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# EFFECTIVENESS OF CURRICULUM IMPLEMENTATION MANAGEMENT ISLAMIC RELIGIOUS EDUCATION (PAI) IN THE ERA OF EDUCATIONAL TRANSFORMATION

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**ABSTRACT**

*Transformasi pendidikan di era digital menuntut lembaga pendidikan untuk mengadaptasi implementasi kurikulum secara efektif, termasuk dalam pembelajaran Pendidikan Agama Islam (PAI). Pergeseran paradigma pendidikan yang ditandai dengan integrasi teknologi, implementasi Kurikulum Merdeka dan tuntutan pembelajaran adaptif menjadi tantangan signifikan dalam mengelola implementasi kurikulum PAI. Penelitian ini bertujuan untuk menganalisis efektivitas pengelolaan implementasi kurikulum PAI di era transformasi pendidikan, meliputi aspek perencanaan, pengorganisasian, implementasi, dan evaluasi pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan metode deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data dianalisis dengan menggunakan teknik reduksi data, penyajian data, dan pengambilan kesimpulan untuk mendapatkan pemahaman yang komprehensif tentang efektivitas implementasi kurikulum PAI dalam merespon transformasi pendidikan. Temuan menunjukkan bahwa efektivitas pengelolaan kurikulum PAI dipengaruhi oleh kompetensi guru, dukungan kebijakan sekolah, penggunaan teknologi pembelajaran dan kemampuan beradaptasi dengan perubahan kurikulum. Penerapan manajemen yang tepat dapat meningkatkan kualitas pembelajaran PAI, partisipasi mahasiswa, dan memperkuat nilai-nilai religiusitas mahasiswa. Namun, masih ada beberapa kendala, antara lain infrastruktur yang terbatas, literasi digital yang rendah di antara beberapa pendidik, dan penerapan evaluasi pembelajaran berbasis teknologi yang tidak optimal.*
*Penelitian ini menyimpulkan bahwa efektivitas pengelolaan implementasi kurikulum PAI di era transformasi pendidikan membutuhkan sinergi antara manajemen sekolah, kompetensi guru, inovasi pembelajaran dan dukungan teknologi untuk mencapai tujuan pendidikan Islam secara optimal.*

**Keywords:**
*Effectiveness, curriculum management, Islamic Religious Education, educational transformation, Merdeka Curriculum*

**ABSTRACTS**

*Educational transformation in the digital era requires educational institutions to adapt the curriculum implementation effectively, including in Islamic Religious Education (PAI) learning. The shift in educational paradigms marked by the integration of technology, the implementation of the Merdeka Curriculum, and the demand for adaptive learning has become a significant challenge in managing the implementation of the PAI curriculum. This study aims to analyze the effectiveness of the management of PAI curriculum implementation in the era of educational transformation, covering aspects of planning, organizing, implementation, and evaluation of learning. This study employed a qualitative approach using a descriptive method. Data were collected through observation, interviews, and documentation. The data were analyzed using data reduction, data presentation, and conclusion drawing techniques to obtain a comprehensive understanding of the effectiveness of PAI curriculum implementation in responding to educational transformation. The findings indicate that the effectiveness of PAI curriculum management is influenced by teachers' competencies, school policy support, the utilization of learning technology, and the ability to adapt to curriculum changes. Proper management implementation can improve the quality of PAI learning, student participation, and the strengthening of students' religiosity values. However, several obstacles remain, including limited facilities and infrastructure, low digital literacy among some educators, and the suboptimal implementation of technology-based learning evaluation. This study concludes that the effectiveness of managing the implementation of the PAI curriculum in the*

*era of educational transformation requires synergy among school management, teacher competence, learning innovation, and technological support to achieve the objectives of Islamic education optimally.*

## A. INTRODUCTION

In the era of globalization, the advancement of science and technology has led to a major transformation in education. Schools must adapt immediately due to the transformation of education, which is characterized by the digitalization of learning, changes to the curriculum system, and the need for qualified professionals. Education is no longer just about imparting knowledge; now the goal of education is to instill digital skills, digital literacy, creativity, critical thinking, teamwork, and character (Cahyaningsih et al., 2025; Utari & Muadin, 2023). In this case, the implementation of the curriculum is very important for the success of education.

