

Self-Potential Based Curriculum Management in Elementary Schools

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ABSTRACT

This study aims to describe self-potential based curriculum management where the main focus is for students to develop their potential and be useful in the future. This research uses a qualitative approach with a case study research type. This research was conducted at Alam Ar-Rohmah Elementary School Malang, Indonesia. These research data collection techniques using interviews, observation, and documentation techniques. Data analysis was carried out through data collection, data reduction, data presentation, and data verification. The results of this study determine: (1) the form of self-potential based curriculum at Alam Ar-Rohmah Elementary School; (2) self-potential based curriculum planning at Alam Ar-Rohmah Elementary School; (3) implementation of self-potential based curriculum at Alam Ar-Rohmah Elementary School; (4) self-potential based curriculum evaluation at Alam Ar-Rohmah Elementary School; and (5) the impact of implementing self-potential based curriculum at Alam Ar-Rohmah Elementary School.

Keywords: management, curriculum, self-potential

1. INTRODUCTION

Humans were created by Allah in a world of various kinds of advantages and disadvantages. The advantages possessed by humans will make themselves useful for themselves, their family, and the wider community. This advantage is commonly called the ability or self-potential, according to [1] Self Potential is a basic ability that exists in humans that is still hidden waiting to be realized into a real benefit in human life. The potential of humans will be directed and channelled properly; the potential of the human self must indeed be developed and actualized in real life every day. To actualize and develop this potential, a forum is needed through a systematic, structured, and planned education system or program based on real insights and an interdisciplinary approach [2].

Developing learner's potential must be trained and familiarized from an early age through educational innovation programs and local content that exist in learning in schools, this is following [3] number 20 concerning the National Education System which defines education as a conscious planned effort to create an atmosphere of the learning process so the learners actively develop their potential to have religious-spiritual strength, self-control, personality, noble morals, and skills needed by themselves, society, nation, and state [4]. Learning is not only limited to certain fields but also must be able to develop the potential that is owned so that later

it can produce quality output and have self-potential skills that can be applied to their lives in the future and become provisions when facing the competition of an increasingly technological literate era.

The problem is the learning activities in schools currently seems very rigid and have not been able to build conducive learning conditions, and learning activities in the classroom do not recognize the freedom and are not communicative, education carried out in the classroom seems monotonous, too serious, so the conditions are very boring yet can bring learners into learning condition that are fun, educational but still seem relaxed. To deal with this condition, there must be a means of direction for determining the quality of educational products namely the curriculum. In line with this [5] learners are expected to be able to live independently later by being equipped with life skills that are needed by humans so that they can live adapting to their surrounding environment and society, people who have skills are needed, intellectual and emotional intelligence, which can be useful for him in life, the function of the school is to accommodate students to hone and develop their potential.

The curriculum according to [6] is some subjects that must be taken to reach a certain level, the definition of the two curricula also means that the whole lesson is presented by a particular educational institution. The Curriculum plays an important role in education, which must have goals and objectives to be achieved, by paying

attention to the selection and organization of lesson materials and content, forms, and activities learning and teaching, and finally to the evaluation of learning outcomes. Quoting from the opinion of Glatthorn in [7] that curriculum is not only limited to visible things, but also includes elements of the school outside the curriculum, but can influence changes in student values, perceptions, and behavior.

In previous research found, the first was a thesis prepared by [8] the title is "Management of Curriculum Development of Alam Al Aqwiya Junior High School (SMP) in Cilongok Banyumas" in this study contains the results of an analysis of curriculum development management carried out through planning, organizing, implementing, and supervising through several procedures, namely formulating school objectives or graduate competency, determining the content and structure of the program, and formulating an overall curriculum strategy. Second, the thesis written by [9] title is "Environmental Management Curriculum Management in Pacitan Nature Elementary School, Pacitan Regency" this study contains the results of environmental management curriculum that is adapted to the environment, student's characteristics, as well as material and student work, related to the environmental curriculum. Based on the overall research above, there are differences with the research carried out which is more about self-potential-based curriculum management, where programs and activities have been adapted to the conditions of students and their environment.

