A COMPARATIVE ANALYSIS OF CURRICULUM MANAGEMENT EFFECTIVENESS IN CLASSICAL, MODERN, AND CONTEMPORARY ISLAMIC EDUCATION

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Kata Kunci:	ABSTRAK
Manajemen;Kurikulum; Islam; Efektivitas; Motivasi.	Manajemen kurikulum dalam pendidikan Islam memegang peranan krusial dalam merespons tantangan era global serta kompleksitas kebutuhan peserta didik yang semakin berkembang. Perubahan sosial, kemajuan teknologi, dan orientasi pendidikan abad ke-21 menuntut pendekatan manajerial yang lebih adaptif dan kontekstual. Namun demikian, penelitian kuantitatif yang secara langsung membandingkan efektivitas manajemen kurikulum klasik, modern, dan kontemporer dalam konteks lembaga pendidikan Islam masih relatif terbatas. **Tujuan penelitian** ini adalah membandingkan efektivitas ketiga model manajemen kurikulum pendidikan Islam dalam meningkatkan hasil belajar dan motivasi siswa, sekaligus mengevaluasi relevansi pendekatan manajerial tersebut dalam menjawab tantangan pendidikan masa kini. **Metode penelitian** menggunakan pendekatan kuantitatif dengan desain komparatif. Sampel terdiri atas 68 siswa dari tiga lembaga pendidikan Islam di Kota Bandung yang merepresentasikan masing-masing model kurikulum. Data dikumpulkan melalui kuesioner tertutup dengan skala Likert empat poin dan dianalisis menggunakan uji Kruskal–Wallis serta pairwise comparisons dengan koreksi Bonferroni karena data tidak berdistribusi normal. **Hasil penelitian** menunjukkan bahwa manajemen kurikulum kontemporer memiliki tingkat efektivitas tertinggi (rata-rata = 3,50), diikuti oleh model modern (3,25) dan model klasik (2,93). Perbedaan antar kelompok terbukti signifikan secara statistik ($p < 0,05$). **Kesimpulan** penelitian menegaskan pentingnya pengembangan manajemen kurikulum pendidikan Islam yang integratif dan kontekstual, responsif terhadap tuntutan zaman, namun tetap berlandaskan nilai-nilai Islam. Secara konseptual, temuan ini berkontribusi pada pengayaan teori manajemen kurikulum Islam melalui bukti empiris komparatif mengenai efektivitas model klasik, modern, dan kontemporer sebagai dasar penguatan praktik dan kebijakan pendidikan Islam yang holistik dan berkelanjutan.

A. INTRODUCTION

Islamic education holds a central role in shaping generations that are not only intellectually astute but also spiritually and morally grounded. As a fundamental instrument in the educational process, curriculum management serves as the cornerstone for realizing the objectives of Islamic education. It is not merely about determining the direction and content of learning, but also reflects the educational philosophy upheld by an institution. Throughout its historical trajectory, the management of Islamic educational curricula has undergone paradigmatic shifts. These shifts represent responses to the progression of time, socio-cultural dynamics, and the evolving needs of learners.

Allah SWT affirms in the Qur'an:

"Indeed, Allah will not change the condition of a people until they change what is in themselves." (QS. Ar-Ra'd: 11)

This verse asserts that transformation, including within the educational system, is a necessity that must be addressed with proactive and wise action. Therefore, the development of adaptive curriculum management is part of the collective effort of the Muslim community to move forward while remaining anchored in the core principles of the Islamic faith (Yusuf 2021).

At present, there are at least three major models of curriculum management within Islamic education: classical, modern, and contemporary. The classical model is still dominant in traditional Islamic boarding schools or pesantren salafiyah,

characterized by the use of classical Islamic texts (kitab kuning), the halaqah method, and an intensive focus on Islamic sciences. The modern model emerged alongside the development of formal education systems based on the madrasah, integrating religious and general sciences into a more structured and systematic framework. The contemporary model has been shaped by the demands of globalization and technological advancement. It emphasizes the integration of Islamic values across all subjects and the reinforcement of 21st-century competencies (Hakim 2020).

In this context, the Prophet Muhammad SAW stated:

> "Whoever treads a path in search of knowledge, Allah will ease for him the path to Paradise." (HR. Muslim)

This Hadith highlights the essential role of an educational system, including curriculum management, that enables learners to gain useful knowledge. This includes both religious sciences that are obligatory for individuals and worldly sciences that are considered communal obligations. Each of the three approaches to curriculum management presents distinct strengths and limitations. However, ongoing discourse still surrounds their effectiveness in supporting a comprehensive Islamic education system (Bukhari 1986).

