

POLICY DIRECTIONS FOR CURRICULUM DEVELOPMENT IN MADRASAH; MANAGERIAL REVIEW

Lahmuddin Lubis¹, Syamsu Nahar², Luciana³

Islamic Education Department, Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Email : lahmuddin.lbs@gmail.com¹, syamsunahar@uinsu.ac.id², analuci772@gmail.com³

DOI: <http://doi.org/10.33650/al-tanzim.v5i3.3203>

Received: November 2021

Accepted: December 2021

Published: December 2021

Abstract:

This study aims to analyze the direction of the 2013 curriculum development policy at Madrasah Ibtidaiyah in Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. This research uses a case study qualitative approach, where the researcher conducts interviews, observations, and documentation to obtain the desired data. The data analysis technique follows the Miles and Huberman flow, namely data collection, data reduction, data presentation, and concluding. The study results indicate that the direction of the 2013 curriculum development policy is aimed at strengthening learning that leads to integrative thematic learning, a scientific approach, strengthening character education, providing adequate facilities, developing student skills and talents, and learning assessment based on authentic assessment. This study has implications for the importance of determining policy directions to meet the needs of madrasah citizens to create superior and competitive quality education.

Keywords : *Policy, Curriculum 2013, Madrasah, Quality of Education*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang arah kebijakan pengembangan kurikulum 2013 di Madrasah Ibtidaiyah di Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, di mana peneliti melakukan interview, observasi dan dokumentasi untuk mendapatkan data yang diinginkan. Teknik analisis datanya dilakukan dengan mengikuti alur Miles and Huberman, yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Arah kebijakan pengembangan kurikulum 2013 ditujukan untuk penguatan pembelajaran yang mengarah pada pembelajaran tematik integratif, pendekatan saintifik, penguatan pendidikan karakter, penyediaan fasilitas yang memadai, pengembangan minat dan bakat peserta didik, dan penilaian pembelajaran yang berbasis pada Autentic assessment. Penelitian ini memberikan implikasi tentang pentingnya penentuan arah kebijakan yang bersifat pada pemenuhan kebutuhan warga madrasah guna menciptakan mutu pendidikan yang unggul dan kompetitif.

Kata Kunci: *Kebijakan, Kurikulum 2013, Madrasah, Mutu Pendidikan*

INTRODUCTION

The 2013 curriculum implements the Government Regulation of the Republic of Indonesia No. 32 of 2013 on the amendment of Government Regulation No. 19 of 2005 on National Education Standards (Tohet & Rositha, 2019). In the context of developing the 2013 Curriculum, arrangements are made on Content Standards, Process Standards, Graduate Competency Standards, and Assessment Standards (Fanani, 2018). Based on its journey in the 2013 curriculum, it is a development and refinement of the Competency-Based Curriculum (KBK) and the Education Unit Level Curriculum (KTSP) (Kusumadewi, 2019; Saufi & Hambali, 2019). As mandated by Law 20 of 2003 in Article 35 of the National Education System, the emphasis here is on integrated attitude, knowledge, and skill competencies, which includes the ability of graduates to have attitudes, knowledge, and skills in a variety of situations (Wulandari & Suhardi, 2020).

Fundamentally, the framework and structure of the curriculum implemented by the education unit are aimed at preparing Indonesian people to be able to live as individuals and citizens who are obedient to their duties, productive, innovative, and practical, as well as able to make contributions to the life of society, nation, state, and world civilization (Sofyan, 2019). Character education is emphasized in the 2013 curriculum, particularly at the elementary level, where it serves as a foundation for learning at the next level. This is reinforced by Presidential Regulation No. 87 of 2017, which focuses on enhancing character education in public schools (Amir, 2021).

The concept of the 2013 curriculum requires teachers to establish integrative thematic-based learning (Muhith, 2018; Astriani, 2019). In implementing this curriculum, teachers must understand the various teacher and student guidelines, all of which have been prepared by the government, both about the national and regional curricula (Livingstone, 2019; Liu, 2020). The 2013 curriculum requires educators to create a fun learning process in learning that can develop students' attitudes and creativity that are not much different, known as active learning (Adhimiy, 2018; Hasnah et al., 2021).

