



Needs Assessment in Curriculum Development for Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Palangka Raya

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Abstract

The Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program at IAIN Palangka Raya is the only PGMI study program in Central Kalimantan Province. To meet the needs of MI teachers in the province of Central Kalimantan, the PGMI study program must continue to develop a curriculum that meets the needs of stakeholders. The purpose of this study was to describe whether the need assessment carried out in the curriculum development of the PGMI study program IAIN Palangka Raya was in accordance with the needs of stakeholders. This research method used descriptive-qualitative. Data collection techniques used interviews, observation, and documentation with the subject of the secretary of the Madrasah Ibtidaiyah teacher education study program and stakeholders (five madrasah/school principals and five civil servant teachers) at MIN 1, 2, 3, MIS Miftahul Huda 2 and SDN 5 Menteng, Palangka Raya City. The results showed that the development of the curriculum for the primary school teacher education study program at IAIN Palangka Raya was based on MBKM and OBE with several changes and additions to courses: adding the credit load for general courses and reducing the credit load for religious courses, streamlining the credit load for religious courses to become PAI courses, adding the Merdeka Learning Merdeka Campus program, namely Teaching Assistance in 2022 and adding a lecturer exchange program. Curriculum development was carried out by conducting a need assessment involving stakeholders, graduate users, students, deputy dean I and homebase lecturers with study program expertise.

Keywords: curriculum development, madrasah ibtidaiyah teacher education study program, need assessment

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A. Introduction

The curriculum holds an important position in education, because it relates to determining the direction, content and process of education, which ultimately determines the type and qualifications of graduates of an educational institution. The curriculum has a significant role in giving birth to hope. Therefore, to make it happen, education stakeholders must finalize the curriculum in such a way from planning, implementing to evaluating.

State Islamic Institute (IAIN) of Palangka Raya is a State Islamic Religious Higher Education (PTKIN) in Central Kalimantan Province which has 4 faculties, 1 Postgraduate Program, and 23 study programs, one of which is the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI Study Program). The PGMI Study Program was established on October 1 2014 and began holding lectures in 2015, to answer the shortage of primary school teachers in Central Kalimantan Province. As a new study program, there are many things that must be prepared and implemented, both in terms of human resources (lecturers and education staff), curriculum, learning facilities and infrastructure.

The PGMI IAIN Palangka Raya study program has set a vision "To become a Madrasah Ibtidaiyah Teacher Education Study Program that is at the forefront of creating MI/SD teachers who are professional, competitive, have Islamic character, and excel in the field of developing national level learning in 2025" (Asmawati et al., 2017). This vision is translated through the profiles of graduates of the PGMI Study Program, namely to become educators/teachers for MI/SD classes, researchers and developers of teaching materials for MI/SD who have good personalities, are broad-minded, in-depth and up-to-date in their field, able to carry out their duties and responsible based on Islamic ethics, knowledge and expertise (Jannah et al., 2019).

The profile of graduates of the PGMI Study Program must be translated through the curriculum, according to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia (Permenristekdikti) Number 44 of 2015 concerning National Higher Education Standards (SN-DIKTI), curriculum is a set of plans and arrangements regarding graduate learning outcomes, teaching and learning materials, processes, and assessments used as guidelines for implementing study programs (Regulation of the Minister of Research, Technology, and Higher Education Republic of Indonesia Number 44 of 2015 Concerning National Higher Education Standards, 2015)

Study Programs are required to be able to plan and organize innovative learning (Kusno & Wijayani, n.d.). The aim of innovative learning is to ensure that students are able to achieve optimal learning outcomes that have been formulated in CPL so that they are ready for changing times, technological advances and the world of work. According to (Mashudi, 2021), active and innovative learning contributes to the development of creativity, critical analysis and independence in seeking knowledge that is in accordance with the times and continues to experience change. The Merdeka Learning Merdeka Campus policy emerged as a form of solution and answer to this challenge. (Priatmoko & Dzakiyyah, 2020) stated in his research that the MBKM policy has relevance to the competencies that must be possessed in the 4.0 era.

