Education Transformation: Curriculum Management to Improve Learning Quality in RA Rahmatullah

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Abstract

Penelitian ini bertujuan mengetahui pengelolaan kurikulum di RA Rahmatullah untuk meningkatkan kualitas belajar. Pengelolaan kurikulum berkaitan dengan sebuah pengelolaan pengalaman belajar yang membutuhkan strategi dan itu dapat menghasilkan sebuah produktivitas belajar bagi anak. Adapun jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif, yakni penelitian yang dilakukan melalui pengumpulkan data dengan metode wawancara dan studi dokumentasi di RA Rahmatullah yang dilaksanakan untuk bisa menjadi bahan kajian baik bagi mahasiswa maupun pihak sekolah. Pengelolaan pendidikan di RA Rahmatullah sudah diatur secara sistematis, setiap guru mempunyai masing-masing tugas untuk mengelola kompenen pendidikan. Pada pengelolaan kurikulum di kelola secara baik di bawah naungan Kementrian Agama Tasikmalaya. Kompetensi Inti (KI) pada Kurikulum 2013 Pendidikan Anak Usia Dini merupakan tingkat kemampuan untuk mencapai STTPA yang harus dimiliki peserta didik PAUD pada usia 6 tahun yaitu mencakup sikap spiritual, sikap sosial, pengetahuan, dan keterampilan. Dengan demikian, ada banyak perencanaan pembelajaran kurikulum 2013 di RA Rahmatullah yaitu: 1) program tahunan (prota), 2) program semester (premes), 3) rencana pelaksanaan pembelajaran mingguan (RPPM), 4) rencana program harian (RPPH), 5) evaluasi yang dilakukan di RA Rahmatullah menggunakan evaluasi otentik.

Keywords: Management, Education, Curriculum

Abstract :

This research aims to determine the management of the curriculum at RA Rahmatullah to improve the quality of learning. Curriculum management is related to managing learning experiences that require strategies and that can produce learning productivity for children. The type of research used in this research is qualitative research, namely research carried out by collecting data using interview methods and documentation studies at RA Rahmatullah which is carried out to provide study material for both students and the school. Education management at RA Rahmatullah has been arranged systematically, each teacher has their own task to manage the educational component. Curriculum management is managed well under the auspices of the Tasikmalaya Ministry of Religion. Core Competencies (KI) in the 2013 Early Childhood Education Curriculum is the level of ability to achieve STTPA that PAUD students must have at the age of 6, which includes spiritual attitudes, social attitudes, knowledge and skills. Thus, there are many learning plans for the 2013 curriculum at RA Rahmatullah, namely: 1) annual program (prota), 2) semester program (premes), 3) weekly learning implementation plan (RPPM), 4) daily program plan (RPPH), 5) evaluation carried out at RA Rahmatullah uses authentic evaluation.

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Introduction

Education is an integral part in the life of the nation and state. One way to improve the quality of life of the nation and state is to improve the quality system of education. In Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter II article 3 stated: "Education *functions to develop the ability*

and shape the character and civilization of the nation, and aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens". The function and purpose of national education in this formulation is a process of glorifying humans to develop in accordance with their respective potentials (Sulaeman, 2021).

Management comes from the English word management alau to manage which means to organize, manage, control and treat. According to (Herson in (Sianturi, R., Aini, N., &; Khaerunnisa, G, 2022) management is a systematic process to achieve goals with proper planning, direction, and maximum utilization so that all planned goals can be achieved effectively and efficiently. While education according to etymological development process in individuals. There is a clearer understanding of education from the Father of Indonesian National Education Ki Hajar Dewantara, namely defining that the meaning of Education; *"Education is a demand in the life of growing children, as for the purpose, education guides all the natural forces that exist in these children, so that they as human beings and as members of society can achieve the highest safety and happiness".* It can be concluded that education management is a series of activities to plan, organize, motivate, control, and develop all efforts in regulating and utilizing human resources, facilities and infrastructure to achieve educational goals. In line with Satori's opinion in (Hidayat &; Machali, 2012) explained that education management is a whole process of cooperation by utilizing all available personnel and material resources and appropriate to achieve predetermined educational goals effectively and efficiently. According to Risbon & Elan 2022, achieving quality school education requires good management by involving all components in it, such as leaders or principals, teachers, employees and education *stakeholders*.