Special attention must be given to how each model contributes to two crucial indicators of educational success, namely learning outcomes and student motivation. Unfortunately, the majority of existing studies remain descriptive and qualitative in nature. As such, they fall short of offering strong empirical evidence regarding the comparative effectiveness of the three approaches. In response to this gap, the present study adopts a quantitative comparative method to analyze and evaluate the effectiveness of classical, modern, and contemporary Islamic curriculum management in measurable terms. The findings are expected to offer valuable insights and recommendations for developing curriculum management strategies that are responsive to the demands of the present era while remaining deeply rooted in the timeless values of Islam.

To ensure methodological clarity and analytical rigor, this study is structured around clearly defined research questions and hypotheses that guide the quantitative comparative analysis. The research seeks to address the following questions: (1) whether there are statistically significant differences in the effectiveness of classical, modern, and contemporary Islamic curriculum management models in improving students learning outcomes, and (2) whether these curriculum management models differ significantly in their effectiveness in enhancing student motivation. Based on these research questions, the study hypothesizes that statistically significant differences exist in both learning outcomes and student motivation among Islamic educational institutions implementing classical, modern, and contemporary curriculum management models. These research questions and hypotheses provide a systematic framework for examining the comparative effectiveness of curriculum management approaches within Islamic education.

B. METHOD

This study employs a quantitative approach with a comparative method, aiming to assess and compare the effectiveness of Islamic curriculum management across three distinct models, namely classical, modern, and contemporary. The quantitative approach was selected because it allows for hypothesis testing, objective measurement

of relationships between variables, and the generation of findings that are potentially generalizable (Creswell and Creswell 2017; Chih-Pei and Chang 2017). The comparative method is applied to identify and analyze differences in effectiveness among groups based on observed variables, as articulated (Gay, Mills, and Airasian 2012).

The population of this study consists of students from Islamic educational institutions in West Java Province that represent the three curriculum management models. The sample was selected using a purposive sampling technique, with consideration given to students active involvement in curriculum implementation, length of exposure to the learning process, and institutional accessibility for data collection (Turner 2020). Based on these criteria, a total of 68 students were selected as respondents. This sample size is considered sufficient for comparative analysis using non parametric statistical techniques, particularly for identifying differences between groups rather than estimating population parameters, and is consistent with prior quantitative comparative studies in educational research.

Primary data were collected through a closed ended questionnaire using a four point Likert scale. The instrument was designed to measure students perceptions of curriculum management effectiveness. In this study, curriculum effectiveness is operationally defined as the extent to which curriculum management supports the achievement of meaningful learning outcomes and enhances student motivation. This construct was measured using five indicators: (1) student learning outcomes, (2) learning motivation, (3) student satisfaction with the learning process, (4) perceived learning achievement, and (5) the attainment of educational objectives. Secondary data were obtained from institutional documents such as syllabi, academic reports, and relevant literature on curriculum management, which were used to support data triangulation.

The independent variable in this study is the type of curriculum management model (classical, modern, or contemporary), while the dependent variable is curriculum effectiveness. Instrument validity was tested using Pearson Product Moment correlation, and the results indicated that all items met the validity criteria, with correlation coefficients exceeding the critical value (Ghozali 2018). Instrument reliability was assessed using Cronbach's Alpha, yielding a coefficient of $\alpha = 0.945$, which indicates a very high level of internal consistency (Gliem and Gliem 2003).

Data analysis was conducted using SPSS version 27. Descriptive statistics were used to examine response distributions and central tendencies, while inferential statistics were applied to test the proposed comparative hypotheses. Prior to hypothesis testing, data normality was assessed using the Shapiro Wilk test, which is appropriate for small sample sizes (Ghozali and Latan 2021). When the normality assumption was met, one way ANOVA was employed to test differences in mean effectiveness across groups. When the assumption was violated, the Kruskal Wallis test was used as a non parametric alternative. Significant results were followed by post hoc analysis using Tukey HSD for ANOVA or pairwise comparisons with Bonferroni correction for Kruskal Wallis in order to identify specific group differences (Sidney 1957).

