



Drill-Based Curriculum Management in Islamic Schools For Instilling Spiritual Values in Students

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ABSTRACT

The cultivation of students' spiritual values in Islamic schools requires curriculum management that not only organizes learning content, but also guides the internalization of moral values through meaningful habituation. This study aims to analyze the role of curriculum management functions, namely Planning, Organizing, Actuating, and Controlling (POAC), in instilling spiritual values consisting of moral knowing, moral feeling, and moral action among students through a drill-based curriculum. This research employed a Systematic Literature Review (SLR) using the PRISMA approach. Literature was searched in PubMed, Scopus, ScienceDirect, Taylor & Francis, Google Scholar, and SINTA with the keywords "Curriculum Management", "Drill Method", "Spiritual Values", "Character Education", "Tahfidz", and "Munaqosyah" for publications within the last ten years. From 180 initial records, 130 duplicates were removed, 50 articles were screened, 18 full-text articles were assessed, and 15 articles met the inclusion criteria for synthesis. The findings indicate that POAC-based curriculum management plays a significant role in connecting repetitive drill practices with students' spiritual internalization through systematic planning, clear role organization, reflective implementation, and continuous qualitative evaluation. The study concludes that drill-based curriculum management can support students' honesty, responsibility, and self-confidence when repetition is accompanied by meaning-making, teacher modelling, reflection, and authentic assessment.

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Introduction

Education according to (Tumanggor, et al., 2021) is a process that is not only oriented towards the development of the intellectual aspects of students, but also the

formation of character and spiritual values that are the basis of behavior in daily life. In the context of Islamic education, according to (Gani, et al., 2024), the success of education is not only measured by academic achievement, but also by the formation of character and spiritual values reflected in daily behavior. Spiritual values such as honesty, responsibility, and confidence are important foundations in shaping the personality of students with noble character. However, the development of globalization and technological advances today bring various challenges to the formation of the character of the younger generation. Various phenomena such as low discipline, lack of responsibility for tasks, dishonest behavior in learning, and low student confidence show that character and spiritual education still need serious attention in the educational process.

Character education is basically an integral part of the goals of national education. According to Lickona (Susanti, 2022) reveals that effective character education must include three main components, namely moral knowing, Moral Feeling, and Moral Action. These three components show that learners not only need to understand moral values, but also must have emotional awareness and the ability to apply them in daily life. So that schools have the responsibility to create various programs that are able to form positive habits so that spiritual values can be internalized in a sustainable manner in students.

One of the efforts that can be made is through the implementation of effective curriculum management. Curriculum management is the process of managing all educational activities so that learning goals can be achieved optimally. According to George R. Terry (Syahputra & Aslami, 2023) explained that, management consists of four main functions known as Planning, Organizing, Actuating, and Controlling (POAC). These four functions are the foundation for managing educational programs, including student spiritual development programs. Through careful planning, systematic organization, directed implementation, and continuous supervision, schools can create an educational environment that supports the formation of students' character and spirituality (Wijayanti & Wicaksana, 2023).

In practice, many Islamic schools implement a drill-based curriculum as one of the learning strategies to form positive habits of students. The drill method is a training method that is carried out repeatedly and continuously so that it is able to form certain skills, habits, and attitudes in students. The application of this method is widely found in the tahfidz Al-Qur'an and munaqosyah programs which are the hallmarks of Islamic education. Through memorization, murojaah, and continuous memorization evaluation, students not only gain the ability to memorize the Qur'an, but also learn about the importance of discipline, responsibility, honesty, and confidence (Alfaien, 2020).

There have been several previous studies showing that the tahfidz program has contributed to the formation of students' character. Research conducted by (Vidiawati, et al., 2026) revealed that tahfidz activities carried out in a structured manner are able to increase student discipline and responsibility in learning activities. In line with research

by (Ahsanulhaq, 2019) revealed that the habit of memorizing the Qur'an regularly affects the formation of religious character and honest attitude of students. Further research by (Tirtana & Shofiyah, 2026) revealed that the success of the tahfidz program is greatly influenced by the management system implemented by the school, especially in the aspect of program planning and evaluation. In line with research by (Mutaqin, et al., 2022) revealed that munaqosyah activities are able to increase student confidence because students are required to account for their memorization in front of examiners. Although, most of the previous research focused more on the effectiveness of tahfidz programs in improving Qur'anic memorization skills and character formation in general. This study specifically examines how drill-based curriculum management is applied in instilling spiritual values in the form of moral knowing, moral feeling, and moral action. In fact, the success of an educational program is not only determined by the results achieved by students, but also by how the curriculum management process is designed and implemented by educational institutions.