Based on the results of an interview with Ms. Sulistyowati as the Secretary of the PGMI Study Program, the PGMI curriculum has referred to the Indonesian National Qualifications Framework (KKNI) and is in accordance with directions from the Indonesian PGMI Lecturer Association. The development of the PGMI IAIN Palangka Raya curriculum continues to be carried out regularly to prepare students who are

able to adapt to the times and also technology and are ready for the world of work. To answer this challenge, in 2022 the PGMI study program will try to develop a curriculum by incorporating the Merdeka Learning Merdeka Campus policy. The MBKM programs included are Teaching Assistance and Lecturer Exchange. However, after the researchers analyzed the PGMI Study Program curriculum documents, there were still incomplete documents (such as curriculum structure, formulation of course learning outcomes, etc.) according to the Higher Education Curriculum Preparation Manual. The above problems are supported by 1) Bella Budiarti's statement, a student of semester 3 class B which complained about the large number of courses containing pedagogic competencies in the same semester (planning, strategy, thematic learning, media, evaluation, internship 2) and the statement by vice principal of Madrasah MIN 4 Palangka Raya City that there should be compatibility between PGMI teaching material and MI material.

As far as the researchers know, research that discusses needs analysis in curriculum design, learning design stages, and evaluation stages of Study Program curriculum learning programs based on the Higher Education Curriculum Development Guidebook has never been carried out. Previous research tended to focus on analyzing quality documents based on SN-Dikti, studying the curriculum descriptions of KKNi and SN-Dikti, analyzing the prospects and readiness of several tertiary institutions towards KKNi, analyzing the thinking of curriculum development based on KKNi, analyzing curriculum materials, comparative studies of the two curricula, and implementation of curriculum.

PGMI curriculum standardization based on KKNi and SNPT must be developed to prepare graduates who have attitudes, knowledge and skills appropriate to society and the world of work (Susilawati et al., 2022). Benchmarks based on SN-Dikti are education standards, research standards, and community service standards (Anas & Lubis, 2021). Curriculum management in the Madrasah Ibtidaiyah Teacher Education (PGMI) study program must be developed with reference to the Indonesian National Qualifications Framework and the National Higher Education Standards (Rofi'ah & Kusna, 2022).

Starting from the results of interviews and analysis of curriculum documents, it is very important that the preparation of the curriculum refers to standards and is based on the needs of stakeholders, as well as responding to the new paradigm regarding the Merdeka Learning Merdeka Campus policy. So, this research is very urgent to do. Therefore, researchers conducted a study entitled Need Assessment in Curriculum Development for the Madrasah Ibtidaiyah Teacher Education Study Program, IAIN Palangka Raya. This study aimed to describe the needs analysis carried out in the curriculum development of PGMI Study Program IAIN Palangka Raya in accordance with the needs of stakeholders and answer the new paradigm regarding the Merdeka Learning Merdeka Campus policy.

B. Literature Review

1. Need Assessment

Need assessment is the first stage that is carried out before planning in the curriculum development process. Hilda Taba revealed that the steps in curriculum development are diagnosing needs, formulating specific goals, selecting material, organizing material, choosing learning experiences, organizing learning and evaluating (Taba, 1962). Diagnosing needs or analyzing needs is done to get information about the needs of students (Nafi'ah, 2019), stakeholders and

graduate users. The Higher Education Curriculum Development Guidebook (Junaidi et al., n.d.) mentions that input from users of graduates, alumni, and experts in their fields will assist in the formulation of CPL. (Zein et al., 2021) said that many people need to be involved in curriculum development.

Needs analysis is important in curriculum development. Needs analysis is carried out to determine the "what" and "how" of a curriculum. In a need assessment plan, data is needed to find out what needs to be prioritized first. Data can be obtained through interviews and questionnaires. Interview is a conversational process with the intent to construct about people, events, activities, organizations, motivations, feelings and so on, which is carried out by two parties, namely the interviewer who asks questions and the interviewee who are asked. After the data is obtained, an assessment is carried out. Assessment is a process or activity of selecting, collecting, analyzing, and presenting information that can be used as a basis for decision making and further programming.