The curriculum developed like this is a curriculum that focuses on student-centered learning (Murphy et al., 2020; Hwang, 2020). So educators function as mentors/directors during the learning process (Tunagür et al., 2021). Fundamental changes occur in the role of educators in learning in the 2013 curriculum. Educators must play an active role as facilitators and motivators while students become the center of learning. The central government has also prepared learning tools such as lesson plans or syllabus so that educators only implement and adapt them according to the conditions of their respective schools or madrasas.

About the principles contained in the 2013 curriculum, the learning process emphasizes student-centered learning. Students are allowed to build their knowledge (Muali, 2016). This view is in line with the principles of constructivist learning. According to constructivism theory, students must solve problems, find things for themselves, try-hard with ideas (Candra & Retnawati, 2020; Williams & Sato, 2021).

Another thing that becomes a problem at Madrasah Ibtidaiyah in Percut Sei Tuan District, Deli Serdang, as the site of this research is that not all educators have good competence in teaching, and it demands the readiness of educators in a short time to implement the curriculum even though not all educators have attended training and understand the curriculum properly.

The Ibtidaiyah madrasahs located in the Percut Sei Tuan sub-district are 46 madrasahs, all private. Madrasah Ibtidaiyah Madinatussalam is rayon 26 of Madrasah Ibtidaiyah in the area of some madrasahs located in Percut Sei Tuan. This madrasah is also a madrasah that has participated in the 2013 curriculum assistance from AUSAID for five years. Likewise, Nurul Fadhillah and Hidayatusalam madrasahs. These two madrasahs also participated in the 2013 curriculum training from 2013 to 2017. However, the three madrasahs still experience many obstacles in implementing the 2013 curriculum in practice. 2013 curriculum at Madrasah Ibtidaiyah in Percut Sei Tuan District, Deli Serdang Regency, North Sumatra.

RESEARCH METHODS

This research is qualitative research, where this research produces findings that cannot be achieved (obtained) using statistical procedures. The purpose of this study is to collect data directly from the field. In this context, data obtained through field research is considered the primary source, with additional information coming from other sources. For qualitative research to be effective, it must be underpinned by a general theory applied across multiple domains.

The research approach employed is phenomenological, as indicated by the type of study. This approach will use phenomenological methods to present activities or life experiences as primary data from reality or what is currently happening. The essential data in this study are educational activities carried out by all personnel focused on implementing the 2013 Curriculum. As for the sites of this research are three Ibtidaiyah madrasahs in Percut Sei Tuan District, namely; Madrasah Ibtidaiyah Madinatussalam, Madrasah Ibtidaiyah Nurul Fadhillah, and Madrasah Ibtidaiyah Hidayatusalam.

The data collection technique was carried out through in-depth interviews with several informants selected by purposive sampling, consisting of the head of the madrasah, deputy head, teachers. Observations were made to obtain data on 2013 curriculum development activities at the three madrasahs. Documentation is carried out to strengthen the conclusions drawn from interviews and documentation. The data analysis technique is carried out in stages, beginning with data collection and progressing through data reduction, data presentation, and finally concluding with the findings of this study, among other things.

RESULTS AND DISCUSSION

One of the critical factors in implementing the 2013 curriculum is the competence of educators. The competence of educators strongly supports the idea of a curriculum (Kholifatus, 2018; Rasto et al., 2021). If an educator is not competent, the curriculum cannot be implemented optimally. At the same time,

the curriculum itself becomes a guide in learning (Gordon, 2018; Wang, 2019). Therefore, for the curriculum to be implemented effectively and optimally, an educator must prepare his competence and creativity (Borashkyzy et al., 2020). Educators must be able to make learning creative by providing services and ease of learning to students in pleasant conditions and high spirits, also having the courage to express their opinions (Thoyibi et al., 2021).