Based on the description above, although the implementation of drill-based curriculum through the tahfidz and munaqosyah programs has been widely applied in various Islamic schools as an effort to shape the character of students, a deeper understanding is still needed on how the curriculum management is managed in instilling students' spiritual values. The application of management functions that include Planning, Organizing, Actuating, and Controlling is an important aspect to be studied because the success of the program is not only determined by the memorization achievements of students, but also by the curriculum management process that supports the formation of the values of honesty, responsibility, and confidence.

Therefore, the study of drill-based curriculum management is important to identify, analyze, and describe the process of planning, organizing, and implementing in instilling students' spiritual values. Using literature review, the formulation of the problem in this study is how to apply drill-based curriculum management in Islamic schools in instilling students' spiritual values. The purpose of this study is to analyze the application of drill-based curriculum management functions in instilling spiritual values in the form of moral knowing, moral feeling, and moral action in students. So that this study will provide a clearer picture of the role of curriculum management in supporting the success of instilling students' spiritual values in Islamic schools.

Methods

This study uses the Systematic Literature Review (SLR) method with reference to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach. This approach was chosen to ensure that the process of searching, selecting, analyzing, and synthesizing data is carried out systematically, objectively, and transparently. The focus of the research is directed at the application of drill-based curriculum management in Islamic schools in instilling students' spiritual values,

especially moral knowing, moral feeling, and moral action. In order for the claims of the use of PRISMA to be accounted for, this study details the database, keywords, inclusion-exclusion criteria, and article selection flow.

1. Formulation of Research Questions

The initial stage of the research was carried out by formulating research questions that focused on the application of drill-based curriculum management in instilling students' spiritual values in Islamic schools. So that this research question is the basis for determining the direction of *literature study*, namely how the influence of curriculum management which includes *Planning, Organizing, Actuating, and Controlling* in instilling spiritual values in the form of *moral knowing, moral feeling, and moral action* in students.

2. Literature Search

The literature search process was carried out systematically through the databases of PubMed, Scopus, ScienceDirect, Taylor & Francis, Google Scholar, and SINTA. The search strategy uses a combination of English and Indonesian keywords with Boolean operators, namely: ("Curriculum Management" OR "Curriculum Management") AND ("Drill Method" OR "Drill Method" OR "Drill and Practice") AND ("Spiritual Values" OR "Spiritual Values" OR "Character Education" OR "Character Education") AND ("Islamic School" OR "Islamic School" OR "Tahfidz" OR "Munaqosyah"). Search is limited to articles published in the last ten years and has a direct relationship with curriculum management, drill/habituation methods, and the formation of students' spiritual values.

3. Article Selection

The articles obtained were then selected based on the suitability of the title, abstract, and content of the research with the focus of the study. The selection is carried out through inclusion and exclusion criteria that are set from the beginning. The inclusion criteria include original research articles or data-driven scientific articles, available in full text, published within the last ten years, discussing curriculum management, drill/habituation methods, tahfidz or munaqosyah programs, and the cultivation of students' spiritual values or character. The exclusion criteria include duplicate articles, articles that are not fully available, articles that do not relate to the context of Islamic schools or character education, and articles that only discuss the drill method as a memorization technique with no connection to the formation of spiritual values.

Table 1. PRISMA-Based Literature Search Protocol

Components	Remarks
Databases	PubMed, Scopus, ScienceDirect, Taylor & Francis, Google Scholar, and SINTA.

Publication range	The last ten years have been in accordance with the focus of the development of Islamic education research and curriculum management.
Main keywords	"Curriculum Management", "Curriculum Management", "Drill Method", "Drill Method", "Drill and Practice", "Spiritual Values", "Spiritual Values", "Character Education", "Character Education", "Islamic School", "Islamic School", "Tahfidz", and "Munaqosyah".
Boolean Strategy	("Curriculum Management" OR "Curriculum Management") AND ("Drill Method" OR "Drill Method" OR "Drill and Practice") AND ("Spiritual Values" OR "Spiritual Values" OR "Character Education" OR "Character Education") AND ("Islamic School" OR "Islamic School" OR "Tahfidz" OR "Munaqosyah").
Data extraction focus	The function of POAC, drill implementation, tahfidz/munaqosyah program, indicators of moral knowing, moral feeling, moral action, and forms of evaluation of spiritual values.

