



Unity of Curriculum Development Process and Teaching Materials in Islamic Religious Education Subjects

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Abstract

This article raises three issues, namely the process of curriculum development in PAI subjects at SDN 25 Limboto, the process of developing teaching materials in PAI subjects at SDN 25 Limboto and the unity of the curriculum development process and teaching materials in PAI subjects. The type of research used is qualitative research. The results showed that the development of curriculum unity and teaching materials is one of the efforts to improve the quality of education in SDN. 25 Limboto, which is done by implementing the 2013 curriculum. The advantage of this curriculum is that teachers can freely choose and determine teaching materials that will be delivered to their students or developed by teachers themselves according to their respective creativity. The development carried out in accordance with the 2013 Curriculum is: Teachers are really responsible for making Learning Implementation Plans (RPP), teachers identify competency standards and basic competencies and teachers.

Introduction

Education has a very important role because without education, the process of transformation and actualization of knowledge is difficult to realize. Education is one of the factors supporting the progress of a nation (Apriana et al., 2019). Education carried out through the development of students' attitudes, knowledge and skills will realize the functions and goals of education contained in the National Education System Law no. 20 of 2003 article 3. Education also aims to improve the quality of the nation in training a mature mindset, not only making students smart, intelligent, knowledgeable and broad-minded. But it also forms a virtuous, independent, characterful and religious character through curriculum development (Padang & Sartika., 2023).

The curriculum becomes the soul of an educational institution because the curriculum is able to realize the goals expected by the educational institution (Reimers & Chung, 2019). Technological advances can change the system of life in society, especially education, efforts must be made by the government to adapt to technological advances, so the school principal as a leader must change or change the curriculum to suit the needs of students. One example is in Indonesia, the Indonesian government has changed the curriculum many times (Setiawan & Suwadi, 2022). Curriculum can also be interpreted as an organism (human). Organisms (humans) are social creatures that live side by side with each other and need other people. An organism that cannot adapt to its environment will slowly die and cannot survive. Likewise, what happens to an educational institution when its curriculum is not updated or does not adapt to current developments, the institution will slowly decline and cannot compete with other institutions (Falabella, 2020).

Curriculum development is the main means of realizing educational goals, especially in the process of developing one's personality. Likewise, the PAI and Characteristics curriculum is based on the Islamic religion which plays a role in developing and forming character so that they have devotion to Allah SWT (Abdul et al., 2020). In Indonesia, the curriculum will change and develop at any time according to situations and conditions. Like the curriculum used by the Indonesian people, starting from the KTSP curriculum, switching to the 2013 curriculum, even using the emergency curriculum during pandemic conditions, and now the independent curriculum is starting to be livened up.

Teaching materials as a learning medium have an important role in the learning process, namely as a reference for students and teachers to increase learning effectiveness (Puspitarini & Hanif, 2019). For students, teaching materials become reference materials whose contents are absorbed in the learning process so that they can become knowledge. Meanwhile, for teachers, teaching materials are a reference for conveying knowledge to students (Hartini et al., 2021). According to Majid, the teaching materials delivered by teachers must be able to be studied by students systematically, especially those related to basic competencies, so that students will be able to master all competencies comprehensively. Therefore, to achieve learning objectives, you must first determine which teaching materials are truly appropriate. Therefore, every teaching material that teachers will use to teach must be able to be delivered creatively and innovatively (Suwartono et al., 2022).

Based on the background description above, the author was motivated to write an article with the title Unity of Curriculum Development Process and Teaching Materials in PAI Subjects at SDN 25 Limboto. The formulation of the problem in this research is: what is the curriculum development process for PAI subjects at SDN 25 Limboto, what is the process for developing teaching materials for PAI subjects at SDN 25 Limboto and what is the relationship between the curriculum and teaching materials at SDN 25 Limboto. The aim of the research based on the problem formulation is to analyze the curriculum development process for PAI subjects at SDN 25 Limboto, analyze the process of developing teaching materials for PAI subjects at SDN 25 Limboto and find out the relationship between the unity of the curriculum and teaching materials at SDN 25 Limboto.