2. Curriculum Development

Curriculum development in the field of education will always be a timeless topic to discuss. Curriculum is a critical component in education. In general, there are three stages in curriculum development, namely planning, implementation, and evaluation (Bahri, 2017).

Discussing planning will not be appropriate if it is not preceded by various curriculum components and their various developments (Dakir, 2017). Curriculum development planning starts from the stated vision, the needs of stakeholders and the needs of the next level of study, the evaluation results of the curriculum that has been used and the demands of developments as well as science and technology and the era, views from various scientific experts, developments in the globalization era, where an individual is required to have a lifelong learning ethic, and paying attention to the social and economic fields, politic, culture, and technology (Fajri, 2019).

Aziz said that the curriculum is a component in an education system. Therefore, the curriculum is a tool to achieve the educational goals and at the same time as a guide in the implementation of teaching at all types and levels of education, to allow students to know (learning to know), learn to do something (learning to do), learn to learn and learn to live together (learning to live together). Thus, learning outcomes create students who are able to learn on their own, acquire knowledge, students who are able to develop in a broader form and can apply knowledge in everyday life (Utomo & Azizah, 2018).

Curriculum development issues always arise when there are new policies from the government. In developing the curriculum, it is necessary to innovate. Therefore, the term "top-down" innovation model appears, namely educational innovation created by certain parties as leaders/superiors that are applied to subordinates. Likewise, when there are issues that arise related to an increase in new needs from stakeholders for the field of education, the term "bottom-up" innovation model is also raised, namely an innovation model that originates and is created from below and is implemented as an effort to improve the delivery and quality of education as a form of fulfillment of stakeholders.

The word "innovation" in Indonesian is defined as an idea, item, event, and way that is felt or observed as something new for one or for a developing wider community. Therefore, people who are building education have an interest in

educational innovation and its curriculum, whether in the form of ideas, curriculum programs, learning activities or new facilities. Unruh defined innovation as the introduction of new elements, driving forces, practical advances that differ from existing or traditional formats, whether in the form of programs, organizational structures, modern learning theories, methods, materials and media, new facilities and infrastructure as well as other things that are all new (Hadi et al., 2022). Roger also stated that innovation is an idea, practice, object that is considered as something new by certain individuals or groups. In this context, innovation is not something new in the sense that it has never been obtained or carried out by other people, but something that is considered and perceived as new for certain individuals or groups of people. This meaning is supported by F. Drucker that genuine innovation starts from something very simple but its simplicity involves things that are conceptual and directed (Ali, 2013).

Regarding curriculum innovation at TTIs, Driyarkara reports on the pattern of developing prospective teachers in countries that are considered good in this field, including France, England, Norway, Sweden and Denmark. In France, teacher education was carried out in extremely harsh conditions. It is not enough to just have a diploma or certificate from the teacher training faculty, but prospective teachers still have to add a new teaching competency certificate that can be obtained after two years of teaching practice in the field (Ali, 2013). According to Driyakarya, in England, prospective teachers who have graduated from college and have taken pedagogical courses or who have completed higher education in teacher training do not simply get the rank of teacher. They still have to undergo probation for one year. If the results are not satisfactory, the teacher's certificate that has been obtained will be revoked. Meanwhile in Norway, Sweden and Denmark, the education of prospective secondary school teachers takes 6 to 6.5 years. For graduates of higher education in certain science majors, they are considered incomplete to carry out teacher duties before taking teacher training again for 1 year. After that, they can carry out their duties as a teacher and can be made permanent teachers (Ali, 2013).

3. Outcome Based Education (OBE)

Outcome Based Education emphasizes the results and achievement of the objectives of a course. Outcome Based Education is an approach in education that emphasizes what students can do after being taught (Harpe & Phipps, 2008). Various models of OBE approaches or paradigms are used in curriculum development and implementation, including the simplest consisting of three interacting stages, namely Outcome Based Curriculum (OBC), Outcome Based Learning and Teaching (OBLT) and Outcome Based Assessment and Evaluation (OBAE) (Junaidi et al., n.d.). According to (Noor et al., 2021) the use of the OBE approach has become an alternative to traditional educational methodologies, which prepares students before entering the world of work and facing life's challenges after completing their studies.