Table 2. Article Inclusion and Exclusion Criteria

Aspects	Inclusion Criteria	Exclusion Criteria
Document type	Original research articles or data-driven scientific articles.	Popular articles, opinions, editorials, and documents without a scientific process.
Document access	Full-text is available so that it can be analyzed in its entirety.	There is no full-text available or only the abstract part can be read.
Theme suitability	Discussing curriculum management, drill/habituation methods, tahfidz/munaqosyah, and spiritual values/character.	It only discusses drills as an academic technique with no connection to spiritual values or character.

Educational context	Relate to Islamic schools, madrasas, Islamic boarding schools, or Islamic Religious Education learning.	It is not in the context of Islamic education or is not relevant to curriculum management.
Time range	Published in the last ten years.	Outside the time span or do not have a clear year information.

4. Data Collection and Analysis

Articles that meet the criteria are then collected and analyzed based on the focus of the discussion. The data taken included the curriculum management model applied, the form of implementation of *the drill method*, the implementation of the tahfidz and munaqosyah programs, the spiritual values instilled, and the results obtained in the formation of student character. Furthermore, the data was grouped to identify the pattern of relationship between the implementation of drill-based curriculum management and the inculcation of *moral knowing*, *moral feeling*, and *moral action* values in students.

5. Synthesis and Interpretation of Results

The data that has been collected is then analyzed using a qualitative descriptive approach through a process of comparison and interpretation of various relevant research results. This analysis aims to provide a more in-depth picture of the effectiveness of the implementation of drill-based curriculum management in shaping students' spiritual values in Islamic schools. The results of the analysis are presented systematically to show the trend of research findings, advantages and obstacles in their implementation, as well as opportunities for research development in the future.

Result

Literature Search Results

The literature review search process in this study was carried out through PubMed, ScienceDirect, Scopus, Taylor & Francis, Google Scholar, and SINTA. Article search uses keywords and Boolean strategies that have been described in the methods section. From the results of the initial identification, n=180 articles were obtained. After the removal of duplicate articles as much as n=130, there are n=50 articles left to be selected through reading the title and abstract. At the screening stage, as many as n=32 articles were eliminated because they were not in accordance with the focus of drill-based curriculum management, did not discuss spiritual values or character, or were outside the context of Islamic education. Thus, n=18 articles were continued at the full-text assessment stage.

At the eligibility stage, n=3 articles were excluded after reading the full-text because they did not provide adequate data or discussion on the relationship between drill methods, curriculum management, and spiritual value instilling. Finally, n=15 articles met the inclusion criteria and were analyzed in depth using the SLR approach. The selected articles were used to identify the role of Planning, Organizing, Actuating, and Controlling (POAC) in instilling moral knowing, moral feeling, and moral action. All stages of identification, screening, eligibility, and inclusion are presented in Figure 1.

