Enhancing Curriculum Monitoring Systems: Case Study of Arabic Language Education at STAIN Mandailing Natal

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ABSTRACT*:*
This study aims to evaluate the monitoring, supervision, and curriculum improvement system in the Arabic Language Education Study Program at Sekolah Tinggi Agama Islam Negeri Mandailing Natal (STAIN Madina), assessing its effectiveness in enhancing Arabic language competence and supporting Islamic learning. Utilizing a qualitative research design, the study employs a case study methodology, combining interviews, observations, and documentation analysis. The findings reveal that the monev system, involving comprehensive planning, implementation, and reporting, effectively covers graduate competency standards, content standards, process standards, and learning assessment standards. The structured approach, involving multiple stakeholders, ensures thorough evaluation and continuous improvement. However, limitations such as the need for more in-depth internal supervision of content standards and challenges related to human resources and stakeholder engagement were noted. These findings are significant for higher education institutions aiming to enhance their curriculum systems, offering a model for structured monitoring and supervision. Further research is recommended to explore integrated internal supervision mechanisms and long-term effects on student outcomes.

***ABSTRAK**:*

Penelitian ini bertujuan untuk mengevaluasi sistem pemantauan, pengawasan, dan peningkatan kurikulum dalam Program Studi Pendidikan Bahasa Arab di Sekolah Tinggi Agama Islam Negeri Mandailing Natal (STAIN Madina), menilai efektivitasnya dalam meningkatkan kompetensi bahasa Arab dan mendukung pembelajaran Islam. Menggunakan desain penelitian kualitatif, studi ini menerapkan metodologi studi kasus, menggabungkan wawancara, observasi, dan analisis dokumentasi. Temuan mengungkapkan bahwa sistem monev, yang melibatkan perencanaan, pelaksanaan, dan pelaporan yang komprehensif, secara efektif mencakup standar kompetensi lulusan, standar isi, standar proses, dan standar penilaian pembelajaran. Pendekatan terstruktur yang melibatkan banyak pemangku kepentingan memastikan evaluasi menyeluruh dan perbaikan berkelanjutan. Namun, keterbatasan seperti perlunya pengawasan internal yang lebih mendalam terhadap standar isi dan tantangan terkait sumber daya manusia serta keterlibatan pemangku kepentingan juga dicatat. Temuan ini signifikan bagi institusi pendidikan tinggi yang bertujuan untuk meningkatkan sistem kurikulum mereka, menawarkan model untuk pemantauan dan pengawasan yang terstruktur. Penelitian lebih lanjut direkomendasikan untuk mengeksplorasi mekanisme pengawasan internal terintegrasi dan efek jangka panjangnya terhadap hasil belajar siswa.

Kata kunci: *Pemantauan Kurikulum, Pengawasan, Pendidikan Bahasa Arab*

INTRODUCTION

Arabic language learning is fundamental for developing linguistic competence and facilitating the study of Islam, particularly within higher education institutions. This is evident in institutions such as Sekolah Tinggi Agama Islam Negeri Mandailing Natal (STAIN Madina), which through its Arabic Language Education Study Program (PBA) aims to provide an effective curriculum that supports both language acquisition and religious education (Pera Aprizal, 2021). This endeavor equips students with the necessary skills to engage with Islamic texts and contribute to scholarly discourse within the Muslim community. Furthermore, the continuous development, monitoring, supervision, and improvement of the Arabic curriculum are critical to ensure that the educational goals are met, and students' competencies are enhanced (Widiastuti & Susanto, 2014).

The importance of robust curriculum monitoring and supervision systems has been highlighted in various educational contexts. For instance, the revised digital scoring process (R-DS) in the iCBM application has demonstrated higher reliability than traditional methods, underscoring the

importance of precise assessment tools (Tsuei, 2019). Additionally, training programs for Timorese in-service teachers on new secondary education curricula have emphasized the need for enhanced didactic resources and a shift from traditional pedagogical practices to improve educational outcomes (Ferreira et al., 2017). These studies underscore the need for effective curriculum monitoring and improvement mechanisms to enhance educational quality and outcomes (Moore & Voltmer, 2000).

