

# Change Management Framework: Development Curriculum of Islamic Education at School

**Ahmad Muslih Atmojo<sup>1\*</sup>, Djamaluddin Perawironegoro<sup>1</sup>, Khoirul Umam<sup>2</sup>**

<sup>1,2</sup>Islamic Religious Education Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>3</sup>Islamic Educational Management Department, Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

\*[atmojo2007052022@webmail.uad.ac.id](mailto:atmojo2007052022@webmail.uad.ac.id)

Received: February 2022; May 2022; June 2022

## Abstract:

*The purpose of this study was to analyze how the concept of change management from PAI curriculum development at SMP Muhammadiyah 1 Gamping. The method used in this research is field research which was developed with a qualitative approach model. Called field research because the data that the authors collect comes from the field. Curriculum development itself is related to the preparation of all dimensions of the curriculum, starting from the foundation, the structure of the composition of subjects, the scope, the sequence of learning materials, the outline of the learning program, to the development of implementation guidelines. In addition, curriculum development is a planning process, resulting in better tools based on the results of the current curriculum assessment, to provide better teaching in learning conditions. This means that curriculum development is an activity to produce a new curriculum through the preparation of the curriculum itself or the basis of the results of the assessment carried out within a certain period. Therefore, it is important to evaluate and develop curriculum changes accurately to the existing educational process to achieve common and comprehensive goals, including what happened and was done by SMP Muhammadiyah 1 Gamping.*

**Key Words:** Change Management, Curriculum, Islamic Education

## INTRODUCTION

Change management focused on the curriculum has a central position in the educational process as the direction of educational activities to achieve goals. This is, of course, important to manage the changes that occur effectively and efficiently in maintaining the quality of education (Adhimiy, 2018; Masnan & Halim, 2021). In addition, as an educational plan, the curriculum is a guideline regarding the type, scope, and sequence of content and strategies of the educational process. The curriculum is also a source of concepts and theoretical foundations for developing the curriculum itself in educational institutions (Dewantoro, 2017; Zhao et al., 2020). In Indonesia itself, since the beginning of independence (1947), it has formulated a curriculum and implemented it in 1950 in national education and continues to develop until now called the 2013 curriculum (K-13) (Wulandari & Suhardi, 2020). In other words, from 1950 until now, education in Indonesia cannot be separated from

the curriculum; this proves that the curriculum occupies an essential element in education.

The curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for implementing learning activities to achieve specific educational goals. Terminologically, the term curriculum used in education implies several knowledge or subjects that students must take or complete to achieve predetermined educational goals or competencies (Li et al., 2020; Cahapay, 2020). With the curriculum, it is hoped that educators will be able to determine the direction of learning objectives and choose appropriate methods, techniques, media, and learning evaluation materials (Abdah, 2019; Amir, 2021).

Curriculum development that has changed according to the needs of schools at SMP Muhammadiyah 1 Gamping refers to the Law of the Republic of Indonesia Number 20 of 2003 (UU 20/2003) concerning the National Education System, Government Regulation Number 57 of 2021 concerning National Education Standards, and Technical instructions for the Regional Leadership of the Muhammadiyah Special Region of Yogyakarta number: 293/II.4/F/2017 concerning the Implementation of the ISMUBA Curriculum and Strengthening Character Education (PPK) which is the primary reference for academic units in developing the curriculum.

Facing the era of modernization and globalization as it is today, it is necessary to consider changes in Islamic education units in particular so that these changes will lead to dynamic trends and the productivity of education itself (Nabilah & Basri, 2021). In a country with a vast area with a pluralistic society, such as the State of Indonesia, there is a tug of war for changes in curriculum content that is getting stronger with various interests. This makes change management essential to be studied by educational institutions, especially in the curriculum section (Suhardi & Mulyono, 2021). For this reason, so that teaching materials in all schools are at the same level and quality, the government, with the help of education experts, prepares a central curriculum, often without involving actors in the field and without adjusting to the community's interests. Community in an area. This method can create a centralized curriculum because the authors ignore the situation in which learning takes place who have an interest in certain materials, deny the characteristics of a society, ignore the individual differences of students in the absorption of knowledge, and do not take into account the facilities/facilities where education takes place. Education experts, including Al-Syaibany and Philip W. Jackson, assessed that if the curriculum only contained learning materials, the curriculum would be very narrow because education should not be rigid by following the teaching materials prepared in the curriculum but must be flexible by following developments that occur in society. Al-Syaibani

