MADRASAH IBTIDAIYAH AL HIDAYAH CK MEDAN POLONIA DISTRICT: 2013 CURRICULUM DEVELOPMENT MANAGEMENT TO INCREASE THE EFFICACY OF LEARNING

Salman Al Farisi[1]
Universitas Islam Negeri Sumatera Utara Medan, Indonesia (salmanaekalfarisi24@gmail.com)

Neliwati
Universitas Islam Negeri Sumatera Utara Medan, Indonesia (salmanaekalfarisi24@gmail.com)

Nurika Khalila Daulay
Universitas Islam Negeri Sumatera Utara Medan, Indonesia (salmanaekalfarisi24@gmail.com)

Kata Kunci:	ABSTRACT
Efektivitas Pembelajaran, Manajemen, Pengembangan Kurikulum	Penelitian ini bertujuan untuk menganalisis manajemen pengembangan kurikulum 2013 dalam meningkatkan efektivitas pembelajaran di madrasah ibtidaiyah (MI) Al Hidayah CK Kecamatan Medan Polonia. Penelitian ini adalah jenis penelitian kualitatif dengan menggunakan pendekatan deskriptif. Penggalian informasi ini peneliti akan melakukan observasi dan wawancara dengan kepala Madrasah, wakil kepala madrasah bagian Kurikulum, dan guru-guru serta pihak-pihak yang bersangkutan dengan penelitian ini. Hasil penelitian menyimpulkan bahwa kemampuan kepala madrasah dalam menjalankan kurikulum 2013 sudah berjalan, akan tetapi kelemahannya terdapat pada guru, dan orang tua siswa, karea guru belum menyeluruh mereflekesikan kurikulum 2013 di kelas akibatnya berdampak pada efektifitas pembelajaran dengan menggunakan kurikulum 2013 terasa kesulitan untuk mengembangkan kurikulum 2013, serta dalam hal penilaiannya tidak begitu efektif, di mana kurikulum 2013 yang sudah tematik hasil akhir nilai raportnya perbidang studi. Kebijakan kepala madrasah dalam konklusi adalah ketidaksejalanan dengan keinginan guru, atau guru kurang merespons kebijakan yang diatur oleh kepala madrasah hal ini berdampak kepada koordinasi yang tidak efektif antara sebuah organisasi dalam lembaga pendidikan sehingga muncul persoalan siapa yang mengatur dan siapa yang diatur tidak jelas, sehingga menjadi kekuatan dalam penelitian ini untuk memahami arah madrasah Al Hidayah CK Medan Polonia

---
[1] Correspondence author

Keywords:	ABSTRACTS
Learning Effectiveness, Management, Curriculum Development	*This research aims to analyze the management of the 2013 curriculum development in increasing the effectiveness of learning at the Al Hidayah CK Madrasah Ibtidaiyah (MI) Medan Polonia District. This research is a type of qualitative research using a descriptive approach. In gathering this information, the researcher will carry out observations and interviews with the head of the Madrasah, deputy head of the Madrasah for Curriculum, and teachers and other parties concerned with this research. The results of the research concluded that the madrasa head's ability to implement the 2013 curriculum is already running, but the weakness lies in the teachers and parents of the students, because teachers have not thoroughly reflected the 2013 curriculum in the classroom as a result, this has an impact on the effectiveness of learning using the 2013 curriculum. It is difficult to develop the 2013 curriculum. , and in terms of assessment, it is not very effective, where the 2013 curriculum is thematic, the final results of the report cards are per field of study. In conclusion, the madrasa head's policy is not in line with the teacher's wishes, or the teacher does not respond to the policies set by the madrasa head. This has an impact on ineffective coordination between an organization within an educational institution so that the problem of who regulates and who is regulated is unclear, so that it becomes The strength of this research is to understand the direction of the Al Hidayah CK Medan Polonia madrasah*

A. INTRODUCTION

The quality of education is a reference for curriculum change and development. On this basis, the development of the national curriculum, starting from the 1975 curriculum to the current updated one, is of course influenced by the target of improving the quality of education (Fajri, 2019). The transition to changing the curriculum is also a refinement of the previous curriculum, such as the 2013 curriculum as a basic reference for improvements made to the current Independent Campus Learning (MBKM) curriculum (Cholilah, *et.al.*, 2023).