In an increasingly complex world, Islamic religious education has a strategic role in building students' character, morality, and spirituality. Islamic religious education not only helps people learn about religion, but also builds their morals and strengthens religious values in daily life (Tufando & Nurfuadi, 2024). Therefore, the Islamic religious education curriculum must be implemented in accordance with the dynamics of educational changes so that the goals of Islamic education can be fully achieved.

Islamic religious education faced many challenges during the era of educational transformation. Good learning management skills are necessary for teachers and educational institutions due to changes in educational policies, independent curricula, the use of digital technologies in the learning process, and the ever-changing characteristics of students (Selma, Kumala & Bashith, 2024). For Islamic religious education to be successful, the management of curriculum implementation, which includes planning, organizing, delivery, and evaluation, is essential. Learning can become more efficient, flexible, and tailored to students' needs if curriculum management is implemented correctly and systematically.

However, Islamic religious education still faces several challenges in its practice in various educational institutions. Not all teachers are able to fully adapt their teaching methods to technological advances and the needs of students. Furthermore, low digital literacy, inadequate infrastructure, inadequate teacher training, and poor assessment of learning outcomes are all problems that hinder the proper implementation of Islamic religious education (Sulistiawati et al., 2025). This situation causes the goal of learning Islamic religion, especially the formation of students' religious character, not to be achieved comprehensively.

On the other hand, education reform also opens up great opportunities to improve Islamic religious education. The use of digital media, online learning platforms, and creative learning methods can improve the quality of education. It is very difficult for Islamic religious education teachers to create innovative, interactive, and relevant learning strategies without ignoring the basic principles of Islamic teachings (Neliwati et al., 2024). Therefore, good curriculum management is essential to ensure that religious education can meet the challenges of this educational reform and take advantage of the opportunities it offers.

Research on the effectiveness of curriculum management in Islamic religious education is essential to determine the extent to which

The curriculum management process has been used optimally and thus promotes the success of learning in Islamic religious education. This research is also important to find the factors that encourage or hinder the implementation of the curriculum, and thus provide evaluation criteria and recommendations for Islamic religious educational institutions that wish to conduct this research.

(Rifai & Indasah, 2025).

Thus, the research in question is "The Effectiveness of PAI Curriculum Implementation Management in the Era of Educational Transformation". The purpose of this study is to gain a deeper understanding of how the management of the implementation of the PAI curriculum is faced with the challenges and changes that occur in contemporary education.

## B. RESEARCH METHODS

This research uses a qualitative method, which is a type of literature research. To conduct this research, a number of literature has been examined related to how effective the management of the implementation of the Islamic Religious Education (PAI) curriculum during the era of educational transformation.

Primary data and secondary data are derived from books, scientific journals, and relevant research results. Documents, articles, and regulations that support research are secondary sources of data.

The data collection process begins with reviewing and recording various references relevant to the research subject. Data is analyzed descriptively through data reduction, data presentation, and conclusion drawn. To ensure that the data collected is valid and scientifically accountable, source triangulation is done by comparing various relevant literature.

## C. DISCUSSION

"Management" comes from the Latin words "manus", which means "hand", and "agere", which means "to do". "Managere", which means to control, comes from the combination of these two words (Rusdiana & Yuliati, 2014). John M. Echols and Hassan state that management, which comes from the word "manage," encompasses all aspects of maintenance, organization, implementation, and administration. W.J.S. Poerwadarminta said that management is a way of running a large company. The management function of determining leadership or organization is carried out by a manager (Badrudin, 2013). Management is the process of planning, organizing, motivating, and controlling that aims to achieve certain goals by using human resources and other resources (Jahari & Syarbini, 2013). All aspects of human life are influenced by management (Hidayati, 2021).