Further, teacher monitoring methods (TMMs) have been found to vary significantly between curriculum and didaktik countries, impacting student performance across PISA waves (Tahirsylaj, 2020). Implementing curriculum-based monitoring within a math curriculum has led to improvements in both instructional environments and student achievement, showcasing its effectiveness as an instructional management system (Spicuzza et al., 2001). Moreover, the integration of the Second Step curriculum with parental monitoring has significantly enhanced academic and behavioral outcomes in middle school students, demonstrating the effective interplay between educational programs and family involvement (Top et al., 2017).

The EMS Environmental Monitoring System has also enhanced environmental science curricula by enabling comprehensive air quality studies, fostering interdisciplinary educational activities (Greenberg, 1996). Curriculum-based measurement of oral reading (CBM-R) has shown that different monitoring schedules and data qualities significantly affect the precision of student growth estimates, guiding optimal progress monitoring practices (Christ et al., 2013). Additionally, preservice special education teachers using a decision-making model have significantly improved their accuracy and confidence in instructional decision-making based on curriculum-based measurement data (LaLonde et al., 2023). These findings highlight the importance of continuous and precise monitoring systems in educational settings.

Despite these advancements, several challenges and limitations persist. Variations in monitoring schedules and data quality have been shown to affect the precision of student growth estimates, suggesting a need for more standardized and reliable monitoring practices (Christ et al., 2013). While some studies have focused on the effectiveness of teacher-, peer-, and self-monitoring on student progress, there remains a gap in understanding the

comprehensive impact of these methods on diverse educational contexts (Mccurdy & Shapiro, 1992). Additionally, the role of curriculum-based measurement within a response-to-intervention framework in special education has highlighted the need for instructional adjustments to meet legal standards (Busch & Reschly, 2007).

Furthermore, the quality assurance system in higher education often faces challenges such as insufficient human resources, lack of stakeholder socialization, and implementation constraints (Winarso, 2021). Although theoretically sound, these systems are practically constrained, indicating a need for better implementation strategies (Rifa'i, 2019). Curriculum improvement based on evaluation results is essential for ensuring the alignment between the applied curriculum and the expected graduate profile of universities and study programs. The necessity of continuous improvement and quality assurance mechanisms in curriculum development cannot be overstated, particularly in higher education institutions aiming for academic excellence.

This study aims to address these gaps by focusing on the Arabic Language Education Study Program at STAIN Madina. By examining the existing monitoring, supervision, and curriculum improvement systems, this research seeks to assess their effectiveness in enhancing Arabic language competence and supporting Islamic learning for higher education students. The findings are expected to contribute significantly to the field by providing insights into best practices for curriculum development and implementation in similar educational settings. This research will also highlight the role of continuous improvement and quality assurance mechanisms in achieving educational excellence, thereby offering valuable contributions to the discourse on curriculum development and educational quality in higher education institutions.

In the context of the PBA STAIN Madina Study Program, this system is implemented to monitor and supervise the implementation of the Arabic curriculum, analyze learning outcomes, and implement necessary improvements. This is important so that the Arabic learning process can be optimal by the times and student needs, to produce graduates who are competent in Arabic and can contribute significantly to a society that

prioritizes scientific and cultural progress. PBA STAIN Madina Study Program based on the decision of the SPME STAIN Madina Team which can be seen in the Online Higher Education Accreditation System (SAPTO) application, is a Study Program that has been accredited "Good" with the highest score among the 14 New Study Programs at STAIN Madina, which obtained a score of 250.