When viewed globally, the implementation of the 2013 curriculum, although the Ministry of Religion has carried out socialization and training, the optimality of the smooth running of the 2013 curriculum, especially the learning aspect in the classroom, has not run optimally. This is because socialization has not been carried out in a comprehensive, substantive, technical-operational manner. Likewise, the USAID training conducted at that time was not significant because madrasas had not yet implemented the 2013 curriculum. As for those who participated in the 2013 curriculum socialization or workshop, in reality, there were still many who did not understand it well.

This is in line with what the Head of Madrasah Madinatussalam said, "In general, not all teachers have attended the training, but some of the teachers who have attended have been conveyed to other teachers. Even some teachers who have represented the USAID program have already departed for Yogyakarta and Jakarta for training. Moreover, the implementation is generally evaluated every month from the learning system to practice in the field."

The head of Madrasah Nurul Fadhillah said the same thing, "In the implementation of learning as a whole, it has implemented the 2013 Curriculum, although in its application it is still difficult to move from KTSP to the 2013 Curriculum. However, every time an invitation for teacher training comes out, the teacher is obliged to convey it to other teachers. He further said, "We have school quality assurance, we often make lesson studies, which was going on a year ago in the 2019/2020 school year. Every year, before the new school year, micro-teaching is made and then arranges matters related to the 2013 curriculum and learning materials that will be needed later." Implementation in the 2013 curriculum learning cannot be separated from several parts, namely:

Integrative Thematic

Thematic learning is a type of integrated learning that uses specific themes to connect several existing subjects in order for all students to have a more meaningful learning experience overall (Banjar et al., 2020). The thematic learning concept directs all students to be actively involved in the entire series of existing learning processes. Thus they will get their own experience independently of various learning materials. Through direct experience, students can understand other concepts that have been understood (Setiawan et al., 2017).

There are various views of Madrasah educators in Percut Sei Tuan sub-district in realizing integrative thematics including; According to the homeroom teacher of Madrasah 1 Madrasah, "At first it was difficult because you had to link one subject to another and you had to be rich with the media. However,

now thank God after attending some training than looking through the internet." Another thing was conveyed by the homeroom teacher of grade 4 madrasah, Nurul Fadhillah, "The 2013 curriculum is a combination of one subject with another, while the KTSP material is subject to the subject matter. Then for the deepening of the KTSP material, it is better, and for the learning activities, the 2013 Curriculum is more active. However, it is difficult for lower classes such as grades 1 and 2 because they cannot be invited for discussion. Moreover, it can be invited to discuss in high class to generate imagination."

The homeroom teacher of grade 6, Madrasah Hidayatussalam said the same thing, "The 2013 Curriculum teaches that it is by the existing reality, linking one subject to another. Meanwhile, KTSP is more specific about one thing discussed in depth. The advantages of KTSP, I prefer learning KTSP actually because when studying KTSP, we discuss one thoroughly, then the matter of connecting one to another, actually in KTSP, we can connect one subject to another. However, the 2013 Curriculum is not complete, in my opinion, because it is difficult to discuss the outer skins in depth. After all, the material is repeated over and over again."

The concept of thematic learning is beneficial for students in interpreting the learning experience. Because basically, thematic principles are designed based on specific themes. In the context of this thematic learning, students can explore and bring out all of their will potential in each subject that is interrelated with one another. In the end, they are able to develop skills in various aspects that exist in their environment (Baharun, 2017).

Madrasah Ibtidaiyah is required to use an integrative thematic approach from grades 1 through 6, according to the curriculum regulations for the year 2013. A learning approach known as integrative thematic learning brings together various competencies from various subjects into a single theme. The integration is accomplished in two ways: by integrating attitudes, skills, and knowledge throughout the learning process and integrating various basic concepts so that students learn a portion of the basic concepts and learn them thoroughly. As a result, the learning provides complete meaning to students, as evidenced by the various available themes (Afify, 2018).