explicitly stated that understanding the curriculum is a learning material with many weaknesses and shortcomings. In summary, al-Syaibani's opinion is 10; a) Narrow understanding because it does not include the experiences and activities of students who are under school management to achieve appropriate educational goals; b) The focus of attention is only on teaching materials, knowledge is theoretical and rote, and forgets aspects of skills and abilities in using the knowledge gained from the theory being studied; c) In studying the material provided, students are prepared based on past experiences and forget about present problems; d) Assuming all students are the same and ignoring individual differences of students which include their talents, interests, and needs because students are forced to adapt to the curriculum, so that students are passive, their activities are only limited to receiving knowledge and knowledge. not allowed to be creative in a positive way; (e) Breaking down knowledge in various unrelated sciences.

With the negative views mentioned above and the influence of mass development and changes in society, many people have begun to challenge the meaning of this kind of curriculum and want a change in understanding the curriculum to a new and more complex understanding, with a broader scope (Monaziroh & Choirudin, 2021). This is the focus of an important issue due to the weak management of significant change (Siripipatthanakul, 2021). Although change is one thing that continues to happen regularly, the ongoing change focuses on sustainable, transformative values. This means that change management must be run by the needs, demands, and the entire civilization of the educational institution itself consistently (Lwin & Nandar, 2019). The change itself is designed to gradually sublimate several aspects related to education, such as quality, relevance, efficiency, and effectiveness (Kokkaew et al., 2022).

While the broad understanding of the curriculum is the educational experience (educative experience) obtained by students, the description in the field directs students to be able to interact with their environment, which will train them to live in a society so that they can cause changes in attitudes (Nasri et al., 2020), with this understanding, education in schools becomes very idealistic, with very high expectations, where the school's obligation is not only to teach the material that has been written in the curriculum document but also to cover all possible formal and non-formal things. A more positive attitude toward self in students. Thus the school's responsibilities become very large and broad towards students, even though the time given to schools is minimal compared to the presence of children in the family environment. The ability of education stakeholders to master weapons in the implementation of learning is essential to be developed in a pattern of curriculum change that is increasingly advanced and developing at this time (Usman et al., 2021). Nasution (2003) states that a too broad definition of the curriculum as an educational experience

will obscure the meaning of the curriculum itself, thus hindering sharp thinking and processing about the curriculum. At the same time, the direction and objectives of the curriculum itself will shift and change over time, and socio-cultural changes will be caused by many factors (Syafa'ati, 2020).

## RESEARCH METHODS

This type of research is field research with a qualitative approach. Called field research because the authors collect data from the field. The approach used in this study is qualitative because this research focuses on the characteristics, quality, and interrelationships between activities. This research took place at SMP Muhammadiyah 1 Gamping. The research subject is a data source where researchers can obtain the data needed in the research context. The subjects in this study were determined by purposive sampling, namely, taking samples with unique characteristics. This research was conducted with a focus on reviewing the draft curriculum for SMP Muhammadiyah 1 Gamping.

The techniques used in data collection in this study include interviews, observation, and documentation. 1) Interview. This method is used to gather information on how teachers implement the Al-Islam and Kemuhammadiyah Curriculum, such as what schools make efforts to mobilize existing educators in implementing the Al-Islam and Kemuhammadiyah curriculum how the results of efforts to improve it are. This system is for school development. The interview the researcher will use is unstructured. 2) Observation. This method is used to observe the religious behavior of students as a reflection of the level of student religiosity and the implementation of the Al-Islam and Kemuhammadiyah Curriculum by the teacher in the classroom. The type of observation used in this study is participatory observation. 3) Documentation. This method is used to find documentation data about school profiles, school vision and mission, teacher conditions, student conditions, the implementation of Al-Islam and Kemuhammadiyah learning, and the application of Al-Islam and Muhammadiyah. Learn in class. Documentation collects data by viewing, searching, and recording documents or things in notes, films, books, and others. 4) Data Validity Test. Then the validity of the data was tested by triangulation, checking with colleagues, and expanding observations. Triangulation is done by collecting data in various ways, for example, equating data from interviews with observations. Peer checks can be done by taking data from other sources. Another way to test the validity of the data is to expand the observations more carefully. 5) Data Analysis. Data analysis in this study used the inductive method, namely the analysis process based on the data obtained, then developed a particular pattern or became a hypothesis. The stages of data analysis in this study include data reduction, data presentation, and concluding.