Methods

The method used in this research is qualitative. Researchers went to the research location which is located at SDN 25 Limboto on Jln. Halante, Tiluhuwa Village, Limboto District, Gorontalo Regency, Gorontalo Province. In this research, the research targets were PAI teachers and students at SDN 25 Limboto. The data sources in this research are primary and secondary data using observation and interview data collection methods (Sugiyono, 2018).

Observation activities consist of observations carried out by researchers and used to obtain information related to the unity of curriculum development and teaching materials at SDN 25 Limboto. Observations were made on learning and activities related to curriculum development and teaching materials in PAI subjects. Interviews were conducted through face-to-face questions and answers with informants. Interviews aim to obtain information related to in-depth research problems. The target informants are teachers and students of SDN 25 Limboto.

Results and Discussion

The Nature of Curriculum Development

Understanding Curriculum

Curriculum comes from Greek, namely from the word Curir, meaning runner. The word Curere means a place to race. Curriculum is defined as the distance covered by a runner. At that time, the curriculum was defined as a number of subjects that students or students had to take to achieve a diploma. Learning activities, other than those studying those subjects, are not included in the curriculum. In fact, as we know, learning activities at school are not only activities studying subjects. Studying subjects is just one of the learning activities at school. Education is said to be successful when the achievement of a national goal lies in the curriculum implemented by each formal education institution. The curriculum plays an important role in realizing school goals. Every student actually has different potential or abilities that can be developed so that students can explore their potential according to their interests and talents. Then this potential can be applied in society and the world of work. Therefore, that is where the important role of the curriculum is in providing a platform for students to find their identity in facing the outside world.

The definition of an Islamic religious education curriculum is actually not much different from the curriculum in general, the difference only lies in the learning sources. As stated by Abdul Majid in his book *Competency-Based Islamic Religious Learning*, he says that the Islamic Religious Education curriculum is a formulation of educational objectives, materials, methods and evaluations and educational evaluations that are based on Islamic religious teachings. The Islamic education curriculum must start from the preparation or formulation of educational goals according to Islam. The aim of education according to Islam is the realization of kaffah Muslims, namely: (a) Muslims who are physically healthy and strong. (b) he is intelligent and intelligent. (c) His heart was filled with faith in Allah. The development of these aspects must proceed in a balanced manner.

Curriculum development covers all dimensions of the curriculum, namely ideas, design, implementation and evaluation of the curriculum planned in one unit. The curriculum in the learning process is a guide and guide for educators and every educator must understand and master the curriculum. Curriculum development really needs to be carried out, so that it doesn't just revolve around using the same methods and media but has its own value. Carrying out integration measures between advanced and rapidly developing technology currently integrated into the world of education. In this technological era, all information can be accessed easily, information accurately and quickly. Angga Teguh Prasetyo and Ulfatul Aini in Acep Nurlaeli for the millennial generation at the start of the 4.0 revolution are divided into 3 stages, namely planning, implementation and evaluation. These three things were designed to adapt to the 4.0 conditions of the industrial revolution era, designing things such as self-awareness, rational thinking, social skills, academic skills, vocational skills.

PAI Curriculum Development Factors

According to Sukmadinata, there are several factors that can influence curriculum development. One of them is that the foundation for curriculum development really influences curriculum development because if the foundation is in form it will influence curriculum development. Other factors that influence curriculum development include: (a) Philosophical, (b) Psychological, (c) Socio-Cultural Curriculum, (d) Political, (e) Science and Technology (IPTEK).

Foundation/Basis for PAI Curriculum Development

Foundation is the basis for the foundation of something. The basic function is to provide direction to the goals to be achieved and at the same time as a foundation for the establishment of something. Each country has its own educational base. It is a reflection of a nation's

philosophy of life. It is based on that basis that a nation's education is structured. And because of that, the education system of each nation is different because they have different philosophies of life. The foundations used in developing the PAI curriculum are as follows:

Phylosphical Foundation

There are four functions of philosophy in the development process. First, philosophy can determine the direction and goals of education. With philosophy as a view of life or value system, we can determine where we want to take the students we educate. Second, philosophy can determine the content or subject matter that must be provided in accordance with the goals to be achieved. Third, philosophy can determine strategies or ways of achieving goals. Philosophy as a value system can be used as a guide in designing learning activities. Fourth, through philosophy it can be determined how to determine the benchmarks for the success of the educational process.

