



Education Planning Curriculum Based on Technology: Impact Evaluation

Yuliza^{1*}

¹ Institut Agama Islam Negeri Lhokseumawe, Indonesia

¹ yulizafuad@gmail.com

ABSTRACT

Curriculum planning is the initial stage of an element of management. The curriculum is an important part of the educational process. Education without a curriculum will look disorganized. In addition, the curriculum is a medium for achieving educational goals, and at the same time, also serves as a guide for the implementation of the teaching and learning process in various types and levels of educational units. Curriculum planning is a central function of learning management and must be future-oriented. In this regard, this article aims to examine how technology-based curriculum planning. Based on the author's analysis, educational curriculum planning in each educational system must be adapted to the needs of society and the times. Therefore, curriculum planning must change over time. all curriculum planning processes cannot be separated from the problem of change, such as a revolution in methods, a revolution in a more innovative curriculum, technology, and critical Human Resources (HR) to produce creativity and work results as a form of change for the better. Educational institutions must have a future orientation following the needs of the times so that students can have global competitiveness.

 OPEN ACCESS

ARTICLE HISTORY

Received: 05-09-2022

Accepted: 27-09-2022

KEYWORDS

Curriculum Technology;
Curriculum Innovation;
Education Planning;
Evaluation System;
Learning Effectiveness;

© 2022 Yuliza

This is an open-access article
under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



CONTACT: Yuliza | yulizafuad@gmail.com

 : <https://doi.org/10.47766/development.v1i1.642>

ABSTRAK

Kata Kunci:
Inovasi Kurikulum;
Manajemen
Kurikulum;
Perencanaan
Kurikulum;
Sistem Evaluasi;

Perencanaan kurikulum merupakan tahapan awal dari sebuah unsur manajemen. Kurikulum adalah bagian penting dari proses pendidikan. Pendidikan tanpa kurikulum akan terlihat tidak teratur. Selain itu, kurikulum merupakan salah satu media pencapaian tujuan pendidikan, dan pada saat yang sama juga berfungsi sebagai pedoman pelaksanaan proses kegiatan belajar mengajar dalam beragam jenis dan tingkat satuan pendidikan. Perencanaan kurikulum sebagai fungsi sentral dari manajemen pembelajaran dan harus berorientasi ke masa depan. Terkait dengan hal tersebut, artikel ini bertujuan untuk mengkaji tentang bagaimana perencanaan kurikulum berbasis teknologi. Berdasarkan analisis penulis perencanaan kurikulum pendidikan pada masing-masing sistem pendidikan harus disesuaikan dengan kebutuhan masyarakat dan perkembangan zaman menyebabkan perencanaan kurikulum harus berubah seiring perubahan waktu. segala proses perencanaan kurikulum tidak bisa terlepas dari persoalan perubahan seperti revolusi metode, revolusi kurikulum yang lebih inovatif, teknologi serta Sumber Daya Manusia (SDM) yang kritis untuk bisa menghasilkan daya cipta dan hasil kerja sebagai bentuk perubahan kearah yang lebih baik. Lembaga pendidikan harus mempunyai orientasi masa depan sesuai dengan kebutuhan zaman sehingga para siswa mampu memiliki daya saing global.

INTRODUCTION

Strategic planning is required in educational institutions to achieve the vision effectively and efficiently (Ostime, 2019). Planning is the first step in determining goals and objectives for an organization or activity. Planning is the most important process of all management functions; without it, other management functions such as organizing, directing, and evaluating will be ineffective. Planning is critical in any organization or activity because it is the first step in determining whether goals and objectives will be met. An activity's smooth and successful execution begins with careful planning. Similarly, educational institution management must begin with a good plan.

The success of educational organizations/institutions is heavily influenced by good curriculum planning. The curriculum is one of the determining factors in an educational institution's success. The curriculum, according to Law No. 20 of 2003 concerning the National Education System, is a set of plans and arrangements concerning the objectives, content, and learning materials, as well as the methods used as guidelines for the implementation of learning activities to achieve certain goals (Sanjaya, 2009). As a result, the curriculum must be as well planned as possible so that the educational process can proceed following the goals that have been established. Because all educational activities lead to the curriculum, the curriculum as a design in education holds a strategic position. Once the importance of the curriculum and educational activities are recognized, planning requires a strong foundation or foundation, which can be achieved through in-depth thinking and research.