4. Merdeka Learning Merdeka Campus (MBKM)

The Merdeka Campus is a policy issued by the Minister of Education and Culture Nadiem Makarim. The Merdeka Campus provides a policy for Higher Education to provide students the right to study for three semesters outside of the study program (Sopyansah, 2021). According to Endawan, the MBKM policy

provides opportunities for students to gain a broader learning experience and new competencies through a number of learning activities including student exchanges, internships/work practices, research, independent projects, entrepreneurship activities, humanitarian projects, teaching assistance in educational units, and projects in thematic real work villages/colleges” (Endrawan et al., 2021). An independent campus is basically a new concept that allows students to have the freedom to study at universities (Lewwol, 2020; Muhsin, 2021).

According to (Hadi et al., 2022), the MBKM program gives educational institutions freedom and autonomy, independence from bureaucratization, lecturers are freed from convoluted bureaucracy, and students are given the freedom to choose the fields they are interested in. The Merdeka Campus is a form of learning in universities that is autonomous and flexible, so as to create a learning culture that is innovative, not restrictive, and in accordance with the needs of students.

C. Method

This research was qualitative research. Data collection was carried out by placing the researcher as the main instrument who was directly involved in the field, so that it was categorized as a type of field research or field trip research. This research was conducted at the Palangka Raya State Islamic Institute which is located at Jl. G. Obos Islamic Center Complex in Palangka Raya, Central Kalimantan Province. The subjects in this study were the secretary of PGMI study program and stakeholders (five madrasah/school principals and five civil servant teachers) at MIN 1, 2, 3, MIS Miftahul Huda 2 and SDN 5 Menteng, Palangka Raya City. The sampling technique used in this study was by purposive sampling. This means that the technique of sampling data sources with certain considerations. Data collection techniques used were interviews, documentation and observation. Data analysis techniques used three stages, namely data reduction, data display, and verification or conclusions drawing.

D. Result and Discussion

1. Need Assessment

Need assessment or needs analysis is an activity to identify or obtain information related to deficiencies, obstacles or supporting factors in the learning process in order to achieve learning goals and objectives that lead to improving the quality of education (Nurjannah, 2018). Need assessment is the first stage carried out by the PGMI IAIN Palangka Raya study program before developing the curriculum. This is done to analyze what is needed by graduate users, so that the PGMI study program can prepare programs, courses that support student competence. Therefore, there will be no gap between the competence of PGMI study program graduates and the needs of graduate users. (Rumainur et al., 2022) said that curriculum development is carried out in accordance with needs. This is in line with Fahrurrozi in his research stating that curriculum development is carried out based on needs analysis (Fahrurrozi, 2022).

Needs analysis of the PGMI study program was carried out by interviewing stakeholders, graduate users, students and Forum Group Discussions. Stakeholders involved in the process of analyzing the needs of stakeholders were MIN 1, 2, 3, MIS Miftahul Huda 2 and SDN 5 Menteng Palangka Raya City. From the

results of interviews with stakeholders, the PGMI Study Program received input that the internship I activity in the 2017 curriculum on school administration and school culture was too narrow in scope. This caused a lot of free time during student internships, which lasted for 2 weeks. Likewise during internship 2. Internship 2 in the 2017 curriculum regarding "teaching assistance" received less response from stakeholders. Since students are considered as supervisors, they just sit and pay attention in class. As a result, the teacher feels uncomfortable being watched. On the basis of these considerations, it was decided that the development of the 2020 curriculum for the PGMI study program would combine internship 1 and internship 2 in the 2017 curriculum to become internship 1.

Needs assessment in the development of the PGMI study program was also carried out by interviewing students, the PGMI study program received input that many courses contained pedagogical competencies in the same semester (planning, strategy, thematic learning, media, evaluation, internship 2). Based on the results of this needs analysis, in the 2020 curriculum the planning, strategy, thematic learning, media, evaluation, internship 2 courses are distributed in different semesters.

