Problems Of Implementing the Independent Curriculum in The Subject of Islamic Religious Education at SDN Selajambe 3 Sukaluyu Cianjur

Fitriyani Kosasih[1]*, Yeti Suparmika[2], Helmi[3], Nur Azizah[4]

[1,2,3,4](*Universitas Islam Nusantara Bandung, Indonesia*).

*Corresponding Author. E-mail: fitriyanikosasihs3@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana implementasi kurikulum mandiri pada mata pelajaran Pendidikan Agama Islam (PAI) di SDN Selajambe 3 Sukaluyu Cianjur dan permasalahan yang terjadi dalam proses implementasinya. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan analisis deskriptif. Hasil penelitian ini adalah pada penerapan kurikulum mandiri, guru PAI masih kesulitan mengubah pola pikir atau kebiasaan lama dalam mengajar, masih terbawa suasana pembelajaran pada kurikulum 2013 dan masih belum memahami secara detail mengenai pembedaan pembelajaran sehingga ditemukan sulit menerapkannya dalam pembelajaran karena PAI memerlukan fokus pembelajaran praktik secara menyeluruh. karena dalam mata pelajaran Pendidikan Agama Islam terdapat beberapa materi ibadah yang membutuhkan latihan agar hasilnya maksimal. Guru PAI juga dibingungkan dengan banyaknya berbagai macam perangkat pembelajaran yang harus dilakukan sebelum pembelajaran. Solusi untuk mengatasi permasalahan tersebut adalah guru PAI menambah wawasan dan mencoba hal-hal baru diantaranya berbagai metode pembelajaran, meningkatkan kreativitas mengajar dan juga rajin mengikuti workshop serta sharing dengan guru lainnya.

Kata Kunci: Penerapan, Kurikulum, kemandirian, PAI.

Abstract

The purpose of this study was to find out how the implementation of the independent curriculum in the subject of Islamic Religious Education (PAI) at SDN Selajambe 3 Sukaluyu Cianjur and the problems that occur in the implementation process. This research uses a type of qualitative research with a descriptive analysis approach. The results of this study are implementing the independent curriculum, PAI teachers still find it difficult to change their mindset or old habits in teaching, they are still carried away by the learning atmosphere in the 2013 curriculum and they still do not understand in detail regarding differentiation learning so they find it difficult to apply it in learning because PAI requires a focus on practical learning as a whole. because in the subject of Islamic Religious Education there are several worship materials that require practice for maximum results. PAI teachers are also confused by the many different kinds of learning tools that must be done before learning. The solutions for dealing with these problems are PAI teachers broaden their knowledge and try new things including various methods of learning, increase teaching creativity and are also diligent in participating in workshops and sharing with other teachers.

Keywords: Application, Curriculum, independence, PAI.

Introduction

The education system in Indonesia has now undergone many changes, such as curriculum changes, changes in the development of teaching and learning processes, changes in the use of educational system facilities and infrastructure, to changes in the quality of teachers as educators. These changes are a sign of progress in the field of education which cannot be separated from the policies of the national education system.

Based on this, the latest update, namely the independent curriculum, is an idea that provides space for freedom for educators and students in determining the learning system to be used. Where indeed it has been felt so far that the teaching and learning process is too rigid, which in practice almost all use the learning process with the teacher center method, which means that students listen more and the teacher explains. In the end, a learning system like this will focus on knowledge without skills. While the scope of education is broad which includes aspects of knowledge, skills and attitudes.

Starting from this fact, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim sparked an independent learning policy by launching an independent curriculum and an independent teaching platform. The independent curriculum was officially implemented on February 11, 2022. At this stage, the Ministry of Education and Culture has provided education units with three options to

implement a curriculum based on National Education Standards that suit the learning needs and context of each educational unit. The three choices include the 2013 curriculum, the emergency curriculum and the independent curriculum.

The 2013 curriculum is a curriculum that has been used as the national curriculum since the 2013/2014 academic year. Meanwhile, the emergency curriculum is a learning recovery curriculum that occurs in special conditions and has the principle of diversification which refers to the 2013 curriculum with core competencies and basic competencies but is simplified and implemented during the Covid-19 learning period. According to (Hanafiah, 2022) that the independent curriculum is a curriculum that used to be called a prototype curriculum which was later developed as a more flexible curriculum framework, while also focusing on essential material and character development and student competencies.