In the educational process, there is also a curriculum which is an important component to improve the quality of the nation's children. According to Langgulung in Syamsul (16-17: 2017), etymologically curriculum comes from Greek, *namely curir* means runner and *curare*

means a place to race, thus the term curriculum comes from the Roman sports world in Greece which refers to "the distance that a runner must travel from the *starting* line to the *finish* line". In the meaning of education, it can be interpreted that the curriculum with content and subject matter is used as a period of time that must be taken by students to obtain a diploma. In Arabic, the commonly used word curriculum is *manhaj* which means the path of light that humans take in various areas of life. While the educational curriculum (*manhaj al-dirāsah*) in the Tarbiyah Dictionary is a collection of plans and media used by educational institutions as a reference to achieve educational goals.

The curriculum is the main element in the material that will be delivered in learning, with this curriculum, the teaching and learning process will run well and regularly. In line with the definition of curriculum according to Law Number 20 of 2003 concerning the National Education System Chapter I, the curriculum is stated as a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for implementing learning activities to achieve certain goals. According to Anggini, I. T., Riana, A. C., Suryani, D., &; Wulandari, R. (2022) Curriculum management is related to a management of learning experiences that require strategies and that can produce a learning productivity for children, in curriculum management must be directed so that the learning process can run well and the benchmark of achieving children's goals in education can be achieved properly.

ECCE curriculum components consist of child development achievement level standards (STPPA), core competencies (IC), basic competencies (KD), time allocation, developmental achievement indicators (ICP), learning programs (annual programs. semester programs, weekly learning implementation plans (RPPM), daily learning implementation plans (RPPM), learning program identity, learning objectives, learning themes, learning materials, learning methods, learning resources, learning activities (initial, core, and closing activities), learning media, learning tools and materials, and learning assessment/evaluation.

The 2013 curriculum is a replacement revision of the previous curriculum, namely the 2006 KTSP (Education Unit Level Curriculum) curriculum. According to Elisa (6: 2016), the 2013 curriculum is a simplified and thematically integrated curriculum that adds lesson hours and aims to encourage students or students who are more competent in observing, asking, reasoning, and communicating (presenting), what they obtain or they know after receiving learning material and students are expected to have the right attitudes, skills, knowledge, and much better awareness. They will be more creative, innovative, and productive, so that they will be able to successfully face the various problems and challenges of their time, so that they can enter a better future.

In the 2013 curriculum students are required to be creative, solve problems and be active and more innovative. The purpose of the 2013 Curriculum is to encourage students to be better, especially in observing, reasoning, asking, and communicating because in the 2013 Curriculum the center of learning is that students are no longer teachers as in the 2006 KTSP curriculum.

The 2013 Early Childhood Education curriculum as referred to in paragraph (1) consists of:

a. Basic Framework of the Curriculum;
b. Curriculum Structure;
   The structure of the 2013 Early Childhood Education Curriculum is the organization of Core Competencies, Basic Competencies, learning content, development programs, and learning load.
c. Child Growth and Development Self-Detection Guidelines;
d. Guidelines for Curriculum Development at the Education Unit Level;
e. Learning Guidelines;
f. Assessment Guidelines; and
g. Educator's Handbooks.

Core Competencies (IC) in the 2013 Early Childhood Education Curriculum are the level of ability to achieve STTPA that ECCE students must have at the age of 6 years, which includes spiritual attitudes, social attitudes, knowledge, and skills.

There are also characteristics of the 2013 Curriculum according to the Ministry of Education and Culture, namely:

1. Balanced competency development,
   Develop a balance between spiritual and social attitudes, knowledge and skills, and apply them in various situations in the school and community environment.
2. School contextualization,
   Placing the school as part of the community that provides learning experiences so that students are able to apply what is learned in school to the community and be used by the community as a learning resource.
3. Time flexibility
   Give yourself enough time to develop some attitudes, knowledge, and skills.
4. Detailed competencies
   Develop competencies expressed in the form of class core competencies which are further detailed in the subject's basic competencies.
5. Core competencies as an element of organizing, and
   Develop the core competencies of the class into organizing elements Basic competencies. All basic competencies and learning processes are developed to achieve the competencies stated in the core competencies.
6. Accumulate, strengthen each other and enrich each other.
   Develop basic competencies based on the principles of accumulative, rainforced and enriched between subjects and levels of education (horizontal and vertical organization).