From graduate users, the PGMI study program received input that students must master general and religious learning in a balanced manner. Because the profile of a PGMI study program graduate is to become a class teacher at MI/SD. Therefore, in the development of the PGMI study program curriculum it adds to the credit load of general courses such as thematic learning studies, Science 1 and Science 2. In addition, to maintain the distinction with the profile of PGSD graduates, the study program streamlined the credit load of religious courses to PAI courses.

Needs assessment in the development of the PGMI study program was also carried out through a Forum Group Discussion involving homebase lecturers with study program expertise and also Vice Dean I. The results of the FGD were to include the Merdeka Learning Merdeka Campus program in curriculum development in 2022. The MBKM program included Teaching Assistance and exchange lecturer. Both of these programs have been implemented in the odd semester of the 2022/2023 academic year.

Needs assessment is important in curriculum development. Needs assessment is carried out to determine the "what" and "how" of a curriculum (Flowerdew, 2013). It was also carried out by STIE Nobel Indonesia in developing a curriculum that involved all stakeholders. (Rizal et al., 2021) said that in the curriculum development process it is important to have information or input from many people.

According to researchers, in the process of developing the curriculum for the PGMI study program IAIN Palangka Raya, it is appropriate to do a need assessment first. Seeing the importance of the need assessment function itself, namely to find out what needs are required and need to be prioritized first. Therefore, the results of the needs analysis can be used as a reference for planning in developing the curriculum that will be used. As a result, graduates of the madrasah teacher education study program are in accordance with the competencies they should have.

2. Curriculum Development

Based on the results of a need assessment which involved graduate users, stakeholders, students, homebase lecturers with study program expertise and vice Dean I, the obtained data became a reference for the PGMI study program to develop study program curriculum. The involvement of all of the above elements in curriculum development is important, so that CPL also fits the needs of stakeholders in the field. Following are the results of the needs analysis obtained in the context of developing the PGMI study program curriculum:

Table 1 The Results of the Needs Analysis Obtained in The Context of Developing the PGMI Study Program Curriculum

Subject	Suggestion
Stakeholders	Internship activities in the 2017 curriculum on school administration and school culture are too narrow in scope. This causes a lot of free time during student internships, which last for 2 weeks. Likewise during internship 2 in the 2017 curriculum regarding "teaching assistance" received less response from stakeholders.
Student	Many courses contain pedagogical competencies in the same semester (planning, strategy, thematic learning, media, evaluation, internship 2).
Graduate user	The PGMI study program received input that students must master general and religious learning in a balanced manner. Because the profile of a PGMI study program graduate is to become a class teacher at MI/SD.
Focus Group Discussion (Head of study program, homebase lecturers with study program expertise and vice dean I)	Incorporate the Merdeka Learning Merdeka Campus program into curriculum development in 2022.

The results of the needs analysis above are then used as a reference for formulating learning objectives and determining learning materials. Therefore, it is important to involve stakeholders, graduate users, students and also homebase lecturers with study program expertise. This is reinforced in the Higher Education Curriculum Development Guidebook (Junaidi et al., n.d.) that the formulation of the CPL is also based on the results of evaluating study program curricula through measuring the achievement of the ongoing curriculum CPL, tracer studies, input from users of graduates, alumni, and experts in their field. (Nurwardani et al., 2019) also stated that it is recommended that the preparation of CPL also involve a scientific consortium, stakeholders, including skills needed in the industrial era 4.0 related to data literacy, technological literacy, and human literacy, as well as

the ability to see the phenomena of the upcoming 5.0 industrial revolution. Then it is strengthened again by the results of research (Ibda, 2018). New literacy acquires knowledge and responds to the challenges of the times with competency aspects of data literacy, technology, and must be understood by MI/SD teachers by applying the literacy pillar tradition of "reading, writing, and archiving".

(Suryaman, 2020) stated that one of the efforts to answer this challenge is the birth of a policy on the right for students to study outside the study program (Permendikbud Number 3 of 2020 concerning Higher Education Standards). The policy which is popularly known as Merdeka Learning-Merdeka Campus is intended to create an autonomous and flexible learning process in tertiary institutions, so as to create an innovative, non-restrictive learning culture, in accordance with the needs of students, to encourage students to master various knowledge that is useful for entering the world of work, as well as to provide opportunities for students to determine the courses to be taken. This policy also aims to increase links and matches with the business world and the industrial world, as well as to prepare students for the world of work from the start.