In fact, the quality of education has received priority attention by the government. However, its implementation is hampered by three factors, including the inconsistency of implementing education based on agreed policies, bureaucratic complexity and a centralized system, and the lack of community role in the world of education (Subandi, 2017). Moreover, in the current era, concrete efforts are needed to improve the quality of education by utilizing developments in science and technology, so that it is in line with the needs of society and the needs of human development (Arifin, 2011; Fattah, 2011).

National development that prioritizes community needs in accordance with the world of work and the demands of the times, is contained in the principles of education implementation in the form of the national curriculum. This means that learning becomes a pillar in the human resource formation system (Wahyudin, 2014). Thus, the position of the curriculum attracts important attention as an indicator of the success of the educational process. Furthermore, Yamin (2007) emphasized that learning will be conducive and effective, depending on good and correct curriculum policies, as well as their implementation in the learning process itself.

Curriculum development is an implementation in realizing national education goals. The 2013 curriculum, as a refinement of the previous curriculum, presents efforts to improve and balance between soft skills and hard skills for each student. This is manifested in aspects of spirituality, social attitudes, skills and also intellectuality (general knowledge) (Taufik, 2019). In making this happen, learning is carried out flexibly, directed, and gives students freedom to think critically, so that it becomes the foundation for realizing independent learning (Qolbi & Hamami, 2021).

According to Mubarok, *et.al.* (2021) stated that the Merdeka Belajar curriculum is a program designed to explore the potential of teachers and students to find new ideas in improving the quality of learning in schools. This curriculum is implemented in a number of Driving Schools based on selection according to predetermined criteria. Then, the Merdeka Curriculum was improved to be implemented in all schools that were in accordance with the conditions and readiness.

Based on a preliminary study, the competency that teachers at Madrasah Al Hidayah CK Medan Polonia must have does not meet expectations. Teachers' overall competency has never been measured. Even more worrying, in the implementation of the Teacher Competency Test which was carried out with the aim of measuring the pedagogical competence and professionalism of teachers, especially teachers who were certified educators, the results were declared disappointing. In integrated thematic learning, educators act as facilitators and mediators. Integrated thematic learning as a concept involves several fields of study to provide meaningful experiences for students.

On the basis of the description above, it is understood that the development of the 2013 curriculum needs to be carried out as an effort to increase the professional

competence of teachers in educating, including strengthening the creation of contextually based lesson plans, creativity of educators in creating and utilizing learning media, the level of analysis of learning assessment results, as well as teacher motivation in teaching. -upgrade your abilities. Furthermore, the description of the problem is examined in depth in the title, "*2013 Curriculum Development Management in Increasing Learning Effectiveness at Madrasah Ibtidaiyah Al Hidayah CK, Medan Polonia District*".

Curriculum Development Management 2013

Management can be interpreted as management or regulation. In an organizational context, management is a process of achieving a common goal. Management applications will make work easier, because they include division of tasks, authority, delegation and skill-based division of work (Andini, 2018). The term management itself describes the implementation of a system-based process and approach. Thus, good management determines the success of carrying out organizational activities (Ananda & Hudaidah, 2021).

The term management in Arabic literature is rooted in the word "al-Idarah" which is interpreted as balance-based management. Sustainability in question includes the regulation of human resources in empowering existing natural resources, through the implementation of functional tasks, namely planning, implementation, supervision and evaluation (Nurkholis & Santosa, 2022). All of these functions are directed at achieving common goals. Furthermore, management is seen as the art of getting work done through other people (Huda, 2017).

The definition above implies that managers achieve organizational goals through arranging other people to carry out various tasks that may be required. Management is a science that is used to organize other people in an organization so that they can work effectively and efficiently so as to achieve the goals of the organization. Furthermore, it needs to be emphasized that the success of management itself depends on the proportional and professional implementation of management functions (Amin, *et.al.*, 2019).

Principles of Curriculum Development

Curriculum development must be based on principles that have been mutually agreed upon as values in determining the development to be implemented. This is intended so that the curriculum development carried out does not merely follow the current of change and development of the times, but rather has basic values that are upheld in order to meet the needs of society and the demands of the world of work (Mawardi, 2018). Thus, curriculum development is relevant to current developments, while still upholding the basic values of harmonizing local culture, local wisdom, religious values and social aspects that have colored education in Indonesia.