Science and technology, like the times, continue to evolve at a breakneck pace in many areas of human life. To respond to the times educational institutions must be able to respond to the challenges of the times, allowing students to develop following the educational pillars (Prasetyo & Husaini, 2021).

According to UNESCO (De Leo, 2012), education must be built on four pillars: learning to know, learning to do or doing (learning to do), learning to live together (learning to live together), and learning to be/develop yourself (learning to be). By optimizing these four pillars and responding to current challenges, educational institutions must be able to develop a curriculum that is in line with current challenges and demands and refers to technological developments (Matachi, 2006).

To avoid being eroded by the times, educational institutions must now be able to prepare generations capable of learning, working, and developing themselves in the digital era. One of the challenges for the world of education

to plan the direction and goals of education is the use of technology in almost all aspects of human life. Planning the direction and goals of education begins with developing a curriculum. Based on this understanding, the curriculum is very important, so curriculum planning must be done properly based on educational principles, research results, and thoughts to achieve the goals and objectives set in educational establishments

According to Robbins, planning is determining organizational goals or objectives, developing a comprehensive strategy to achieve the goals set, and developing an overall hierarchy of plans to integrate and coordinate activities (Robbins, 2014; Sari, 2018). This planning addresses both the goals (what to do) and the means (how to get there) (how to do it). Richard L Daft says that planning is required to achieve goals by identifying various organizational performance goals, deciding on tasks, and utilizing future resources (Daft, 2014; Uhbiyati, 2015).

RESULT AND DISCUSSION

Handoko defines planning as the selection of a set of activities followed by decisions on what to do, when, how, and by whom (Handoko et al., 2012). Meanwhile, Uno defines planning as a satisfactory method of ensuring that activities run smoothly, accompanied by various anticipatory steps to minimize gaps that occur so that these activities achieve the objectives that have been set (Uno & Lamatenggo, 2012). Based on this understanding, planning is the first step in determining and identifying a framework or description of everything that will be done, beginning with the initial plan, goals, and objectives and using facilities and infrastructure to achieve satisfactory results.

The term curriculum is derived from the Greek words' carrier, which means runner, and curare, which means a place to race, and it was first used in the world of sports. The curriculum was defined at the time as the distance a runner had to travel from start to finish to receive a medal/award. Then, in

education, this understanding is divided into several subjects (subjects) that a student must complete from beginning to end to receive a diploma.

Manhaj, which means the path that humans take in various fields of life, is commonly used in Arabic to express the word curriculum. While the Tarbiyah dictionary defines educational curriculum (manhaj al-dirasah) as "a set of plans and media used as references by educational institutions in realizing educational goals (Ramayulis, 2000). According to Addamardasyi and Munir Kamil, the curriculum is a collection of cultural, social, sporting, and artistic, educational experiences for students both inside and outside the school to assist them in developing thoroughly in all aspects and changing their behavior following the school's objectives. educational objectives (Bahri, 2017). "A curriculum is a learning plan," says Taba, "so what is known about the learning process and individual development has a bearing on the shaping of the curriculum" (Huda, 2017). Because the curriculum is a learning plan, ideas about learning and individual development can influence its design.

The curriculum concept can be examined in four dimensions, namely: Curriculum as an idea; derived from theories and research, particularly in the fields of curriculum and education. The curriculum is a written plan, the physical manifestation of the curriculum as an idea, which includes the objectives, materials, activities, tools, and time. Curriculum as an activity, which is curriculum implementation as a written plan in the form of learning practices. The curriculum results from the curriculum as an activity in the form of students achieving curriculum goals, namely changes in behavior or certain abilities.