The continuous evaluation and improvement of curriculum systems are essential for ensuring the relevance and effectiveness of educational programs. The integration of modern monitoring and evaluation systems, as demonstrated in various studies, provides a framework for enhancing curriculum quality and student outcomes. This study's focus on the Arabic Language Education Study Program at STAIN Madina seeks to extend the existing body of knowledge by providing a detailed analysis of the monitoring, supervision, and improvement mechanisms in place. By doing so, it aims to offer practical recommendations for other educational institutions seeking to enhance their curriculum systems. The ultimate goal is to ensure that educational programs are well-aligned with the needs of students and the demands of the broader educational and cultural context.

METHODS

This study employed a qualitative research design to explore the implementation of the monitoring, supervision, and improvement of the Arabic curriculum in the Arabic Language Education Study Program (PBA) at Sekolah Tinggi Agama Islam Negeri Mandailing Natal (STAIN Madina). A qualitative approach was selected for its ability to comprehensively and thoroughly explain phenomena and symptoms (Mamik, 2015). The research utilized a case study methodology to provide an in-depth understanding of a unified system, encompassing programs, activities, events, or groups of individuals bound by specific time, place, and context (Luthfiyah, 2017). This approach was deemed appropriate given the ongoing nature of the monitoring, evaluation, and improvement system for the Arabic curriculum at STAIN Madina.

The procedures involved in this study included a combination of interviews, observations, and documentation analysis. Initially, in-depth online interviews were conducted with key members of the STAIN Madina Quality Assurance Center (P2M) team, including the P2M head, the P2M secretary, the coordinator for Audit and Quality Development, and the quality guarantor for

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the PBA study program. These interviews aimed to gather detailed insights into the practices and experiences of the internal quality assurance team in preparation for external accreditation by BAN-PT assessors. To complement the interview data, online observations were carried out to provide additional context and to strengthen the reliability of the findings.

Tools and technologies used in this study primarily included digital communication platforms for conducting interviews and online observations. Documentation was obtained from the P2M STAIN Madina website and Google Drive, which contained relevant materials such as reports and records of the Field Assessment of the PBA STAIN Madina Study Program. These tools facilitated comprehensive data collection, ensuring that all relevant information was captured for analysis.

Data collection and analysis were conducted simultaneously, following an iterative process throughout the research. Data were collected through interviews, observations, and documentation, and then systematically analyzed using techniques such as data reduction, data presentation, and conclusion drawing and verification (Sugiyono, 2013). This approach allowed for continuous refinement of the data, ensuring that the final analysis accurately reflected the monitoring, supervision, and improvement system of the Arabic curriculum at STAIN Madina. The triangulation of data collection methods and sources was employed to enhance the validity and reliability of the research findings.

Steps were taken to ensure the reliability and validity of the study. Triangulation of data sources and collection techniques helped to cross-verify the information obtained from different methods and participants. Additionally, the involvement of multiple members of the P2M team in the interviews provided a comprehensive perspective on the quality assurance processes. This methodological rigor ensured that the findings of the study were robust and credible, offering valuable insights into the effectiveness of the monitoring and supervision systems in place at the PBA STAIN Madina Study Program.

FINDINGS AND DISCUSSION

FINDINGS

Monitoring system in monitoring curriculum implementation in the Arabic Language Education Study Program STAIN Mandailing Natal

A monitoring system aligned with its evaluation, referred to as monev, is implemented by the Center for Quality Assurance (P2) through a prepared monev manual. The process includes the execution of monev and reporting to the leadership meeting. In the PBA STAIN Madina Study Program, monev covers graduate competency standards, content standards, process standards, and learning assessment standards. Each standard is treated differently: a) graduate competency standards and content standards are evaluated by the chairman of P2M and the Audit and Quality Control coordinator; b) learning process standards are monitored by P2M with assistance from the Study Program Quality Assurance Group, as outlined in the SOPs for preparing Semester Learning Plans (RPS); c) learning assessment standards are simultaneously monitored and evaluated by P2M and the quality guarantor of study programs.