The curriculum has a fairly broad meaning because it is not only limited to a number of subjects, but includes all the experiences students expect through the guidance of teachers (Sulaeman, 2022).

This experience can be intra-curricular, co-curricular or extra-curricular, both inside and outside the classroom. According to Alhamudin in (Arifudin, 2021) that the curriculum is essentially a plan that becomes a guideline in carrying out the educational process. What is stated in the plan is much influenced by educational plans.

According to (Agung, 2020) that the independent curriculum is a curriculum with various intracurricular learning, where subject matter will be optimized so that students have sufficient time to explore concepts and strengthen competence. Teachers have the flexibility to choose a variety of teaching tools so that learning can be adapted to the learning needs and interests of students. Meanwhile, according to (Berkamsyah, 2021) that the independent curriculum is one part of the learning recovery effort, where previously the independent curriculum was referred to as a prototype curriculum which was then developed as a more flexible curriculum framework, while still focusing on essential material and developing student character and competence. The independent curriculum provides opportunities for teachers to be more flexible in developing learning tools and gives freedom for students to adjust their learning needs and interests.

The independent curriculum aims to help restore learning, where Indonesian education has experienced a learning crisis for a long time. This created a sharp education gap between regions and social groups in Indonesia at that time. Moreover, this condition was exacerbated by the outbreak of the Covid-19 pandemic throughout 2021. Which affected various lines of life including the education sector, at which time schools closed face-to-face learning and were transferred to distance learning through online media at the direction of the government through a circular letter . According to (Rahayu, et al, 2022) that the independent curriculum also provides flexibility for teachers to choose and adjust learning tools that are appropriate to the learning required by an educational institution, so that students can deepen concepts and strengthen competencies properly according to their learning needs and interests. .

The Independent Curriculum, which was previously known as the prototype curriculum, has been implemented in 2,500 educational units implementing the Mobilizing School Program (Faiz, et al, 2022). As a new curriculum, the independent curriculum has several characteristics, namely: (a) Project-based learning through the Pancasila Student Profile Strengthening Project (P5), (b) Focus on essential material so that you have enough time to explore basic competencies (literacy and numeracy). (c) Flexibility in differentiated learning by adjusting students' abilities, as well as local context and content. With an independent curriculum learning becomes more independent, because it gives various freedoms to students, teachers and schools in accordance with the characteristics of the education unit, students and respective schools (Directorate of PAUD, Basic Education and Higher Education, 2021).

The implementation of independent curriculum learning has several processes. First, analyze learning outcomes (CP) to develop learning objectives and learning objectives flow. Second, planning and implementing diagnostic assessments. Third, Develop teaching modules. Fourth, Adjustment of Learning with Achievement Stages and Student Characteristics. Fifth, Planning, Implementation, and Processing of Formative and Summative Assessments. Sixth, Reporting on Learning Outcomes, Seventh, Learning Evaluation and Assessment (Angga, 2020).

According to Darmayani in (Sinurat, 2022) revealed that Freedom of learning can be said to be autonomy in the field of education. The educational autonomy policy began to be revived in this era. Freeing education units, freeing teachers, freeing students can stimulate the emergence of new innovations. Students can learn independently and creatively, so that all Indonesian students who have various ethnicities and cultures can have their own variety of ways of learning. Meanwhile, Paulo Freire in (Arifudin, 2022) reveals that education is a process of human liberation from various kinds of oppression and oppression. From this point of view, Paulo considers that education is also related to the development of human aspects, and others.

In its role according to (Arifudin, 2020) that Islamic religious education carries a very heavy burden of trust, namely empowering the potential of human nature which is inclined to the values of truth and virtue so that he can function himself as a servant, who is ready to carry out the mandate assigned to him, namely "khilafah fil ardl". Therefore, the meaning of Islamic religious education is "all efforts to maintain and develop human nature and human resources in it towards the formation of a complete human being (insan kamil) in accordance with Islamic norms

According to Zakiah Daradjat, as quoted (Na'im, 2021) that Islamic Education is guidance and education to understand, live and practice Islamic teachings which have been fully believed and used as a guide in life for the sake of safety and prosperity in this world and in the hereafter. Muhammad Tholchah Hasan in (halimatussa'diyah, 2020) said that Islamic religious education is a means to achieve glory and enlighten the soul. True education is a way to get closer to God.