National curriculum changes require principles as basic values that are mutually agreed upon. As a reference for change, what will be developed in the curriculum is not total change, but rather adjustments and improvements to the learning process. The attention to change includes differences in society, the organizations used, and psychological aspects, as well as culture and religiosity (Saifudin, 2021). Furthermore, these principles are summarized in six parts, namely religious, philosophical, psychological, socio-cultural, organizational and scientific and technological (IPTEK) principles (Olvianty, *et.al.*, 2023).

Religious principles are the main foundation in the implementation of education, where all potential development in students is directed at efforts to achieve the level of human beings who believe and are devoted to Allah SWT, and have noble morals. As the main principle, aspects of religiosity are developed and applied based on Rabbaniyah or Divine values in order to foster faith and strengthen the religion of each student (Halim, 2022). In connection with religious principles, the philosophical principles of the curriculum contain the values or ideals of society in the formation of ideal (true) people who care about society (Wardhani & Hamani, 2023).

Psychological principles relate to human behavior. Where curriculum changes are expected to be a tool or alternative for the process of changing student behavior. The curriculum is expected to develop noble behavior in students. In psychology, there are several schools whose theories have implications for curriculum preparation (Kholik, 2019). Furthermore, socio-cultural principles relate to various social phenomena of relationships between individuals, groups, social institutions, or global society (Bahri, 2017).

Organizational principles relate to regulating the form of curriculum organization, including subject selection, learning approaches, learning methods and strategies, the media used, and teaching materials (Sunaryo, 2023). Then, the principles of science and technology are intended not only for the development of the field of science itself, but also to make contributions to other fields of life or science. Of course, this is also related to the aspect of technology as innovation in all areas of human life (Hanafi, 2014).

Scope of Curriculum Development Management 2013

The scope of curriculum management includes planning, implementation and assessment of national curriculum activities (competency standards/basic competencies) with regional needs and the conditions of the school concerned, so that the curriculum is a curriculum that has integrity with students and the environment. Curriculum management studies are an integral part of curriculum studies. The main activities of curriculum management studies include planning and development, implementation and curriculum improvement. The study of curriculum development management is basically closely related to the study of educational administration, where the supervisory function is included in it (Syamsuddin & Hamami, 2023).

B. METHOD

Types and Research Approaches

The type of research that the author uses is qualitative descriptive research. According to Assingkily (2021), qualitative research is based on a scientific framework, uses human subjects as research instruments, applies inductive qualitative analysis methods, focuses on processes rather than products, selects a set of standards to document the validity of data, uses interim research designs, and qualitative research. the research subjects themselves agreed with the findings.

Data collection technique

First, Observation. In this observation method the researcher used to obtain an overview of the condition of MI Al Hidayah CK Medan Polonia. *Second*, Interview Method. The various interview methods are structured interviews, semi-structured

interviews and unstructured interviews. Informants in this interview include the head of the madrasah (as manager and decision maker), teachers and staff, and students at MI Al Hidayah CK Medan Polonia.

Third, Documentation Method. The documentation method can be interpreted as a way of collecting data obtained from existing documents or stored records, whether in the form of transcripts, books, newspapers, and so on. With this method, the focus of data collection is carried out on each document or archive of activities and reporting in MI Al Hidayah CK Medan Polonia.

C. RESULT AND DISCUSSION

In the discussion of the research results, it can be seen that the 2013 curriculum which has been projected by the education system implemented by the private Madrasah Ibtidaiyah Al-Hidayah CK can be implemented according to the learning objectives, but the teacher lacks a lot of creativity in delivering stimulus to students, so that it is more effective and useful. Therefore, a teacher's strategy is needed to provide convenience and enthusiasm in dealing with students who are too active in class.

According to Ibrahim & Nur in Rusman (2013), problem-based learning is a learning approach used to stimulate students' high-level thinking in situations oriented to real world problems, including learning how to learn. Sagala (2009) stated that "the learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management. Furthermore, it is understood that each model directs us in designing learning for students in designing learning to help students so that learning objectives are achieved." According to Handoko (2012) a learning model is a pattern or plan that has been planned in such a way and is used to compile the curriculum, organize lesson materials, and provide instructions to teachers in the class. In its application, this learning model must be suitable for students.

The methods presented are in accordance with the research focus that has been determined, namely: first, the Foundations and Principles of 2013 curriculum development at MIS Al-Hidayah CK Medan Polonia; second, the objectives of developing the 2013 curriculum at MIS Al-Hidayah CK Medan Polonia; third, implementation of the 2013 curriculum development at Al-Hidayah CK Medan Polonia in increasing learning effectiveness.

