

Analysis of Educational Curriculum Evolution in Indonesia and Its Impact on Increasing Education Quality

Raodatul Jannah

Graduate Program Universitas Agama Islam Bunga Bangsa Cirebon, Indonesia

Email: raodatuljannah73@gmail.com

Keywords

Curriculum Evolution, Education, Impact, Quality Improvement.

ABSTRACT

The evolution of the education curriculum in Indonesia has undergone significant changes in line with the times and global demands. This study aims to analyze the process of evolution of the education curriculum in Indonesia from the period 1947 to 2013, and identify its impacts on improving the quality of education. This research is a descriptive analysis research using a qualitative approach. The data collection technique was carried out by means of a literature review. The data that has been collected is analyzed in three stages, namely data reduction, data presentation and drawing conclusions. The results of the research show that the evolution of the education curriculum in Indonesia has undergone many changes from time to time. These changes were made to adapt to the growing needs of society. Changes in the education curriculum in Indonesia have had a positive impact on improving the quality of education, this can be seen from the increased skills and competencies of students who are more in line with the demands of the times, by adopting a curriculum that is more relevant and responsive to social, technological and economic developments, students will have the opportunity to develop skills needed in the real world.

INTRODUCTION

The curriculum is a series of plans and arrangements that include objectives, content, materials, and learning methods used to direct the implementation of learning activities in order to achieve national education goals (Maba & Mantra, 2017)(Parlett & Hamilton, 1972)(Schmidt et al., 1997)(Kelly et al., 2004)(Gunawan, 2017)(Simanjuntak et al., 2022). All sectors, especially education, have developed in line with the changing times, and education has become a central element in these changes (Olssen* & Peters, 2005)(Shore & Wright, 1999)(Selwyn, 2013)(John-Steiner & Mahn, 1996)(Villegas-Reimers, 2003). While the education system is experiencing growth according to current conditions, the education curriculum is constantly evolving towards a more optimal form, starting from 1947 until it reaches the newest curriculum in 2013, which is a continuation of the previous curriculum such as the 2004 Curriculum (KBK) and the 2006 Curriculum (2006 Curriculum)(Fourcade & Khurana, 2013)(Rüde et al., 2018)(Leung et al., 2014)(Jones, 2016)(Prancisca et al., 2023).

Initially, the education curriculum in Indonesia was more traditional and focused on academic aspects and basic literacy (Mbato, 2013)(Shaeffer, 1994)(Mulyasa, 2021)(Lamb, 2004). However, along with the times and understanding of the importance of developing holistic competencies, the educational curriculum has shifted towards a more diverse and inclusive approach (Coyle, 2007)(Florian & Linklater, 2010). In the era of globalization and information technology, the education curriculum has begun to integrate knowledge and skills that are relevant to the demands of the world of work and modern life, this includes the introduction of information technology concepts, character education, creativity, innovation and cooperation (Wals, 2007).

This curriculum change reflects the response of the government and the education system to the dynamics of social, economic, cultural and technological developments. According to (Khairunnisa et al., 2018) changes in the curriculum involve modifications to educational goals and the methods or strategies used to achieve these goals. Changing the curriculum often has implications for individuals, such as teachers and education administrators, as well as those involved in the education process as a whole. This is why curriculum change is considered a social change that has far-reaching impacts. Changes in the curriculum are also often referred to as curriculum renewal or innovation efforts.

In previous research conducted by (Sugianto et al., 2022) examined curriculum comparisons in three aspects, namely KBK (Competence-Based Curriculum), KTSP (School-Based Curriculum), and 2013 Curriculum. Other research was conducted by (Puspita & Andriani, 2021) examined efforts improving the quality of education. The absence of research that examines the evolution of the education curriculum in Indonesia and its impact on improving the quality of education is a novelty in this study. This study aims to analyze the process of evolution of the education curriculum in Indonesia from the period 1947 to 2013, and identify its impacts on improving the quality of education.

METHODS

This research is a descriptive analysis research using a qualitative approach. According to (Sugiyono, 2018) the qualitative research method is a research method based on philosophy that is used to research scientific conditions (experiments) where researchers as instruments, data collection techniques and qualitative analysis put more emphasis on meaning. The data collection technique was carried out by means of a literature review. Researchers searched and analyzed various relevant literature sources, such as books, scientific journals, research reports, and educational policy documents. The data obtained from the literature review will be the main basis for analyzing the evolution of the education curriculum in Indonesia and its impact on improving the quality of education. The data that has been collected is analyzed in three stages, namely data reduction, data presentation and drawing conclusions.

