

ISLAMIC EDUCATION CURRICULUM DEVELOPMENT MODEL 2013 CURRICULUM VERSION

Nisa'atun Nafisah

UIN Maulana Malik Ibrahim Malang, Indonesia

Email: Nafisah.nafis@gmail.com

Abstract: Position Islamic Religious Education Curriculum (PAI) as the center in the whole process of education, as direction for all activity education to achieve the purpose. Because of that to reach something successful curriculum it is necessary a nice system that loads components of the best curriculum and is supported by the structure of the best curriculum. The Aim of PAI curriculum is to Upgrade productive, creative, innovative, and effective operating faith and piety, for Upgrade what ever studied participants educate about religion as well as life practice every day. The method used in the study is with method search references or studies literature. Research results show that component curriculum at least must consist of four components that are purpose, content, process, and assessment. because the discussion previously about PAI learning then special for PAI curriculum in it must load values Islamic teachings on each component of the course must each other related. The criticism writer needs he added mark religious and collaborative for maximizing the PAI curriculum in implement inside the school.

Keywords: Islamic Education, Curriculum Development, Model 2013 Curriculum Version

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INTRODUCTION

Education is still considered as one element urgent for could advance life in nation and state. Educational role no can be ignored so just for color development civilization people are human. When talking about education so no one can be free from discussing curriculum. A curriculum is a tool for reaching goals, all at once as guidelines in implementation education. The curriculum reflects the philosophy of life nation, direction, and goals life something nation (Ramedlon & Wiwinda, 2022).

Life is something nation wherever and whenever always experiences development, fine facets of social, political, or the economy. Social values, needs, and demands Public tend to experience changes caused by progress knowledge and technology. To anticipate change that is, education is expected capable Becomes a solution, cause During this education still considered one the most strategic way to offset progress in knowledge and technology (Qodim, 2022).

A curriculum is a "tool" or key in the process of formal education (Firdaus et al., 2022). Not surprising if a tool always overhauled or reviewed returns for following development knowledge and time. Term development alone pointing at something activity produces something tool or method new, were During the activity the assessment and refinement to tool or method the keep going done for produce ideal curriculum for applied. In a curriculum alone there is various components or constructive elements curriculum such, and between one component with a component other that each other related. If one of its components no there is or a function so could say that curriculum the fail or no it worked. Because of that to reach something successful curriculum it is necessary a nice system that loads components of the best curriculum and supported with the structure the best curriculum.

The K-13 curriculum was developed with the aim of improving the quality of education in primary and secondary schools in Indonesia and aligning with international educational standards (M. G. Gunawan et al., 2022). This curriculum emphasizes the development of

student competencies and context-based and inquiry-based learning. K-13 also includes character and cultural components to shape students into individuals with noble character and strong nationalistic spirit. The need to evaluate the implementation of the curriculum that has been applied, to determine how far the expected results can be achieved and find solutions to address the problems encountered.

New hope for the existing Curriculum 2013 then will the more he noticed aspects of the attitude participant learn, where he hoped it raises a breath of fresh air for Islamic Religious Education (PAI) teachers in particular were the situation to be a highlight generational decline young mature this. Where PAI teachers are considered guarantors of the moral responsibility of the participant's study at school (Erlinung, 2022), this normal remember content like PAI material values sublime.

The development of Islamic Religious Education (PAI) in the 2013 curriculum (K-13) is done by including PAI material in the curriculum as a mandatory subject in primary and secondary schools. The PAI material is developed by referring to religious rules, basic religious teachings, and universal values applied in daily life. In addition, in the 2013 Curriculum, Islamic Religious Education (PAI) has a significant role in shaping the character of students and developing the personality of students based on Islamic teachings (Hamdan et al., 2021). This allows students to develop competencies in the field of ethics, morals and ethics, thus becoming individuals with noble character and strong nationalistic spirit. Therefore, the K-13 curriculum is developed to improve the quality of PAI education in Indonesia and align with international educational standards (Dewi, 2019).

Position the Islamic Religious Education Curriculum (PAI) as the center in the whole process of education, as a direction for all activity education to achieve the purpose. Besides as something planned education, "curriculum is guidelines and guidelines about the type, scope, and order content as well as the strategy of the educational process". From the description on writer will try to expose studies Policy development curriculum Islamic religious education curriculum model 2013.