A curriculum is a written tool or media that contains various objectives, materials/materials, ideas, activities, programs, learning concepts, and learning experiences used as references by educational institutions and addressed to students to achieve these goals. education. Curriculum planning entails creating

learning opportunities to guide students toward desired behavioral changes and assessing the extent to which changes have occurred in students (Rusman, 2012). Setting goals and estimating how to achieve these goals is part of the curriculum planning (Minarti, 2011). Curriculum planning is a process in which participants at various levels decide on learning objectives, how to achieve these objectives through teaching-learning situations, and evaluate the effectiveness and meaning of these methods (Yuzar, 2022).

Curriculum planning is an activity that involves all aspects and sources of education at both the regional and national levels (Wahyudin & Suwirta, 2020). Curriculum planning, according to James, is a process in which various elements of participants at various levels make decisions about learning objectives, how to achieve goals, learning situations, and studying the effectiveness and significance of the method. Teacher participation and involvement in curriculum planning, as well as teacher representation, should be dominant in the classroom and at the departmental levels (Khiné & Liu, 2022).

According to Neil Burton and Mark Brundrett, anticipating the changes of the twenty-first century, primary school principals are expected to delegate responsibility for various aspects of curriculum management to teachers with specific areas of expertise or expectations (O'Connell, M., & Burton, 2019). In secondary schools, there is some hope in the overall management of the organization based on the results of the team's subject formulation, which naturally leads to the identification or advancement of responsibility for delegating work to general teachers, with a focus on being identified at the child's age (Jaafar et al., 2017).

Socio-Cultural Determinants of Curriculum Planning

Professional curriculum development must emphasize the problem of analyzing the conditions that must be considered an influential factor in

curriculum development (Hamalik, 2019). Aspects of curriculum planning that require attention include First Sociocultural conditions or the social interactions that occur in society. This is an important condition to consider because educational activities are essentially behavioral activities in which various social interactions occur between teachers and students, students with students, and/or teachers with students and their environment. Second, the facility condition is one of the causes of the gap between curriculum planners and curriculum implementers, particularly teachers. The availability of textbooks, laboratory equipment, and other practical tools, as well as funds, facilities, and infrastructure, should all be considered.

The home provides the foundation for curriculum preparation in three parts, including (1) Psychological foundation, which is used to fulfill and determine students' abilities and needs (the ability and need of children). (2) Sociological foundation, used to determine society's legitimate educational demands. (3) Philosophical foundation for determining the state of the universe/where we live (the type of universe in which we live) (Herman, 2020).

However, preparing an Islamic education curriculum based solely on the three basics listed above is insufficient, because efforts are made in Islamic education to transfer and instill religious values as the central point of the goals and processes of Islamic education. Al-Syaibani provides a clear basic framework for Islamic education curriculum (Asy-Syaibani & Muhammad, 1975);

(a) The spirit and highest target in the curriculum, which is the basis of religion.

Religion must be based on the Qur'an, al-Sunnah, and other furu' sources in the Islamic education curriculum.

(b) Basic Philosophy, this foundation provides philosophical guidance for the goals of Islamic education so that the curriculum's objectives, content, and

organization contain a truth and a view of life in the form of values that are believed to be true, both in terms of ontology, epistemology, and axiology.

- (c) Psychological foundation, this foundation provides a foundation in the formulation of a curriculum that is in line with the characteristics of students' psychological development, according to the stage of maturity and talent, as well as those related to psychological aspects, paying attention to thinking skills and individual differences between one student. in collaboration with others,
- (d) Social foundation, this foundation demonstrates that the formation of an Islamic education curriculum must refer to the realization of individuals in society, so that changes that have occurred and will occur in the development of society have a place in the Islamic education curriculum. As a result, the output of Islamic education is humans capable of participating in society.

The function of curriculum planning is explicitly stated as follows: curriculum planning functions as a guideline or management tool, containing instructions on the types and sources required by participants, delivery media, actions that must be taken, cost sources, personnel, necessary facilities, control and evaluation systems, and the role of the elements of manpower in achieving the objectives of the organization's management; curriculum planning functions as a driving force in achieving the objectives of the organization's management; Curriculum planning has an impact on decision-making. Curriculum planning serves as a motivator to implement the education system to achieve the best possible results (Hamalik, 2008).