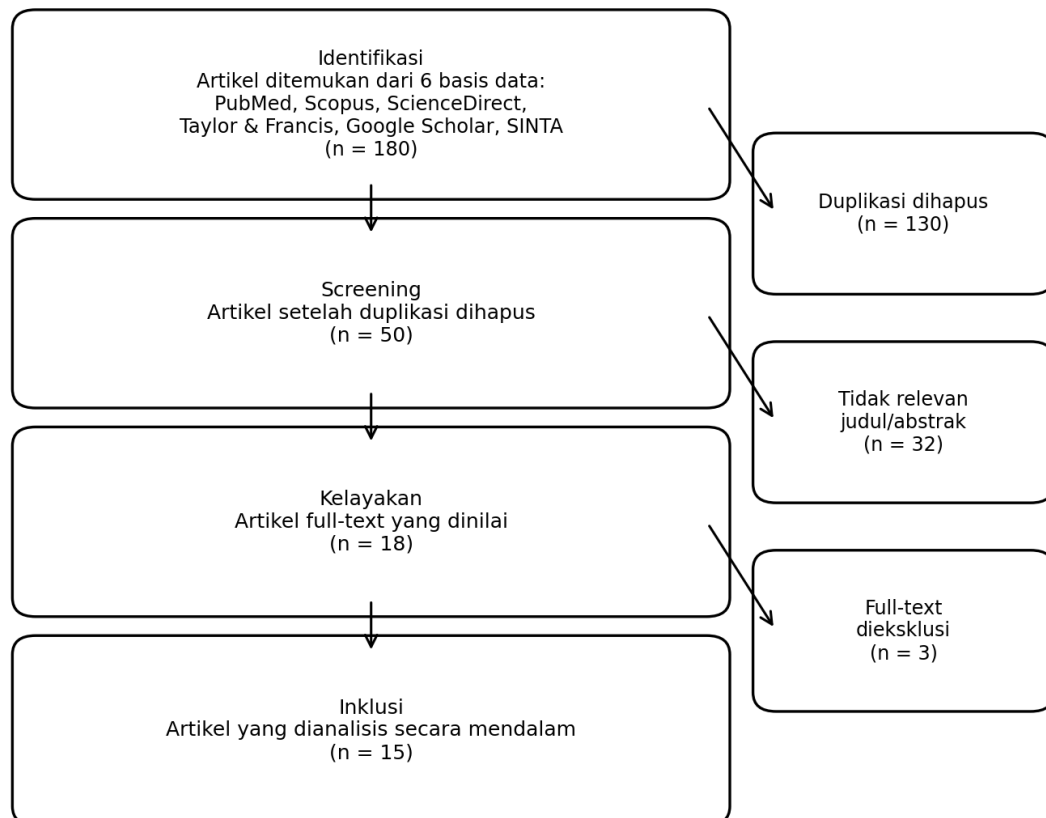


Figure 1. Article Selection Flow Based on PRISMA

Characteristics of Literature Studies

Table 3. Characteristics of Literature Studies

Aspects of Drill-Based Curriculum Management	Implementation of Activities	Source
Program Planning	Preparation of memorization targets, deposit schedules, murojaah programs, and indicators of achievement of students' spiritual values	(Mariyam & Hamzah, 2025), (Karina & Fauji, 2025), (Kusuma & Hurani, 2026)

Organizing Educational Resources (<i>Organizing</i>)	The division of duties of tahfidz teachers, program coordinators, munaqosyah examiners, and the grouping of students based on their abilities	(Aseri, 2022), (Darda, 2018), (Mubarok et al., 2024)
Implementation of the Drill Method in the Tahfidz Program (<i>Actuating</i>)	Memorization deposit activities, routine murojaah, repeated Qur'an reading exercises, and daily worship habits	(Faishol & Hidayah, 2021), (Yani & Hasanah, 2025), (Mutaqin et al., 2022)
Program Evaluation and Supervision (<i>Controlling</i>)	Monitoring memorization achievements, munaqosyah evaluation, spiritual attitude assessment, and follow-up evaluation results	(Kusuma & Hurani, 2026), (Kusumardi, 2024), (Rohman & Aula, 2025), (Karina & Fauji, 2025), (Setiawan & Astrawan, 2026), (Mubarok et al., 2024)
Strengthening Moral <i>Knowing</i>	Learning the values of honesty, responsibility, and confidence through Islamic materials, tahfidz, and school habits	(Priyono & Fathoni, 2018), (Hodijah & Amin, 2024), (Suhaenah, 2026)
Strengthening Moral <i>Feeling</i>	Formation of awareness and appreciation of spiritual values through motivation, teacher example, and positive habituation	(Suhaenah, 2026), (Aseri, 2022), (Mariyam & Hamzah, 2025)
Strengthening Moral Action	Implementation of honest, responsible, and confident behavior in tahfidz, munaqosyah, and school life activities	(Yani & Hasanah, 2025), (Mutaqin et al., 2022), (Hodijah & Amin, 2024)

Discussion

Based on the results of analysis from 15 literature review articles, it shows that the application of drill-based curriculum management in Islamic schools shows a significant contribution to the cultivation of students' spiritual values. Various literature explains that the success of tahfidz and munaqosyah programs is not only determined by students' ability to memorize the Qur'an, but also by the management of a curriculum that is planned, organized, well implemented, and evaluated on an ongoing basis. Through this approach, students not only gain religious knowledge, but also experience the process of internalizing spiritual values which include moral knowing, moral feeling, and moral action. These values are then manifested in honest, responsible, and confident behavior which is the main goal of Islamic education.