Curriculum development is planning learning opportunities intended to lead students towards desired changes and assessing the extent to which these changes have occurred in students. Meanwhile, what is meant by learning opportunity is a planned and controlled relationship between students, teachers, equipment, and the environment where the desired learning is expected to occur. Discussing planning, Hamalik (2010) defines planning as a series of actions for the future. Planning aims to achieve a consistent and coordinated set of operations to obtain desired results. Planning is the main task of management. Planning must be prepared before the implementation of other management functions because it determines the framework for carrying out those other functions.

In connection with this, planning for the 2013 curriculum development at MIS Al-Hidayah CK Medan Polonia was carried out by collecting regulations set by the government and on the basis of curriculum development. The regulations used are the juridical basis of the 2003 National Education System Law and government regulation

no. 32 of 2013, Permendikbud Number 81A of 2013 and Permendiknas: Number 20 of 2016 concerning Graduate Competency Standards (SKL), Number 21 of 2016 concerning Content Standards, Number 22 of 2016 concerning Process Standards, and Number 23 of 2016 concerning Assessment Standards. The foundations for curriculum development include philosophical foundations, psychological foundations, juridical foundations, and science and technology foundations.

In connection with this, the basis for curriculum development at MIS Al-Hidayah CK Medan Polonia includes: the philosophical basis of Pancasila, the psychological basis, the juridical basis, the basis for the development of science and technology, and the addition of a sociological basis and a religious basis. The basis for curriculum development used is a development basis that is adapted to the vision and mission of the educational unit and also student development.

Sociological foundations have an important role in developing educational curricula for communities and nations on this earth. In principle, a curriculum reflects the desires, certain ideals and needs of society. Curriculum developers have the duty or responsibility to: a) study and understand the needs of society as formulated in laws, regulations, government decisions, etc.; b) analyze the community in which the school is located; c) analyze the terms and conditions for workers; and d) interpreting individual needs within the scope of community interests.

MIS Al-Hidayah CK Medan Polonia applies a sociological basis in developing its curriculum adapted to the community or social environmental conditions around the school, meaning that curriculum development must also be in accordance with the demands and needs of society. Religious foundations: In designing an ideal curriculum we are required to consider aspects that are very fundamental to human life, namely religious aspects. This really needs to be done considering the concerns regarding changes in spirituality and morality that are currently occurring. Because globalization has affected human life. Therefore, the curriculum created in schools must be able to touch the basic needs of students, which allows each individual to become a servant who has faith and is devoted to God.

In Islamic education, the curriculum must be designed so that it can lead each student to achieve happiness in this world and the hereafter. So the basis for curriculum development in religious aspects at MIS Al-Hidayah CK Medan Polonia. The juridical basis for developing the 2013 curriculum at Madrasah Ibtidaiyah CK Medan Polonia in the education unit is first, increasing faith and devotion as well as having good morals. Second, to educate the students of Al Hidayah CK Madrasah Ibtidaiyah. Third, instilling social attitudes and noble character. Fourth, have an independent, productive, creative and innovative personality. Fifth, have responsibility for every action and deed.

So, in implementing the core competencies (KI-1 and KI-2), it is clearly written for each student that the spiritual attitude in KI-1 and the social attitude in KI-2 can be seen in every report card application. The description can be read every semester report card distribution, even in the Implementation Plan Learning. To implement basic competencies in SKL, in accordance with Law No. 20 of 2003, it is stated that graduate competencies are qualifications of graduate abilities which include attitudes, knowledge and skills of students which must be fulfilled in every educational unit, especially at Madrasah Ibtidaiyah Al Hidayah CK, which is the basis of reference. in the form of attitudes that must be possessed as a requirement for graduation.

Process standards are criteria for implementing learning in educational units to achieve graduate competency standards according to established standards. In the graduate competency standards, it is stated that development includes the domains of attitudes, knowledge and skills, elaborated for each educational unit which refers to the taxonomy theory of educational objectives which are grouped into three domains, namely; cognitive, effective and psychomotor domains of students. In order to realize all of this, Madrasa head management is needed to create a madrasa that is creative, innovative, responsible and systematic. Collaborate with teachers to implement the madrasa head's policy in developing the current and future curriculum.