In its application in the Alam Ar-Rohmah Elementary School, it has a typical school curriculum called the Self-Potential Magnifies Curriculum, where the curriculum focused on increasing the self-potential of each learner so that they can form skilled and independent learners in facing their life in the future. The curriculum has been adapted to environmental conditions and community needs and also refers to the existing theories and regulations. The potential possessed by students will be explored through this curriculum concept, where these potentials will increasingly skyrocket and stand out which can be useful for the learners' lives in the future if they are focused on their respective potentials have. Remembering Alam Ar-Rohmah Elementary School is under the auspices of Ar-Rohmah Islamic Boarding School where the learners can develop their self-potential to be provisions for the future and ready to go to Islamic Boarding Schools through adab and implied positive values that can be taken from activities of the Self-Potential Curriculum. As in extracurricular such as archery, swimming, horse riding, these activities refer to the hadith as said by Umar bin Khattab r.a in [10] "Teach archery and swimming to your children, and tell them to jump on horses with one jump"

The application of self-potential-based Curriculum at Alam Ar-Rohmah Elementary School Malang uses some

learning concepts, through several supporting activities such as extracurricular activities, student day, outing, and outbound. These activities were indeed created to help learners focus their-self potential, and can be a means of creating learning conditions that are not rigid and more respectful of contextual needs and desires, that learning is not only be oriented to the material but also how the schools bring participants students for direct practice in the field to create in a real condition so that learners can freely explore a phenomenon, wherewith the renewal or innovation of this curriculum it is hoped that it can become an effort to keep up with the demands of increasingly crucial times.

The curriculum boosts self-potential this is that distinguishes this school from another school, making the curriculum development process unique even though it comes from the same basis, coupled with schools that have the concept of a natural school where learners learn in huts, the environment around the school then that's where it happens, the process of implementing the self-potential-based curriculum at Alam Ar-Rohmah Elementary School Malang. In its application, it certainly requires the existence of good management processes starting from planning, organizing, implementing, and evaluating so that the standards and the objectives of the curriculum can be achieved and accordance with what has been planned based on existing regulations. The study aims to describe the self-potential-based curriculum, from the planning, implementation, evaluation, and impact of implementation processes.

2. METHOD

This research uses a qualitative approach, where the researcher wants to know and dig deeper into how the self-potential management curriculum process is. Qualitative research according to [11] in [12] that what is meant by qualitative research is research that intends to understand the phenomena experiences by research subjects, such as behavior, perceptions, motivation, actions, and others holistically by describing it into words and languages.

The type of research used is a case study intended to obtain the facts and a detailed understanding of the self-potential-based curriculum management process, and the researcher chooses case studies because they are based on a unique thing to research, namely self-potential-based curriculum management where the curriculum is the characteristics of Alam Ar-Rohmah Elementary School focus on launching the potential of each other learner through existing supporting activities and programs. Alam Ar-Rohmah Elementary School is located on Jambu street no.1 Sumber Sekar, Dau, Malang Regency. The data source came from the school's internal parties, namely the Principal of the School, The Deputy Principal of Student Affairs, the Deputy Principal

of the School for Curriculum, the guardians of the students, and the students.

The data collection techniques used were interview, observation, and documentation. The data analysis activities are carried out in the field and post-field and then processed into a series of reports, through the data collection process, data reduction, data presentation, and data verification. Checking the validity of the data through the triangulation process, extending the observation time, increasing persistence, and referential adequacy.

3. RESULTS

The Self-Potential Curriculum forms in Alam Ar-Rohmah Elementary School Malang is a series of program and support activities that consist of; (a) Extracurriculars, (b) Student Day, (c) Outing, (d) Outbound. The extracurricular program has two types of compulsory and optional extracurricular activities. The compulsory extracurricular, namely Pandu Hidayatullah or Scouting. Optional extracurricular activities, namely; Tapak Suci, Tahfidz, Writing, Futsal, Archery, Swimming, Qiraat, MIPA. Student Day program has several activities, they are Market day Parent Day, Literacy, Cooking Day, Nature Day. The part who is responsible for managing all activities in the self-potential-based curriculum is the student assistant and the team.