The purpose of Islamic religious education when viewed from its meaning is to make students become human beings who have faith, are pious and have noble character. Therefore, according to M. Athiyah al-Abrasyi in (Hidayati, 2015) that the main and main objective of Islamic religious education is "to educate character and soul education". That's why according to him all subjects must contain moral lessons and every teacher must pay attention to morals. Zakiah Daradjat and Noeng Muhadjir in (Supriani, 2022) argue that the concept of Islamic education includes human life as a whole, not only concerning faith (beliefs), worship (rituals), and morals (ethical norms), but much broader and deeper. . The learning process for Islamic Religious Education subjects is the same as the learning process for other subjects. Which consists of pre-learning activities, core activities, and closing activities.

Problem or problematic comes from English, namely problematic which means problem or problem. Problems can be interpreted as deviations between what should be and what actually happened, between theory and practice, between methods and implementation, between plans and implementers. Whereas in Indonesian, a problem means something that cannot be resolved, which causes a problem. A problem is a situation that can be defined as a difficulty that needs to be resolved, overcome or resolved.

The problems and problems faced by teachers in implementing the independent curriculum are as expressed by Zuhairini, in (Suardipa, 2020), namely: a) Difficulties in dealing with differences between one student and another student, caused by differences in IQ, character, or background behind his life. b) Difficulties in determining suitable subjects for children according to what they face. c). Difficulty in choosing the right method. d) Difficulties in evaluating because sometimes excess time or lack of time.

SDN Selajambe 3 Sukaluyu Cianjur is one of the schools recommended to implement the independent curriculum in 2022. However, not for all grade levels, only grades I and IV, grades II, III, V, and VI are still continuing the 2013 curriculum. In implementing The independent curriculum at SDN Selajambe 3 Sukaluyu Cianjur has several changes, especially in the learning system, where the independent curriculum gives teachers the flexibility to choose various teaching tools that can be adapted to the learning needs and interests of students (differentiated learning). However, the implementation of this independent curriculum also has a weakness where not all teachers understand differentiation learning due to changes in the new curriculum. This is very influential on the running of a learning system, especially in Islamic Religious Education subjects where students who are more inclined to auditory abilities must participate in practicing as well as students with kinesthetic abilities.

Based on the background of the problems above, research will be conducted that discusses the "Problematics of Implementing an Independent Curriculum in Islamic Religious Education Subjects at Selajambe 3 Sukaluyu Cianjur Elementary School to find out the problems as well as the efforts made by educators in implementing an independent curriculum, especially in Islamic Religious Education subjects.

Methodology

This study seeks to analyze and describe the problems of implementing the independent curriculum in Islamic religious education subjects at SDN Selajambe 3 Sukaluyu Cianjur. The author uses a qualitative approach to analyze the study of the problems of implementing the independent curriculum in Islamic religious education subjects at SDN Selajambe 3 Sukaluyu Cianjur.

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2018) qualitative research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that

qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

1. Research Object

In this study the research object consisted of 2 (two), namely formal objects and material objects (Arifudin, 2019). The formal object in this study is data, namely data related to a critical review of the study of the problems of implementing the independent curriculum in Islamic religious education subjects at SDN Selajambe 3 Sukaluyu Cianjur.

2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (Bahri, 2021) suggests that it is the most strategic step in research because the main objective of research is to obtain data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on the problems of implementing the independent curriculum in Islamic religious education subjects, and secondary data obtained from both national and international journals.

3. Data Collection Tools

In this study, the authors will use observation, documentation and interviews as tools for data collection because this research is library research. In other words, according to (Ulfah, 2022) this technique is used to collect data from primary and secondary sources.

4. Data Analysis Techniques

Data analysis is not only carried out after the data is collected, but since the data collection stage the analysis process has been carried out. According to (Apiyani, 2022) that the use of a "qualitative" analysis strategy is meant that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

5. Research Procedures

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Nasser, 2021) that descriptive analysis (descriptive of analyze research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the

research conducted. This research procedure according to (Mayasari, 2021) is to produce descriptive data in the form of written data after conducting a content analysis of text. After the writer collects materials related to the problems to be discussed in this study, then the writer analyzes and interprets to draw conclusions.