## RESULTS AND DISCUSSION

The 2013 curriculum is a competency-based curriculum designed to anticipate 21st-century competency needs. The 2013 curriculum aims to encourage students to be better able to observe, ask questions, reason, and communicate (present) what they get or know after receiving the subject matter. The implementation of preparation of the 2013 curriculum is part of continuing the development of the competency-based curriculum (KBK), which was initiated in 2004 (Daeng Pawero, 2018).

The 2013 curriculum is a refinement of graduate competency standards by being developed according to Indonesia's current and future demands as needed. The adequacy and suitability of competence explain the completeness of content standards. Improving process standards by designing competency-based with a scientific approach. The last improvement is to increase the assessment standard based on process and output with test and non-test (portfolio) techniques (Halek, 2019). The 2013 curriculum is a set of science-based subjects and educational programs provided by an educational institution to prepare for the birth of the golden generation of the Indonesian nation, with a system where students are more active in teaching and learning activities.

The emphasis is that the 2013 curriculum aims to encourage students or students to be better at observing, asking, reasoning, and presenting what they get or know after receiving the learning material. The object of learning in the arrangement and refinement of the 2013 curriculum emphasizes natural, social, artistic, and cultural phenomena. Unlike the previous curriculum, the 2013 curriculum emphasizes three aspects, namely producing students who have noble character (affective), skilled (psychomotor), and knowledgeable (cognitive). So that students are expected to be more creative, innovative, and productive (Yusuf, 2018).

### **2013 Curriculum Base Management Change Draft**

The basic concept of change management is an internal factor in change management itself, which cannot be separated from the critical role of leaders who bring policy directions in an institution, including in curriculum implementation. This is closely related to the readiness and track record of leaders who will become a big wheel for managerial fluctuations of change itself (Dinana & Subiyantoro, 2021). Educational institutions need this catalytic model to realize the ideal change. In addition, educational institutions must be able to analyze various possible factors that can trigger significant changes (Yuliana & Subiyantoro, 2017). The analysis results can be used as a parameter of the success of change management in educational institutions.

On the other hand, the curriculum, which is the key to the development of education, must be in line with the development of the theory and practice of education itself. The concept of the curriculum can also mean a concept that

varies according to the school or educational theory adopted. There are three curriculum concepts, namely; a) curriculum as substance; b) curriculum as a system; and c) curriculum as a field of study (Baharun, 2017). The essence of Curriculum 2013 wants a total change in education. Education is one thing that can change humans for the better. Good education is also expected to minimize poverty, ignorance, and the backwardness of civilization. The concept of change lies in the attitudes, knowledge, and skills assessed in the 2013 curriculum as a whole and inseparable. The 2013 curriculum is a provision for students to increase their creativity because the position of students is given a dominant portion (Halek, 2019).

### **Basic Development Curriculum**

The foundation for developing an appropriate and robust curriculum can not only be carried out by high-level curriculum makers. However, it can also be implemented by curriculum developers at the operational level (education unit), namely teachers, principals, education supervisors, and schools. Board or education committee. as well as other interrelated parties (stakeholders) (Sukirman, 2012). Robert S. Zais in Dadang Sukirman (2012) states four essential foundations related to curriculum development: Philosophy and nature of knowledge, society and culture, individuals, and learning theory. The design and development of a curriculum can be realized with these four foundations, especially those relating to the development of objectives (targets, goals, objectives), content development, learning process development (learning activities), and the development of evaluation components, all of which must be based on the foundation of philosophy, psychology, sociology, as well as science and technology (Sukirman, 2012). In Islamic religious education, the basis for its development lies not only in the delivery of material but in the application and theory in religious lessons in everyday life (Achadah, 2020).