D. CONCLUSION

Based on the results of the analysis, it can be concluded that the madrasa head's ability to implement the 2013 curriculum is already running, but the weaknesses are in the teachers and parents of the students, because teachers have not thoroughly reflected the 2013 curriculum in the classroom as a result of which it has an impact on the effectiveness of learning by Using the 2013 curriculum, it is difficult to develop the 2013 curriculum, and in terms of assessment it is not very effective, where the 2013 curriculum is thematic, with the final report grades per field of study. In conclusion, the madrasa head's policy is not in line with the teacher's wishes, or the teacher does not respond to the policies set by the madrasa head. This has an impact on ineffective coordination between an organization within an educational institution so that the problem of who regulates and who is regulated is unclear, so that it becomes The strength of this research is to understand the direction of the Al Hidayah CK Medan Polonia madrasah.

REFERENCES

Amin, M., Sugiatno, S., & Fathurrochman, I. (2019). "Pengembangan Keilmuan Program Studi Manajemen Pendidikan Islam Tinjauan Futurologi Pendidikan dan Pengembangan Kurikulum" *Tadbir: Jurnal Studi Manajemen Pendidikan, 3*(2). http://ejournal.unuja.ac.id/index.php/al-tanzim/article/view/113.

Ananda, A. P., & Hudaidah, H. (2021). "Perkembangan Kurikulum Pendidikan di Indonesia dari Masa ke Masa" *SINDANG: Jurnal Pendidikan Sejarah dan Kajian Sejarah, 3*(2). https://ojs.stkippgri-lubuklinggau.ac.id/index.php/JS/article/view/1192.

Andini, G. T. (2018). "Manajemen Pengembangan Kurikulum" *Jurnal Isema: Islamic Education Management, 3*(2). https://core.ac.uk/download/pdf/234031345.pdf.

Arifin, Z. (2011). *Konsep dan Model Pengembangan Kurikulum.* Bandung: PT. Remaja Rosdakarya.

Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir.* Yogyakarta: K-Media.

Bahri, S. (2017). "Pengembangan Kurikulum Dasar dan Tujuannya" *Jurnal Ilmiah Islam Futura, 11*(1). https://jurnal.ar-raniry.ac.id/index.php/islamfutura/article/view/61.

Cholilah, M., Tatuwo, A. G. P., Rosdiana, S. P., & Fatirul, A. N. (2023). "Pengembangan Kurikulum Merdeka dalam Satuan Pendidikan serta Implementasi Kurikulum Merdeka

pada Pembelajaran Abad 21" *Sanskara Pendidikan dan Pengajaran, 1*(02). https://sj.eastasouth-institute.com/index.php/spp/article/view/110.

Fajri, K. N. (2019). "Proses Pengembangan Kurikulum" *Islamika, 1*(2). https://ejournal.stitpn.ac.id/index.php/islamika/article/view/193.

Fattah, N. (2011). *Landasan Manajemen Pendidikan*. Bandung: Remaja Rosdakarya.

Halim, A. (2022). "Asas-asas Pengembangan Kurikulum Pendidikan Islam Multikultural" *Kuttab: Jurnal Ilmu Pendidikan Islam, 1*(2). http://journalfai.unisla.ac.id/index.php/kuttab/article/view/48.

Hamalik, O. (2010). *Proses Belajar Mengajar*. PT. Bumi Aksara.

Hanafi, M. (2014). "Pengembangan Kurikulum Perguruan Tinggi Agama Islam" *Islamuna: Jurnal Studi Islam, 1*(2). http://ejournal.iainmadura.ac.id/index.php/islamuna/article/view/572.

Handoko, T. H. (2012). *Manajemen Personalia dan Sumber Daya Manusia*. Yogyakarta: BPFE.

Huda, N. (2017). "Manajemen Pengembangan Kurikulum" *Al-Tanzim: Jurnal Manajemen Pendidikan Islam, 1*(2). http://ejournal.unuja.ac.id/index.php/al-tanzim/article/view/113.

Kholik, A. N. (2019). "Landasan Psikologis Pengembangan Kurikulum Abad 21" *As-Salam: Jurnal Studi Hukum Islam & Pendidikan, 8*(1). http://ejournal.staidarussalamlampung.ac.id/index.php/assalam/article/view/Pdf.