Ethical considerations were observed throughout the research process. Participation was voluntary, informed consent was obtained from all respondents, and anonymity as well as confidentiality of responses were assured. The data collected were used solely for academic purposes. The study was conducted from May to June 2025 in Bandung and surrounding areas, which were selected due to their diverse

representation of Islamic educational institutions implementing classical, modern, and contemporary curriculum management models. Through this methodological framework, the study seeks to contribute empirically to the development of Islamic curriculum management that is adaptive, contextually relevant, and effective in enhancing educational quality.

C. RESULT AND DISCUSSION

The findings of this study were obtained through the administration of a questionnaire to 68 respondents from three different Islamic educational institutions, each representing the implementation of classical, modern, and contemporary curriculum management respectively. Data collection was conducted between May 2 and May 30, 2025. The respondents consisted of 56 percent female and 44 percent male students, with the majority aged 17 years (44%), followed by 18 years (28%), 16 years (24%), and a small proportion aged 15 years (4%). This variation in demographic characteristics offers a representative overview of the student profile within the context of Islamic secondary education in Indonesia.

Descriptive statistical analysis of the curriculum management effectiveness scores, as presented in Table 1, reveals that the contemporary curriculum management model obtained the highest mean score of 3.50, followed by the modern model with a mean of 3.25, and the classical model with a mean of 2.93. The overall range of effectiveness scores among all respondents spanned from 1.96 to 4.00, indicating a noticeable variation in students' perceptions regarding the quality and effectiveness of the curriculum management practices they experienced.

These values indicate a clear trend where the more modern the curriculum management approach, the higher the perceived effectiveness reported by students. This aligns with the view of Mesra (2023), who asserted that curriculum management must continuously evolve in response to social change and learner needs (Mesra and Salem 2023).

Table 1. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean
Classical Curriculum	23	1,96	3,38	2,93
Contemporary Curriculum	21	3,17	4,00	3,50
Modern Curriculum	24	3,00	3,96	3,25

Source: Questionnaire data processing, 2025

Validity testing was conducted on 24 questionnaire items using the Pearson Product-Moment correlation technique. The results show that all items satisfied the validity criteria, as each item's calculated correlation coefficient exceeded the critical r-value of 0.24. The obtained correlation coefficients ranged from 0.64 to 0.87, indicating a strong and consistent relationship between individual items and the total construct score. Indicators related to curriculum management, learning motivation, instructional implementation, student satisfaction, learning outcomes, and the attainment of educational goals all demonstrated robust validity. In particular, several items exhibited very high correlation coefficients above 0.80, reflecting strong construct representation, while the remaining items showed moderate to high correlations well above the

minimum threshold. Overall, these findings confirm that the questionnaire instrument is valid and capable of accurately measuring the intended constructs, demonstrating strong content alignment with the dimensions assessed.

Meanwhile, the reliability test conducted using SPSS software produced a Cronbach's Alpha value of 0.945, as presented in Table 3. This value indicates a very high level of internal consistency, confirming that the instrument is highly reliable in measuring the variables under study, namely curriculum management effectiveness and student learning outcomes (Gliem and Gliem 2003).

Table 2. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.945	24

Source: Questionnaire data processing, 2025

After confirming the reliability of the instrument, the next stage involved conducting a normality test, which serves as a prerequisite for inferential statistical analysis. The Shapiro-Wilk method was employed, as each group consisted of 21 respondents, making it a more appropriate test compared to the Kolmogorov-Smirnov method for small sample sizes. The results indicate that data from the classical and modern curriculum management groups were not normally distributed ($p < 0.05$), whereas data from the contemporary curriculum group were normally distributed ($p > 0.05$) (Santoso 2020).

Table 3. Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Klasik	.197	21	.033	.888	21	.021
Moderen	.195	21	.035	.846	21	.004
Kontemporer	.196	21	.035	.912	21	.061

a. Lilliefors Significance Correction

Source: Questionnaire data processing, 2025

In the initial stage, data analysis was planned using a One-Way Analysis of Variance (ANOVA) to examine the differences in mean effectiveness of curriculum management among the three groups: classical, modern, and contemporary. ANOVA is a parametric method that is suitable when two main assumptions are met, namely normal distribution and homogeneity of variances. However, based on the results of the Shapiro-Wilk normality test, it was found that not all datasets were normally distributed ($p < 0.05$). The violation of the normality assumption rendered the use of ANOVA inappropriate (Black and Babin 2019). Consequently, the analysis proceeded with the Kruskal-Wallis test, a non-parametric method that does not require normal

distribution, to determine the differences in curriculum management effectiveness across the three groups.