As curriculum designers, teachers have the right to develop the curriculum. The teacher not only determines the purpose and content of the lesson to be taught, but can also determine what strategies need to be developed and the assessment system to be used (Lubis, 463: 2015). As curriculum designers, teachers can fully develop a curriculum that is in accordance with the vision, mission of the school and in accordance with the learning experience experienced by students. This curriculum is designed according to the

characteristics and needs of each educational unit (Felicity: 32: 2019). Teachers play a key role in the process of building and developing the curriculum because they understand the needs and abilities of their students. Teachers can innovate in curriculum development in order to achieve predetermined goals, in addition to the preparation of educational content standards, the learning process, learning management and assessment of students can be adjusted to the characteristics of the curriculum designed. However, it is still guided by the National Education Standard as a frame of reference for minimum standards applied in Indonesia. The current ECCE standards in Indonesia as stated in the Regulation of the Ministry of Education and Culture Number 137 of 2014 contain eight standards, namely STPPA, content, process, assessment, educators and education personnel, infrastructure, management and finance. According to Felicity (32: 2019), the ECCE curriculum in 2013 is aligned with ECCE standards set nationally. The eight standards used as references in the implementation of ECCE are described in more detail in the 2013 program, covering core competencies, basic competencies, development programs, habituation and scientific approaches, and authentic assessment. The current 2013 curriculum can be further developed by ECCE unit teachers based on the characteristics, interests and potential of the area where the ECCE unit was established.

Therefore, the formulation of the problem in this study is: 1) How is the management of education in Raudhatul Athfal Rahmatullah?; 2) Curriculum is an important component in education, how is curriculum management in Raudhatul Athfal Rahmatullah?; 3) What is the curriculum used in Raudhatul Athfal Rahmatullah?; 4) How is the innovation of curriculum development used? With the formulation of the problem used, it is expected to achieve research objectives, including: 1) Knowing the management of education in Raudhatul Athfal Rahmatullah; 2) Know the management of the curriculum in Raudhatul Athfal Rahmatullah; 3) Know the curriculum used; and 4) Know the innovations made in curriculum development.

Method

This research was conducted at Raudhatul Athfal (RA) Rahmatullah Jl. Cendramerta No. 2 Bumi Resik Panglayungan Tasikmalaya City on Monday, October 2, 2023.

Research on Improving the Quality of Learning in RA Rahmatullah is reviewed from curriculum management, using a qualitative type of approach. According to Sukmadinata (2010) in Sulaeman, D. (2021) The qualitative approach is used because it has two important objectives, namely, first describing and revealing, second describing and explaining. In this way, it is hoped that the research carried out can describe the condition of the object objectively and be able to express it to the surface and be able to explain it objectively.

Every phenomenon found is written in sheets of interview or observation notes or documents. The focus of this research is:

1. Management of education in Raudhatul Athfal (RA) Rahmatullah
2. Curriculum management at Raudhatul Athfal (RA) Rahmatullah
3. Management of the 2013 curriculum at Raudhatul Athfal (RA) Rahmatullah to improve the quality of learning.

The use of appropriate operational techniques and data collection tools enables objective data to be obtained. The data collection techniques used in this study are:

1. Interview
   Interview is a 2-way conversation or question and answer technique to get certain information. Interviews are conducted face-to-face with parties related to research. The medium or tool used is a voice recorder. In this case the researcher acts as an interviewer, asking questions, evaluating answers, asking for explanations, taking notes, and investigating further questions. Meanwhile, the informant will answer questions and provide explanations. In this interview, researchers use structured interviews, researchers prepare research tools in the form of written questions that have been planned and prepared. In this study, the informants were: Principal Raudhatul Athfal Rahmatullah; Education Management

Staff (Person in Charge of the Curriculum), and Educators who are the target of research.

2. Documentation studies
Secondary data collected by researchers is needed to complete the data needed as supporting information in research. These data include 2013 curriculum documents, school planning documents, and other supporting documents.