Curriculum planning is a process in which participants at various levels decide on learning objectives, how to achieve these objectives through teaching-learning situations, and the study of the effectiveness and significance of these methods. Without curriculum planning, the systematics of various learning experiences will be disconnected and will fail to achieve the desired results.

Fundamentals and Objectives of Curriculum Planning

One of the tools that must be present in an educational institution is the curriculum. The objectives of curriculum planning are developed using a theoretical framework and research on social forces, community development, needs, and student learning styles. When planning the curriculum, several decisions must be made, and these decisions must lead to specifications based on criteria. Furthermore, who is responsible for curriculum planning and how curriculum planning is professionally planned must be considered during the curriculum planning process. The curriculum plays an important strategic role in achieving educational goals, both general and religious. In terms of curriculum preparation, thus efforts to achieve educational goals will be carried out properly, and Islamic values will not be reduced in the curriculum. These efforts will be successful if educators are sincere and do not compromise the fundamentals of preparing the existing curriculum.

Components of Curriculum Planning

The curriculum comprises four components: objectives, curriculum content, methods or strategies, goal achievement, and evaluation. Each component must be linked to the others. If one of the curriculum system's components is disturbed or is not related to the other components, the curriculum system will be disrupted. The curriculum's objective component is related to the direction or expected results. On a larger scale, the formulation of curriculum objectives is closely related to society's philosophy or value system. In fact, goal formulation describes a desired society.

As previously stated, the purpose of education is classified as general and specific, and measurable. Curriculum planning components include the following:

- (1) formulation of goals or results. To achieve these objectives, school administrators must be guided by national education goals. Empirical sources, philosophical concepts, curriculum subjects, situational analysis, and educational emphasis
- (2) The content consists of facts and concepts related to the goal. The composition of study materials and lessons to achieve educational goals is referred to as curriculum content.
- (3) Curriculum content must consider the following criteria: validity, relevance, social utility, learning ability, and student interest.
- (4) Activities used to achieve objectives. Learning activities must be varied
- (5) for students to obtain the specified content and meet the objectives. Expository, cooperative learning, community service projects, mastered learning, and project approaches are examples of teaching and learning strategies. Books and printed materials, electronic documents, films, videos, the internet, and other resources were used.
- (6) Measuring instruments for determining the level of achievement Gradually, openly, and continuously, evaluation is carried out. Standardized tests, teacher-created tests, work samples, oral tests, systematic observations, interviews, questionnaires, results list, calculator-anecdotal and sociogram rating scales, and reporting are measurement instruments.

Curriculum planning has several aspects that must be considered so that it supports the plans to be achieved in curriculum preparation, with the following aspects defining curriculum planning:

- (1) Curriculum development must be founded on a clear understanding of what makes life better, the characteristics of current and future society, and basic human needs.

- (2) Curriculum planning should take place within a comprehensive framework that considers and coordinates the essential elements of effective teaching and learning.
- (3) Curriculum development must be both reactive and anticipatory. To help students lead a good life, education must be responsive to their needs.
- (4) Educational objectives should address a diverse set of individual and societal needs and interests.
- (5) The formulation of the approach's various objectives must be clarified with concrete examples so that they can be used in the development of specific curriculum plans. Otherwise, the emerging perceptions are less clear and contradictory.
- (6) Continuous evaluation of all aspects of curriculum decision-making, including an analysis of the curriculum process and content, is required in curriculum planning.
- (7) From Kindergarten to Higher Education, various school levels should respond to and accommodate student changes, growth, and development. As a result, it is necessary to consider the organization and procedures in various ways.