METHOD

Study this using approach qualitative. The method used in the study is with method search reference or studies literature. Study literature is a Suite activity study about how and in what way in getting study data, record, register, and prepare composition-reviewed studies. Study this is studies using source literature for getting research data (Muhammad, 2020). In matter, this writer collects data through look for related literature on the topic, then look the explanation through the interpretation of scholars, then supported by books, books, magazines, brochures, journals, and materials reading other related to the moderate problem discussed. With thereby expected data collection through literature could be done.

RESULT AND DISCUSSION

Basic Concepts of Islamic Religious Education Curriculum

1. Understanding the Curriculum

Kindly etymological curriculum originates from Greek that is *curre* meaning a mean runner and *cure* the place gallop. First, the term curriculum originate from the world of sports, Medium in Webster's dictionary of the understanding curriculum in field education appeared in 1955 which gives meaning curriculum as several eye lessons at school or eye study at college high, that should be taken for reach something level certain or diploma.

In Arabic curriculum can disclosed with *manhaj* which means the bright path traversed by humans in various ways of field life. Whereas the meaning of " *manhaj* " / curriculum in Islamic education as there is in *qanut at - Tarbiyah* is set planning and media used reference by the institution education in realizing goals education.

2. Islamic Religious Education Curriculum

Islamic religious education is effort conscious and planned to prepare participants to educate for know, understand self, and live up to have faith in Islamic religious teachings, accompanied by existing guidance for honoring the adherents of another religion within a relationship with harmony between people's religious until coming true unity and unity nation (Didiyanto, 2017). So, this meaning Islamic religious education is something effort to build and nurture participants always teach could understand Islamic teachings thorough.

Curriculum Islamic religious education according to Oemar Hamalik is an Islamic religious education program, which contains components of all eye PAI lessons, which are equipped with the main line in implementation of the activity process learning (Bahri, 2017). Curriculum Islamic religious education can also be interpreted as gathering several syllabus PAI materials that is systematic load eye lesson accompanied with an introduction as well as aim education, as well as with plan short learning process (Taufik, 2020). So Islamic Religious Education curriculum 2013 is a program consists from the entire PAI learning process implemented in 2013 which refers to the 2013 curriculum in general.

3. Approach Development Islamic Education Curriculum

Development Islamic Religious Education (PAI) curriculum can be interpreted as an activity to produce a PAI curriculum, linking the process of one component with other components to produce a curriculum of more Islamic religious education (PAI) (Julaeha et al., 2021). There are various type possible approaches used in developing material PAI curriculum, including (Ananda & Fatonah, 2022):

1) Approach Faith

Approach faith that gives opportunity to participant educate for developing understanding exists Lord as source life creature universal this.

2) Approach Experience

Approach experience that allows participant educate for practice and feel results religious and ethical experiences in face tasks and problems in life every day.

3) Approach habituation

Approach habituation that gives the opportunity to participant educate for getting used to appropriate attitudes and behavior with Islamic teachings and culture nation in face problem life.

4) Approach Rational

Approach rational that is effort give a role in the ratio or sense participant educate in understanding and differentiate various inside teaching materials standard material as well as the relation with good and bad behavior in life worldly.

5) Approach Emotional

Approach emotional is effort evokes the feelings (emotions) of the participants and educates in live appropriate behavior with religious and cultural teachings nation.

6) Approach functional

Approach functional that serves form all standard material (al-Qur'an, faith morals, fiqh or worship, and date) of facet the benefits for participant educate in life daily in a broad sense.

7) Approach exemplary

Approach exemplary that makes figures of religious and non-religious teachers as well officer school other nor parents participant educate as mirror personality man.

Development Curriculum 2013

Development The 2013 curriculum was implemented on base several principles main must be obeyed. Principles development is first, standard competence graduate of lowered from

need. second, standard content lowered from standard competence graduate through independent core competencies eye lesson. third, all eye lessons must contribute to the formation of attitudes, skills, and knowledge participants educate. Fourth, eyes lesson lowered from desired competence achieved. Fifth, everyone's eye lesson is bound by core competencies. Sixth, harmony demands competence for graduates, content, learning process, and assessment.

