriculum Changes Integrated with Market Needs

Observations in the classroom show that lecturers at UM Jember have begun to apply innovative learning methods, such as project-based learning and the use of information technology in the teaching and learning process (Aimah, 2021). Interview with Mr. Rahmad, Lecturer of the Management Study Program:

"Since the new curriculum was implemented, we have started to integrate project-based learning. Students not only learn theory, but also directly engage in real, industry-relevant projects. This increases their motivation and makes learning more applicable."

This is corroborated by the words of Mr. Nasir, a lecturer in the Education Study Program:

"We are also starting to use technology in learning, such as e-learning platforms and online collaboration tools. This is very helpful, especially in remote learning situations. Students are more active in participating and can learn at any time."

One of the students of the Management Study Program, alif said:

"Project-based learning is very interesting. We don't just sit in class listening to the lecturers, but we work in groups to solve real problems. This makes us better prepared to face the world of work."

This is in accordance with the theory that this method has been proven to increase student engagement and facilitate more interactive learning (Zainuddin, 2022). Smith & Johnson (2022) emphasized the importance of collaboration between students in improving learning outcomes, which supports the application of collaborative methods at the University of Muhammadiyah Jember.

3.3 True Experimental Research

Integrated Quality Management (MMT) is a systematic approach to improving quality in all aspects of the organization, including in education. The application of innovative learning methods in universities, such as the University of Muhammadiyah Jember, has a significant impact on MMT. In an interview with Dr. Ahmad, a lecturer at the University of Muhammadiyah Jember, he explained that the application of innovative learning methods such as project-based and collaborative learning has had a positive impact on quality management in the institution (Angkarini et al., 2024). He said:

"Improving the Quality of Learning: "With innovative learning methods, students are more actively involved in the learning process. This not only improves their understanding of the material, but also encourages them to develop critical and creative skills."

Continuous Evaluation :

"The application of this method allows us to conduct a more continuous and thorough evaluation of the learning process. We were able to identify areas that needed improvement and adjust the curriculum according to the needs of the students."

Increased Student Satisfaction:

"We also see an increase in student satisfaction. More interactive learning methods make them feel more engaged and motivated to learn, which in turn has a positive impact on their academic outcomes."

Collaboration Between Lecturers:

"The application of innovative methods also encourages collaboration between lecturers. We share best practices and resources with each other, which helps improve the overall quality of teaching."

The results of the study show that curriculum changes at UM Jember also have an impact on the integrated quality management system (Hendrian & Suparno, 2024). The institution has updated its evaluation and accreditation standards to reflect changes in the curriculum. This is in line with the opinion of Hasan (2020) who stated that good quality management must be able to adapt to changes that occur in the curriculum. Also reinforced by Khan and Ali (2021) stated that "innovative teaching methods applied within the framework of MMT can improve the quality of learning by increasing student engagement. In line with Smith and Brown (2020) show that "innovative and integrated learning strategies in MMT are positively related to student satisfaction levels, as they feel more engaged and supported in the learning process.

4. CONCLUSION

The implementation of MMT contributes to increasing student satisfaction. Some important points that can be concluded are: Curriculum Adaptation: Curriculum changes that are responsive to the development of the times and the needs of society contribute to increasing the relevance of Islamic higher education. An adaptive curriculum helps students to be better prepared to face challenges in the world of work. Improving the Quality of Education: The trend of curriculum changes that are integrated with MMT principles contributes to improving the quality of education. This can be seen from the improvement of students' skills and competencies, as well as more innovative teaching methods. Evaluation and Accreditation: Results-oriented curriculum changes and ongoing assessments support the accreditation process. Islamic higher education institutions that implement MMT well can meet the set accreditation standards, thereby improving the reputation of the institution. Stakeholder Satisfaction: The implementation of a relevant and quality curriculum increases student satisfaction and other stakeholders, including lecturers and the community. This creates a more positive and productive learning environment. Sustainable Innovation: This journal emphasizes the importance of innovation in curriculum development. Effective MMT encourages institutions to continue to innovate in teaching methods and curriculum materials, so that Islamic higher education remains relevant and of high quality. Overall, curriculum changes that are integrated with integrated quality management in Islamic higher education not only improve the quality of education, but also prepare graduates who are more competent and ready to face challenges in the global era. The application of MMT principles in this context is the key to achieving the goal of quality and sustainable education.

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