Scientific approach

In order to apply a scientific approach in learning, students must master process skills such as observing and classifying things, measuring things, predicting things, explaining things, and drawing conclusions (Nuraeni & Irawan, 2021). With this scientific approach, students will better understand various materials. Information can come from anywhere and at any time, and students will no longer rely on the teacher's one-way information (Khalis, 2019). As a result, the learning environments that are expected to be created are geared toward encouraging students to learn from various sources by way of observation (Sutisnawati et al., 2020).

The implementation of scientific learning differs by educators in understanding it. The educator from Madinatussalam said a scientific approach, but sometimes not all of the steps could be implemented. Nurul Fadhillah as a

teacher at the madrasa, said that scientific learning was still carried out even though the steps were not sequential, it was different from what was conveyed by other educators from the same madrasa who said that the five scientific steps were sometimes carried out, sometimes not implemented, this depends on the material being taught. Meanwhile, one of the educators from Hidayatussalam said that there were still five scientific steps in the implementation of learning, although not sequentially.

Based on the results of this interview, it can be concluded that there are differences between educators in understanding the scientific approach in learning the 2013 curriculum. In addition, it can also be understood that most educators have not correctly understood the scientific approach in learning the 2013 curriculum. Understanding the application of the scientific approach in learning does not only focus on developing students' competence in conducting observations or experiments but also on developing knowledge and thinking skills to support creative activities in innovating or working.

For a search method (method of inquiry) to be considered scientific, it must be based on evidence from observable, empirical, and measurable objects, as well as specific logic and reasoning principles (Nabhan, 2017). So the scientific method generally includes data collection activities such as observation or experimentation, data processing activities such as analysis and hypothesis formulation, and hypothesis testing activities such as experimentation. In this way, learning guided by scientific principles is more effective than traditional learning methods.

Character building

Concerning the 2013 curriculum, character education seeks to improve the quality and process of educational outcomes to foster students' growth and development as individuals, with competency standards of graduates in each academic unit serving as a framework for integration and balancing the goals of character education. Percut Sei Tuan madrasa educators who participated in the interviews stated that the character education requirements in the 2013 curriculum were the same as the requirements in the KTSP curriculum and the requirements in the previous curriculum. However, the characters requested in the curriculum are sometimes not applied in everyday life. In a sense, character education exists and is delivered in learning activities, but it is sometimes not implemented in practice (Baharun, 2017).

Instilling character values is the responsibility of the school/madrasah and the responsibility of all parties involved, such as the government, the community, especially the parents of the students (Ummah, 2018). The 2013 curriculum is made as a reference for the learning process in academic units; it is necessary to strengthen character education. The integration is not an additional program or an insertion but a way of educating and learning for all education actors in the education unit (Maryam, 2018).

One of the current problems of National Education is the low level of moral and character education and training experienced by students. Students are often faced with conflicting values (Atika et al., 2021). On the one hand,

students are required to behave well, be honest, respectful, thrifty, diligent, disciplined, polite, and so on, but at the same time, they are shown by their parents, the environment, and even by the educators themselves things that are contrary to what is expected. They learn (Almuhajir, 2021).

The lack of Islamic character is a big responsibility of educators in building the younger generation. This situation makes much attention to the current condition of students. There are still many students who are lazy to go to school, lack time discipline, are late for school or class, and do not dress neatly. This is by religious learning efforts in schools that are expected to form personal piety and, at the same time, social piety.

Facility

One of the most critical factors in ensuring the successful implementation of the 2013 curriculum is the efficient use of learning facilities and resources (Pusvitasari & Sukur, 2020). In terms of achieving the desired educational program, the 2013 curriculum will be meaningless unless it is supported by the necessary facilities and infrastructure, such as adequate teaching and learning facilities and resources, the ability of teaching staff, appropriate methodologies, clarity of direction, and goals to be achieved, and a clear understanding of the desired educational program.

Facilities such as laboratories, equipment, and materials must be available in sufficient ratios and meet minimum standards. The availability of learning media, both types, forms, and models, also plays an important role. The media can be print media, electronic media, and school-based media (Safitri et al., 2021). Many factors hinder the learning process: the lack of learning resources and the slow provision of learning resources in several schools, and the lack of maximum availability (Marmoah et al., 2019).