RESULTS

Education is one of the foundations for building a more advanced Indonesian nation as written in the Preamble to the 1945 Constitution, that education is needed to promote general welfare and educate the nation's life (Hidayat & Patras, 2013). Efforts to improve the quality of education often involve changing the curriculum as a strategic step. Curriculum change is an approach taken to accommodate the times, the demands of society, and the needs of students. Curriculum changes can involve updates in learning structures, teaching approaches, evaluation methods, and learning materials (Lubis, 2015).

Curriculum changes aim to optimize the achievement of national education goals, both in terms of mastery of knowledge, skills, and character values. Curriculums that are updated periodically can be more responsive to developments in science, technology, and social dynamics. In addition, curriculum changes can also reflect a better understanding of effective learning methods and individual student needs (Machali, 2014). Curriculum changes in Indonesia from time to time are described as follows:

Table 1
Curriculum Evolution

No	Curriculum	Curriculum Content
1	Lesson Plan Curriculum (1947)	This curriculum has a goal that focuses on mind education and character education as Indonesian citizens.
2	Unraveled Lesson Plan Curriculum (1952)	The broken down lesson plan curriculum already contains details of the subjects and uses the syllabus as the main points or content of the subject matter. In this curriculum also a teacher has the responsibility to teach one subject.
3	1964 curriculum	In the 1964 curriculum, the government implemented the Pancawardhana program as provision at the elementary school (SD) level, namely education which includes the development of creativity, taste, initiative, work, and morals. Then, subjects

		are classified into 5 study groups namely, morals, intelligence, emotional or artistic, skills, and physical.
4	1968 curriculum	The 1968 curriculum aims to form a true Pancasila man, physically strong, upholding intelligence and physical, moral, ethical, and religious skills.
5	1975 curriculum	In the 1975 curriculum, the education system has a goal orientation with the hope that it will be more effective and efficient. In the 1975 curriculum, the term unit of study or lesson plan for each unit of discussion began to be known. Each unit of study is further broken down into general instructions, specific instructional objectives, subject matter, learning tools, teaching and learning activities, and evaluation.
6	1984 curriculum	In the 1984 curriculum students began to be placed as teach subjects who were expected to be able to observe something, group it, discuss it, and report it. This curriculum uses the CSBA (Active Student Learning Method) or Student Active Learning (SAL) method.
7	Curriculum 1994	In this curriculum, there is a change in the system of sharing lesson time from semester to quarter. With this time division, it is hoped that students can receive more learning material in the distribution of three quarters a year. The aim of teaching emphasizes understanding of concepts and problem solving and problem solving skills.
8	Curriculum 2004	Curriculum 2004 or better known as KBK (Competency-Based Curriculum) namely, a combination of knowledge, skills, values and attitudes shown in the habits of thinking and acting.
9	Curriculum 2006	In terms of content and process of achieving student competency targets and lesson evaluation techniques, not much has changed with the KBK. However, there are significant differences for teachers who are given the freedom to design learning according to the environment and conditions of the students at the school.
10	Curriculum 2013	The latest curriculum (2013 curriculum) will emphasize more on attitude, skill and knowledge-based competency thinking. In this curriculum, teachers are expected to be able to encourage students to make observations, ask questions, reason, and communicate what students understand after receiving learning material. Then for the students themselves, they are expected to have responsibility towards the surrounding environment, interpersonal skills, interpersonal skills, and have the ability to think critically.

Source: (Felfoul et al., 2016)

Curriculum changes have had a significant impact on various aspects of education, including improving the quality of education. According to Dirto, the elements that can be used as indicators of the quality of education are as follows (Sari & Yilmaz, 2008): Initial Component, includes students who participate in the school education system.

Equipment factor, consisting of elements such as educational goals, curriculum, learning facilities and media, educational administration, educational delivery methods, teaching staff, evaluation process, guidance and counseling.

Environment, involving ecological aspects and community influences that influence the educational process.

Direct Education Results, representing the direct behavior shown by students after participating in the learning process.