Table 4. Kruskal-Wallis Test Results

Independent-Samples Kruskal-Wallis Test Summary

Total N	68
Test Statistic	28.363[a]
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	<,001

a. The test statistic is adjusted for ties.

Source: Questionnaire data processing, 2025

Based on the Kruskal-Wallis test output presented in Table 5, the analysis revealed a statistically significant difference among the three curriculum management groups (Asymp. Sig. < 0.05). This indicates that at least one of the curriculum management approaches differs significantly in terms of its perceived effectiveness compared to the others.
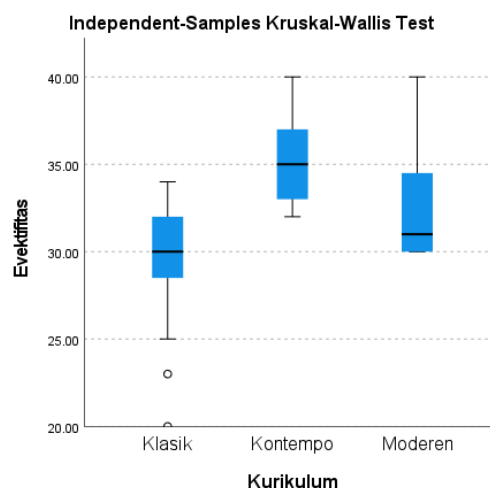

Figure 1. Boxplot Diagram of Kruskal-Wallis Test Results

The boxplot visualization comparing the effectiveness across the curriculum management categories (Classical, Contemporary, and Modern) clearly demonstrates notable differences in distribution. The Contemporary curriculum management model exhibits the highest median effectiveness, with a relatively narrow range of distribution and no outliers, suggesting a stable and consistent spread of student perceptions. In contrast, the Classical curriculum model shows the lowest median, with the presence of outlier values below the minimum, reflecting a wider variation and greater dispersion in data. Meanwhile, the Modern curriculum model has a median score positioned between the Classical and Contemporary models, yet with a wider interquartile range, indicating a higher level of variability in perceived effectiveness. This visualization

reinforces the prior statistical findings by demonstrating differences in both central tendency and distribution patterns (Yamin 2021).

To further identify which specific groups differ significantly, a follow-up analysis was conducted using Pairwise Comparisons with Bonferroni correction to adjust for multiple testing.

Table 5. Pairwise Comparisons with Bonferroni Adjustment

Pairwise Comparisons of Kurikulum

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
Klasik-Moderen	-14.388	5.719	-2.516	.012	.036
Klasik-Kontempo	-31.495	5.915	-5.324	<,001	.000
Moderen-Kontempo	17.107	5.856	2.921	.003	.010

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Questionnaire data processing, 2025

Based on Table 6: Pairwise Comparisons of Curriculum Management Models, post hoc analysis was conducted using the Pairwise Comparisons method with Bonferroni correction to determine which curriculum management group pairs exhibited statistically significant differences in effectiveness. The analysis involved the following three comparisons:

1. Classical vs. Modern Curriculum Management
   The Adjusted Sig. value was 0.036 (p < 0.05), indicating a statistically significant difference in effectiveness between classical and modern curriculum management. The classical model showed significantly lower scores compared to the modern model.

2. Classical vs. Contemporary Curriculum Management
   The Adjusted Sig. value was 0.000 (p < 0.05), suggesting a highly significant difference between classical and contemporary curriculum management. This represents the strongest contrast among the three comparisons, clearly indicating that the classical curriculum model is substantially less effective than its contemporary counterpart.

3. Modern vs. Contemporary Curriculum Management
   With an Adjusted Sig. value of 0.010 (p < 0.05), this result also indicates a significant difference in effectiveness between the modern and contemporary curriculum models. The contemporary approach was found to be more effective than the modern model.

These results confirm that all three curriculum management models differ significantly in terms of their effectiveness. The findings underscore that the classical, modern, and contemporary approaches each possess distinct characteristics in how they influence student outcomes. The contemporary curriculum management model consistently demonstrates the highest level of effectiveness, followed by the modern model, while the classical model ranks lowest in this comparison.