Critical Synthesis: Bridging Drill Methods and Internalization of Spiritual Values

Conceptually, the drill method has strong roots in the behavioristic paradigm because it emphasizes repetitive exercise, habituation, reinforcement, and the formation of a stable response. On the one hand, this character is suitable for forming reading, memorizing, or practicing worship skills. However, the cultivation of spiritual values does not stop at mechanical obedience, because moral feeling and moral action demand appreciation, awareness, and meaningful moral choices. Therefore, the school management function is an important bridge so that drills do not only produce meaningless memorization, but develop into an internalization process. The planning should contain the purpose, values, and spiritual reasons behind the practice; Organizing must provide teachers, school culture, and an exemplary environment; implementation must be accompanied by reflective dialogue, motivation, and feedback; Meanwhile, supervision must assess behavior changes on an ongoing basis, not just count the number of memorization. Thus, drills become a meaningful means of habituation when repetition is associated with understanding values, emotional appreciation, and real practice in school life.

1. Planning in Instilling Students' Spiritual Values

Synthesis results *Literature* indicates that the planning function (*Planning*) is the initial stage that greatly determines the success of instilling spiritual values in a curriculum-based curriculum *drill*. This is in accordance with the results of the research conducted by Mariyam & Hamzah, (2025)) Revealed that, planning is carried out through the preparation of learning objectives, memorization targets, deposit schedules, murojaah programs, assessment indicators, and the integration of spiritual values into tahfidz and munaqosyah activities. Through systematic planning, schools can ensure that all learning activities are not only oriented to academic achievement, but also to the formation of students' character and support the formation of students' religious character. Clear planning provides direction for teachers and students in achieving the learning goals that have been set. The findings are supported by research (Karina & Fauji, 2025)) which explains that the Qur'an-based curriculum requires careful planning so that all learning programs are able to run according to the vision and goals of Islamic education.

In the perspective of spiritual values Research (Priyono & Fathoni, 2018)) revealed that curriculum planning contributes to the formation of *moral knowing* through the preparation of materials that contain an understanding of the importance of honesty, responsibility, and confidence. Students are given knowledge about these values through learning the Qur'an, hadith, and habits designed in the school program. This is in line with Research (Aseri, 2022)) which explains that Islamic Religious Education learning planning must be able to integrate aspects of knowledge, attitudes, and behaviors of students. In addition, the planning function also plays a role in building students' moral feelings. Through the preparation of habituation programs such as daily murojaah, joint prayer, and routine evaluation, students are trained to have

awareness and commitment in carrying out the spiritual values that have been learned. So that values that are initially only understood cognitively develop into internal awareness that is embedded in students. In line with Hodijah & Amin (2024)) revealed that good planning is also the basis for the formation of *Moral Action*, namely the ability of students to implement the values of honesty, responsibility, and confidence in daily life.

2. Organizing in Instilling Students' Spiritual Values

After the planning stage, the next management function is organizing. Based on the results of the literature review, the organization is carried out through a clear division of duties and responsibilities to all parties involved in the implementation of the tahfidz and munaqosyah programs. The organization includes the determination of program coordinators, tahfidz supervisors, munaqosyah examiners, and the grouping of students according to their level of ability and memorization achievements. Research (Darda, 2018) explains that a good curriculum organization will create integration between educational goals, program implementation, and the results to be achieved. In the context of Islamic schools, effective organization allows all components of the school to work synergistically in supporting the formation of character and spirituality of students. These findings are strengthened by research (Mubarok, et al., 2024) revealing that an integrated curriculum system is able to strengthen the implementation of character education if supported by a clear division of roles and good coordination between educators.