The Self-potential curriculum planning in Alam Ar-Rohmah Elementary School Malang begins with the existence: (a) an internal job meeting consisting of the Principal, Curriculum Deputy, Student Assistant, Deputy for facilities and infrastructure, admin, and the committee discussing all work programs from each field including discussing financing, facilities, and infrastructure, implementation schedules; (b) specifically in the field of students who are responsible for managing self-potential-based management curriculum carried out their duties of making and distributing interest-talent screening questionnaires to student guardians, then selecting teacher supervisors for extracurricular programs, then determining the type, theme, and procedure, and schedule implementation of the student day program, also make an implementation schedule for outing and outbound program; (c) the student affairs sector submit the results of the questionnaire recap to the Principal; then (d) a central working meeting is held by the foundation which is attended by the leadership of the foundation, the principal and deputy principals according to their respective fields, submitting the entire work program for one year. Work meetings are held at the beginning of the school year, in strategic planning that is needed for planning to tune in cooperation, creative ideas from each party, appreciating suggestions and input, seeing and correcting deficiencies in last year's program.

The implementation of self-potential-based curriculum in Alam Ar-Rohmah Elementary School Malang is carried out into several activities because basically the school essentially has various kinds of programs and activities in the curriculum, namely: (a) the extracurricular program is carried out 1 to 2 times in a week, the responsible party is the supervisor of each extracurricular, the usual activities are carried out during the day after school hours are over, the procedures do implementing extracurricular activities are; learners fill the attendance list, and the coaching teacher fills in the activity material in the extracurricular activity journal; (b) student day program was implemented on Saturday every week with classes that take turns, the person in charge off implementation is their respective homeroom teacher according to the schedule, the stages that was carried out before and when the implementation are; notification related to activity procedures in the previous day and the learners' luggage by the homerooms teacher, during activities the homerooms teacher accompany the learners and being an observer; and (c) outing and outbound program implemented 2 times in a year or 1 time in each semester, the responsibility party in implementation is their respective homeroom teacher according to the schedule, the implementation of this outing programs are; location survey is adjusted to the theme, and making a visit permit. At outbound activity are; location survey to the outbound area, making a visit permit, outing, and outbound activities conducted in the representative area according to the theme.

The indicators of successful program implementation and self-potential curriculum activity are the achievements of students in the competition at the sub-district, city, and national levels. The benefits obtained from the implementation of self-potential curriculum activity in Alam Ar-Rohmah Elementary School to launch the learner's potentials are: (a) launching potential thinking like increased insight and knowledge, calmative new ideas, explore; (b) launching physical potential like strength in doing one activity, gifted in physical activities; (c) launching the social potential like adjusting to the environment, dare to appear, dare to express opinions, cooperation, cooperate; and (d) launching potential emotions like respect for others, honest, independent responsible, and confident.

The evaluation of Self-Potential Curriculum in Alam Ar-Rohmah Elementary School Malang performed once a month, the steps of evaluation are: (a) activity monitoring by the coach and homeroom teacher; (b) present the advantages and disadvantages of implementing programs and activities; (c) taking into account the lack of evaluation results from the previous month; (d) program development and further activities; and (e) recap the results of the assessment on student report cards. Measuring instruments used in the evaluation of self-potential based curriculum activities are journaled activities on extracurricular activities and

direct observation in the student day program. The parties involved in the evaluation are the Principal Student Deputy, Homeroom Teacher, and Teacher as extracurricular coaches.

The positive impact of the existence of self-potential based curriculum programs and activities at Alam Ar-Rohmah Elementary School Malang, namely: (a) students, can increase motivation and enthusiasm for learning, gain insight, get meaningful learning, understand their passion or potential, focus and are serious, train cooperation, honest, independent, responsible, confident and courageous, accustomed to implementing the manners that are implied in everyday life; (b) parents can strengthen cooperation with students then at home, be involved and support the running of self-potential-based curriculum programs and activities, make it easier to find out children's potential and focus on directing their potential; (c) school, can be a promotional event to the wider community, improving the quality of the school curriculum, indirectly increasing experience and new skills or abilities for human resources at Alam Ar-Rohmah Elementary School; and (d) Alumni, as provisions for the future and facing the next level.