This also happened at the Percut Sei Tuan madrasa. As stated by the Madrasah Curriculum Representative, "the ability to operate electronic media for teachers is still minimal." Another thing that was conveyed by the guardian of grade 1 Madrasah Ibtidaiyah said, "There are facilities such as training, book facilities, teacher books, for learning because grade 1 goes directly to the field, so they do not use electronic media yet, but madrasas are there to facilitate. For teachers to be active and provide media, then students' role must also be dominant." An educator from Madrasah Nurul Fadhillah said, "Madrasah provides learning media such as in focus/projectors, but the constraints are still limited, and they are not used to using them." An educator said the same thing from the same madrasa who said, "The facilities have learning media such as materials for teaching aids. Madrasas provide projectors for learning media, but only a small number of them can use them." The homeroom teacher of grade 4, madrasa Nurul Fadhillah said the same thing. Facilities for learning media were provided, such as cardboard, origami paper, and markers. Electronic media is provided, but I have never used it.

Meanwhile, an educator from the Hidayatussalam madrasa revealed, "In making media, it is facilitated, if it is technology, but not everyone can use it, some use it like watching together." Madrasas should seek and provide various

learning facilities. Among them are libraries and laboratories that represent the needs of madrasa residents, especially for students. In addition, the laboratory is also essential so that students can improve their skills when practicing the theory they learn. Madrasas should also be able to equip practicum equipment in the madrasa laboratory so that all students can do the in-depth practicum.

A good madrasa should seek and have a library, which represents the needs of madrasa residents, especially students. In addition, the laboratory is also essential for improving students' skills in practicing the theory learned. Valuable equipment should also be sufficient in every madrasa so that all students can get the opportunity to do an in-depth practicum. Educators should also use learning resources and facilities to implement the 2013 curriculum because learning resources and facilities play an essential role.

Talents and Interests

The purpose of education is to seek students to realize their talents and interests so that they can function and be efficient for themselves and others. Madrasas for the Percut Sei Tuan area also have programs in responding to the talents and interests of students. This is in line with what was conveyed by the Madrasah Madrasah principal: "So at this madrasa, there is a weekly swimming program, dancing program, this Quran program, drum band and marching line, scouts are what are encouraged at the Ibtidaiyah level. The target is eradicating Arabic illiteracy for children who cannot read the Qur'an. Tahfiz Qur'an is given rewards such as trophies and certificates."

Likewise, the Nurul Fadhillah madrasa also has programs related to the talents and interests of students. Scouts are obligated every Thursday in grades 4, 5, and 6 of the Zuhur ba'da extracurricular until they enter the Asr prayer, which is being developed for drum band and jarimatika extracurriculars." Curriculum representative Nurul Fadhillah also conveyed that madrasas have activities related to their talents and interests such as "Scouting, swimming, futsal, archery, drum bands, tahfiz Al-qur'an, reading Iqra for extracurriculars that enter English."

Meanwhile, for Madrasah Hidayatussalam, the homeroom teacher for grade 4 said that: "Football dance extracurricular activities, tahfiz Al-Qur'an, recitations, scouts, speeches are held on Saturdays, science and MM extracurricular activities, as for scout extracurricular activities for grades 4, 5, 6."

Talent is part of the natural ability to acquire knowledge and skills that are relatively general (e.g., general intellectual aptitude) or specific (particular academic aptitude). Unique talents are also called talents (Magdalena et al., 2020). Thus it can be concluded that talent is still a potential that will emerge after obtaining development and training. The ability and capacity is an action that can be implemented or will be implemented. So talent is a natural ability to acquire knowledge and skills, both general and specific.

A person can achieve achievements in specific fields with talent. However, manifesting talent into an achievement requires practice, knowledge, experience, and motivation. For example, someone who has potential for academic talent but cannot get the opportunity to develop it, his academic

talent cannot be adequately realized, on the other hand, someone who has good academic education facilities but does not have academic talent will not develop his academic abilities to the fullest. It is different for children who have academic talent and support their parents. He will try so that his child gains experience to develop his talent and, with high motivation, can practice so that his talent develops optimally and gains achievement (Islam et al., 2018).