Supervision System for the Curriculum in the Arabic Language Education Study Program STAIN Mandailing Natal

In addition to financial oversight, the PBA Study Program curriculum is supervised across four key standards. The Graduate Competency Standards (SKL) are overseen by the senate after being formulated by Vice Chair 1 and the head of the study program. The supervision of Content Standards, which should be the responsibility of Vice Chair 1, has not been thoroughly conducted and is primarily handled by external curriculum experts. For the standard learning process, Vice Chair 1 and the head of the study program delegate this task to the course consortium's coordinating lecturer. The supervision of learning assessment standards involves a lengthy process with responsibilities shared among the chairman, vice chairman, head and secretary of the study program, consortium lecturers, and students. However, the chairman primarily ensures the assessment results align with the expected SKL.

Efforts to improve the curriculum in the Arabic Language Education Study Program STAIN Mandailing Natal

Efforts to improve the curriculum focus on the four key standards. No enhancements have been made to the SKL component. Improvements to

content standards are based on expert advice and leadership meetings involving the study program secretary, head, and vice chairmen regarding course codes. Annual improvements to the learning process standards are evident in the updated RPS format from P2M, aiming to clarify and direct the learning process. Curriculum improvements in the learning assessment component are made in line with current trends.

DISCUSSION

Monitoring system in monitoring curriculum implementation in the Arabic Language Education Study Program STAIN Mandailing Natal

For the direction of SPMI's monev activities, there are monev guidelines containing; Definitions, legal basis, objectives and functions, principles, policies, information identification, information collection, analysis, and use of monev information. In addition, it also contains planning, implementation, and money reports. This is to management theory, namely, there must be aspects of planning, implementing, and evaluating implementation as outlined by Muhammad, et al These three aspects of management components must focus on the main administrative processes (Islami et al., 2021) . This monitoring and evaluation is prioritized in SPMI implementation activities and programs as well as the needs of external quality assurance systems at both national and international levels. The activities are classified and are only carried out through monitoring, evaluation, or both. Both monitoring activities, both monitoring and evaluation in the Arabic curriculum can be seen in Figure 1.1 below:

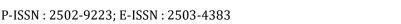| Quality Standards	Type of Activity (Monitoring and Evaluation)	Execution time
Graduate Competency Standards	Evaluation (summative)	July-December
Learning Content Standards	Evaluation (summative)	July-December
Learning Process Standards	Monitoring (formative)	January-June
Learning Assessment Standards	Monev (formative and summative) or AMI	1. January-June 2. July-December

The parties involved in the Monev process are the head of the Center for Quality Assurance (P2M), the Monev TEAM, namely the central element, clusters, and quality control units, the head of STAIN Madina, Vice Chair 1 for academic and institutional affairs, and the head of the study program. The role of each party in monitoring and evaluation can be seen in Table 1.2 below:

No	Activities	Executive
1.	Formation of the Monev Team	Head of P2M
2.	Monev Instrument Setup	Team Monev
3.	Preparation of Monev Activity Agenda, Notify the Implementation of Monev to related elements, and copy to Vice Chairman I as a report	Head of P2M, Tim Monev
4.	Monev Implementation	Team Monev
5.	Identification and Analysis of Monev Results Data	Team Monev
6.	Preparation of Monev Results Recommendations and submit them to the Chairman through Vice Chairman I	Head of P2M, Tim Monev
7.	Follow-up of Monev Results in leadership meetings and Determination of Steps and Strategies for Improvement/Improvement	Chairman, Vice Chair I, and Head of Study Program

In the field of curriculum, identification is carried out related to the curriculum to be more which aims to 1). Track and assess what has changed 2). Understand the reasons for the change 3). Interpreting change is understanding people's perceptions and experiences of change. For the accuracy of the information in the Arabic curriculum money, identification of problems or key issues that will be carried out in the money is carried out, namely 1). Competence of graduates, 2). Learning content, 3). Learning process, 4). Learning assessment. Next, identify indicators of each of these key issues. These key issues are by standard eight points in the national standard for education (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020).