Technology-Based Curriculum Planning

The public frequently refers to technology as a medium in the form of an electronic device. Technology is defined as having scientific methods to achieve practical goals; applied science; and all the means to provide the goods required for human survival and comfort. Technology, according to scientists, is a tool that can be used to solve practical problems (Ilham et al., 2021). Simply put, technology is a tool that humans use to solve problems easily and measurably. To back up this claim, consider the following scientific opinions on the definition of technology:

Since the fifteenth century, technology has been used as an educational medium. From the nineteenth to the fifteenth centuries, technology was defined primarily by blackboards and books. Lanterns, first slide projectors, radios, and then live pictures were inventions of the twentieth century. As a result, technology-based curricula are an integrated, complex process for analysing and solving learning problems. Whereas technology in education was initially more inclined to the use of hardware, design and an environment that involved students' educational technology can also include any technique or method that can be relied on to engage learners; cognitive learning strategies and critical thinking skills, so that students can learn actively, constructively, authentically, cooperatively, and with purpose through technology media.

To hone this research, the author discusses the use of technology in collaboration with education. In the early 1960s, technology in education consisted of studies on the use of audio-visual media and educational learning programs. The study is essentially an attempt to solve human learning problems in the educational world. A study of the use of technology in education found that to solve student learning problems, various appropriate approaches with a lot of functioning utilization of learning resources are required (learning resources).

All processes in the world of education cannot be separated from change problems such as method revolutions, more innovative curriculum revolutions, technology, and critical Human Resources (HR) to be able to produce creativity and work results as a form of positive change. Educational institutions must be future-oriented to meet the needs of the times for students to be globally competitive. As a result, there are five new technologies that can help create a better education system over time. (1) System thinking causes us to be more cautious as each mode emerges in the world of education. This is done to foresee the occurrence of undesirable changes. We will struggle to make meaningful improvements in education without a system of thought. (2) System design is a

technology that creates new systems to allow for rapid changes. The system design also generates new tools and change strategies. (3) Knowledgeability Technology quality that results in a product or service that meets expectations. As a result, quality science has become an extremely valuable tool in educational innovation. (4) Change management is a method of channelling creative energy toward positive change. It can also be interpreted as a way of thinking about aspects of innovation management, with a focus on POAC (Planning, Organization, Actualization, and Control). And (5) the use of electronic media, the use of electronic media can change the way we communicate with methods and strategies for learning.

The five technologies are an integration toward educational innovation, such that solving educational problems necessitates a combination of curriculum technology through process, management, and intellectual for effective change. Technology has the potential to create a generation that is creative, innovative, and competitive. This goal can be achieved by optimizing the use of technology as an educational aid to produce outputs that can keep up with and change the times for the better. Technology is also a response to the needs of the Fourth Industrial Revolution, in which humans and technology collaborate to create new opportunities creatively and innovatively.

Technology-based curriculum planning is a step in the preparation of methods, methods, and learning media used by educational institutions to achieve goals through the stages of learning that have been prepared in the curriculum plans to be achieved, as well as curriculum planning. According to Muhammad Nuh, a good learning planning system must include four components. First, as the result of education that students must achieve (output). Second, the content of the material that students must be taught and learn (input/content standards). Third, there is the implementation of learning (process, including learning methodology as part of the standard process).

Fourth, as early as possible, assess the process's suitability and achievement of learning objectives to ensure that the inputs, processes, and outputs are under the plan.

Curriculum planning is distinguished by the following characteristics:

- (1) Curriculum development must be based on a clear understanding of what makes life better, the characteristics of present and future society, and basic human needs.
- (2) Curriculum planning must take place within a comprehensive framework that considers and coordinates the critical components of effective teaching and learning.
- (3) Curriculum planning must be both reactive and proactive. To assist students in leading a fulfilling life, education must be responsive to their individual needs.
- (4) Educational goals should address a broad range of individual and societal needs and interests.
- (5) The formulation of the approach's various objectives must be clarified with concrete examples so that they can be used in the development of specific curriculum plans. Otherwise, the emerging perception is hazy and contradictory.
- (6) Through the formulation of educational goals, the larger community has the right and responsibility to know what is intended for their children. It is the educators' responsibility to notify them in this regard.
- (7) Educators have the right and responsibility, based on their professional expertise, to identify school programs that will guide students toward achieving educational goals. The community may make suggestions, but the educators have the final say.
- (8) Curriculum planning and development work best when done concurrently. This is due to the variety of curriculum elements that necessitate broad knowledge.
- (9) Curriculum development must include the articulation of school programs and students at all levels and levels. In this regard, the curriculum should incorporate a variety of relevant experiences.
- (10) School programs should be designed to coordinate all elements of the educational framework's curriculum.