In qualitative research, data obtained is then collected to be processed systematically, starting from interviews, editing, classifying, reducing, then presenting data activities and concluding data. Activities in data analysis go through the following steps:

a) Data reduction
Data reduction is the process of collecting research data. During the reduction process the author or researcher may proceed to summarize, find themes or conclude. This process is carried out until reporting is complete.

b) Display data
Presentation in the form of narrative text. Usually in the interview stage get a lot of data, these data are impossible to be presented as a whole, for that in presenting data the author or researcher can summarize the content so that it can explain or answer the topic being discussed systematically.

c) Inference or data verification
Drawing conclusions is a follow-up analysis of data reduction, and display data so that data can be inferred and researchers still have a chance to receive input.

Results and Discussion

Education Management in RA Rahmatullah
The quality of education greatly determines the quality of a country towards a developed and dignified life. In Law Number 20 of 2003 concerning the National Education System, it begins with the implementation of curriculum updates, increasing the need for teaching staff, providing facilities and infrastructure, improving the welfare of teaching staff, improving organization, management and supervision. This is a very important thing to do, related to the quality of human resources (Nurhayati L. H., 2021). Quality education as one of the pillars of human resource development is very important for national development. In fact, the future of the country can be said to lie in the existence of quality education today. Quality education will only occur if there are quality educational institutions. (Budio, 64: 2019). Schools as the main education providers have an important role in realizing quality education. Therefore, education management plays a very important role in the learning process and outcomes at Raudhatul Athfal Rahmatullah. Every element of the school must be managed optimally to achieve this quality. Principals, teachers, students, education staff and others are the main foundation of school quality. The management of these main components is something that cannot be ignored in the educational process.

Management / management comes from English to manage which means to organize, manage, implement and treat. George R. Terry's opinion quoted by Rusdiana defines management as a process that usually includes planning, organizing, implementing, monitoring, and evaluating actions taken to determine and achieve predetermined goals through human resources and other resources (Rusdiana, 13: 2015).

Education management in Raudhatul Athfal Rahmatullah is important to ensure that children get a solid and complete educational foundation for their future. A good educational environment from an early age can have a long-term impact on a child's development and success. According to Ulfah (27:2015), the ECCE management function is a fundamental element that will always exist and integrate in the management process and be used as a reference by managers in carrying out activities aimed at achieving goals.

Education management often has a wider scope than school management. The scope of education management in detail includes: program management, student management, human resource management, financial management, infrastructure management, office management, public relations management, support unit management, extracurricular management, special

service management. and financial management (Sunaengsih, 4:2017). In the management of education in RA Rahmatullah includes several components of education managed by several educators. Some of these management components have relationships between one component and another. The organization carried out in RA Rahmatullah includes organizational elements including: 1) having the same goals listed in the vision, mission, goals and objectives. It is this goal that unites the various elements of the organization. in Raudhatul Athfal Rahmatullah has a clear vision, mission and goals so that all components of the facility have the same goal; 2) the existence of cooperation between two or more people. Organizations are formed through cooperation to achieve common desired goals. Structurally in Raudhatul Athfal Rahmatullah, each teacher has their own division of duties so that cooperation is carried out by more than two people. Starting from supervisors, organizers, principals, teaching staff, students, parents/guardians to the community around the institution. This is done so that an organization becomes effective, efficient and productive. As stated in the management structure at RA Rahmatullah, the division of duties includes the chairman of the foundation H. Noves Naravana. SE.M.SI, principal Dra. Hj. Eka Trifera, treasurer Dede Susilawati as well as person in charge of curriculum, Operator and IT Minda Febrianti, person in charge of art Difa Rihlati, consulting Siti Nur Rohmah, S.Psi., infrastructure facilities Entin Wartini, and other teachers as class and learning managers; 3) Willingness to cooperate, educators have the will or desire to work together to achieve common goals.