According to Muhaimin (2005), the development of an Islamic religious education curriculum can be interpreted from three perspectives, activities that produce an Islamic Religious Education curriculum, processes that connect one component with other components to produce a better curriculum, and design activities. Implementation, assessment, and improvement of Islamic religious education curriculum. In its historical reality, the development of the Islamic religious education curriculum (PAI) has undergone a paradigm shift, although, in some respects, the previous paradigm has been maintained (Irsad, 2016). This can be seen from the following phenomena: (a) Changes from the pressure of memorizing and remembering texts from Islamic teachings, mental and spiritual disciplines, and influences from the Middle East to understanding Islam's goals, meanings, and motivations to achieve learning goals. PIE. (b) Change from textual, normative, and absolutist ways of thinking to historical, empirical, and contextual ways to understand and explain Islamic teachings

and values. (c) Change from the emphasis on the product or result of Islamic religious thought from its predecessors to the process or methodology to produce a product. (d) Changes in the pattern of PAI curriculum development which only relies on experts in selecting and compiling the curriculum contents to involve broad experts, teachers, students, and the community to identify the goals and ways of achieving PAI.

There are many considerations in curriculum development, including aspects of understanding theories and concepts, curriculum principles, curriculum models, anatomy and curriculum design itself, the basis for its development, and others related to the curriculum development process (Ahmad, 2021). Curriculum development is closely related to curriculum improvement, including the initiation, implementation, and evaluation processes (Halek, 2019). Olive in Halek (2013) states that the stages of curriculum development are as follows: (1) The planning stage. The initial step in this stage by taking steps and steps, (2) The implementation stage. This stage is an action or action, which means it must be conveyed to the target or student, and (3) the evaluation stage. The steps in developing this curriculum consist of developing and disclosing the success of curriculum development to students. Based on the results of the reflection, it is decided whether to revise or not. This means that in curriculum development, certain philosophical foundations will color the concept and implementation of curriculum development itself (Taufik, 2019).

### **Development of the PAI Curriculum Model at School**

Islamic Religious Education in the curriculum is included in compulsory subjects, and its name was changed to Islamic Religious Education and Character Education. However, in Muhammadiyah schools, Islamic religious education is specified again with the mention of ISMUBA (Al-Islam, Kemuhammadiyah, and Arabic). The curriculum development is still the same as the curriculum developed or applied to Islamic religious education. This is evidenced by the main characteristics of this curriculum model, namely the cadre of students with good morals, character, and insight (Hidayat, 2020). For a deeper and broader understanding of the development of the PAI curriculum for the K13 model, it is better first to explain the curriculum components (Ikhwan, 2013).

The principle of change management developed in preparing the curriculum at SMP Muhammadiyah 1 Gamping for the academic year 2021/2022 is to apply the principles of curriculum development in 2013. based on the principle that students have a central position to develop their competencies to become human beings who believe, are productive, creative, innovative, and effective, and are capable of contributing to the life of society, nation, state, and world civilization.

In addition, in the 2013 curriculum, students are expected to have 21st-century skills/skills called 4Cs, namely Communication, Collaboration, Critical Thinking, and Problem Solving, as well as Creativity and Innovation. Mastering these 4C skills is very important, especially in the 21st century, where the world is growing rapidly and dynamically. One of which is to realize 4C skills is the integration of KDP (Character Strengthening Education). The five characters in question are religiosity, nationalism, independence, cooperation and integrity, and the School Literacy Movement (GLS), which does not only read and write but also includes thinking skills using various sources, printed, visual, digital, and auditory. Also, in learning to apply Higher Order of Thinking Skill (HOTS), namely in learning to provide training that trains critical, logical, reflective, and metacognitive thinking skills, which are high-level thinking skills so that students are expected to be able to compete in the world arena. To support the achievement of these goals, the development of student competencies is adjusted to the potential, development, needs, and interests of students and environmental demands with noble character and character as well as the Qur'anic character and by the school's vision.

Meanwhile, according to Government Regulation 32 of 2013 concerning National Education Standards (SNP), the curriculum is defined as a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for implementing learning activities to achieve goals. Educational goals. Certain. Thus, the curriculum must be contained in a document or written plan containing a statement about the qualities that must be possessed by students who take part in curriculum activities (PP RI No. 32, Th. 2013).

Curriculum development is needed if the current curriculum is considered ineffective or irrelevant to the demands of the times. So the impact of each change will have an effect depending on how significant the logical consequences of the change are (Nugraha, 2016).

In implementing national-scale curricula, this often happens over time. This invites several questions and debates, considering that this shift has implications for the dynamics of national education. Moreover, if changes are made suddenly and in a short time without clear considerations, it will undoubtedly cause various problems that are sporadic in the formal sector in responding to these changes.