Approach learning in curriculum 2013 using approach scientific (scientific approach) and its evaluation system with use evaluation authentic (authentic assessment). Approach learning scientific in implementation has 5 steps, namely (Watini, 2019):

1) Observing

In step this a teacher should facilitate students to exist something that can be observed by students, namely; can form pictures, impressions *slides*, videos, recordings of voice or things that only can interesting attention student for observing. Understanding observing the 2013 curriculum is observed with the use of all function five senses, such as sight (eyes), hearing (ears), smell (nose), touch (skin), and taste (tongue). Students could use two or more senses in every observation. Therefore, the indicator in observing are words such as see, read, hear, pay attention, observe, hold, listen, and so forth. Generally, step observing (*observing*) is done at the beginning of the inner core activities lesson but matter this not always so. Depends on material, situation, goals, students, and possible facilities matter.

2) Questioning

Ask is right basic students, however, how arouse desire know that student, in turn, will wonder. In step observation (*observing*) a teacher must awaken the interest and concern the child to impressions or something he observed. From what was observed students with carefully usually arouse curiosity and desire more many know again from just what can observed. The word that appears in the core activity is asking, responding, giving bait return (*feedback*), and comment, which can also give criticism.

3) Exploration, Experimentation, and Seeking Information (*Exploring, Experimenting*)

In step this, students try to explore knowledge and experience study through draft look for know myself, teacher only as a facilitator. Teacher no as the only source to learn, but only as one source study, resources study other still many can be used by participants students, such as books *literature*, *e-books*, the environment, magazines, others, and even the internet. Learning in curriculum 2013 using draft environment networking, that is learning could go on no, not in space class, hobutould take place anywhere. Teachers can just carry out learning starts inside the class, then several moment student are invited to outside class or page school to apply one draft learned in class after student is invited to return to in class to report the results he got. The words that can represent exploration/experiment are think critical, discussing, experimenting, searching argument, seeking example, create imitation, and so on.

4) Associate (Association)

At stage this, the teacher can facilitate students to active connect one draft with draft others, process information, and analyze findings obtained in step exploration, with motivating self students always think critically to make one formula or definition even able to make a map concept (*concept map*) and classify or group in accordance types and characteristics. When students could do associate, then the process of the learner who has going on could give benefit to sents, even could say that acquired learning meaningfulness for students.

5) Communicating (*Communicating*)

In step, this is proof that student has succeeded obtain mean learning next they communicate with each other. Activity communication seen such as: presenting, dialogue, demonstrating results trials, reporting results his job good in the form of oral or writing, and finally they conclude what have they learned of course just with the teacher's direction and guidance. The approaches above were next implemented with the of use several methods, and media varied. Referring method to approach scientific is *inquiry-based learning* and *collaborative learning*. Temporary That is, the media used should already base media technology information and communication (*information and communication technology*).

As for Development, This 2013 curriculum is a step advanced development of Curriculum-based Competence (KBK) that has been pioneered in 2004 and the Education Unit Level Curriculum (KTSP) in 2006 which includes competence attitudes, knowledge, and skills in a manner integrated. A basic change in the 2013 curriculum is that the material arranged balanced covers competence attitudes, knowledge, and skills. Approach learning based on observation, questioning, data collection, reasoning, and presentation results through the utilization of various source study or student look for knowledge, and assessment authentic in that aspect of competence attitudes, knowledge, and skills based on portfolio.

With there being change almost every year in the curriculum then the power educators also wonder what's the difference or equality Between Education Unit Level Curriculum (KTSP) with curriculum 2013. It is alleged that the 2013 curriculum is continuing curriculum the desired KTSP curriculum to finish eight standard national education (eight standards the is; Standard content, Process standards, Standards competence graduate, Standard educators, and staff education, standard facilities and infrastructure, standard management, Standard financing, and Standards evaluation education) next from eight standards this it turns out there is four standard experience change in curriculum 2013, and here it is possible appearance differences and similarities Among Education Unit Level Curriculum (KTSP) with curriculum 2013.

If read in a manner carefully could pull the conclusion that every curriculum has characteristics separately, of course likewise with Curriculum 2013 and Education Unit Level Curriculum (KTSP). When reading more far about Curriculum 2013, available element changes that occur in the curriculum of Indonesian education from Education Unit Level Curriculum (KTSP) to Curriculum 2013, where change happens in aspect Standard Competence Graduates, Process Standards, Content Standards, Standards Assessment.