Talent is generally defined as an innate ability, a potential that still needs to be developed and trained to be realized. In contrast to talent, "ability" is the power to act due to innate and practice. Ability shows that an action (performance) can be done now, while talent requires training and education so that an action can be done in the future. Talents and interests determine a person's "achievement." Achievement is a manifestation of talent and interest. Outstanding achievements in one area reflect superior talent in that field.

Authentic Assessment

Authentic assessment is a process of collecting, reporting on student learning outcomes obtained through measurement and carried out in various ways such as portfolios, assignments, performance, and written tests (Kholifatus, 2018). The principle of authentic assessment is holistic, including all aspects of the learning objectives (cognitive, affective, and sensorimotor).

This is also what the homeroom teacher of grade 1 at Madrasah Madinatussalam said: "The advantages of the assessment are not only in the cognitive and psychomotor aspects but also for the attitude." It is different with Madrasah; Nurul Fadhillah said, "For the rubric for the assessment of difficult/complicated children, each activity must be assessed." A guardian conveyed the same thing from the Hidayatussalam madrasa who said, "For assessment, it does not refer to the entire curriculum 13 because it is too complicated/difficult to have too many assessments in it, so I usually choose whatever is the most important thing to observe to be assessed."

Assessment is a critical component when it comes to the process and implementation of education. Improving the quality of learning and the quality of the assessment system are two avenues for improving the overall quality of the educational experience. The assessment results can be used to determine the overall quality of learning. As a result, authentic assessment is a learning task directly related to the real world, allowing students to apply the essence of their knowledge, attitudes, and skills. Authentic assessment is a process by which teachers gather information about the development and learning of students through techniques that can express, prove, or demonstrate appropriately that the learning objectives and abilities (competencies) have been truly mastered and achieved by students.

CONCLUSION

One of the critical factors in implementing the 2013 curriculum is the teacher. The competence of a teacher is very supportive of the ideals of a curriculum. If the teacher is not competent, the curriculum cannot be implemented optimally. At the same time, the curriculum itself becomes a guide in learning. Therefore, for the curriculum to be implemented effectively

and optimally, teachers must prepare their competencies and creativity. In addition to the teacher as a person who provides information to students, teachers must also be creative in learning by providing learning facilities to students in a pleasant and high spirit and having the courage to express their opinions. Madrasahs and the government should provide continuous and comprehensive guidance to madrasah teachers, both micro and macro.

ACKNOWLEDGMENT

The researcher would like to thank the Chancellor of UIN North Sumatra Medan, Prof. Dr. H. Syahrin Harahap, M.A., Postgraduate Director, Prof. Dr. H. Hasan Bakti Nasution, M.A., Deputy Director Dr. Phil. Zainul Fuad, M.A., Head of Islamic Education Doctoral Program, Prof. Dr. Wahyudin Nur Nasution, M.Ag, Secretary of Islamic Education Doctoral Program Dr. Junaidi Arsyad, M.A. And all the lecturers who are in charge of courses while in S3 Islamic education Postgraduate at UIN North Sumatra Medan