Furthermore, Zuhri stated that curriculum development is related to the preparation of all dimensions of the curriculum, starting from the foundation, the structure of the composition of subjects, the scope, the sequence of learning materials, and the outline of the learning program, to the development of implementation guidelines. In addition, curriculum development is a planning process, resulting in better tools based on the current curriculum assessment results to provide better teaching in learning conditions. That is, curriculum development is an activity to produce a new curriculum through preparing a



curriculum or the basis of the results of an assessment carried out within a certain period (Zuhri, 2012). Another opinion says that there are at least four components in the development of the PAI curriculum: materials, objectives, methods (strategy), and evaluation (Nugraha, 2016).

## CONCLUSION

The concept of curriculum development changes needs to be carried out periodically according to the needs of educational institutions. The most important thing is to prepare the actors who run the curriculum itself to be able to develop it. At SMP Muhammadiyah 1 Gamping, this has been carried out well, as evidenced by the program for developing the concept of change management in the PAI curriculum, which is carried out regularly and by developing the 4C components, namely Communication, Collaboration, Critical Thinking and Problem Solving and Creativity and Innovation). Mastering these 4C skills is very important, especially in the 21st century, where the world is growing rapidly and dynamically. One of which is to realize 4C skills is the integration of KDP (Character Strengthening Education). The five characters in question are religiosity, nationalism, independence, cooperation and integrity, and the School Literacy Movement (GLS), which does not only read and write but also includes thinking skills using various sources, printed, visual, digital, and auditory. This is what has been developed by SMP Muhammadiyah 1 Gamping so that educational goals continue to be driven by this treatment.

## REFERENCES

- Abdah, M. G. (2019). Ragam Pendekatan dalam Pengembangan Kurikulum Pendidikan Agama Islam (PAI). *Fondatia*, 3(1), 27-41.
- Achadah, A. (2020). Model Inovasi Pengembangan Kurikulum PAI untuk Menghadapi Revolusi Industri 4.0. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 2(1), 1-10.
- Adhimiy, S. (2018). Curriculum Development Trought Creative Lesson Plan. *Jurnal Cendikia*, 16(1), 41–62.
- Ahmad. (2021). Konsep Kurikulum Terintegrasi: Analisis Kurikulum Formal dengan Pesantren. *Ilmuna*, 3(1), 66–84.
- Amir. (2021). Curriculum Management In Improving Competitive Advantage in Madrasah. *Managere: Indonesian Journal of Educational Management*, 3(2), 53–61.
- Baharun, H. (2017). *Pengembangan Kurikulum; Teori dan Praktik (Konsep, Prinsip, Pendekatan dan Langkah-langkah Pengembangan Kurikulum PAI*. Yogyakarta: CV Cantrik Pustaka.