According to research (Hodijah & Amin, 2024) reveals that the organizing function has an important contribution to the formation of moral knowing. Through good coordination between teachers and program managers, students gain a consistent understanding of the spiritual values being taught. Not only that, organizing also helps form moral feelings because students are in an environment that supports the implementation of these values together. A structured and conducive learning environment is able to foster awareness and a sense of responsibility in students. Furthermore, organizing also plays a role in shaping moral action. According to research (Mutaqin, et al., 2022) reveals that, moral action occurs when clear division of tasks and the implementation of coordinated activities, students gain the opportunity to practice spiritual values in various school activities. An honest attitude when making memorization deposits, responsibility for learning targets, and confidence when participating in munaqosyah are tangible forms of the implementation of spiritual values that develop through the process of organizing an effective curriculum. This is in line with research (Kusuma & Hurani, 2026) which states that the success of curriculum implementation is greatly influenced by the organization of targeted and sustainable educational resources.

3. Actuating (Implementation) in Instilling Students' Spiritual Values

Based on the results of synthesis from various *literature*, the implementation function (*actuating*) is the implementation stage of all planning and organizing that has been prepared beforehand. At this stage, all learning programs and activities are carried

out to achieve the educational goals that have been set. In the context of instilling spiritual values, the implementation of the curriculum is not only oriented to the delivery of learning materials, but also to the formation of students' attitudes and behaviors through various structured and sustainable activities. This is in accordance with the results of research (Yani & Hasanah, 2025) revealing that the implementation of curriculum management in Islamic schools supported by the *drill* method or repetitive habituation is able to strengthen the process of internalizing spiritual values in students. Through practice that is carried out consistently, students not only understand the values taught, but also get used to applying them in daily life. In line with (Faishol & Hidayah, 2021) explaining that *the drill* method is effective in forming positive habits of students because it is carried out continuously so that the values taught become part of student behavior. Similar findings are in line with (Priyono & Fathoni, 2018) which states that the drill method is able to increase student involvement in the learning process while forming an attitude of discipline and responsibility.

If associated with the perspective of Thomas Lickona's theory in (Susanti, 2022) that the implementation of the curriculum contributes to the formation of *moral knowing* through providing an understanding of values that are considered good and correct. Furthermore, *moral feeling* is formed when students begin to realize the importance of these values and have the desire to apply them. *Moral action* arises when students are able to show real behaviors that reflect spiritual values such as honesty, responsibility, and confidence. Thus, the implementation function becomes the main means in transforming value from the aspect of knowledge to real action.

4. Controlling (Supervision) in Instilling Students' Spiritual Values

The controlling function is a stage that aims to ensure that the entire process of implementing the drill-based curriculum in Islamic schools runs in accordance with the goals that have been set. Based on the results of the literature review, supervision is carried out through monitoring, evaluation, assessment, and follow-up activities on the learning outcomes that have been achieved by students. Supervision is not only focused on academic achievement, but also on the development of students' character and spiritual values. This is in accordance with the results of a study (Setiawan & Astrawan, 2026) revealing that the supervision of drill-based curriculum management in Islamic schools that is carried out systematically is able to increase the effectiveness of curriculum implementation because it provides information about the strengths and weaknesses of the ongoing program. In addition, research (Kusumardi, 2024) revealed that the evaluation of drill-based curriculum management in Islamic schools that is sustainable helps teachers in identifying the development of students' attitudes so that the character development process can be carried out more optimally. These findings are strengthened by (Rohman & Aula,

2025) which states that curriculum control is an important factor in ensuring the achievement of comprehensive educational goals.

In relation to spiritual values, the supervisory function plays a role in strengthening *moral knowing, moral feeling, and moral action* that have been instilled through the learning process. Evaluation conducted on an ongoing basis helps students understand the consequences of each behavior shown. In addition, supervision also encourages students to maintain positive behaviors that have been formed. With an effective control process, the values of honesty, responsibility, and confidence are not only knowledge or moral awareness, but develop into characters that are inherent in students and reflected in daily life.

Especially in the controlling function, the evaluation of the success of spiritual cultivation needs to be distinguished from academic assessment. Memorization achievements, test scores, or reading fluency only show cognitive and psychomotor aspects, while moral intelligence requires consistent behavioral evidence. Therefore, schools can use attitude observation rubrics, student reflection journals, tahfidz teacher development records, habituation portfolios, peer feedback, and communication with parents. Indicators of success are not only in the form of the number of verses memorized, but also honesty in reporting memorization, responsibility for maintaining targets and schedules, willingness to correct mistakes, and courage to follow munaqosyah confidently. This kind of evaluation helps ensure that drills do not stop as routines, but rather become a path to moral awareness.