Final Education Outcome, refers to student behavior after they are involved in community life outside of school as a result of educational experience.

Lesson plan curriculum (1947)

Implementation of the lesson plan curriculum (1947) has an impact on the quality of education will cover several important aspects including the development of critical thinking skills, a curriculum that emphasizes mind education will encourage the development of critical thinking skills in students. Students will be invited to analyze, evaluate, and conclude information better, which in turn can improve problem solving and analysis skills. In addition, the formation of the character of citizens, focusing on character education as Indonesian citizens will help shape the personality of students who are responsible, ethical, and have a commitment to national values. This will contribute to the formation of a young generation who has a sense of love and a sense of belonging to the country and society.

Unraveled Lesson Plan Curriculum (1952)

The impact on the quality of education from the Unraveled Lesson Plan Curriculum (1952) which already has subject details and uses the syllabus as the main subject matter is:

1. Increased Regularity of Learning

The existence of details of subjects and syllabus helps organize and plan learning in a more structured manner. Teachers have clear guidelines in conveying material to students, so that the learning process becomes more focused and effective.

2. Teaching Quality Improvement

Teachers have the responsibility to teach one subject, which means they can focus and more deeply master the material. This has the potential to improve the quality of teaching because teachers are better prepared and competent in teaching the material they specialize in.

3. Teacher Skills Development

With the responsibility of teaching a single subject, teachers can develop more in-depth skills and knowledge in a particular area. This can have a positive impact on the teacher's ability to convey material better to students.

4. Improved Student Understanding

Syllabus as a guide to subject matter helps students understand thoroughly what must be learned in each subject. Students can have a clearer picture of the topics to be studied and when they will study them.

1964 curriculum

The impact on the quality of education from the implementation of the 1964 Curriculum which implemented the Pancawardhana program at the Elementary School (SD) level was:

1. Formation of Holistic Character

The Pancawardhana program which includes the development of creativity, taste, initiative, work, and morals aims to form students holistically. By focusing on moral, emotional, artistic and skill aspects, students can grow as individuals who have a balanced personality and integrity.

2. Increased Creativity and Thinking Ability

Developing students' creativity and initiative can encourage creativity and the ability to think outside the box. Students are invited to imagine, innovate, and develop new ideas, which have the potential to improve the quality of education by producing creative and open-minded graduates.

3. Emotional and Artistic Development

An emphasis on emotional and artistic intelligence can help students recognize and manage their emotions, and develop an appreciation for art and culture. This can contribute to the formation of individuals who are more empathetic, have strong personalities, and have broader cultural insights.

4. Improved Practical Skills

A focus on skills and physicality can give students practical skills that can be applied in everyday life. This includes physical skills, craft skills, and other practical abilities that can enhance students' independence and effectiveness.

5. Empowerment of Students

This program can provide opportunities for students to develop their full potential, not only in the intellectual aspect, but also in the moral, emotional, artistic, and skill aspects. This can help students feel more motivated and have a higher sense of self-confidence.

1968 curriculum

Implementation of the 1968 Curriculum which aims to form true Pancasila people with a focus on physical, moral, ethical and religious intelligence and skills can have a significant impact on the quality of education, including:

1. Formation of Citizens with Character

This curriculum has a strong goal of forming citizens who have the true Pancasila character. By emphasizing moral values, ethics and religion, students can grow as individuals who have integrity, ethics and a sense of responsibility towards society and the nation.

2. Increased Intelligence and Physical Skills

A focus on intelligence and physical skills can help students maintain physical health, develop sports skills, and increase vitality. Students who are physically healthy tend to have better endurance in learning and daily activities.

3. Development of Character Skills

Character education can help students internalize positive values such as ethics, manners, and mutual respect. This will not only help them as individuals, but also contribute to a more harmonious learning environment and positive interactions in society.

4. Understanding of Religion and Tolerance

An emphasis on understanding and practicing religion can help students develop a deeper understanding of religious beliefs and values. This can form citizens who are more tolerant and appreciate the diversity of beliefs and cultures.

5. Nationalism Character Development

The formation of a true Pancasila man can also increase a sense of love for the motherland and nationalism. Students who have a deep understanding of Pancasila and Indonesian values tend to care more about the interests of the nation and society.