CPL can also be added with capabilities that reflect the uniqueness of each university in accordance with the vision and mission, the uniqueness of the region where the university is located. Aminudin said that Graduate Learning Outcomes (CPL) is a form of final ability to be achieved which is a derivative of the Graduate Profile Component. The CPMK component (Course Learning Outcomes) is a derivative of the study program CPL which is charged to the study program courses, while the Sub-CPMK is a direct derivative of the CPMK in a more specific form. Stages of the course meeting arranged by the lecturer in the RPS (Semester Learning Plan) for the course must be connected directly to the Sub-CPMK component (Aminuddin et al., 2021). The preparation of curriculum components like this is the development of the OBE (Outcome Based Education) approach model that is clearly and systematically illustrated.

The development of the 2017 study program curriculum has changed to the 2020 curriculum and will experience further development in 2022. The development of the curriculum of PGMI IAIN Palangka Raya is currently based on MBKM and OBE in facing the disruptive era (industrial revolution 4.0 and society 5.0) with changes to several courses. Based on the results of the need assessment, it appears that the curriculum development for the PGMI study program is as follows:

- a. Adding the credit load for general courses and reducing the credit load for religious courses. This is done based on consideration of the needs of students and/or academic needs in the field. Because the PGMI study program is trying to prepare class teachers in SD or MI, it is necessary to strengthen general courses by adding to the credit load of these courses such as thematic learning studies, Science 1 and Science 2.
- b. Streamlining the credit load of religious courses to PAI courses. This is based on the consideration that there must be a difference between the profiles of graduates of the SD Teacher Education Study Program (PGSD) and the graduates of the Madrasah Ibtidaiyah Teacher Study Program (PGMI).
- c. Joining and changing Internship 1 and 2 in curriculum 2017 to just internship 1 in the 2020 curriculum. This is based on the results of an analysis of student needs involving stakeholders. The results of the needs analysis show that internship I in the 2017 curriculum on school administration and school

culture is too narrow in scope. This causes a lot of free time during student internships, which last for 2 weeks. Likewise, internship 2 in the 2017 curriculum regarding "teaching assistance" received less response from stakeholders. Because students are considered as supervisors, they just sit and pay attention in class. As a result, the teacher feels uncomfortable being watched. On the basis of these considerations, it was decided that the 2020 curriculum development of the PGMI study program would combine internship 1 and internship 2 in the 2017 curriculum to become internship 1.

- d. Adding the MBKM's program, namely Teaching Assistance in 2022. This program is equivalent to internship activities 3, so that students who take part in the Teaching Assistance program no longer take part in internships 3. In the odd semester of the 2022/2023 academic year there are 10 students participating in the Teaching Assistance program. This program is carried out for 4 months in the village. It is carried out based on the assessment results that it was important to include the MBKM program in the PGMI curriculum. This program is carried out in coordination with vice Dean I, homebase lecturers, regional government, related offices and also madrasah/schools where students carry out teaching assistance.
- e. Adding a lecturer exchange program as one of the MBKM programs in the PGMI curriculum. This program is carried out based on the results of a needs analysis conducted by the head of study program, vice dean I and also the homebase lecturers.

E. Conclusion

Based on the results of the research described above, it can be concluded that the development of the curriculum for the Madrasah Ibtidaiyah Teacher Education study program at the State Islamic Institute of Palangka Raya is based on MBKM and OBE. Curriculum development is carried out by conducting a need assessment involving stakeholders, graduate users, students, Vice Dean I and homebase lecturers with study program expertise. This research was only limited to analyzing the need assessment in the curriculum development of PGMI study program IAIN Palangka Raya. The findings of this study recommend that the curriculum development that has been compiled and implemented can be immediately included in the curriculum document. Need assessment in the next curriculum development can add input from alumni.

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