The evaluation of Graduate Competency Standards and Content Standards is summative, which is carried out after the SKL and Content

Standards are formulated in a complex manner. P2M as a quality guarantor through the head of P2M and the coordinator of the P2M Audit and Quality Control sector evaluates the conformity of the Graduate Competency Standards and PBA curriculum Content Standards with the National Higher Education Standards and the Indonesian National Qualifications Framework or KKNI. The evaluation of Graduate Competency Standards and Content standards is carried out as preparation for Field Assessment by the accreditation TEAM assessor from BAN-PT.

Standard monitoring of the learning process is conducted by P2M, assisted by the Study Program Quality Assurance Group, as outlined in the SOPs for preparing Semester Learning Plans (RPS). The Quality Assurance Group, appointed by the Chairman of STAIN Madina, aids P2M in performing AMI. Continuous monitoring aligns with Neli's definition in Jubaidah (Anggreni et al., 2023), ensuring ongoing process checks. The RPS preparation process includes: 1) an initial academic coordination meeting by WK 1 and academic and institutional fields; 2) meetings by the Lecturer Team and scientific consortium for RPS preparation, following the Minister of Education and Culture's mandate No. 3 of 2020; 3) validation of RPS by the Quality Assurance Group; 4) drafting and approval of RPS by the head of the PBA study program; and 5) communicating evaluation results to lecturers or consortium coordinators.

The RPS for STAIN Madina, prepared by lecturers, must include: 1) course identity, 2) graduate learning outcomes for the course, 3) planned final abilities and allocated time for each learning stage, 4) study materials, 5) learning methods, 6) student learning experiences detailed in task descriptions, 7) assessment methods, and 8) reference lists. The coordinator of the scientific consortium, appointed and decreed by P2M and coordinated by the Quality Standard Development coordinator, is responsible for coordinating courses within the consortium. This role involves creating the RPS and ensuring the materials align with graduate CPs. During consortium coordinator meetings, course materials are discussed and agreed upon for both PBA study programs and Arabic language courses taught in other programs.

In addition to the completeness of RPS, AMI also audits PBA study program documents related to Lecture Journals and lecture attendance. The

lecture journal contains the limits of lecture material, implementation time, and lecture rooms as well as classes and semesters. Lecture attendance must be filled by lecturers every time they meet. Both RPS, lecture journals, and lecture attendance in addition to being equipped with document archives in the PBA Study Program are also uploaded to SIAM (Student Academic Import System) where lecturers and students can access them through their respective accounts.

Monev for Learning Assessment Standards is conducted by P2M through the PBA Study Program quality assurance group. This group audits the availability of assessment instruments from lecturers and ensures compatibility between the assessment components, lecture contracts, and learning objectives in each course's RPS. The monitoring and evaluation process is documented in the SPMI STAIN Madina quality form, which includes a checklist for: 1) Basic Competencies, 2) Indicators, 3) Competence aspects (cognitive, psychomotor, affective), 4) Question form, and 5) Number of questions. The semester-end assessment allocation is 30% assignments, 20% midterms (UTS), 30% finals (UAS), and 20% attendance and participation.

P2M reports the Monev results every semester. The odd and even semesters of the 2020/2021 academic year indicate that semester activities are aligned with achieving and supporting the key performance indicators (IKU) and additional performance indicators (IKT) of the SPMI quality standards, covering graduate competency, content, process, and learning assessment standards. This Monev process measures the alignment between curriculum implementation and established standards.

In addition to P2M, the PBA Study Program also monitors and evaluates the implementation of the learning process by: a). Validating lecture absences of lecturers after completing the lecture process b). Validate lecture event units, syllabus, and semester learning plans c). Evaluate lecturer performance by monitoring, conducting interviews with students, and distributing questionnaires to students regularly.