REFERENCES

- Adhimiy, S. (2018). Curriculum Development Trought Creative Lesson Plan. *Jurnal Cendikia*, 16(1), 41–62.
- Afify, M. K. (2018). E-learning Content Design Standards based on Interactive Digital Concepts Maps in The Light of Meaningful and Constructivist Learning Theory. *Journal of Technology and Science Education*, 8(1), 5–16. <https://doi.org/10.3926/jotse.267>
- Almuhajir, A. (2021). Controlling the Muhammadiyah Lhokseumawe Orphanage in Forming Independent Character of Foster Children. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(1), 176–189. <https://doi.org/10.33650/al-tanzim.v5i1.1962>
- Amir. (2021). Curriculum Management In Improving Competitive Advantage in Madrasah. *Managere: Indonesian Journal of Educational Management*, 3(2), 53–61.
- Astriani, S. A. (2019). Pendekatan Webbed Learning pada Pembelajaran Tematik Terhadap Peserta Didik Inklusif di Madrasah. *Journal AL-Mudarris*, 2(1), 79. <https://doi.org/10.32478/al-mudarris.v2i1.220>
- Atika, Arifin, Z., & Jannana, N. S. (2021). Integrated School Management-Character Education Affirmation: A Case Study in Muhammadiyah Wirobrajan 3 Elementary. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 15–26.
- Baharun, H. (2017). Total Moral Quality: A New Approach for Character Education in Pesantren. *Ulumuna*, 21(1), 57–80.
- Borashkyzy, A. U., Amina, A., Eshtayevna, S. Z., Userkhanovna, K. K., Myktybaevna, D. D., & Issaevna, B. A. (2020). The Evaluation of Primary School Teacher Role on Research Activities. *International Journal of Cognitive Research in Science, Engineering and Education*, 8(3), 29–38.

- Candra, & Retnawati, H. (2020). A Meta-Analysis of Constructivism Learning Implementation towards the Learning Outcomes on Civic Education Lesson. *International Journal of Instruction*, 13(2), 835–846.
- Cooper, T. (2017). Curriculum Renewal: Barriers to Successful Curriculum Change and Suggestions for Improvement. *Journal of Education and Training Studies*, 5(11), 115–128. <https://doi.org/10.11114/jets.v5i11.2737>
- Fanani, M. Z. (2018). Strategi Pengembangan Soal Higher Order Thinking Skill (HOTS) dalam Kurikulum 2013. *Edudeena; Journal of Islamic Religious Education*, 2(1), 57–76.
- Gordon, S. (2018). Supervision's New Challenge: Facilitating a Multidimensional Curriculum. *Journal of Educational Supervision*, 1(2), 17–32. <https://doi.org/10.31045/jes.1.2.2>
- Hasnah, Y., Ginting, P., & Hasibuan, S. H. (2021). Implementing AMETTA (Active, Joyful, and Unstressed) in Increasing Learning Activity and Outcomes. *al-Ishlah: Jurnal Pendidikan*, 13(1), 144–155.
- Hwang, S. (2020). The Mediating Effects of Self-Efficacy and Classroom Stress on Professional Development and Student-Centered Instruction. *International Journal of Instruction*, 14(1), 1–16.
- Islam, S., Muali, C., & Ghufron, Moh Idil, I. M. (2018). To Boost Students' Motivation and Achievement through Blended Learning To Boost Students' Motivation and Achievement through Blended Learning. *Journal of Physics: Conf. Series*, 1114, 1–11.
- Khalis, H. (2019). Kearifan Lokal dan Radikalisme: Memperkuat Pembelajaran PAI Melalui Scientific Learning. *Jurnal Islam Nusantara*, 3(1), 287–306.
- Kholifatus, S. (2018). Penilaian Berbasis Kelas Berorientasi HOTS Berdasarkan Taksonomi Bloom Pada Pembelajaran PAI. *Jurnal Pendidikan Islam*, 7(2), 187–204.
- Kusumadewi, S. (2019). Pengembangan Model Manajemen Kurikulum Berbasis Penguatan Pendidikan Karakter untuk Meningkatkan Mutu Pembelajaran di Sekolah Dasar. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 10(1), 87–96. <https://doi.org/10.24176/re.v10i1.3889>
- Liu, Q. (2020). The Impact of Quality Assurance Policies on Curriculum Post Secondary Development Education in Ontario. *Canadian Journal of Higher Education*, 50(1), 53–67. <https://doi.org/10.7202/1069651ar>
- Livingstone, K. A. (2019). The Place of Information and Communication Technologies in Curriculum Design and Development. *International Journal of Education and Development Using Information and Communication Technology*, 15(4), 180–197.
- Marmoah, S., Adela, D., & Fauziah, M. (2019). Implementation of Facilities and Infrastructure Management in Public Elementary Schools. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(1), 102–134.
- Maryam, S. (2018). Building Character Education Using Three Matra of Hasan Al-Banna'S Perspective in Pesantren. *Jurnal Pendidikan Islam*, 4(2), 51–62.
- 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.