Findings and Discussions

Implementation of the Independent Curriculum in Islamic Religious Education subjects at SDN Selajambe 3 Sukaluyu Cianjur

The Independent Curriculum in Islamic religious education subjects is implemented using several learning methods. Such as inquiry learning methods, and discussion learning methods, as well as other methods. Learning Islamic religious education is a type of subject that really requires practical activities in the learning process. This is done in order to achieve the objectives of the Independent Curriculum itself.

Based on the results of interviews, observations and documentation conducted at SDN Selajambe 3 Sukaluyu Cianjur, the implementation of the independent curriculum at the school has been going quite well even though it encountered several obstacles. School institutions and teachers have tried to implement an independent curriculum in every lesson as best as possible according to the goals to be achieved. Especially in PAI learning.

The main goal of implementing the independent curriculum is to be able to recover from the learning crisis in Indonesia, especially at Sejambe 3 Sukaluyu Cianjur Elementary School, which had experienced a setback in learning due to the effects of the Covid 19 pandemic that occurred in 2021 so that now it can give freedom to students and teachers in carrying out customized learning. with the desired needs.

There are several stages of activity and preparation in the process of implementing the independent curriculum carried out by PAI teachers at SDN Selajambe 3 Sukaluyu Cianjur, including:

1) Participate in training and guidance in preparation for the implementation of the independent curriculum.

PAI teachers at SDN Selajambe 3 participate in training and mentoring organized by the government and organized by the sub-district by joining Islamic Religious Education teachers in other schools within the same sub-district. This activity was carried out so that PAI teachers could understand the concept of the independent curriculum both theoretically and technically.

2) Developing Learning Tools

Apart from participating in training and mentoring as described above, PAI teachers at SDN Selajambe 3 Sukaluyu Cianjur also develop learning tools as a process of implementing this independent curriculum. The learning tools in question include the preparation of textbooks, the creation of teaching modules and project modules to strengthen the Pancasila student profile, the preparation of CP, and others. all of these preparations are made so that the learning process or activities can be structured and more directed, thus helping PAI teachers achieve their learning goals easily. Implementation of Independent Curriculum Learning

The next stage carried out by the PAI teacher at SDN Selajambe 3 Sukaluyu Cianjur is the implementation of learning using an independent curriculum, where there are 3 steps, namely:
1) Initial Activities or Opening

The PAI teacher first invites students to recall previous learning and then relates things -things they know with the material they will learn (apperception). Then the PAI teacher provides motivation and preparation of learning materials by the teacher and also students.
2) Core Activities

The core learning carried out by PAI teachers at SDN Selajambe 3 Sukaluyu Cianjur is quite optimal. Where there is freedom for students so they don't feel pressured, through the process of delivering material using certain methods. However, in the process of implementing differentiated learning it is felt that it is still not optimal. Final/Closing

Activities In the closing activities, the PAI teacher at SDN Selajambe 3 Sukaluyu Cianjur always concludes the results of joint learning between students and teachers. Furthermore, the PAI teacher provides information about the material to be studied at the next meeting. Independent Curriculum Learning Assessment.

Another series of processes for implementing the independent curriculum carried out by PAI teachers at SDN Selajambe 3 is carrying out evaluations of the learning process and its assessment. Conducting reflections and assessments on each teaching module, identifying what has been achieved and what needs to be improved, then following it up through the process of modifying the next teaching module are the assessment steps in the independent curriculum. This was done by the PAI teacher at SDN Selajambe 3 Sukaluyu Cianjur by evaluating at the end of each material by asking questions regarding the level of student understanding, so that at the next meeting anything that was not optimal could be corrected.

Problems of Implementing the Independent Curriculum in Islamic Religious Education Subjects at SDN Selajambe 3 Sukaluyu Cianjur

The results of interviews, observations, and documentation that have been carried out by researchers to school principals and Islamic Religious Education teachers regarding the implementation of the independent curriculum are that there are problems faced by PAI teachers at Elementary Schools During Selajambe 3 Sukaluyu Cianjur, one of them is the existence of problems related to the understanding of PAI teachers about the independent curriculum. This is because technically and theoretically there have been several changes to the curriculum before the independence curriculum, especially in the learning process and standards. Therefore, PAI teachers must truly understand and be ready to face any changes that arise in the independent curriculum which does have some differences from previous curricula.