Taken together, these findings highlight the importance of continuous evaluation and innovation in curriculum management to ensure that it remains relevant to the social dynamics and learners' needs of the present era. Responsiveness to technological advancement and societal transformation is crucial in designing Islamic curriculum management that is effective, contextual, and impactful.

The results also suggest that curriculum effectiveness is not only statistically different across the models, but also follows an upward trend corresponding to the degree of modernization and contextual adaptation in curriculum management. The contemporary curriculum model was perceived as the most effective due to its integration of technology, adoption of adaptive learning approaches, and responsiveness to both temporal demands and learner characteristics (Ridwan 2022). This model aligns well with the framework of 21st-century education, which emphasizes critical thinking, collaboration, communication, and creativity (Binkley et al. 2011).

These findings underscore the urgency of ongoing innovation in the development of Islamic curriculum management. In order to offer relevant and meaningful learning experiences in today's digital era, it is essential to design curriculum strategies that are rooted in Islamic values, yet open to modern pedagogical approaches and educational technologies. Such renewal is vital to elevate the future quality and relevance of Islamic education in Indonesia (Indonesia, n.d.).

The findings of this study underscore the importance of continuous evaluation and innovation in Islamic curriculum management to ensure its sustained relevance to contemporary social dynamics and the evolving needs of learners. The progressive increase in effectiveness in line with higher levels of contextual adaptation indicates that curriculum management should not be viewed merely as an administrative mechanism, but rather as a reflection of the philosophical orientation underlying Islamic education. From the perspective of Islamic educational philosophy, the superior effectiveness of the contemporary curriculum management model demonstrates a stronger alignment with the core objectives of Islamic education rooted in the principles of maqāṣid al-sharī'ah, tarbiyah, and ta'dīb. The integration of technology and adaptive learning strategies within this model contributes to the preservation of intellectual capacity (ḥifẓ al-'aql), the cultivation of ethical awareness, and the development of holistic learner character. While classical and modern curriculum models continue to play an important role in safeguarding Islamic scholarly traditions and structured knowledge transmission, their comparatively lower levels of effectiveness highlight the necessity for a more dynamic and context-responsive managerial approach. Consequently, Islamic curriculum management must be conceptualized as an integrative process that harmonizes enduring Islamic values with contemporary pedagogical innovations in order to produce educational outcomes that are academically rigorous, spiritually grounded, and socially transformative.

D. CONCLUSION

Based on the findings of this study, it can be concluded that statistically significant differences exist in the effectiveness of Islamic curriculum management across the classical, modern, and contemporary models. The contemporary model demonstrated the highest level of effectiveness, particularly in relation to student learning outcomes, learning motivation, student satisfaction, teacher perceptions, and the attainment of educational goals. This was followed by the modern model, while the

classical curriculum recorded the lowest effectiveness scores. These differences were empirically confirmed through the Kruskal–Wallis test, followed by pairwise comparisons using Bonferroni correction, which verified meaningful distinctions among all three curriculum management models.

The findings further indicate that curriculum management approaches which are more adaptive, integrative, and responsive to the demands of the times and learner diversity tend to be perceived as more effective. The contemporary model, in particular, illustrates how the integration of technology, adaptive learning strategies, and contextual responsiveness can enhance the overall impact of curriculum implementation within Islamic educational institutions.

In light of these findings, Islamic educational institutions are encouraged to undertake periodic evaluations and strategic refinements of their curriculum management practices in order to remain responsive to contemporary educational challenges while preserving the foundational values of Islamic teachings. The classical curriculum model may be strengthened through integrative frameworks that retain its traditional scholarly depth while incorporating 21st-century competencies. The modern curriculum model should further reinforce the synergy between Islamic sciences and general knowledge to ensure contextual relevance across learning domains. Meanwhile, the contemporary curriculum model, which demonstrated the highest effectiveness, may serve as a developmental reference for future curriculum innovation, particularly in balancing spiritual formation, technological literacy, and soft skill development.

Despite the robustness of the findings, this study is subject to several limitations. The sample size was relatively limited and confined to three Islamic educational institutions within a specific geographical context, which may restrict the generalizability of the results. In addition, the use of self-reported questionnaire data may be influenced by respondent subjectivity. Future research is therefore encouraged to employ larger and more diverse samples, incorporate longitudinal designs to capture changes over time, and utilize mixed-methods approaches to deepen understanding of the processes underlying curriculum management effectiveness in Islamic education.

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