Supervision System for the Curriculum in the Arabic Language Education Study Program STAIN Mandailing Natal

Supervision of the Graduate Competency Standards (SKL) is conducted by the senate after Vice Chair 1 (Academic and Institutional fields) and the

head of the study program formulate the SKL. The senate provides recommendations for the implementation of Graduate Learning Outcomes (CPL), reflecting the university's scientific autonomy. The CPL, derived from the SKL, aligns with the characteristics of study programs, National Education Standards, and KKNI learning outcomes, integrating cognitive, affective, and psychomotor aspects per Bloom's taxonomy. This aligns with the mandate from the Director General of the Ministry of Religion regarding SKL and CPL for undergraduate programs at Islamic religious universities.

Content Standards supervision, typically the responsibility of Vice Chair 1, has not been thoroughly conducted and is primarily handled externally by curriculum experts. However, this is not a significant issue as the SPMI Standard requires supervision every five years, and PBA STAIN Madina has only been in operation for four years. For learning process standards, Vice Chair 1 and the head of the study program delegate the task to the coordinating lecturer of the course consortium, who supports their fellow lecturers while also handling additional duties.

Lecturers or course consortium coordinators at STAIN Madina are responsible for monitoring, controlling, and supervising the RPS. Consortium coordinator lecturers, appointed by decree, gather all lecturers under their responsibility to discuss and agree on the RPS and the course material. The RPS must follow the format provided by P2M, but lecturers have the autonomy to develop it further as a micro curriculum, aligning with Syafruddin Nurdin's view that curriculum development should be both macro and micro (Nurdin, 2018). Helaluddin also emphasizes the importance of redesigning the RPS or syllabus according to needs (Helaluddin, 2020). Macro curriculum development involves national regulation of objectives, content, processes, and evaluations, while micro development pertains to the campus level.

Supervision of learning assessment standards involves multiple parties: the chairman, vice chairman, head of the study program, secretary of the study program, consortium lecturer chair, consortium lecturers, and students. The chairman ensures that assessment results align with the expected SKL, while the head of the study program and consortium coordinator handle technical assessments. Vice Chairman 1 for academic and institutional affairs determines the grading system using intermediate letters and numbers within a 4.0 scale.

Supervision of Graduate Competency Standards and Content Standards externally is also carried out through the provision of curriculum revitalization workshops by Arabic curriculum experts from the University of North Sumatra. The curriculum workshop in the PBA study program was held on June 5, 2021, with the speaker Prof. Dra. Pujiati, M.Soc. Sc, Ph.D., Arabic Language Lecturer, Faculty of Cultural Sciences, USU a year before the implementation of the PBA Study Program Field Assessment.

Supervision of Graduate Competency Standards and Content Standards is externally conducted through curriculum revitalization workshops led by Arabic curriculum experts from the University of North Sumatra. On June 5, 2021, a workshop was held for the PBA study program with Prof. Dra. Pujiati, M.Soc.Sc, Ph.D., from USU, a year before the PBA Study Program Field Assessment. In this workshop, the curriculum for the PBA Study Program, which had been in place for the 2019/2020 and 2020/2021 academic years, was evaluated. The speaker recommended adding courses focused on science and technology development and the 4.0 era, as well as local content. Consequently, the course "Arabic for Mass Media" was added, aligning with the IMLA organization's standards (Standar Kurikulum Prodi BSA PBA Jenjang S1, 2019). Thus, the 2019 curriculum was updated to the 2021 curriculum based on the Decree of the Chairman of STAIN Madina No.184 of 2021 (SK Penetapan Kurikulum Prodi PBA STAIN Madina, 2021).

In addition to these workshops, supervision is also conducted by sending study program accreditation forms to be reviewed by assessors invited by STAIN Madina. These assessors review the PBA Study Program accreditation form, including the curriculum, to ensure it meets the required standards before the official examination by BAN-PT accreditation assessors during the field assessment.