Psychological Foundation

The curriculum is a guide for teachers in guiding students according to educational expectations and goals. Psychologically, students are unique and have differences in interests, talents and potential according to their stages of development. Most of the development or progress experienced by children occurs due to learning efforts, whether it takes place through the process of imitation, remembering, habituation, understanding, application, or problem solving. Educators or teachers make various efforts and create various activities with the support of various teaching aids so that children learn. So there is a need for a field of psychology that supports curriculum development, namely: a) Psychology of child development and psychology of learning.

Sociological Foundation

Sociology is a science that investigates various social phenomena, relationships between individuals and individuals, between groups and social institutions, which is also called the science of society. The world around us is a living environment for humans. Basically, the world around humans can be classified into three large parts, namely: the natural world, the world around man-made objects and the world around humans.

Basic Organizational Foundations

Organizational principles function to provide the basics in preparing subjects, determining the breadth and narrowness of the description, as well as the order and arrangement of the subjects. From the description above, it can be concluded that what is meant by organizational foundation is the basis for curriculum development which is related to the pattern of preparing subject material that will be delivered to students.

The essence of developing PAI teaching materials

Understanding Teaching Materials

According to Pannen, teaching materials are materials or learning materials that are systematically arranged which are used by teachers and students in the learning process. Muhaimin in the "Insight". "Development of Teaching Materials" reveals that teaching materials are all forms of materials used to assist teachers/instructors in carrying out learning activities. Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom, whether in the form of written materials such as handouts, books, modules, student worksheets, brochures, leaflets, wall

charts, as well as non-written materials such as videos/films, VCDs, radio, cassettes, computer and internet-based interactive CDs. According to Majid, teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities. According to Prastowo, teaching materials are all materials that are arranged systematically, highlighting the complete figure and competencies that students will master and use in the learning process.

Purpose of Teaching Materials

(a) Providing teaching materials that are in accordance with curriculum demands by considering the needs of students, schools and regions, (b) Helping students in obtaining alternative teaching materials, and (c) Make it easier for teachers to carry out learning. (d) Helping students learn something, (e) provides various types of teaching material choices, (f) make it easier for teachers to carry out learning, (g) to make learning activities interesting.

Various Teaching Materials

Several types of teaching materials can be grouped as follows: If grouped according to type, there are 4 types, namely printed materials, such as handouts, books, modules, student worksheets, brochures, leaflets, wall charts, photos/drawings. , models. Listening teaching materials such as cassettes, radio, vinyl records and compact audio disks. Viewing and hearing teaching materials such as compact disk videos, films. Interactive teaching materials such as interactive compact disks. Apart from that, types of teaching materials such as: 1) Teaching materials that help students discover a concept, 2) Teaching materials that help students apply and integrate various concepts that have been discovered, 3) Teaching materials that function as learning guides, 4) Teaching materials that function as reinforcement, and 5) Teaching materials that function as practical instructions.

Development of the PAI Curriculum for PAI Subjects in SDN. 25 Limboto

Development of the PAI Curriculum for PAI Subjects in SDN. 25 Limboto has certain characteristics that are different from the others. Among others are: (1) PAI strives to maintain students' faith so that it remains strong in any situation and condition; (2) PAI strives to safeguard and maintain the teachings and values contained in the Koran and al-sunnah/al-hadith as well as the authenticity of both as the main source of Islamic teachings; (3) PAI emphasizes the unity of faith, knowledge and charity in daily life; (4) PAI seeks to shape and develop individual piety as well as social piety; (5) PAI becomes a moral and ethical foundation in the development of science and technology and culture as well as other aspects of life; (6) PAI substance contains rational and supra-rational entities; (7) PAI seeks to explore, develop and take inspiration from Islamic history and culture (civilization); And (8) In some cases, PAI contains diverse understandings and interpretations, so it requires an open and tolerant attitude or the spirit of ukhuwah Islamiyah. Judging from several of these characteristics, PAI contains learning messages which, in addition to trying to build inner force in the form of strong aqidah (faith) and spiritual depth, are also strengthened by Islamic religious knowledge to be actualized in the form of pious deeds in everyday life in every aspect. his life.