1975 curriculum

Implementation of the 1975 Curriculum with an orientation towards goals, effectiveness and efficiency can have a significant impact on the quality of education, including:

1. Increased Focus and Certainty of Educational Goals

Emphasis on specific instructional goals for each unit of study helps teachers and students have a clearer understanding of what needs to be achieved in each lesson. This can lead to more targeted learning and more consistent results.

2. Improving Time Use Efficiency

An effective and efficient curriculum can help optimize the use of time in learning. Clear details about objectives and course content can help avoid wasting time on irrelevant matters, leaving students with sufficient time to understand important concepts.

3. Improved Evaluation and Monitoring

The existence of general instructions, specific instructional objectives, and evaluation in each unit of study can make it easier for teachers to evaluate learning. Teachers can better see student achievement and identify areas for improvement.

4. Development of Teacher Creativity

Although there are more detailed guidelines, the 1975 curriculum also provides space for teacher creativity in designing learning methods that suit the needs and characteristics of students. This can increase variety in learning approaches and increase student engagement.

1984 curriculum

Implementation of the 1984 curriculum which places students as learning subjects with an active approach has a significant impact on the quality of education, including:

1. Increasing Student Engagement and Motivation

The active approach allows students to be actively involved in learning, such as observing, discussing, and reporting research results. This can increase students' motivation because they feel

they have an important role in the learning process. Development of Critical Thinking Skills: Through discussion, problem solving, and reporting, students are given the opportunity to develop critical thinking skills. They are invited to observe, analyze, and draw conclusions from information, thereby increasing their ability to think logically and analytically.

2. Improved Social and Collaborative Skills

Through the CSBA method, students learn to work in groups, discuss, and take an active part in the learning process. This can improve their ability to communicate, cooperate, and build healthy social relationships.

3. Deeper Understanding of Concepts

The CSBA method allows students to be actively involved in exploring concepts and learning content. This can help students understand concepts in depth as they are involved in applying the concepts in real situations.

4. Increased Creativity and Problem Solving Ability

The active approach encourages students to think creatively in finding solutions to the problems and assignments given. They are invited to look for alternatives, make decisions, and create innovative solutions.

5. Improving the Quality of Learning Outcomes

By involving students actively in the learning process, it is hoped that they can achieve a better understanding and mastery of concepts. This can be reflected in the improvement of evaluation results and students' abilities.

6. Preparation for Real Life

The CSBA method helps students develop skills that are relevant to the real world, such as the ability to communicate, work in teams, and solve problems. This can prepare them for challenges in the world of work and everyday life.

Curriculum 1994

Changes in the study time distribution system from semester to quarter in the 1994 Curriculum had a significant impact on the quality of education, including:

1. Improved Material Mastery

By dividing study time more frequently in a year, students have more opportunities to receive learning materials. This can help students understand and master concepts in more depth.

2. Evaluation Quality Improvement

With more focused learning materials, teachers can be more in-depth in evaluating students' understanding and abilities. A more in-depth and holistic evaluation can provide a more accurate picture of the level of student mastery of learning concepts.

3. Increasing the Quality of Interaction

A more frequent sharing of lesson time can also allow for more intense interaction between teachers and students. Teachers have more opportunities to provide explanations, answer questions, and provide guidance more intensively.

4. Increased Material Absorption

The division of study time that is more frequent can help students in absorbing and retaining learning material. Material taught periodically can help students remember and apply concepts better.

Curriculum 2004

The implementation of the Competency-Based Curriculum (KBK) or the 2004 Curriculum has a significant impact on the quality of education, including:

1. Increasing Application of Knowledge in Real Contexts

KBK emphasizes competency development, which includes knowledge, skills, values, and attitudes. Students not only memorize facts, but are also taught how to apply that knowledge in real situations, so that students can be better prepared to face real world challenges.

2. Development of Practical Skills

With an emphasis on skills in CBC, students are taught practical skills that can be applied in everyday life and the world of work. This helps students to be better prepared to face the demands of the world of work that require practical skills.

3. Development of Values and Attitudes

KBK does not only focus on academic aspects, but also on developing student values and attitudes. Students are taught moral values, ethics, social responsibility, and positive attitudes, so that they can become individuals who contribute positively to society.

4. Increasing Curriculum Relevance

KBK adapts learning materials to the needs of the real world and the world of work. This makes students better prepared to face future challenges and have skills that are relevant to the times.

