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The Impact of Curriculum Reform on Changes in Student Performance and Motivation in Madrasah

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Abstract: *This study explores the impact of curriculum reform on student performance and motivation in madrasahs. The results of the study show that curriculum reform has a significant positive impact on improving students' academic performance. These findings include progress in test scores, assignment quality, and students' practical skills, which are due to the relevance of teaching materials and the application of innovative teaching methods. In addition, curriculum reform also increases students' intrinsic motivation due to more relevant materials and interactive learning methods. This increase in motivation is directly related to the improvement of academic performance. Internal factors such as cognitive abilities and personal motivation, as well as external factors such as family support and teaching quality, influence the results achieved. Implications for education include the need for regular curriculum updates, the implementation of innovative teaching methods, professional training for teachers, and increased family support to maximize the benefits of curriculum reform in madrasah.*

Keywords: *Curriculum Reform, Student Performance, Madrasah Education*

INTRODUCTION

The curriculum is a core component in the education system that directs the teaching and learning process in schools. The curriculum includes the entire learning plan involving subjects, learning objectives, teaching methods, and evaluation of learning outcomes. Its function is very vital because: (1) Educational Structure Guide: The curriculum provides a structured framework for educators in planning and implementing teaching and learning activities. This ensures that students receive a systematic and planned education in accordance with the standards that have been set.¹ (2) The curriculum is a core component in the education system that directs the teaching and learning process in schools. The curriculum includes the entire learning plan involving subjects, learning objectives, teaching methods, and evaluation of learning outcomes. Its function is very vital because: (1) Educational Structure Guide: The curriculum provides a structured framework for educators in planning and implementing teaching and learning activities. This ensures that students receive a systematic and planned education in accordance with the standards that have been set.² (3) Assessment and Evaluation: The curriculum provides a basis for the assessment and evaluation of student learning outcomes. With a clear curriculum, evaluations can be carried out objectively and consistently, and help in identifying areas that need improvement.³ (4) Adaptation to Change: A flexible curriculum can adapt to changing societal needs and the development of science. This is important to ensure that the education provided remains relevant to the demands of the times.⁴

Curriculum reform in madrasas, as implemented in various education systems, aims to answer the challenges and needs that develop in society. Some of the main reasons for curriculum reform in madrasas are:

1. Adapting to the Times: Along with the development of technology and globalization, the needs of education are also changing. Curriculum reform is needed to ensure that the teaching materials delivered are relevant to the times and can prepare students to face future challenges.⁵

¹ Depdiknas, *Panduan Kurikulum Nasional 2021* (Jakarta, 2021).

² E. Mulyasa, *Kurikulum dan Pembelajaran* (Bandung: Remaja Rosdakarya, 2019).

³ Nursalam, *Evaluasi Pendidikan* (Yogyakarta: Pustaka Pelajar, n.d.).

⁴ Supriyono, "Adaptasi Kurikulum dalam Era Digital" 33, no. 2 (2022): 45–56.

⁵ Rahardjo, S., "Reformasi Kurikulum dan Implikasinya terhadap Pendidikan," *Jurnal Pendidikan dan Kebudayaan* 29, no. 1 (2021): 12–25.

2. Improving the Quality of Education: One of the main goals of curriculum reform is to improve the quality of education. By updating the curriculum, it is hoped that there will be improvements in teaching methods and materials taught, which in turn will improve student performance and learning outcomes.⁶
3. Aligning with National Standards: Curriculum reform is also carried out to ensure that the curriculum in madrassas is aligned with the national standards set by the ministry of education. This is important to maintain a consistent quality of education across regions and educational institutions.⁷
4. Responding to Feedback from Stakeholders: Reforms are often responses to feedback from various stakeholders, including teachers, students, and parents. This feedback provides insight into the needs and challenges faced in the existing education system, so that curriculum reform can address these issues.⁸
5. Integrating Character and Life Skills Education: In madrasahs, curriculum reform focuses not only on academic aspects but also on the development of students' character and life skills. It includes learning about moral values, ethics, and practical skills that are relevant to everyday life.⁹