4. DISCUSSION

One of the curricula owned by Alam Ar-Rohmah Elementary School Malang is a self-potential-based curriculum, where curriculum is a typical curriculum owned by the school, this curriculum is a support for the 2013 curriculum where according to [13] that schools must have an additional curriculum and conduct curriculum management that is tailored to the conditions and culture of the school. This self-potential based curriculum accommodates students in accelerating their abilities or potential that is in them. As in the humanistic curriculum concept according to [14], the curriculum will be able to satisfy individuals in actualizing themselves according to their uniqueness and potential. With the existence of a self-potential-based curriculum, it can accommodate students who tend to learn directly with the practice rather than learning with theory.

The actualization of the self-potential-based curriculum at Alam Ar-Rohmah Elementary School is a series of extracurricular programs and activities. The extracurricular activities are divided into compulsory and optional extracurricular activities, compulsory extracurricular activities, namely: Pandu Hidaatullah (Scouting), optional extracurricular activities include writing, Archery, Swimming, Futsal, Tahfidz, Qiraat, and Sciences. In line with [3] No. 18A regarding curriculum implementation, the types of extracurricular activities are: (1) compulsory extracurricular, is a program that must be followed by all students, except for students with certain conditions that do not allow them to participate in these extracurricular activities; and (2) optional extracurricular, is an extracurricular option program that

can be followed by students following their respective interests and talents. Then for other supporting activities or non-extracurricular activities include: (a) Student day program with several activities, namely market day, parent day, cooking day, literacy, nature day; (b) outing; and (c) outbound.

The learning source according to [15] is not only from the teacher but also through other learning sources that meet supporting elements students, then according to this opinion, the program, and activity area contained in the self-potential-based curriculum at Alam Ar-Rohmah Elementary School Malang is an activity that is carried out outside the classroom and also outside class hours by utilizing the environment around the school, therefore according to [16] teachers as facilitators are expected to be able to use various kinds of learning methods that train learners in thinking, creative, fostering enjoyment of collaboration, issuing ideas so that students can launch their potential. The party responsible for managing the self-potential-based curriculum at Alam Ar-Rohmah Elementary School is the deputy head of the students' affairs sector where the students is in charge of managing from the planning process to the evaluating the programs and activities.

The management process does not escape from activities called planning, planning becomes the main requirement before implementing a program and activity, with the planning process intended so that activities can run effectively and efficiently. The process of curriculum planning based on self-potential at Alam Ar-Rohmah Elementary School Malang begins with the holding of an internal school work meeting which is attended by related parties, namely: (a) principal, (b) deputy for student, (c) deputy for curriculum, (d) deputy for facilities and infrastructure, (e) admin, and (f) committee.

The meeting discussed several matters, including: (a) program design and activities of each sector, (b) human resources, (c) financing, (d) facilities and infrastructure, (e) distribution of implementation schedule, (f) program renewal taking into account deficiencies in previous programs, such as in important steps in curriculum planning according to Zenger in [17] as follows: (1) State curriculum problems or needs, (2) plan and manage resources and constraints on curriculum development, (3) plan and state roles and responsibilities of all personnel involved; and (4) identify and analyze possible new curricula, programs, or innovations other curricula to meet the stated curriculum requirements

In the process of planning the student body as the party in charge of managing programs and activities based on self-potential curriculum at Alam Ar-Rohmah Elementary School Malang is in charge: (a) create and distribute interest screening questionnaires to guardians of students, (b) select supervisors for extracurricular programs, (c) determine types, themes and procedures, and schedule for the implementation of the student day

program, then (d) make implementation schedules for outing and outbound programs. With these activities following the principles of curriculum planning according to [18] that planning must be realistic (based on reality) according to the real needs of students, flexible (can be done). Flexible to and not burdensome to students, and acceptable (can be received well) by the students.