Based on this definition, management can be defined as a process that aims to achieve a common goal through the efficient and effective use of resources. Johnson defines management as the process of integrating a variety of different resources into a broad system to achieve a specific goal. These resources include personnel, tools, media, goods, financial resources, and facilities (Pidarta, 1988).

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According to the Oxford Advanced Learner's Dictionary, implementation means implementing something, that is, implementing something that has a result or effect. According to Miller and Seller, curriculum implementation is the application of a

written curriculum into the learning process. They said that the implementation of the curriculum is closely related to the implementation of the learning process. Curriculum implementation means implementing ideas, concepts, programs, and curriculum structures in learning practices, which transform students.

"Curriculum" comes from the Greek word "currere," which means "running." The term was originally used in sports before evolving into pedagogy. The relevance of the curriculum in education is also influenced by this change in meaning. The curriculum, according to Soedijarto, includes all learning experiences and activities that are planned and structured to achieve educational goals. In contrast, the curriculum is defined by Surahmad as an educational program that is designed and implemented to achieve specific educational goals. Curriculum is defined in the national education system as a set of plans and regulations about the content, learning materials, and methods used to direct teaching and learning.

Curriculum is a program that includes teaching materials and learning experiences that are systematically designed in the learning process to achieve educational goals (Dakir, 2004). According to Muhaimin (2010), the curriculum is the basis of knowledge provided by teachers or educational institutions in the form of books or subjects written by experts and studied by students at all levels of education. A curriculum is a teaching plan consisting of a series of subjects that are systematically arranged to complete the educational program, according to Oemar Hamalik (1997). Curriculum is an educational program designed and implemented to achieve specific educational goals, according to Zakiyah Daradjat (Daradjat et al., 1992).

A curriculum can be defined as a set of plans that include objectives, content, teaching materials, and methods, which serve as guidelines for the learning process designed to achieve academic goals.

Islamic religious education (PAI) is a planned and conscious effort to instill the values of faith, piety, and noble morals in students through teaching, habituation, and good behavior. The goal of this education is to produce spiritually, intellectually, and morally balanced individuals. Islamic religious education is an educational process that aims to develop a Muslim personality that is obedient, pious, and moral through the spread of faith, worship, and morals (Hapsari et al., 2025). PJK pays attention to the development of religious attitudes and behaviors as well as cognitive aspects.

Based on several definitions, the management of the implementation of the Islamic religious education curriculum can be defined as a management process that includes planning, organizing, implementing, and controlling the implementation of the Islamic religious education curriculum in a systematic and directed manner to achieve the goals of religious education. This process is carried out by utilizing various educational resources effectively and efficiently to instill the values contained in them.

**Implementation of the curriculum and learning process**

The process of applying curriculum concepts, ideas, and principles into classroom learning is called curriculum implementation. Therefore, managing curriculum implementation is an important step to address the differences between curriculum design and actual learning practices. It also ensures that students have an optimal learning experience (Sobriyah, 2024). An important phase in the educational process is the implementation of the curriculum. It involves implementing a lesson plan that has been created in the daily lesson. For the curriculum to run well, teachers,

administrators, and parents must understand the vision and goals of the curriculum well (Fullan, 2024: 51).

The process of applying concepts, ideas, guidelines, or innovations into practice that results in changes in students' knowledge, skills, values, and attitudes is known as curriculum implementation (Mulyasa, 2002: 69). One component of efforts to improve the quality of education through the implementation of national curriculum management standards is the implementation of the curriculum in schools. Curriculum implementation management regulates staff relations and school operational procedures with the aim of providing the best support for students and helping them achieve the competencies that have been set (Susilo, 2007: 154).

Seats set by the central government are used across the country. Schools, however, can improve, deepen, enrich and modify the curriculum in its implementation without reducing the content of the national curriculum because school conditions are usually very different. The goal of this additional development is to make learning more contextual and tailored to the unique characteristics of students (Nuraini et al., 2023).