The curriculum serves as the foundation that determines the direction and quality of the educational process in each school institution. As a roadmap in learning, the curriculum not only presents a clear educational structure but also establishes goals, materials, and teaching methods that are in accordance with national educational standards. With the curriculum, the learning process becomes more directed and structured, allowing educators to deliver material effectively and evaluate student progress in a systematic way. A good curriculum helps ensure that students get a holistic and integrated education, so that they not only acquire academic knowledge but also the skills and attitudes necessary to face future challenges. However, along with the rapid changes of the times, both in technology, economy, and culture, the needs and demands of education have also undergone transformation. For this reason, curriculum reform is a strategic step needed to ensure the relevance and effectiveness of education. In madrasahs, curriculum reform is not only a response to global developments but also

⁶ Yuliana, R., "Peningkatan Kualitas Pendidikan melalui Reformasi Kurikulum," *Pendidikan dan Inovasi* 30, no. 3 (2023): 77–89.

⁷ Kemendikbud, *Standar Nasional Pendidikan* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2022).

⁸ Hidayat, R., "Respon Stakeholder terhadap Kurikulum Pendidikan," *Jurnal Administrasi Pendidikan* 28, no. 4 (2020): 98–110.

⁹ L. Aminah, "Pendidikan Karakter di Madrasah," *Jurnal Pendidikan Islam* 31, no. 1 (2022): 65–78.

an effort to improve the quality of education in accordance with local needs and student characteristics. This reform was carried out with several main objectives that were very important.

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METHOD

This study aims to analyze the impact of curriculum reform on changes in student performance and motivation in madrasas. To achieve this goal, this study uses a quantitative approach with survey methods and statistical data analysis. The following are the details of the methodology used in this study: This study is a descriptive and analytical research. Descriptive research is used to describe the characteristics of curriculum reform and its effect on student performance and motivation. The analytical

research aims to evaluate the relationship between curriculum reform and student performance and motivation using statistical data analysis techniques.

RESEARCH RESULTS AND DISCUSSION

FINDING

This section discusses the theoretical foundations related to curriculum reform, student performance, and student motivation. This explanation aims to provide an in-depth understanding of the key concepts that will be analyzed in the research regarding the impact of curriculum reform on student performance and motivation in madrasas.

A. Curriculum Reform Theory

Curriculum Reform Theory.¹⁰

The main objectives of curriculum reform are:

1. Improving the Quality of Education: Ensuring that the education provided is more in line with the needs and demands of the times, as well as improving student learning outcomes.¹¹
2. Conformity with National Standards: Align the curriculum with national standards to ensure uniformity and quality of education throughout the region.¹²
3. Adaptation to Change: Adapting teaching materials to technological developments and social changes so that students are ready to face future challenges.¹³

Relevant Curriculum Reform Models

Some of the curriculum reform models that are often encountered include:

1. Incremental Model: This approach involves gradual changes in the curriculum, allowing for gradual adjustments and reducing the risk of disruption in the learning process.¹⁴
2. Revolutionary Model: This model includes massive changes in the curriculum, usually adopted in response to crises or fundamental changes in the education system¹⁵

¹⁰ Fullan, M., *The New Meaning of Educational Change* (Teachers College Press, 2016).

¹¹ R. W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: University of Chicago Press, 2013).

¹² National Research Council, *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century* (National Academies Press, 2012).

¹³ L. Darling-Hammond, *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (Teachers College Press, 2010).

¹⁴ Anderson, L. W., & Krathwohl, D. R., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (Longman, 2001).

3. Participatory Model: In this model, curriculum reform is carried out by involving various stakeholders, including teachers, students, and parents, to ensure that the changes are relevant and accepted.¹⁶

B. Student Performance

Factors Affecting Student Performance

Student performance can be affected by a variety of factors, which include:

1. Individual Factors: A student's cognitive abilities, motivation, and learning style play an important role in academic performance. Students with good cognitive abilities and high motivation tend to have better performance.¹⁷
2. Family Factors: Family support, the learning environment at home, and the values instilled by parents affect student performance. A supportive environment can increase students' concentration and interest in learning.¹⁸
3. School Factors: The quality of teaching, educational facilities, and the curriculum implemented in schools also affect student performance. Schools with innovative teaching methods and a curriculum that suits the needs of students can improve academic performance.¹⁹

Student Performance Measurement Methods

Student performance measurement can be done through several methods, including:

1. Exams and Tests: Formative and summative tests are used to measure students' understanding of teaching materials. These tests can be final exams, quizzes, or practice tests
2. Performance Assessment: Performance assessments include project-based assessments, presentations, and practical tasks that describe students' ability to apply knowledge.