- Cahapay, M. B. (2020). A Case Study of Curriculum Unpacking Practices of a Kindergarten Teacher. *Journal of Curriculum and Teaching*, 9(2), 1–8. <https://doi.org/10.5430/jct.v9n2p1>
- Daeng Pawero, AMV (2018). Critical Analysis of Curriculum Policy Between KBK, KTSP, and K-13. *Scientific Journal of Iqra'*, 12 (1), 42. <https://doi.org/10.30984/jii.v12i1.889>
- Dewantoro, H. (2017). Development of Islamic Religious Education Curriculum in Higher Education. *Journal of Islamic Religious Education*, 13(2), 223–252.
- Dinana, A., & Subiyantoro. (2021). The Role of Caregivers in Management of Changes in the Organizational Environment of The Tegalsari Islamic Boarding School during the Covid-19 Pandemic. *Journal of Education*, 9(2), 56–66.
- Halek, DH (2019). 2013 Curriculum in Philosophical Perspective. *Journal of Georafflesia: Scientific Articles of Geography Education*, 3(2), 1. <https://doi.org/10.32663/georaf.v3i2.567>
- Hidayat, AW (2020). Policy Review of Islamic Education Curriculum Development Curriculum Model 2013. *Al-Murabbi: Journal of Islamic Education and Studies*, 6(2), 172–188.
- Irsad, M. (2016). Development of Islamic Religious Education Curriculum in Madrasah (Study of Muhaimin's Thought). *Iqra'*, 2(1), 231–267.
- Kokkaew, N., Jokkaw, N., Peansupap, V., & Wipulanusat, W. (2022). Impacts of Human Resource Management and Knowledge Management on Non-Financial Organizational Performance: Evidence of Thai Infrastructure Construction Firms. *Ain Shams Engineering Journal*, 13(6), 101750. <https://doi.org/10.1016/j.asej.2022.101750>
- Li, Q., Huang, S., & Zhu, S. (2020). A Competence-aware Curriculum for Visual Concepts Learning via Question Answering. *European Conference on Computer Vision*, 3, 141–157.
- Lwin, N. N., & Nandar, P. S. (2019). Change Management of Banking Industry. *Universities Research Journal*, 5(2), 1–10.
- Masnan, & Halim, A. (2021). The Concept of Professional Identity: Kindergarten Teachers' Professionalism Requirement in Malaysian Preschool Curriculum. *International Journal of Evaluation and Research in Education*, 10(1), 126–134.
- Monaziroh, A., & Choirudin, C. (2021). The Development Design of Curriculum 2013 for Fiqih Learning Through a Humanistic Approach. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(1), 140–153.
- Nabilah, E., & Basri, H. (2021). Contribution of Hayat School in The Development of Islamic Education Curriculum Era 4.0. *Ta'dibuna: Journal of Islamic Education*, 10(3), 451–466.
- Nasri, N. M., Halim, L., Asyraf, M., & Talib, A. (2020). Self-Directed Learning Curriculum: Students' Perspectives of University Learning Experiences. *Malaysian Journal of Learning and Instruction*, 17(2), 227–251.

- Nugraha, MT (2016). Development of Islamic Religious Education Curriculum Model (PAI) Towards the Asean Economic Community (MEA). *At-Turats*, 10(1), 13–21.
- Siripipatthanakul, S. (2021). Ethical Change Management: Review Article. *Asia eLearning Management Center Working Papers*, (August), 1–10.
- Suhardi, M., & Mulyono, S. (2021). Changes in The Curriculum of Islamic Educational Institutions in Sambas during The Sambas Sultanate. *Ta'dibuna: Journal of Islamic Education*, 10(2), 451–466.
- Sukirman, D. (2012). Curriculum Development Foundation. *FKIP-SWCU Elementary School Teacher Education Study Program*, 1, 18–44.
- Syafa'ati, S. (2020). Penerapan Kurikulum PHI (Pendidikan Holistik Integral) dalam Pembelajaran di SMPIT LHI Yogyakarta. *Islamika*, 2(2), 192–207. <https://doi.org/10.36088/islamika.v2i2.710>
- Syndi, M. (2016). Curriculum Dynamics in Indonesia. *Modeling: Journal of the PGMI Study Program*, 4(2), 192–202.
- Taufik, A. (2019). Development of Islamic Education Curriculum. *El-Ghiroh*, 17(2), 82-102.
- Usman, DH, Mujahidin, E. (2021). The Application of The Online Lecture Method in Learning During The Covid-19 Pandemic. *Ta'dibuna*, 10(4), 496–511. <https://doi.org/10.32832/tadibuna.v10i4.5181>
- Wulandari, I., & Suhardi, E. (2020). Peningkatan Efektivitas Pembelajaran dengan Penguatan Iklim Sekolah dan Pengetahuan Guru tentang Kurikulum 2013. *Jurnal Manajemen Pendidikan*, 8(1), 7–12. <https://doi.org/10.33751/jmp.v8i1.1940>
- Yuliana, & Subiyantoro. (2017). The Role of Islamic Education Leadership in Management of Environmental Change in Madrasah Ibtidaiyah Educational Organizations An-Nur Ngangkrik Triharjo Sleman. *Tadris: Journal of Islamic Education*, 12 (2), 146–160.
- Yusuf, WF (2018). "Implementation of the 2013 Curriculum (K-13) in Elementary School (SD) Islamic Religious Education Subjects." *Journal of Islamic Religious Education*, 3 (2), 263–278.
- Zhao, R., Chen, X., Chen, Z., & Li, S. (2020). EGDCL: An Adaptive Curriculum Learning Framework for Unbiased Glaucoma Diagnosis. *European Conference on Computer Vision*, 1, 190–205.