- (11) Each school creates and fine-tunes an organizational structure that facilitates the study of curriculum issues in sponsoring curriculum improvement activities.
- (12) The requirement for action research and evaluation to revitalize curriculum plans and programs.
- (13) Cooperative participation in curriculum planning activities, particularly the involvement of the community and students in the planning of specific teaching and learning situations, is required.
- (14) There must be a continuous evaluation of all aspects of curriculum decision-making in curriculum planning, which includes working relatively freely to achieve a goal (Lewy, 1977; Prasetyo & Salabi, 2021).

Curriculum planning is the same as program planning can accommodate various future changes in response to challenges and changing times because of technological developments. According to Syafaruddin, the curriculum should be one step ahead of technological developments and community demands for the curriculum (educational world) to not fall behind the world of society (Kumar & Kumar, 2022). In this context, the curriculum must optimize students' learning processes in the world of education, characterized by changes in student behavior in the cognitive, affective, and psychomotor domains (Hurlock, 2001). Thus, students achieve the learning outcomes that the teacher expects and plans for them through the learning process inside and outside the classroom.

The following are nine education 4.0 trends (Sharp et al., 2017; Yen et al., 2005). To begin, study at a different time and location. Students will have more opportunities to look at various times and places. E-learning makes distance and self-directed learning possible. Individual learning comes second. Students will learn using adaptive learning tools tailored to their specific abilities.

This demonstrates that higher-level students are presented with more challenging tasks and questions after demonstrating a certain level of competence (Lin et al., 2016). Students struggling with the subject will be given

more opportunities to practice until they reach the required level. During their learning process, students will be positively reinforced. This can result in a positive learning experience and fewer students losing faith in their academic abilities. The teacher can see which students require assistance and in what areas (Pennington et al., 2020).

Third, students have options for how they learn. Although each subject taught has the same goal, the methods used to achieve that goal may differ for each student. Similarly, with an individual-oriented learning experience, students can modify their learning process by using the tools they believe are appropriate for them. Students will study using various tools, programs, and techniques based on their personal preferences. At this level, the combination of face-to-face and distance learning (blended learning), reversing the classroom, and bringing your learning tools (bring your device) are essential terms in this change (Adityo, 2022).

Fourth, there is project-based learning. Today's students must be able to adapt to project-based learning as well as work (Day, 2012). This implies that they must learn how to apply their skills in the short term to various situations; students should be familiar with project-based learning from secondary school. This is the time when students learn how to organize, collaborate, and manage their time so that they can apply these skills in their future academic careers.

Field experience is number five. Technological advancements enable effective learning of specific domains, opening more opportunities for acquiring skills that engage student knowledge and face-to-face interactions (Salabi, 2020). As a result, field experience will be enhanced through courses or exercises. Schools will provide more opportunities for students to gain real-world skills relevant to their jobs. This implies that curriculum design should include more opportunities for students to learn hands-on through field experiences such as internships, mentored projects, and collaborative projects.

Sixth, there is data interpretation. The advancement of computer technology eventually took over the tasks of analysis that were previously performed manually (mathematically). It immediately handled any statistical analysis, describing and analyzing data, and predicting future trends. As a result, students' interpretation of these data will become an increasingly important component of future curricula. Students are expected to be able to apply theoretical knowledge to numbers and to make inferences based on logic and data trends. Seventh, the evaluation varies. Traditional assessment techniques, such as question and answer, will become obsolete or insufficient for assessing students' abilities. Assessments must evolve; students' factual knowledge can be evaluated during the learning process, and knowledge application can be tested as students work on their field projects (Dee & Wyckoff, 2015; Prasetyo, 2018).