Mawardi, I. (2018). "Orientasi Ideal Manajemen Pengembangan Kurikulum Madrasah: Analisis Dasar Kebijakan Mutu Pendidikan Islam" *Proceeding The 1st Annual Conference on Islamic Education Management (ACIEM), 1*(1). https://www.researchgate.net/profile/Imam-Mawardi/publication/328732326_Orientasi_Ideal_Manajemen_Pengembangan_Kurikulum_Madrasah_Analisis_Dasar_Kebijakan_Mutu_Pendidikan_Islam/links/5bdf172a928 51c6b27a7863a/Orientasi-Ideal-Manajemen-Pengembangan-Kurikulum-Madrasah-Analisis-Dasar-Kebijakan-Mutu-Pendidikan-Islam.pdf.

Mubarok, A. A., Aminah, S., Sukamto, S., Suherman, D., & Berlian, U. C. (2021). "Landasan Pengembangan Kurikulum Pendidikan di Indonesia" *Jurnal Dirosah Islamiyah, 3*(1). https://journal.laaroiba.ac.id/index.php/jdi/article/view/324.

Nurkholis, N., & Santosa, A. B. (2022). "Manajemen Pengembangan Kurikulum Berbasis Pesantren" *J-MPI: Jurnal Manajemen Pendidikan Islam, 7*(2). http://ejournal.uin-malang.ac.id/index.php/jmpi/article/view/17023.

Olvianty, O., Saguni, F., & Hamlan, H. (2023). "Manajemen Pengembangan Kurikulum di Taman Kanak-Kanak Islam Terpadu (TKIT) Al Fatih Kota Palu" *Jurnal Integrasi Manajemen Pendidikan, 2*(1). https://jurnal.iainpalu.ac.id/index.php/jimpe/article/view/1860.

Qolbi, S. K., & Hamami, T. (2021). "Implementasi Asas-asas Pengembangan Kurikulum Terhadap Pengembangan Kurikulum Pendidikan Agama Islam" *Edukatif: Jurnal Ilmu Pendidikan, 3*(4). https://www.edukatif.org/index.php/edukatif/article/view/511.

Rusman, R. (2013). *Metode-metode Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: PT RajaGrafindo Persada.

Sagala, S. (2009). *Konsep dan Makna Pembelajaran*. Jakarta: Rineka Cipta.

Saifudin, A. (2021). "Manajemen Pengembangan Kurikulum Pendidikan Islam Perspektif Moderasi Islam Wasathiyyah" *JIEM: Journal of Islamic Education and Manajemen,* *2*(1). http://download.garuda.kemdikbud.go.id/article.php?article=2337603&val=22505&title=MANAJEMEN%20PENGEMBANGAN%20KURIKULUM%20PENDIDIKAN%20ISLAM%20PERSPEKTIF%20MODERASI%20ISLAM%20WASATHIYYAH.

Subandi, S. (2017). "Pengembangan Kurikulum 2013 (Studi Analisis dan Substantif Kebijakan Kurikulum Nasional)" *TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar, 1*(1). http://ejournal.radenintan.ac.id/index.php/terampil/article/view/1302.

Sunaryo, U. (2023). "Implementasi Asas-asas Pengembangan Kurikulum Terhadap Pengembangan Kurikulum Pendidikan Agama Islam" *Unisan Jurnal, 1*(5). http://journal.an-nur.ac.id/index.php/unisanjournal/article/view/1550.

Syamsuddin, M. R. R., & Hamami, T. (2023). "Asas Filosofis dalam Pengembangan Kurikulum Pendidikan Agama Islam" *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah, 8*(2). http://ejournal.stit-ru.ac.id/index.php/raudhah/article/view/324.

Taufik, A. (2019). "Pengembangan Kurikulum Pendidikan Islam" *El-Ghiroh: Jurnal Studi Keislaman, 17*(02). https://jurnal.staibsllg.ac.id/index.php/el-ghiroh/article/view/106.

Wahyudin, D. (2014). *Manajemen Kurikulum*. Bandung: Remaja Rosdakarya.

Wardhani, N. K., & Hamani, T. (2023). "Urgensi Asas Filosofis dalam Pengembangan Kurikulum Pendidikan Agama Islam" *Pendas: Jurnal Ilmiah Pendidikan Dasar, 8*(2). https://journal.unpas.ac.id/index.php/pendas/article/view/9003.

Yamin, M. (2007). *Kiat Membelajarkan Siswa*. Jakarta: Gaung Persada Pressdan Center for Learning Innovation (CLI).