The following is related to the task of receiving suggestions and input from all parties, reflecting that the curriculum is an idea according to [19] namely by sorting and taking several opinions that are considered the most effective, innovative, and following the vision and mission of the school. In this self-potential-based curriculum planning, the related parties implement a collaborative strategy in determining decisions, require creative ideas from each party, and of course fix the shortcomings of the program in the last year, it takes several things in planning so that students are involved and live learning activities that are carried out outside the classroom, according to [20] in [21] these are: (1) learning that is carried out must be able to form an exploratory spirit for students; (2) the activities carried out must be in the form of activities that can hone the creativity of students; (3) integral activities. Student day, outing, and outbound at Alam Ar-Rohmah Elementary School are activities that lead to and include these things.

Then after the entire program is completed, it is planned for an internal work meeting to then hold a central work meeting which is attended by the leadership of the foundation, the principal, and the waka. Actions carried out at the central meeting, among others reporting of programs and activities, decision making by foundation leaders regarding approval of programs and activities. Self-potential based curriculum planning at Alam Ar-Rohmah Elementary School Malang is carried out at the beginning of the new school year.

With so many programs and activities in this curriculum, the implementation is arranged in such a way so that there is no overlap between programs and activities. The following is the schedule for implementing a self-potential based curriculum program at Alam Ar-Rohmah Elementary School Malang, namely: (a) Extracurricular, carried out 1 to 2 times a week, specifically for extracurricular *tahfidz*, it is held almost every day except Saturday and Sunday, the person in charge of implementing extracurricular activities is the supervisor of each field, (b) Student Day, held once in a week every Saturday with a different theme every week, then the party responsible for implementing Student Day activities is the homeroom teacher and accompanying teacher respectively, then (c) Outing and Outbound are held 2 times in 1 year, the outing is usually students invited to study for real in selected places that are representative of the subject matter in the classroom, for outbound activities students are trained to be individuals

who can work together and can actualize themselves, the executive person in charge is their respective homeroom teacher.

Homeroom teachers and teachers as coaches have an important role in the implementation of each activity monitoring changes in attitudes or characteristics of students when participating in activities, conditioning, supporting, and motivating students to participate in activities well. In line with Marsh's opinion in [22] that factors that can influence curriculum implementation include support from school principals, teacher peers, and also related internal parties, such as the implementation of a self-potential-based curriculum in Alam Ar-Rohmah Elementary School where programs and activities are carried out outside the classroom, the school environment is also a supporting factor in the implementation of the curriculum activities besides the principal, teachers, and other internal parties.

According to [23] learning is a process of interaction between students and the environment which will make students have changes in attitudes and behavior in a better direction, the role of the teacher here is to condition the environment so that students can adjust themselves and support changes in student behavior. The indicators of success in implementing self-potential-based curriculum programs and activities at Alam Ar-Rohmah Elementary School Malang can be measured through the ability of students to compete with other students who come from outside the school, and also with various achievements resulting from competitions owned by Alam Ar-Rohmah Elementary School Malang both at the District, City, and National levels, then students get used to implementing Islamic manners and the positive values that are implied in daily life.

The next stage of the management process after programs and activities are carried out is evaluation, evaluation aims to assess whether activity and program have gone according to plan, evaluation also aims to identify the weaknesses and strengths of the program or activity that has been implemented, in line with the opinion [24] evaluation is intended to determine the benefits of programs and activities that have been implemented for students, and for schools later the results of evaluation activities can also determine decisions on the development and continuation of programs and activities. Self-potential based curriculum evaluation at Alam Ar-Rohmah Elementary School has several steps, namely: (a) monitoring when the implementation takes place, (b) conveying the shortcomings and strengths of programs and activities, (c) pay attention to the obstacles in the previous month, and (d) recapitulating the scores on student report cards. In line with the complete design component the curriculum according to [23], consists of: (a) determination of evaluation outline, (b) information gathering, (c) information organization, (d) information

analysis, (e) information reporting, and (f) evaluation administration.