Since teachers play an important role in designing and guiding every learning process, the success or failure of the curriculum in schools depends heavily on them. Teachers must be professional within the framework of the school curriculum and can create a learning plan tailored to the core competencies of the students. Teachers are not only responsible for conveying information, but they must also encourage students, help them, and guide them in learning (Susilo, 2007: 154).

The ability of schools to adapt the curriculum to the demands of globalization, societal change, and the development of science and technology is essential for the successful implementation of the curriculum. In addition, the provision of adequate infrastructure, learning resources, laboratories, libraries, and teaching materials is very important for the successful implementation of the curriculum in schools (Mustari, 2014: 78).

All stages of task division required to complete the learning program are included in the curriculum implementation. The goal of curriculum implementation management is to provide the facilities, human resources, and framework necessary for the successful implementation of the curriculum (Nasution, n.d.: 14).

George R. Terry said implementation is an effort to motivate members of an organization to achieve a common goal and encourage them to do so. Therefore, implementation is essentially the process of translating plans into concrete actions through guidance and motivation, which allows each member to fulfill their roles and responsibilities in the most effective way (Handoko, n.d.: 74–75). Teachers feel more motivated to implement the curriculum when they feel capable of doing so, benefit from their work, are not burdened by other problems, enjoy trust, and are in a harmonious work environment. Therefore, curriculum developers must continue to oversee implementation from the planning stage to evaluation to ensure that the learning process is aligned with the goals that have been set.

Curriculum monitoring typically includes many important elements: students, teachers, learning media, assessment processes, and graduate quality. Monitoring is carried out on students through the identification of learning motivation, creativity, achievement, and learning barriers. Monitoring is also carried out on teachers through the evaluation of their responsibilities, professionalism, and work commitment. In

addition, monitoring is carried out on the use of learning media, the implementation of assessments, and the quality of graduates produced (Sholeh, 2024: 51).

Principals and supervisors have a responsibility to ensure that teachers are able to handle a variety of learning challenges when implementing the curriculum. Effective supervision can improve teacher morale, resulting in more effective learning. Furthermore, as curriculum implementers, teachers must realize that they must continue to improve their abilities without relying on the guidance of supervisors or principals (Mustari, 2014: 78).

Malayu S.P. Hasibuan said that the purpose of the division of management functions is to make the implementation of organizational activities more systematic, make analysis easier, and serve as an outline to implement management. According to Handoko (n.d.: 74–75), implementation is an important phase in the management process because it is directly related to concrete actions to realize the plan that has been made.

The success of an organization is greatly influenced by implementation, which mobilizes human resources, encourages collaboration, turns plans into actions, and helps organizations overcome challenges and changes during the implementation process (Sobriyah, 2024).

The curriculum is implemented at two levels: school level and grade level. At the school level, school administration plays an important role in the management of the curriculum, while at the grade level, teachers are primarily responsible for delivering learning content. Although each has different responsibilities, both work well together to implement the curriculum as a whole (Susilo, 2007: 154).

So basically curriculum implementation is the process of implementing curriculum plans and ideas into learning in a school to achieve educational goals. The success of curriculum implementation is greatly influenced by the professionalism of teachers, school management support, infrastructure, supervision, and collaboration from all parts of education.

**Principles of Curriculum Implementation**

Various principles must be considered when implementing the curriculum in each teaching unit to ensure an effective learning process and the achievement of optimal educational goals. These principles serve as guidelines for developing learning-oriented processes that are appropriate to the needs of students and the advancement of modern education (Nuraini et al., 2023). First and foremost, curriculum design should be based on the potential, developmental level, and conditions of students to ensure that students acquire relevant competencies. Students should be given the opportunity to get a high-quality education as well as the opportunity to communicate freely, dynamically, and in a fun way in this context (Nuraini et al., 2023).

Second, the curriculum is implemented by considering the five pillars of learning: faith and respect for God Almighty, understanding and internalization, effective action, community and love for others, and the development and discovery of self-identity through an active, creative, effective, and fun learning process (Nuraini et al., 2023).

Third, the curriculum should provide opportunities for students to gain support, enrichment, and acceleration according to their potential, developmental level, and individual circumstances. Students' personal development must include divine, individual, social, and moral dimensions (Nuraini et al., 2023).