Based on the results of the literature review of 15 articles analyzed, it can be seen that drill-based curriculum management in Islamic schools has a significant influence on instilling students' spiritual values. Management functions which include Planning, Organizing, Actuating, and Controlling are interrelated in supporting the effective achievement of educational goals. Furthermore, the organization ensures that all educational resources can work synergistically in supporting the value instilling process. The implementation of the curriculum through various learning and habituation activities provides opportunities for students to understand, feel, and practice spiritual values in daily life. Meanwhile, supervision and evaluation function to ensure that these values continue to develop and become part of the character of students. Therefore, the findings of this study show that the application of drill-based curriculum management in Islamic schools contributes well to the formation of moral knowing, moral feeling, and moral action which is reflected in honesty, responsibility, and confidence. This shows that the success of instilling spiritual values is not only determined by the material taught, but also by the effectiveness of curriculum management that is carried out in a systematic, directed, and sustainable manner.

Table 4. POAC Synthesis Framework in Bridging Drill and Internalization of Spiritual Values

POAC Functions	The Role of Managerial in Transforming Drill into Internalization	Indicators and Tools for Evaluating Spiritual Values
Planning	Set memorization targets as well as value goals: honesty, responsibility, discipline, and confidence. The planning also contains reflection activities so that students understand the spiritual meaning of repetitive exercise.	Program objective documents, spiritual value rubrics, indicators of moral knowing, and the suitability of tahfidz/munaqosyah material with the character formed.
Organizing	Regulating the role of school principals, tahfidz coordinators, supervisors, munaqosyah examiners, homeroom teachers, and parents so that drills are supported by exemplary and consistent school culture.	Assignment division, mentoring schedule, teacher coordination records, and the involvement of the school environment in getting used to honest and responsible behavior.
Actuating	Carry out deposits, murojaah, worship habits, and munaqosyah repeatedly, but accompanied by explanations of meaning, motivation, feedback, and reflection so that students are not only mechanically obedient.	Observation of student participation, reflection journals, teacher notes, attendance, consistency of deposits, and the courage of students to perform or account for memorization.
Controlling	Evaluate spiritual development on an ongoing basis through evidence triangulation, not just memorization	Rubric of attitude observation, habituation portfolio, self-assessment, peer/parent feedback, coaching follow-up, and

	scores. The focus of supervision is directed at the consistency of behavior that shows moral knowing, moral feeling, and moral action.	evidence of honest, responsible, and confident behavior.
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Research Limitations

As a literature review-based research, this study has several limitations. First, the research findings depend on the quality, availability, and completeness of the articles that are successfully accessed through the database used. Second, this research has not been supported by direct empirical data from Islamic schools, so the conclusion about the effectiveness of drill-based curriculum management is still a conceptual synthesis of the results of previous studies. Third, the indicators of spiritual value discussed still require field testing through observations, interviews, and more measurable evaluation instruments. Therefore, further research is recommended to conduct an empirical or mixed-method study to test how POAC actually works in preventing drills from becoming mechanical compliance and in strengthening the internalization of students' spiritual values.

Conclusion

Based on the results of the Systematic Literature Review, curriculum management which includes Planning, Organizing, Actuating, and Controlling has an important influence on the cultivation of students' spiritual values which include moral knowing, moral feeling, and moral action. The application of a drill-based curriculum can be effective if repetitive exercises are not understood as mechanical routines, but as a habituation process accompanied by meaning, teacher example, reflection, and behavioral evaluation. Through this process, the values of honesty, responsibility, and confidence can develop into part of the character of students.

Various studies show that drill-based curriculum management in Islamic schools makes an important contribution in creating an Islamic educational environment that supports the formation of students' character and spirituality. Systematic planning helps integrate spiritual values into learning objectives, while good organization allows all educational resources to work optimally in supporting the character building process. Furthermore, the implementation of the curriculum through various learning activities and habituation provides direct experience for students to practice spiritual values. Meanwhile, ongoing monitoring and evaluation helps ensure that these values develop into consistent behaviors. Thus, drill-based curriculum management can be one of the effective strategies in instilling moral knowing, moral feeling, and moral action in students so that they are able to form a generation that not only excels in academic aspects, but

also has strong character and spirituality in the formation of students' character as a whole.

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