One of the changes that occurred in the independent curriculum as a curriculum that was initiated to perfect the 2013 curriculum was the learning process which was indeed different from the previous curriculum. The PAI teacher at SDN Selajambe 3 Sukaluyu Cianjur felt comfortable with the concept of learning in the 2013 curriculum, so it was still a little difficult to adapt to the concept. independent curriculum learning.

Changing old habits is a job that is quite difficult and requires a lot of time. Equally difficult is changing the mindset in assessment. The striking difference between the 2013 curriculum and the independent curriculum is the existence of a differentiated learning concept where learning is carried out by adjusting the needs and interests of students and the environment in the classroom, which is not found in the 2013 curriculum concept.

In the application of learning Differentiation requires several steps. To overcome this, it is necessary to have an adjustment process by the teacher at the beginning of its implementation. It was intended to group students according to the diagnostic results. Here of course there will arise student learning styles that vary from one to the other.

Solutions Made in Efforts to Deal with the Problems of Implementing the Independent Curriculum in PAI Subjects at SDN Selajambe 3 Sukaluyu Cianjur

It is natural that in learning activities, a teacher experiences various problems or obstacles in the teaching and learning process, especially in the subject of Islamic Religious Education. Based on the problems that occur above which are so related to the process of

implementing the independent curriculum. So there are solutions that can be done to solve the problems experienced by PAI teachers at SDN Selajambe 3 Sukaluyu Cianjur, namely by:

First, expanding knowledge about learning methods. Where if a habit is already attached to a person, it will indeed be difficult to change it unless with sufficient adaptation. Likewise with the independent curriculum which is relatively new. So a teacher must also be able to change the mindset. This is so that the development of skills in implementing the independent curriculum can be realized properly. One way to overcome the problem of the difficulty of changing old mindsets or habits is to try new things. Trying to make teaching tools as creative as possible. In addition, sharing with other teachers will help the mind to apply more varied learning methods and can also take part in existing training.

Second, increase teaching creativity. A teacher is very influential on student activity in the learning process. Responding to the problem of the teacher's lack of understanding in implementing the independent curriculum, including differentiation learning, seriousness is needed to learn and apply it properly according to applicable regulations. At SDN Selajambe 3 Sukaluyu Cianjur, apart from being able to improve self-quality, it also adds creativity in applying the

Third differentiation learning, participating in workshops and sharing with colleagues. The independent curriculum has a different concept from the previous curriculum, including learning tools. must be prepared before carrying out the learning process. To prepare, extra understanding is needed in order to be able to arrange teaching tools properly. Especially if an educator has to teach several classes with different curricula, the learning tools will also be different. In implementing learning at SDN Selajambe 3 Sukaluyu Cianjur so that it continues to run as it should, the solution is the willingness of educators to learn by participating in more workshop activities and adding networks to share with other teachers regarding the problems that occur. That way, the implementation of the independent curriculum can be made easier if it is done and thought about together.

Conclusion

Based on the results of the research above, it can be concluded that the Implementation of the Independent Curriculum at SDN Selajambe 3 Sukaluyu Cianjur has only been implemented for 6 months, starting in the 2022/2023 school year. The implementation of the Independent Curriculum carried out by PAI teachers at SDN Selajambe 3 Sukaluyu Cianjur is not optimal, because it is still in the adjustment stage and has only been implemented at

grade 1 and 4 levels, other classes are still using the 2013 curriculum. There is a need for a deep understanding of the concept for all teachers in SDN Selajambe 3 Sukaluyu Cianjur so that the steps in implementing the independent curriculum are more stable and professional in accordance with the goals to be achieved. The problems that arise in the process of implementing the independent curriculum in Islamic religious education subjects at SDN Selajambe 3 Sukaluyu Cianjur are the fact that PAI teachers find it difficult to change their mindset or old habits in teaching, PAI teachers are still carried away with the 2013 Curriculum learning model so that their application to learning uses a mixed approach between the 2013 curriculum and the independent curriculum. PAI teachers also do not understand in detail regarding differentiation learning and find it difficult to apply it in learning.

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