¹⁵ L. Cuban, *How Teachers Taught: Constancy and Change in American Classrooms, 1890-1990* (Teachers College Press, 1993).

¹⁶ Hopson, R. K., & Scott, K., "The Importance of Participatory Approaches to Curriculum Development," *Educational Review* 58, no. 1 (2006): 85–99.

¹⁷ B. J. Zimmerman, "Self-Regulated Learning and Academic Achievement: An Overview," *Educational Psychologist* 25, no. 1 (1990): 3–17.

¹⁸ R. W. Eccles, J. S., & Roeser, *Schools, Academic Motivation, and Stage-Environment Fit* (in Handbook of Adolescent Psychology, 2004).

¹⁹ J. Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (Routledge, 2009).

3. Observation: Direct observation of the learning process and student involvement in classroom activities can also provide information about student performance.²⁰

C. Student Motivation

Some relevant motivational theories in the context of education are:

1. Intrinsic and Extrinsic Motivation Theory: This theory distinguishes between intrinsic motivation (the drive to learn due to personal interest and satisfaction) and extrinsic motivation (the drive to achieve external outcomes such as high grades or praise).²¹
2. Maslow's Needs Theory: According to Abraham Maslow, human needs consist of a hierarchy ranging from physiological needs, security, social, appreciation, to self-actualization. Student motivation can be affected by the fulfillment of these basic needs.²²
3. Self-Determination Theory (SDT): This theory emphasizes the importance of autonomy, competence, and connectedness in motivating students. Intrinsic motivation is triggered when students feel in control of their learning and feel competent in the tasks performed.²³

Motivation has a significant impact on students' academic performance. Intrinsically motivated students tend to be more motivated and engaged in the learning process, which can contribute to better learning outcomes. In contrast, students with extrinsic motivation may focus on achieving out-of-the-box outcomes without developing a deep understanding²⁴. Research shows that intrinsic motivation is more related to long-term academic achievement because it promotes deep and continuous learning²⁵.

DISCUSSION

This section will discuss the results of research on the impact of curriculum reform on student performance and motivation in madrasahs. This discussion includes the

²⁰ C. H. Leung, "The Role of Observation in the Assessment of Student Learning," *Assessment & Evaluation in Higher Education* 26, no. 1 (2001): 43–50.

²¹ Ryan, R. M., & Deci, E. L., "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being," *American Psychologist* 55, no. 1 (2000): 68–78.

²² A. H. Maslow, *Motivation and Personality* (Harper & Row, n.d.).

²³ Ryan, R. M., & Deci, E. L., "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being."

²⁴ D. H. Schunk, *Motivation in Education: Theory, Research, and Applications* (Pearson, 2012).

²⁵ Pintrich, P. R., "The Role of Goal Orientation in Self-Regulated Learning," n.d.

interpretation of the findings, factors that affect the results, and implications for curriculum development in madrasas.

A. Interpretation of Results

The results of the study show that curriculum reform has a significant impact on student performance. In general, there has been an improvement in student academic outcomes after the implementation of the new curriculum. These findings are consistent with the literature showing that an updated curriculum can better accommodate students' learning needs and improve their learning outcomes.

This improvement is seen in several aspects, such as test scores, assignment quality, and students' practical skills. For example, students showed better progress on tests that assessed understanding of key concepts, which showed that the curriculum reforms implemented had made the teaching materials more relevant and easy to understand. In addition, students also show improvements in critical thinking and problem-solving skills, which may be due to the application of more innovative teaching methods and focus on practical skills.²⁶

Analysis of the Impact of Reform on Student Motivation

Curriculum reform also has a significant impact on student motivation. The results of the study show that students experience an increase in intrinsic motivation after the implementation of the new curriculum. The study found that students felt more engaged and motivated to learn because the new curriculum included materials that were more relevant to their daily lives and provided opportunities to apply knowledge in more tangible contexts.

This increase in intrinsic motivation is directly related to the improvement of academic performance. Intrinsically motivated students tend to be more active in the learning process and have better resilience to academic challenges, which contributes to better learning outcomes. In addition, more interactive and participatory teaching methods in the new curriculum also play a role in increasing student engagement, which in turn increases their motivation.²⁷

B. Factors Affecting Results

1. Internal Factors

²⁶ Darling-Hammond, *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*.