Curriculum development in SDN. 25 Limboto is not fixated on the previous curriculum or the curriculum that has been implemented, but curriculum development can be carried out by taking into account the conditions of the school and students. It can be interpreted that the curriculum is not passive and not oriented towards just one problem, but can also answer challenges that will occur in the future. Schools as formal institutions are tasked with achieving educational goals by paying attention to their functions and duties properly. The principal is the leader who manages all components of the school, because it is the principal who has the

rights and authority to manage his subordinates. School principals must be able to manage their institutions well so that all the ideals and goals that have been discussed together can be realized. A school principal who cannot manage his institution well or is unable to manage all elements within the school can be sure that the institution he leads will experience decline and will even be less competitive with other institutions. So this is where the role of the school principal is important to manage and lead all school components. Empowering quality human resources also determines the ideals of the school. An educator really determines student success. To create quality learning, teachers must be creative in creating.

Table 1. The following is the 2013 Curriculum Annual Program at SDN 25 Limboto.

Annual Program					
Academic Year 2022-2023					
Class		IV			
Subjects		Islamic Education			
No	Scope Of Material	Code TP	Learning Objectives	Time Allocation	SMT
1	2	3	4	5	6
1	Learn Q.S Al-Falaq	4.1	Understand the meaning of Q.S.al-Falaq properly and correctly	4x35	I
2	Learn Q.S Al-Falaq	4.2	Demonstrates memorizing Q.S.al-Falaq fluently	4x35	
3	Believe in Allah and the Messenger	4.3	Understanding God exists through observing His creations around the house and school	4x35	
4	Believe in Allah and the Messenger	4.4	Observe God's creatures around the house and school as an effort to know that God exists	4x35	
5	Believe in Allah and the Messenger	4.5	Understanding the meaning of al-Asmau al-Husna: Al-Basir, Al-'Adil, and Al-'Azim	4x35	
6	Believe in Allah and the Messenger	4.6	Read al-Asmau al-Husna: Al Basir, Al-'Adil, and Al-'Azim clearly and correctly	4x35	
7	I'm a pious child	4.9	Understand polite attitudes and respect for friends, both at home, school and in the surrounding community	4x35	
8	I'm a pious child	4.10	Exemplify politeness and respect for friends, both at home, school and in the surrounding community	4x35	
9	I'm a pious child	4.13	Understand the meaning of honest behavior in everyday life	4x35	
10	I'm a pious child	4.14	Model honest behavior in everyday life	4x35	

11	I'm a pious child	4.15	Understand the meaning of trustworthy behavior in everyday life	4x35	
12	I'm a pious child	4.16	Model trustworthy behavior in everyday life	4x35	
13	I'm a pious child	4.17	Understand the meaning of respectful and obedient behavior towards parents and teachers	4x35	
14	I'm a pious child	4.18	Model respectful and obedient behavior to parents and teachers	4x35	
15	Clean is healthy	4.21	Understand the procedures for purifying small hadas according to the provisions of Islamic law	4x35	
16	Clean is healthy	4.22	Practicing procedures for purification from small hadas according to the provisions of Islamic law	4x35	
17	I love the Prophet and Apostles	4.25	Understanding the exemplary stories of the Prophet Ayyub a.s., Zulkifli a.s., Harun a.s., Musa a.s. and Muhammad saw.	4x35	
18	I love the Prophet and Apostles	4.26	Tells the story of the example of Prophet Adam (a.s.), Idris (a.s.), Nuh (a.s.), Hud (a.s.) and Muhammad saw	4x35	
19	Learn Q.s Al-Fiil	4.1	Understanding the meaning of Q.S. al-Fil properly and correctly	4x35	II
20	Learn Q.s Al-Fiil	4.2	Demonstrate memorization of Q.S al-Fil fluently	4x35	
21	Believe in God's Angels	4.7	Understand the meaning of faith in God's angels based on observations of oneself and the natural environment	4x35	
22	Believe in God's Angels	4.8	Observing oneself and the natural surroundings as an implementation of the meaning of faith in God's angels	4x35	
23	Let's behave admirably	4.11	Understand humility	4x35	
24	Let's behave admirably	4.12	Exemplify a humble attitude	4x35	
25	Let's behave admirably	4.19	Understand the meaning of never giving up	4x35	
26	Let's behave admirably	4.20	Show a never give up attitude	4x35	
27	Let's pray	4.23	Understand the meaning of prayer	4x35	