5. Development of Social and Collaborative Skills

KBK encourages students to work in teams, communicate, and collaborate with others. This helps develop social skills and the ability to work in a diverse environment.

Curriculum 2013

The implementation of the 2013 Curriculum has various impacts on the quality of education, including:

1. Increasing Student Holistic Competence

A focus on competency-based attitudes, skills and knowledge helps develop students holistically. Students not only become intelligent in academic aspects, but also have social skills, practical skills, and a positive attitude.

2. Development of Critical and Creative Thinking Skills

Emphasis on observation, questioning, and critical thinking encourages students to be more analytical and creative in understanding and solving problems. Students are taught not only to receive information, but also to dig deeper and think critically.

3. Improved Communication Skills

The 2013 curriculum encourages students to actively communicate and interact with others and convey their understanding clearly. This helps students become more confident in conveying their ideas and opinions.

4. Improved Interpersonal and Interpersonal Capabilities

Students are taught to interact and work well together in various situations. These abilities are important in the real world and the world of work, so that students are better prepared to face social and professional challenges.

5. Increased Learning Motivation

A learning approach that is more interactive and relies on students' active understanding can increase their learning motivation. Students are more eager to learn because they feel involved in the learning process.

6. Relevance to Community Needs and the World of Work

The focus on competencies and skills that are relevant to the needs of society and the world of work makes graduates better prepared to face challenges and find suitable jobs.

7. Teacher Quality Improvement

In the 2013 Curriculum, the teacher's role is more focused on the facilitator and mentor in the student learning process. Teachers are expected to have the ability to facilitate active learning and support the development of various aspects of students

These changes in the curriculum have made a positive contribution in improving the quality of education in Indonesia by accommodating the times, societal needs and global demands.

CONCLUSION

The results of the study show that the development of the education curriculum in Indonesia has undergone significant changes from time to time. These changes were made to adapt to the dynamics of the development of society that continues to develop. The evolution of the education curriculum in Indonesia has had a positive impact which can be seen from the improvement in the quality of education. One indicator of this increase is in terms of increasing the skills and competencies of students who are more in line with the demands of the times. Through a more relevant and responsive approach to social, technological and economic changes, the adapted curriculum is able to provide opportunities for

students to develop skills that have direct relevance to the real world. The use of a curriculum that accommodates the latest developments also allows students to understand and face global changes more readily. Improving the quality of education is also reflected in students' ability to solve real problems, think critically, and adapt to a rapidly changing environment. Through curriculum changes, students are better prepared to face the challenges of the world of work and everyday life. In addition, an increase in the quality of education can also be observed in an increase in student learning motivation. A curriculum that is more attractive and in accordance with the interests and needs of students can encourage active participation in learning. This has an impact on a deeper understanding and the development of soft skills such as communication and collaboration skills.