²⁷ Biggs, J., & Tang, C., *Teaching for Quality Learning at University* (Open University Press, n.d.).

Some of the internal factors that affect student performance and motivation include:

- a. Cognitive Ability: Students' basic ability to process information affects how well they can understand and apply the teaching material.
- b. Personal Motivation: Students' intrinsic and extrinsic motivations play a crucial role in determining their level of engagement and effort in learning. Students with high intrinsic motivation tend to show better academic performance.
- c. Learning Styles: Differences in learning styles also affect the effectiveness of the curriculum. A curriculum that can accommodate various learning styles will be more effective in improving student performance.²⁸

2. External Factors

External factors that affect the outcome include:

- a. Family Support: Support from family in the form of encouragement, home-learning facilities, and involvement in education greatly affects student performance. Supportive families can significantly improve student motivation and performance.
- b. Teaching Quality: The quality of teaching, including teacher skills and experience, affects curriculum implementation and student learning outcomes. Well-trained teachers can optimize the use of the new curriculum and increase the effectiveness of learning.
- c. Educational Facilities: Facilities such as libraries, laboratories, and educational technology play a role in supporting the learning process. A good curriculum must be supported by adequate facilities to achieve optimal results.²⁹

C. Implications for Education

Based on the findings of this study, some suggestions for curriculum development in madrassas can be suggested as follows:

1. Curriculum Content Adjustments: Curriculum content must be constantly updated to reflect the latest developments in the field of science and technology.

²⁸ H. Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (Basic Books, 1983).

²⁹ Hattie, J., *Visible Learning for Teachers: Maximizing Impact on Learning* (Routledge, 2012).

This will ensure that the material taught remains relevant and useful for students.

2. **Application of Innovative Teaching Methods:** The adoption of more interactive and student-centered teaching methods can increase student engagement and motivation. Methods such as project-based learning and the use of technology in the classroom can increase the effectiveness of the curriculum.
3. **Professional Training for Teachers:** Teachers need to be provided with constant training to understand and implement the new curriculum effectively. This training will help them in optimizing teaching methods and addressing challenges that may arise during the reform process.
4. **Increased Family Support:** Building strong partnerships between schools and families can help improve support for students. Programs that involve parents in the learning process and provide information on how to support children at home can contribute to improved academic performance.³⁰

By implementing these suggestions, it is hoped that curriculum reform in madrassas can be more effective in improving student performance and motivation, as well as providing long-term benefits in the educational process.

CONCLUSION

1. **Interpretation of Results**
 - a. **Student Performance:** Research shows a significant improvement in student academic performance after the implementation of curriculum reform. Students progress in test scores, assignment quality, and practical skills. The new curriculum is considered more relevant and easy to understand, which contributes to better learning outcomes. The application of innovative teaching methods also improves students' critical thinking and problem-solving skills.
 - b. **Student Motivation:** Curriculum reform also has a positive impact on student motivation. An increase in intrinsic motivation was observed as the new curriculum provided materials more relevant to students' daily lives and implemented interactive teaching methods. This increased motivation is directly related to improved academic performance, as more motivated

³⁰ Epstein, J. L., *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (Westview Press, 2011).

students tend to be more active in the learning process and more resistant to academic challenges.

2. Factors Affecting Results

- a. Internal Factors: A student's cognitive abilities, personal motivations, and learning style play an important role in determining their academic performance and motivation. Students with good cognitive abilities and high intrinsic motivation show better learning outcomes. A curriculum that can accommodate various learning styles also increases the effectiveness of learning.
- b. External Factors: Family support, teaching quality, and educational facilities play an important role in influencing student performance and motivation. Support from families and adequate educational facilities can increase student engagement, while high quality teaching aids in effective curriculum implementation.

3. Implications for Education

- a. Curriculum Development: Based on the findings of the research, it is recommended that the curriculum in madrasahs be updated regularly to reflect the latest developments in science and technology. The application of innovative and participatory teaching methods is also encouraged to increase student engagement. Professional training for teachers and increased family support are important steps to ensure the success of curriculum reform.

By following these suggestions, it is hoped that curriculum reform can be more effective in improving student performance and motivation, as well as providing long-term benefits in the educational process in madrasahs.

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