28	Let's pray	4.24	Tells about the experience of praying at home and at the neighborhood mosque around the house	4x35	
Jumlah		112 JP			

Development of PAI Teaching Materials on PAI Subjects at SDN. 25 Limboto

Teachers Use Multiple References

The development of PAI teaching materials in elementary schools does not only focus on reference books. This means that PAI teachers at the elementary school level cannot only use one source of teaching materials, especially printed books, because the elements of PAI subjects themselves are so many that it does not allow maximum understanding for the students who study them. Therefore, PAI teachers are required to be able to develop teaching materials as creatively as possible, including using many references as a basis for developing their teaching materials. From the presentation of the data above, the author can analyze the objective conditions of PAI teaching materials in SDN. 25 Limboto is truly in accordance with the 2013 Curriculum. To carry out learning in the classroom, the teacher has prepared a learning implementation plan in advance by looking for sources of teaching materials from various references that are adapted to the conditions and situations of the students in the class.

Teachers prepare a learning plan in advance

Implementation at SD 25 Limboto PAI teachers who want to teach always prepare lesson implementation plans and try to develop sources of teaching materials for PAI subjects before and after teaching and learning activities take place. The steps taken to develop PAI teaching materials are by first identifying SK, KD, and indicators for PAI subjects themselves. After that, proceed with identifying the material that will be taught to students whether it is related to cognitive, affective or psychomotor aspects. After all this has been done, the PAI teacher there determines teaching materials that are appropriate to the conditions and situation of the students in the class. In preparing learning plans, a teacher also uses adequate teaching material sources for the success of the learning process.

Teachers Use Teaching Material Methods

In delivering teaching materials, a teacher is expected to be able to use the lecture method, discussion method, story method, role model method, and question and answer. Apart from the information above, from observations made by researchers during classroom learning, after the teacher prepared PAI teaching materials and then applied them to classroom learning activities, the learning activities looked interesting and not boring.

The teacher prepares student assessments

In preparing learning planning, apart from teaching materials, sources of teaching materials and learning methods, what needs to be prepared is assessment of several types, namely written and unwritten (oral exams) in the form of tests and non-tests. Work observation, attitude assessment, assessment of work results in the form of certain projects as well as the use of portfolios as well as self-assessment in PAI subjects places more emphasis on changing behavior and developing the values of faith and piety (tawhid) as well as commendable morals through giving, developing, knowledge, habituation, appreciation and experience of students to become someone whose sense of faith and devotion to Allah SWT continues to grow.

Know in advance the Competency Standards, Basic Competencies along with the indicators

Teachers must identify whether the material included in the cognition element consists of materials or teaching materials that can support the achievement of competency standards and basic competencies. From the information above, you can see the steps taken by PAI subject teachers at SDN. 25 Limboto in developing sources of teaching materials for PAI subjects are: Firstly knowing the Competency Standards, Basic Competencies along with their indicators, Identifying whether the material is included in the cognitive, affective or psychomotor elements. After that the material is arranged based on competency standards, basic competencies, and indicators. The final step is to determine and look for sources of teaching materials that are appropriate to the theme to be taught.