- Muali, C. (2016). Konstruksi Strategi Pembelajaran Berbasis Multiple Intelligences sebagai Upaya Pemecahan Masalah Belajar. *Jurnal Pedagogik*, 3(2), 1-12.
- Muhith, A. (2018). Problematika Pembelajaran Tematik Terpadu di MIN III Bondowoso. *Indonesian Journal of Islamic Teaching*, 1(1), 45-61.
- Murphy, L., Eduljee, N. B., & Croteau, K. (2020). Teacher-Centered Versus Student-Centered Teaching: Preferences and Differences Across Academic Majors. *Journal of Effect Teaching in Higher Education*, 4(1), 1-22.
- Nabhan, R. J. (2017). Integration of Inquiry-based Learning and Ongoing Assessment to Develop English Essay Writing in Upper Intermediate Level. *Open Journal of Modern Linguistics*, 7(2), 90-107.
- Nuraeni, R., & Irawan, I. (2021). Implementation of Scientific Integration Concept Monitoring and Evaluation on The Pesantren Learning Curriculum. *Altanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 86-95.
- Pusvitasari, R., & Sukur, M. (2020). Manajemen Keuangan Sekolah dalam Pemenuhan Sarana Prasarana Pendidikan (Studi kasus di SD Muhammadiyah 1 Krian, Sidoarjo). *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(1), 94-106. <https://doi.org/10.33650/al-tanzim.v4i1.959>
- Rasto, Muhidin, S. A., Islamy, F. J., & Handayani, D. (2021). The Influence of Knowledge Sharing and Competence on Academic Performance. *Cypriot Journal of Educational Sciences*, 16(3), 928-938.
- Safitri, S., Mulyati, S., Wahyudi, W., Maftuhah, M., & Zahrudin, Z. (2021). Madrasah Infrastructure Management Before Face-To-Face Learning In The Pandemic. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 40-51.
- Saufi, A., & Hambali. (2019). Menggagas Perencanaan Kurikulum Menuju Sekolah Unggul. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(1), 29-54.
- Sofyan, F. A. (2019). Implementasi HOTS pada Kurikulum 2013. *Jurnal Inventa*, III(1), 1-11.
- Sutisnawati, E., Mulyana, E. H., & Sumardi, S. (2020). Keterampilan Saintifik Anak Kelompok A Pada Permainan Sains di Sentra Bahan Alam RA Baiturrahman. *Jurnal Pendidikan Dan Konseling (JPDK)*, 1(2), 32-39.
- Thoyibi, M., Hikmat, M. H., & Prasetyarini, A. (2021). Teachers' Perspective on Student's Right to Participation in Classroom Management. *Asian Journal of University Education*, 17(1), 63-73.
- Tohet, M., & Rositha, I. (2019). Penguatan Kurikulum 2013 dalam Menumbuhkan Karakter Peserta Didik di Sekolah. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 2(2), 200-219.
- Tunagür, M., Kardaş, N., & Kardaş, M. N. (2021). The Effect of Student Centered Listening/Speaking Activities on Turkish Listening Speaking Skills of Bilingual Students. *International Journal of Education and Literacy Studies*, 9(1), 136. <https://doi.org/10.7575/aiac.ijels.v.9n.1p.136>
- Ummah, R. (2018). Strengthening Student's Character in Akhlaq Subject Through Problem Based Learning Model. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 3(1), 21-30. <https://doi.org/10.24042/tadris.v3i1.2205>

- Wang, T. (2019). Competence for Students' Future: Curriculum Change and Policy Redesign in China. *ECNU Review of Education*, 2(2), 234–245. <https://doi.org/10.1177/2096531119850905>
- Williams, M. L., & Sato, B. K. (2021). Constructive or Disruptive? How Active Learning Environments Shape Instructional Decision-Making. *Journal of Learning Spaces*, 10(2), 24–35.
- 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.