Monitoring is carried out every program and activity takes place, the monitoring party is the supervisor or homeroom teacher of each activity, for extracurricular monitoring, is the extracurricular coach, then non-extracurricular activities are monitored by the homeroom teacher and the teacher accompanying the activity. The monitoring method or measurement tool in the self-potential based curriculum at Alam Ar-Rohmah Elementary School Malang uses two methods, namely: (a) journal of extracurricular activities, and (b) direct observation by the homeroom teacher. Evaluation is carried out every once a month considering the number of programs and activities carried out, therefore the school chooses to carry out an evaluation once a month to be more focused on identifying each program and activity in the implementation of the evaluation, of course, there are parties involved in the process of evaluating self-potential-used curriculum, including: (a) Principal, (b) Student assistant, (c) Coaching teacher, and (d) homeroom teacher.

The implementation of a self-potential based curriculum at Alam Ar-Rohmah Elementary School Malang certainly has an impact on the parties in it, a program and activity, in general, can be said to be successful if it can have a positive impact on the activities that have been carried out. The impact of implementing a self-potential-based curriculum for students, among others: (a) increasing students' insight, (b) increased motivation and enthusiasm for learning, (c) more meaningful and fun learning for students, (d) fostering a sense of empathy and sympathy, (e) understanding their passion, (f) more focused and sincere, (g) train cooperation, honest, independent, responsible, confident and courageous, and (h) accustomed to implementing manners and the positive values implied in everyday life.

In line with [25] in [26] that the performance of students in the result or impact of implementing a policy that is measured at a certain time, but this is not the final result of students, but as a means for the realization of objectives. Greater and more useful in the future for students, the impact of the implementation of self-potential-based curriculum at Alam Ar-Rohmah Elementary School Malang shows the development of potential expressions or achievement of students according to their respective responsibilities in their respective fields.

The impact of implementing a self-potential-based curriculum for parents or guardians of students includes: (a) strengthening cooperation with students, (b) knowing the potential of children easily, and (c) being directly involved and supporting school programs, with the implementation of a self-potential-based curriculum that makes parents or is increasingly involved in the process from planning to providing support and evaluation for

students while at home, in line with [27] it is said that there are several possibilities for parental involvement in the continuity of programs and activities at school, among others: (a) parents are involved in assisting school programs and activities related to monitoring, collecting funds, helping to supervise students when carrying out external visiting activities, helping students in school tasks, (b) parental involvement in educational processes such as curriculum planning, selecting the teaching materials needed by the school, helping to choose the standard of behaviour expected for students, and (c) the involvement of parents in developing skills that have a positive impact on themselves, students, schools, teachers, and families.

Then the impact of implementing a self-potential-based curriculum for the school as branding or as a means of introducing the school to the wider community can increase new skills or abilities for human resources at Alam Ar-Rohmah Elementary School. Then the impact for alumni with them having participated in various self-potential-based curriculum activities at Alam Ar-Rohmah Elementary School can be a provision for the next level and also the values of life and experiences implied from the activities can be useful in the future.

5. CONCLUSION

Based on the research findings that have been described, the conclusions of this study are: (1) the form of a self-potential based curriculum is a typical curriculum at Alam Ar-Rohmah Elementary School which consist of several supporting activities such as extracurricular activities, student days, outing and outbound, promoting outside learning. Class by utilizing the environment around the school aims to increase the ability of students and also familiarize students with applying the values and manners obtained in everyday life; (2) planning is carried out by internal meetings and central meetings by promoting cooperation, the existence of creative ideas, and do not forget to also pay attention to the shortcomings of last year's program to be fixed; (3) implementation of the self-potential-based curriculum is divided into several extracurricular activities carried out one to two times a week, Student Day is held every week on Saturdays, Outing and Outbound are carried out twice a year, in the implementation the Classroom and Teachers as coaches have important roles in the implementation of each activity by monitoring changes in attitudes or characteristics of students when participating in activities, conditioning, supporting and motivating students to follow activities well; (4) Self-potential-based curriculum evaluation begins with the monitoring process by the homeroom teacher or the activity companion teacher, and then communicates the shortcomings and strengths of the program that has been implemented, takes into account the obstacles in the previous month, and finally recapitulates all the values

obtained by the students; and (5) implementation of a self-potential-based curriculum is beneficial for students to understand their abilities to be more focused and serious, for parents to know the potential of their children easily, for schools it can be a means of promotion to the community, alumni can become provisions in the next levels and also future life.

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