Student involvement is number eight. Students must participate in the development of learning materials or curricula. The curriculum is designed and updated with students' feedback in mind. Their feedback assists curriculum designers in developing cutting-edge, high-value curricula. Mentoring is the ninth. Mentoring or advising students is critical for designing student learning independence. Mentoring is the foundation for student success, so teachers must become facilitators who guide students through the learning process.

Teachers are responsible to students for nine shifts in educational tendencies. As a result, educators must actively develop technology-based curricula to support the transition rather than viewing it as a threat to traditional teaching. This is an exciting, action-packed, massive challenge. Adapting to this technology-based curriculum trend ensures that individuals and society develop a more comprehensive set of competencies, skills, and knowledge, as well as unleashing all creative potential to support and guide today's education world (Kitchen et al., 2020; Sykes et al., 2020).

Technology-based education is not a new concept. Educators, stakeholders, administrators, and all other parties involved in education implementation must collaborate to plan a technology-based curriculum. The objective component, content component, strategy component, and evaluation component of the curriculum must include technology elements. The process of development of the times is so rapid that even in the current era, it can be said that the future comes too soon from its time, so it is not only students who are unprepared to face changing times, but educators as well.

CONCLUSION

Curriculum planning is a multi-step activity that involves all aspects and sources of education at all levels. This process involves various participants at various levels making decisions about learning objectives, methods for achieving goals, teaching situations, and reviewing the effectiveness and meaning of methods. The curriculum as a guide for implementing learning activities means that there is a guide for interaction between educators/teachers and students in the curriculum. Thus, the curriculum serves as the heart of the educational process in schools, empowering students' potential.

The curriculum, which serves as the main guideline for implementing learning activities and serves as a medium for achieving educational goals, must be positioned as a foothold for schools to develop education in the face of developments and changing times. Curriculum planning must consider several factors, including a comprehensive approach without any interest or power in decision-making, a sociocultural approach by involving competent human resources, including teachers as curriculum implementers, and developing a planning framework beginning at the local-regional level and progressing to the national level, so that curriculum changes always follow the times.

REFERENCE

- Adityo, A. (2022). The Use of Movie to Enhance Undergraduate Students' Listening Comprehension Ability. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 2(2).
- Daft, R. L. (2014). *The Leadership Experience*. Cengage Learning.
- Day, C. (Ed.). (2012). *The Routledge International Handbook of Teacher and School Development*. Routledge. <https://doi.org/10.4324/9780203815564>
- De Leo, J. (2012). *Quality Education for Sustainable Development*. UNESCO APNIEVE Australia.
- Dee, T. S., & Wyckoff, J. (2015). Incentives, Selection, and Teacher Performance: Evidence from IMPACT. *Journal of Policy Analysis and Management*, 34(2), 267–297. <https://doi.org/10.1002/pam.21818>
- Hamalik, O. (2008). *Kurikulum dan Pembelajaran*, Jakarta: PT. Bumi Aksara.
- Hamalik, O. (2019). *Dasar Dasar Pengembangan Kurikulum*. PT Remaja Rosdakarya.
- Handoko, T. H., Almahendra, R., & Indarti, N. (2012). *Manajemen Dalam Berbagai Perspektif*. Erlangga.
- Herman, H. (2020). Perilaku Komunikasi Kepala Sekolah dalam Peningkatan Kinerja Guru. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 4(1), 59–72. <https://doi.org/10.47766/idarah.v4i1.837>
- Hurlock, E. B. (2001). *Developmental Psychology*. Tata McGraw-Hill Education.
- Ilham, M., Islami, N., Abdurrahman, F., & Suryadi, S. (2021). E-aedes Framework based on Geographical Information System: Stakeholder Perceptions. *Journal of Multidisciplinary Academic*, 4(6), 453–456.
- Jaafar, N., Muhamad, N. A. F. B., Ghazali, N. B. M., Jamilin, A. K., Kasmani, M. F. Bin, Abdullah, R. B., Yusoff, S. H. B., Hashim, N. B., Mahyuddin, M. K. Bin, & Kanaker, O. (2017). Prophetic Communication Styles in Teaching. *Advanced Science Letters*, 23(5), 4761–4764. <https://doi.org/10.1166/asl.2017.8888>
- Khine, M. S., & Liu, Y. (Eds.). (2022). *Handbook of Research on Teacher Education*. Springer Nature Singapore. <https://doi.org/10.1007/978-981-16-9785-2>
- Kumar, V., & Kumar, G. R. (2022). Communal Relationships: African-Americans' Survival of Power is Deep-rooted in Zora Neale Hurston's Jonah Gourd Vine. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 2(1).
- Lewy, A. (1977). *Handbook of Curriculum Evaluation*.
- Lin, M.-H., Hu, J., Tseng, M.-L., Chiu, A. S. F., & Lin, C. (2016). Sustainable Development in Technological and Vocational Higher Education: Balanced Scorecard Measures with Uncertainty. *Journal of Cleaner Production*, 120, 1–12. <https://doi.org/10.1016/j.jclepro.2015.12.054>
- Matachi, A. (2006). *Capacity Building Framework*. UNESCO - International Institute for Capacity Building in Africa.
- Minarti, S. (2011). Manajemen Sekolah: Mengelola Lembaga Pendidikan Secara Mandiri. In *International journal of Educational Management* (Issue 2). Ar-Ruzz