Efforts to improve the curriculum in the Arabic Language Education Study Program STAIN Mandailing Natal

The PBA STAIN Madina Study Program, established in 2018, acknowledges that its curriculum is not perfect. To address this, funds are provided for curriculum workshops with Arabic curriculum experts aimed at improvement. Following these workshops, the curriculum was updated for the next academic year to include the "Arabic for Mass Media" course, aligning

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with national BSA and PBA standards. Additionally, courses were added to reflect the independent curriculum and advancements of the 5.0 era (Standar Kurikulum Prodi BSA PBA Jenjang S1, 2019). Leadership meetings, involving the study program secretary, head, and vice chairmen, are frequently held to discuss credit regulations and the standardization of course codes across study program courses, faculty courses, and institutional courses. This ensures orderly course coding for PD DIKTI uploads.

There has been no improvement in the SKL component of the curriculum due to the lack of funds and the absence of a SKL review before PBA Study Program graduates. Curriculum development is typically analyzed after graduates' profiles are reviewed, usually four years after program completion, aligning with the standard maximum duration of undergraduate study of seven years and 144 credits, typically completed in four years. (Salinan Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi, 2020).

Curriculum improvements to the learning process standards occur annually. This is evident from changes in the RPS format introduced by P2M to make the learning process clearer and more structured. Initially, RPS did not require inspection by the study program's quality guarantor. Now, it must be reviewed by the consortium coordinator lecturer, the quality guarantor, and finally, the head of the study program. The new RPS format also mandates the use of learning methods relevant to the material, situation, and student conditions. As Mustafa highlighted, the method must be suitable, well-organized, and systematic to ensure effective learning (Mustafa, 2021).

Curriculum improvements in the learning assessment component are also carried out following the times. In 2020, the pandemic period required online learning, so the assessment process was also adjusted to online/online learning. Assessment techniques are more towards assignments, projects, and multiple-choice using Google form media and Quiziz. Then the value processing system has also been improved from manual to website-based, which is included in the SIAM application.

Based on the results of the field assessment of the accreditation of the PBA STAIN Madina Study Program listed in minutes C.2.6, the monitoring and evaluation system has met the criteria, including money on the Arabic

curriculum. But of course, this result does not make the PBA Study Program feel satisfied and silent because Accreditation is still a "Good" predicate and the curriculum must be improved and updated regularly and continuously. STAIN Madina also has a curriculum development policy periodically after the study program graduates.

The form of readiness of the PBA Study Program to improve and update the curriculum is a document in the form of Curriculum Update Guidelines. In addition, PBA Study Program is also active in PBA Study Program associations throughout Indonesia to follow information and improve the Arabic curriculum. This is done to prepare for reaccreditation after the first graduate or alumni.

CONCLUSION

This study aimed to evaluate the monitoring, supervision, and curriculum improvement system in the Arabic Language Education Study Program at Sekolah Tinggi Agama Islam Negeri Mandailing Natal (STAIN Madina). The findings revealed that the monev system, which includes comprehensive planning, implementation, and reporting stages, effectively covers graduate competency standards, content standards, process standards, and learning assessment standards. The structured approach, involving multiple stakeholders, ensures a thorough evaluation of curriculum standards, fostering continuous improvement. However, limitations were noted, particularly in the depth of internal supervision for content standards and challenges related to human resources and stakeholder engagement.

The implications of these findings are significant for higher education institutions seeking to enhance their curriculum systems. The structured monitoring and supervision approach at STAIN Madina can serve as a model for other institutions. Further research is recommended to explore the impact of integrated internal supervision mechanisms and to investigate the long-term effects of these systems on student outcomes. This study provides valuable insights into effective curriculum monitoring and improvement strategies, emphasizing the need for continuous refinement and thorough evaluation to maintain high educational standards.

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