Fourth, the curriculum is implemented in a friendly, respectful, open, and appreciative environment between students and educators. This creates a good learning environment that helps students thrive (Nuraini et al., 2023). Fifth, the curriculum is implemented by utilizing various learning strategies, multimedia materials, learning resources, and educational technology that are appropriate to the context (Nuraini et al., 2023).

Sixth, the curriculum is used by combining natural, social, cultural, and regional resources to encourage learning success and make optimal use of learning materials during the learning process (Nuraini et al., 2023). Seventh, the curriculum must be implemented in a sustainable, balanced, and interrelated manner at all grade levels and levels of education to ensure the sustainability of positive learning. This curriculum must include all elements of subject matter expertise, local content, and self-development (Nuraini et al., 2023).

Thus, the authors argue that the basis of curriculum implementation plays an important role in achieving comprehensive educational goals. The curriculum is not only limited to delivering subject matter, but also emphasizes the development of all students' potential, including intellectual, spiritual, social, and moral aspects. To ensure a more effective and meaningful learning process, the curriculum must be tailored to the student's context and student-centered.

The author also states that the success of curriculum implementation depends heavily on the ability of teachers to create an active, innovative, creative, and stimulating learning environment. One way to improve students' learning experience is to use various learning strategies and educational media, as well as use their environment as a learning resource. The curriculum, therefore, serves as more than just an educational document; It also serves as a practical guideline for building students who are superior, talented, and able to adapt to the changing times.

**Curriculum Implementation Models**

The purpose of creating a curriculum implementation model is to improve student learning outcomes through optimal curriculum delivery. By delivering the curriculum through teaching and professional development, teachers, principals, and school management play an important role in this process. This implementation can be achieved through changes, adaptations, and innovations that are tailored to the local environment, needs, and requirements (Lia, 2024). During the development of the model, collaboration from all education stakeholders is essential; this significantly improves the quality of learning (Sabrina, Giatman, & Ernawati, 2022).

Because the curriculum cannot always be fully utilized and conformed to its original design, Philip W. Jackson stated that modification, adaptation, and innovation of the curriculum are very important components. Therefore, adjustments and updates are needed to ensure effective curriculum implementation and optimal results (Wahyuddin, 2014: 94). Modifications, adaptations, innovations, or combinations of all three can be made during the curriculum implementation process. Three different ways to implement the curriculum are mentioned by Jackson. They are curriculum implementation, reciprocal adaptation, and loyalty perspective (Wahyuddin, 2014: 96).

**Fidelity Perspective**

From the perspective of curriculum compliance, curriculum is defined as the idea of a program that is created outside the classroom and delivered by the teacher as the implementer of the curriculum. Curriculum developers usually come from the fields of education, consulting, or educational administration and focus on curriculum development (Wahyuddin, 2014: 96). This perspective emphasizes how important it is to build a curriculum that can be used in the real world.

**Mutual Adaptation**

Reciprocal adaptation is an approach that is primarily characterized by curriculum adjustments according to real-world circumstances, student needs, and specific contextual requirements. This approach is based on the idea that the curriculum cannot always be fully implemented according to the initial plan, but must be adapted to the needs of the school and the local environment (Adhikari & Kunwar, 2023).

**Enactment Curriculum**

According to the curriculum design perspective, the curriculum is a process that evolves, not just a item or document. The curriculum is used by teachers as a basis for creating a more meaningful learning experience for themselves and their students. From this perspective, teachers are seen as shaping the implementation of the curriculum because the learning process develops through interaction between teachers and students, especially in the development of thinking and acting skills (Adhikari & Kunwar, 2023).

Based on this description, the author argues that the development of a curriculum implementation model is an important step to improve the quality of learning and student learning outcomes. The implementation of the curriculum should not be rigid, but should be adjusted to the specific circumstances of the school, the needs of students, and developments in the field of education. Therefore, modification, adaptation, and innovation are essential components of effective curriculum implementation.