Media.

- Pennington, C. G., Curtner-Smith, M. D., & Wind, S. A. (2020). Influence of a Physical Education Teacher's Perceived Age on High School Pupils' Perceptions of Effectiveness and Learning. *European Physical Education Review*, 26(1), 22–35. <https://doi.org/10.1177/1356336X18816342>
- Prasetyo, M. A. M. (2018). Desain Kurikulum IAIN Lhokseumawe (Studi Analisis Mata Kuliah: Filsafat Manajemen Jurusan Manajemen Pendidikan Islam). *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 2(2), 1–17.
- Prasetyo, M. A. M., & Husaini, H. (2021). Efektivitas Pengelolaan Mutu Dosen Perguruan Tinggi Agama Islam Negeri. *IMPROVEMENT Jurnal Ilmiah Untuk Peningkatan Mutu Manajemen Pendidikan*, 8(1), 29–39. <https://doi.org/10.21009/Improvement.081.03>
- Prasetyo, M. A. M., & Salabi, A. S. (2021). Model Evaluasi dan Instrumen Program Pendidikan Pelatihan di Lembaga Pendidikan Islam. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 5(1), 101–117. <https://doi.org/10.47766/idarah.v5i1.1608>
- Ramayulis. (2000). *Pengantar Ilmu Pendidikan Islam*. Refika Aditama.
- Rusman. (2012). *Manajemen Kurikulum*. Raja Grafindo Persada.
- Salabi, A. S. (2020). Efektivitas Dalam Implementasi Kurikulum Sekolah. *Education Achievement: Journal of Science and Research*.
- Sharp, R., Green, A., & Lewis, J. (2017). *Education and Social Control*. Routledge. <https://doi.org/10.4324/9781315210179>
- Uhbiyati, N. (2015). A Competency-Based Model of the Human Resource Development Management of Ustadz at Salaf Boarding School. *International Journal of Educational Management*, 29(5), 695–708. <https://doi.org/10.1108/IJEM-08-2014-0118>
- Uno, H. B., & Lamatenggo, N. (2012). *Teori Kinerja dan Pengukurannya* (1st ed.). Bumi Aksara.
- Wahyudin, D., & Suwirta, A. (2020). Politics of Curriculum in the Educational System in Indonesia. *TAWARIKH*, 11(2), 143–158. <https://doi.org/https://doi.org/10.2121/tawarikh.v11i2.1307>
- Yen, N. L., Bakar, K. A., Roslan, S., Luan, W. S., Rahman, A., & Mega, P. Z. (2005). Predictors of Self-Regulated Learning in Malaysian Smart Schools. *International Education Journal*, 6(3), 343–353.
- Yuzar, E. (2022). Classroom Evaluation: Learners' Perspectives on The Teaching Approach in A Second Language Writing Course. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 2(2).