Unitary Development of PAI Curriculum and Teaching Materials for PAI Subjects at SDN 25 Limboto

The unity of curriculum development and PAI teaching materials is closely related, namely the condition of PAI teaching material resources in SDN. 25 Limboto is carried out in order to make the curriculum a success, various methods are taken to determine teaching materials as one of the forms. This is because teaching materials are an important element of a curriculum. It will not be called learning if it does not contain teaching materials that can be conveyed by the teacher to the students. One effort to improve the quality of education in SDN. 25 Limboto is by implementing the 2013 curriculum. The advantage of this curriculum is that teachers can freely choose and determine the teaching materials that will be delivered to their students or developed by the teachers themselves according to their respective creativity. The development of curriculum and teaching materials that researchers have succeeded in obtaining is related to the objective conditions of teaching materials for PAI subjects in SDN. 25 Limboto is in accordance with the 2013 Curriculum, namely:

The teacher is truly responsible for making the Learning Implementation Plan (RPP)

Before starting learning activities in class. Meanwhile, for PAI subjects themselves, teachers just need to elaborate and convey them to their students in accordance with the provisions of the center. In delivering PAI teaching materials at SDN. 25 Limboto, apart from using textbooks and student worksheets or LKS, teachers also use various sources of teaching materials that are in accordance with the PAI material taught in class. Other teaching materials used include world maps, globes, videos or historical films that occurred in previous Muslim civilizations. The use of reference books and other books related to Islamic history such as the Sirah Nabawi is also carried out.

Teachers identify competency standards and basic competencies.

Before determining teaching materials or teaching materials, it is first necessary to identify aspects of the integrity of competencies that students must learn or master. Carrying out identification is an effort to determine whether the competency standards and basic competencies that students must master include the cognitive, psychomotor or affective domains. The following is a description of the three domains in looking at the identification of SK and KD, as follows: (1) Cognitive domain, if the competencies determined include remembering, understanding, applying, analyzing, evaluating and creating. (2) Psychomotor domain if the competency determined includes imitating movements, manipulating movements, carrying out movements using procedures, carrying out movements well and precisely, movements carrying out actions naturally. (3) Affective domain if the competencies determined include receiving, responding, appreciating, organizing and characterizing according to values (internalization). (4) Identify types of PAI material, Identifying PAI material in the cognitive domain is determined based on behavior that emphasizes intellectual

aspects, such as remembering, understanding, applying, analyzing, evaluating and creating. Thus, the types of material that are suitable for the cognitive domain are facts, concepts, principles and procedures.

Conclusion

Development of Islamic Education Teaching Materials for Islamic Education Subjects at SDN 25 Limboto is carried out with teachers using several references, teachers first prepare learning challenges, teachers use teaching materials methods, teachers prepare student assessments and teachers know in advance competency standards, basic competencies with indicators Development of the PAI Curriculum for PAI Subjects in SDN. 25 Limboto has certain characteristics that are different from the others. Curriculum development in SDN. 25 Limboto is not fixated on the previous curriculum or the curriculum that has been implemented, but curriculum development can be carried out by taking into account the conditions of the school and students. It can be interpreted that the curriculum is not passive and not oriented towards just one problem, but can also answer challenges that will occur in the future. Schools as formal institutions are tasked with achieving educational goals by paying attention to their functions and duties properly.

The unified development of curriculum and teaching materials is one effort to improve the quality of education in SDN. 25 Limboto, which is carried out by implementing the 2013 curriculum. The advantage of this curriculum is that teachers can freely choose and determine the teaching materials that will be delivered to their students or developed by the teachers themselves according to their respective creativity. The development carried out is in accordance with the 2013 Curriculum, namely: Teachers are truly responsible for making Learning Implementation Plans (RPP), Teachers identify competency standards and basic competencies and teachers identify types of PAI material.

Suggestion

Based on the conclusions outlined above, the researcher provides suggestions as follows: (1) As an educator you must be able to understand and apply the concept of development curriculum and teaching materials in PAI subjects. (2) For future researchers, in order to select data using a longer time period, take more.

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