In addition, the authors believe that effective cooperation between teachers, school administrators, and all relevant educational stakeholders is essential for the success of the curriculum implementation model. Teachers have a responsibility not only to implement the curriculum but also to create innovative and meaningful learning experiences for students. Therefore, the implementation of the curriculum must be flexible, context-appropriate, and focused on improving the student learning experience.

According to Allan C. Ornstein and Francis P. Hunkins in *Curriculum Foundations, Principles, and Issues*, the curriculum implementation model consists of four models, namely *Overcoming Resistance to Change (ORC), Organization Development (OD), the* model of sections, units and organizational circles, and the model of educational change (Lia, 2024).

**1. Overcoming Resistance to Change (ORC)**

Neal Gross's belief that the success of planned change depends heavily on the ability of leaders to overcome employee resistance to change both before and during the implementation of the innovation (Jumawan et al., 2024).

**2. Organization Development (OD)**

Linking development and transformation within an organization is the goal of an organizational development model. According to this perspective, curriculum implementation is seen as a process that is constantly changing and never ends as new ideas, methods, and programs continue to emerge in the educational process (Ririhena & Notanubun, 2021).

**3. Section, Unit, and Organizational Circle Model**

According to this model, schools consist of various units, such as teachers, departments, and classrooms. Although school administration tends to be centralized, teaching remains flexible and can be adjusted to the needs of students and teachers (Wahyuddin, 2014: 97).

**4. Educational Change Model**

Understanding the characteristics of change in curriculum implementation is essential, according to this model. People often reject innovation because they don't know the benefits or because they don't agree with their principles. Therefore, the perception of the quality, benefits, and practicality of these changes is greatly influenced by the success of curriculum innovation (Wahyuddin, 2014: 97).

According to Allan C. Ornstein and Francis P. Hunkins, the authors argue that curriculum implementation is closely related to the implementation of curriculum documents, organizational readiness, human resources, and school openness to pedagogical change. Each curriculum implementation model shows that leadership, organizational collaboration, and teacher acceptance are key to successful implementation. In addition, the author believes that curriculum changes are an ever-changing and ever-changing process to meet the needs of schools and school communities. Therefore, schools and educators must be ready for innovation to achieve educational goals effectively.

Miller and Seller identified three models for curriculum implementation models: the Concern-Based Adoption Model (CBAM), the Leithwood Model, and the TORI Model (Wahyuddin, 2014: 97).

**1. The Concerns-Based Adoption Model (CBAM)**

The CBAM model captures the level of knowledge of the teacher about innovation through two dimensions of change: the level of knowledge about innovation and the level of its adoption. This model views change as an individual process that takes place gradually in education (Almadani, Hadi & Kamaliyah, 2025).

**2. Model Leithwood**

The focus of the Leithwood model is on teachers. This model assumes that teachers have different levels of readiness, implementation is reciprocal, and individual development develops gradually. This model helps teachers and curriculum developers find barriers to change and create ways to overcome them (Wahyuddin, 2014: 97).

**3. Model TORI**

The TORI model emphasizes how important personal and social change is for the successful implementation of innovation in education. It aims to encourage the educational community to embrace change through four main components: trust,

openness, realization, and interdependence (Wahyuddin, 2014: 97).

The authors argue, with reference to the opinions of John P. Miller and Wayne Seller, that the success of curriculum implementation depends heavily on the ability of teachers to accept changes and innovations in education. Teachers don't just design the curriculum; They must also change, evaluate, and develop further learning processes in response to educational changes. As a result, teachers' care, readiness, and commitment are essential for the successful implementation of the curriculum.

In addition, the authors argue that the curriculum implementation model shows how important social and personal changes are in the educational environment. The success of curriculum implementation depends on confidence, openness to innovation, cooperation, and the ability to adapt to the environment. Therefore, the successful implementation of the curriculum requires not only good planning, but also a positive attitude and collaboration from everyone involved in the educational process.