Curriculum Management at RA Rahmatullah

One aspect that affects the success of national education is the curriculum aspect. The curriculum is one component that has a strategic role in the education system. Curriculum is a system of learning programs aimed at achieving the institutional goals of an educational institution, one of which is that the curriculum plays an important role in building quality schools (Emi, 435: 2016). In addition to integrating the curriculum into the educational process, it is also necessary to apply curriculum management so that

the planning, implementation, monitoring and evaluation of programs implemented run smoothly and effectively and are more optimal in managing various learning experiences, learning resources and various curriculum components. One element of education management in Raudhatul Athfal Rahmatullah is curriculum management. The school curriculum is a very important part of the educational process. Because the curriculum is the main content of the subjects taught. Through the curriculum, the teaching and learning process in schools can take place well and systematically. Curriculum management in Early Childhood Education (ECCE) is an important aspect of ensuring that preschool-age children receive quality education that suits their developmental needs.

Based on observations made, it is based on information that RA Rahmatullah has a curriculum written systematically under the auspices of the Tasikmalaya religious ministry. Curriculum management at RA Rahmatullah includes planning, implementing, monitoring and evaluating activities related to themes / sub-themes / learning topics, available time, number of teachers and allocation of lesson hours, number of classes, time schedules, teaching and learning activities according to the needs of books and semester programs, evaluation, annual programs, educational calendars, program modifications, and development innovations in the curriculum.

In the preparation and development of the curriculum in RA, Rahmatullah pays attention to STTPA and is adjusted to the characteristics of the Child Development Level Standard (STTPA) for children aged 4-6 years in RA, Rahmatullah refers to the DECREE OF THE MINISTER OF RELIGIOUS AFFAIRS NO.792 of 2018 concerning Guidelines for the Implementation of the RA and STTPA Curriculum in the 2023/2024 academic year, referring to the Kepdirjen Pendis No.3331 2021. According to Fadillah (136: 2012), STPPA is a criterion related to the abilities achieved by children in all aspects of development and growth, including religion and moral, physical, motor, cognitive, linguistic, social association, emotions, and artistic values. The characteristics of RA Rahmatullah's curriculum development, including:

1) based on Islamic values, the foundation for the development of Islamic values is the Quran and Hadith of the Prophet which will provide educational inspiration that should be developed as a basic framework in building an Islamic education system. For this reason, teaching and learning activities at Raudhatul Athfal Rahmatullah are carried out by applying Islamic values, both for teaching staff and for students and parents. The RA Rahmatullah curriculum is prepared by prioritizing Islamic religious education as the foundation for developing the personality of students;

2) pay attention to aspects of child growth and development, the RA Rahmatullah curriculum is structured to meet the growth and development according to the child's *age (age-appropriate)* and in accordance with the interests and hidden characteristics of children, because it is unique and everyone has a unique personality (*personal suitability*);

3) paying attention to the basic values of national and state life, the RA Rahmatullah curriculum meets the needs of the four pillars of Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia and Bhineka Tunggal Ika;

4) aqidah and akhlaqul karimah, education in RA has a very strategic function and role in strengthening Aqidah and akhlaqul karimah culture. The scope of development of improving aqidah and ahlaqul karimah, in Raudhatul Athfal Rahmatullah, refers to the standard level of child development (STPPA), with the scope of developing religious and moral values through habituation practiced such as Dhuha prayer, memorizing short letters, daily prayers, learning to be honest and responsible, answering and loving Allah through Asmaul Husna and stories;

5) Pay attention to tolerance of diversity, respect and non-discrimination of religion, ethnicity, culture, customs, socioeconomic status and gender. The curriculum includes compulsory content, local content, and integrated development based on meaningful relationships and continuity between contents;

6) Be responsive to the development of science, technology, and art. The curriculum is developed based on the understanding that science, technology and art develop dynamically.

Therefore, the spirit and content of the curriculum arouse interest and provide learning experiences to students;

7) The curriculum is developed according to the context

includes all competitions and development programs. This curriculum is prepared by considering the characteristics of the region, the conditions of the Raudhatul Athfal unit and the needs of children. The program is operational in nature so that it allows development in accordance with the characteristics, vision and mission of each facility;

8) Covers all skills and development programs. The curriculum is structured to develop attitudes, knowledge and skills covering all aspects: development of religious and ethical values, physical and motor skills, cognitive (learning and problem solving, logical thinking, symbolic thinking), language (understanding receptive language, expressing literacy), social-emotional (self-awareness, responsibility towards self and others, pro-social behavior), and art (exploration of abilities and self-expression);

9) the development program is the foundation of the child's personality, so the curriculum is designed to develop spiritual and social attitudes;

10) taking into account the level of child development, the curriculum is prepared by taking into account vertical continuity between national educational objectives, institutional goals, learning objectives, learning methods and horizontal continuity between stages of child development;

11) pay attention to children's learning styles, the curriculum adjusts to the implementation of learning, so that children get a pleasant learning experience;

12) A comprehensive integrated curriculum develops all aspects of development in a balanced manner through health services, nutrition, social services and child protection, education, with a focus on stimulating child growth and development.