REFERENCES

- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543–562.
- Felfoul, O., Mohammadi, M., Taherkhani, S., De Lanauze, D., Zhong Xu, Y., Loghin, D., Essa, S., Jancik, S., Houle, D., & Lafleur, M. (2016). Magneto-aerotactic bacteria deliver drug-containing nanoliposomes to tumour hypoxic regions. *Nature Nanotechnology*, 11(11), 941–947.
- Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369–386.
- Fourcade, M., & Khurana, R. (2013). From social control to financial economics: The linked ecologies of economics and business in twentieth century America. *Theory and Society*, 42, 121–159.
- Gunawan, I. (2017). Indonesian Curriculum 2013: Instructional management, obstacles faced by teachers in implementation and the way forward. *3rd International Conference on Education and Training (ICET 2017)*, 56–63.
- Hidayat, R., & Patras, Y. E. (2013). Evaluasi sistem pendidikan nasional Indonesia. *International Seminar on Quality and Affordable Education (ISQAE)*, 2(1), 79–88.
- John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist*, 31(3–4), 191–206.
- Jones, K. (2016). *Education in Britain: 1944 to the present*. John Wiley & Sons.
- Kelly, L. E., Kelly, L., & Melograno, V. (2004). *Developing the physical education curriculum: An achievement-based approach*. Human kinetics.
- Khairunnisa, S. F., Ningtyas, A. A., Haykal, S. A., & Sari, M. (2018). <p>Efektivitas getah pohon pisang (Musa paradisiaca) pada penyembuhan luka soket pasca pencabutan gigi</p><p>Effectivity of banana (Musa paradisiaca) tree sap extract in socket wound healing after tooth extraction</p>. *Jurnal Kedokteran Gigi Universitas Padjadjaran*, 30(2), 107. <https://doi.org/10.24198/jkg.v30i3.18528>
- Lamb, M. (2004). *“It depends on the students themselves”: Independent Language learning at an Indonesian State School*.
- Leung, C., Davison, C., & Mohan, B. (2014). *English as a second language in the mainstream: Teaching, learning and identity*. Routledge.
- Lubis, M. S. (2015). pengaruh iklim organisasi dan komitmen organisasi terhadap pembentukan organizational citizenship behavior (OCB) karyawan dalam rangka peningkatan kinerja. *Jurnal Apresiasi Ekonomi*, 3(2), 75–84.
- Maba, W., & Mantra, I. B. N. (2017). An analysis of assessment models employed by the Indonesian elementary school teachers. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 39–45.
- Machali, I. (2014). Kebijakan perubahan kurikulum 2013 dalam menyongsong Indonesia emas tahun 2045. *Jurnal Pendidikan Islam*, 3(1), 71–94.
- Mbato, C. L. (2013). *Facilitating EFL learners' self-regulation in reading: Implementing a metacognitive approach in an Indonesian higher education context*. Southern Cross University.
- Mulyasa, H. E. (2021). *Menjadi guru penggerak merdeka belajar*. Bumi Aksara.
- Olssen*, M., & Peters, M. A. (2005). Neoliberalism, higher education and the knowledge economy: From the free market to knowledge capitalism. *Journal of Education Policy*, 20(3), 313–345.
- Parlett, M., & Hamilton, D. (1972). *“Evaluation as Illumination: A New Approach to the Study of Innovative Programs”*. Occasional Paper.

- Prancisca, S., Nurani, L. M., & Chappell, C. (2023). Implementation of Learning Process in The Freedom Curriculum At Senior High School (Sma) 3 Sungai Kakap. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 14(1), 167–178.
- Puspita, D. G., & Andriani, D. E. (2021). Upaya Peningkatan Mutu Pendidikan di Sekolah Menengah Pertama dan Permasalahannya. *Jurnal Pendidikan Dan Kebudayaan*, 6(1), 21–37.
- Rüde, U., Willcox, K., McInnes, L. C., & Sterck, H. De. (2018). Research and education in computational science and engineering. *Siam Review*, 60(3), 707–754.
- Sari, N. Y., & Yilmaz, M. (2008). Improvement of wear resistance of wire drawing rolls with Cr-Ni-B-Si+WC thermal spraying powders. *Surface and Coatings Technology*, 202(13), 3136–3141.
- Schmidt, W. H., McKnight, C. C., Valverde, G., Houang, R. T., & Wiley, D. E. (1997). *Many visions, many aims: A cross-national investigation of curricular intentions in school mathematics* (Vol. 1). Springer Science & Business Media.
- Selwyn, N. (2013). *Distrusting educational technology: Critical questions for changing times*. Routledge.
- Shaeffer, S. (1994). *Participation for educational change: a synthesis of experience*. Citeseer.
- Shore, C., & Wright, S. (1999). Audit culture and anthropology: Neo-liberalism in British higher education. *Journal of the Royal Anthropological Institute*, 557–575.
- Simanjuntak, M. B., Suseno, M., Setiadi, S., Lustyantje, N., & Barus, I. R. G. R. G. (2022). Integration of Curricula (Curriculum 2013 and Cambridge Curriculum for Junior High School Level in Three Subjects) in Pandemic Situation. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(1), 77–86.
- Sugianto, S., Soemitra, A., Yafiz, M., Dalimunthe, A. A., & Ichsan, R. N. (2022). The implementation of waqf planning and development through Islamic financial institutions in Indonesia. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 8(2), 275–288.
- Sugiyono, S. (2018). Metode Penelitian Kualitatif untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif. *Bandung: CV. Alfabeta*.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. International Institute for Educational Planning Paris.
- Wals, A. E. J. (2007). *Social learning towards a sustainable world: Principles, perspectives, and praxis*. Wageningen Academic Publishers.