**The Effectiveness of the Management of the Implementation of the Islamic Religious Education Curriculum (PAI) in the Era of Educational Transformation**

Effective management of the Islamic Religious Education (PAUD) curriculum in the era of educational transformation is very important for the success of education in schools and madrasas. These changes, caused by technological advances, digitalization of learning, changes in student character, and the demands of 21st century competencies, require a more adaptive, innovative, and targeted early childhood education curriculum management (Cahyaningsih et al., 2025). In situations like this, curriculum management functions as an administrative and strategic action to ensure that the goals of Islamic education are achieved effectively and in accordance with the latest developments (Neliwati et al., 2024).

The ability of educational institutions to systematically plan, organize, implement, and evaluate science learning programs shows that curriculum management is effective in Islamic Religious Education (IPA). Effective planning is reflected in the creation of learning objectives, materials, methods, media, and evaluations that meet the needs of students and reflect advances in educational technology (Rifai & Indasah, 2025). Science teachers are asked to utilize digital media and technology-based learning platforms to make the learning process more interactive and interesting in the current era of educational transformation (Selma, Kumala, & Bashith, 2024).

This is a reality; This treatment is very effective. Examining the necessary materials, improving the quality of the materials, improving performance, motivating, and improving religious skills are the goals of PAI teachers. For this reason, teachers seek to incorporate the new Islam into modern society and increase the effectiveness of PAI (Tufando & Nurfuadi, 2024). This shows that the spiritual world, the Islamic world, and the religious world are very important (Utari & Muadin, 2023).

In the era of educational change, Islamic religious education faces many challenges. These include the impact of globalization, a decline in students' interest in learning, the advancement of social media, and changes in social interaction patterns. To ensure that Islamic religious education remains relevant and meets contemporary needs, management must be flexible and innovative due to these conditions (Sulistiawati et al., 2025). Therefore, collaboration between teachers, students, parents,

and the wider educational community is essential, as well as the support of adequate facilities and infrastructure.

One of the important parts of the management of the implementation of Islamic religious education is evaluation. The evaluation includes student learning outcomes and learning processes, teaching approaches, media use, and achievement of Islamic education goals. Continuous evaluation allows educational institutions to continuously improve and evolve their curriculum to meet changes in education.

Therefore, the ability of educational institutions to manage the entire process of implementing Islamic religious education effectively, efficiently, adaptively, and focusing on goals can be defined as the effectiveness of the management of the implementation of Islamic religious education in the era of educational change. To encourage students' religious development in line with the demands of contemporary development, this includes the use of technology, innovative teaching methods, and the strengthening of Islamic values (Cahyaningsih et al., 2025).

In the era of educational transformation, the success of the management of the implementation of the PAI curriculum is highly dependent on the ability of educational institutions to adapt learning to technological advances and student needs. A good curriculum will help learning to be more innovative and effective and shape the religious character of students optimally. Therefore, in order for the implementation of the PAI curriculum to be in accordance with the goals of Islamic education and the demands of the times, teachers, schools, parents, and all education parties must work together.

## D. CONCLUSION

1. Curriculum implementation management includes planning, implementing, monitoring, and evaluating the curriculum to achieve educational goals and produce more systematic and focused learning.
2. Curriculum implementation is closely related to the learning process because the curriculum serves as the main guideline for teaching and learning activities in schools. Teachers play an important role in implementing learning objectives, materials, methods, and evaluations according to the needs of students.
3. The principles of curriculum implementation emphasize that learning should be student-centered, take into account the student's potential and development, and take place in an active, creative, effective, and stimulating environment. In addition, the success of learning depends on the use of media and technology as well as the design of the learning environment.
4. The ability of educational institutions to be innovative, adaptive, and flexible in learning determines how effective the management of the Islamic religious education curriculum is in the era of educational change. The curriculum implementation model can be changed, adjusted, and further developed to adapt the curriculum to scientific developments, student needs, and societal demands.
5. In the era of educational transformation, the management of the implementation of the PAI curriculum depends on the school's ability to manage learning in an innovative way, in accordance with technological advances, and to cultivate students who are religious and characterful.

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