13) learning through play, the process of building experiences takes place actively, the child participates directly in fun activities, presents learning experiences;

14) the preparation and implementation of the curriculum provides children with learning

experiences about various concepts of science, technology, and art dynamically through fun learning activities;

15) pay attention to and preserve socio-cultural characteristics. The curriculum involves the physical and cultural environment during the learning process.

As curriculum designers, teachers have the right to design curriculum. The teacher determines what goals, materials and strategies need to be developed and how success is measured, organized according to the school ethos, the school's vision and mission, and the learning experience needed by students. In Law Number 20 of 2003 concerning the National Education System, the government gives broad authority to educational institutions to design and develop their own curriculum while still referring to national education standards (Felicity, 31: 2019).

Curriculum Management 2013 at RA Rahmatullah

The 2013 curriculum is a follow-up program of the KTSP program to improve eight national education standards (the eight standards are: content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards). In addition, of the eight standards, four of them have undergone changes that occur in aspects of Graduate Competency Standards, Process Standards, Content Standards, Assessment Standards (Zaini, 20: 2015). The 2013 curriculum aims to encourage students to improve themselves, especially in the ability to observe, reason, ask questions and communicate. In the 2013 Curriculum the ability to observe, reason, ask questions and communicate is central for students in the learning process. In the 2013 Curriculum, students are expected to be more creative, able to solve problems, motivated and innovative (Nurhasanah, 491: 2021).

Learning Planning for the 2013 Curriculum at RA Rahmatullah as follows: 1) Annual Program (Prota), which is an annual program that includes STPPA components, core compatibility, basic competencies, children's age groups, and developmental achievement indicators; 2)

Semester Program (Promes), the components of the semester program include indicators of subtheme themes, time allocation, basic competencies, and subject matter; 3) Weekly learning implementation plan (RPPM), with components of basic competencies, learning materials, learning activities for one week, and peak themes; 4) daily program implementation plan (RPPH), including program identity components, RPPH indicators, closing activities, initial and core activity components. 5) The evaluation conducted at RA Rahmatullah uses authentic evaluation, which is an assessment that is carried out continuously to obtain information about the level of development and growth that a child has achieved.

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Education management is the main foundation in building the quality of education. Through the management of education, the learning planning system, the learning process, the implementation of learning, and the assessment of learning in Raudhatul Athfal Rahmatullah are carried out systematically and are expected to achieve the goals that have been set in the vision, mission, and characteristics of the institution.

The preparation and development of the curriculum in Raudhatul Athfal Rahmatullah pays attention to STTPA and is adjusted to the characteristics of the Child Development Level Standard (STTPA) for children aged 4-6 years in Raudhatul Athfal Rahmatullah refers to the DECREE OF THE MINISTER OF RELIGIOUS AFFAIRS NO.792 of 2018 concerning Guidelines for the Implementation of RA and STTPA Curriculum in the 2023/2024 academic year referring to the Kepdirjen Pendis No.3331 2021. The curriculum used is the 2013 curriculum, in learning planning the 2013 Curriculum at RA Rahmatullah as follows: 1) Annual Program (Prota); 2) Semester Program (Promissory Note); 3) Weekly lesson plan (RPPM); and 5) Evaluation.

In the transition period to an independent curriculum, the recommendations given are: 1) Reviewing the independent curriculum in detail in order to carry out curriculum development; 2) Participate in seminars, webinars, or other trainings related to curriculum development, especially the independent curriculum; 3) In

curriculum design and development pay attention to all foundations of curriculum development; 4) In the modern era, the development of Science and Technology has entered all aspects of life, one of which is the educational aspect. The author provides recommendations for implementing and utilizing Science and Technology in the learning process by filtering its use so that negative impacts can be avoided.

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