Application Curriculum 13 Version of the Islamic Religious Education Curriculum

Following this is inherent features in K-13 (2013 Curriculum), namely (M. G. Gunawan et al., 2022) :

a. Realizing Character Education

Character education actually for Upgrade character and traits tree curriculum education previously because the curriculum demanded that cadres participants educate to be insightful good character, morals, and possessive favor good manners. But on the implementation curriculum, still there is various lack that reaps various criticism. so that curriculum-based competence this revised To use create a system of continuing education that can educate life nation.

b. Creating Insightful Education Local

Outlook local is one very important thing. But in reality that happened During this, the potential and culture local as if neglected and undermined by its height influence on modern culture. inclined culture brings the public to forget ambition sublime grandma ancestry and its potential from in soul. That's what drives how planting culture locally in education could be applied. System this be applied in draft

system education curriculum 2013. A system that can thicken culture long local forgotten and as it was ignored. because it, with system education The 2013 curriculum is expected to be a pillar of culture local could return Becomes inspiration and implementation in life socialize. The expected culture local could Become characteristic important and become king in his own country and not extinct swallowed up by time.

c. **Creating a Cheerful and Friendly Education**

Education no only a learning media. But education is the place for digging the whole potency in self. because it, with system education that will be applied to the 2013 curriculum later will expect could dig whole potency self participant educate, fine achievement academic or non-academic. So with so in the 2013 curriculum later will apply more education fun, friendly, interesting, and competent. So with the method the expected whole potential and creativity as well as innovative participant education could be exploited in a manner fast and precise.

Components of Islamic Religious Education Curriculum 2013

The components contained in the 2013 PAI curriculum are also the same as the component curriculum 2013, which covers aim learning, content/material, process, and evaluation learning (I. Gunawan, 2017).

- a. Aim in curriculum consists of aim micro and macro, macro regarding philosophy or espoused values community, and micro covers objectives contained in the vision and mission school, destination eye lessons, and the purpose of the learning process. Whereas general PAI learning aims to form participant students who believe, are pious as well as have character glorious (Surur & Roziqin, 2021).
- b. Component content or material curriculum consists of whole related aspects with material lesson good form eye lesson or activity inside, eyes lesson PAI principal consists from Al-Qur'an and Hadith, SKI, Fiqh and Aqidah morals.
- c. On the process component consists of learning methods and strategies for carrying out the learning process with ok.
- d. Component final is evaluation, there are ratings and notes on how much big achievement aim education has formulated before, so will become ingredient development curriculum next (Yuliani, 2016). As explained in KMA 183 of 2019, Islamic religious education still no can become base in think, behave and act in life participant educate, so they no have good character in accordance Islamic religious guidance.

This becomes a challenge big pie arrived moment, the PAI curriculum in 2013 present give solution to challenge them with expandability participant educate, not on understanding religion only, but also can apply, life practice socialize. So that will become a reflection good for the Public around, through the teacher's exemplary process, acculturation, and empowerment environment school. Development potency the entered into every component curriculum, to the max in achievement aim education. Along walk time curriculum will keep going to develop and becomes more good and relevant with the demands of time and the environment where the curriculum is implemented. In application, the curriculum must Fulfill principle relevance which is suitability whole component curriculum to the characteristics, needs, and development of society (Ojong & Maduka, 2013). If that, if the curriculum is already not relevant to the development of society and times, then curriculum the must quickly develop.

PAI Core Competency in Curriculum 2013

PAI learning core competencies in the 2013 curriculum are based on Permendikbud No.21 of 2016 which has standard content down from Standard Competence Graduates (SKL), Core Competencies (KI), and Basic Competencies (KD). From KI-KD derived in form eye lesson. PAI here with meaning are PAI and BP which are eye lesson must for participants'

education, then planned syllabus and lesson plans in the next. In KI competencies include realm spiritual attitudes and attitudes social, knowledge, and skills that include all eye lessons while KD includes only eye lessons.

1. PAI learning process in curriculum 2013

a. Characteristics Learning

Method education Islam is desired by Muslims, in essence, is a *method of education through the teaching of Islam* (method education through teachings Islam) above all field knowledge and skills according to Islamic teachings. To strengthen the approach scientific (*scientific*), thematic integrated (thematic between eye lessons), and thematic (in something eye lesson) necessary applied to learn based disclosure/research (*discovery/inquiry learning*).

For push, the ability participants educate to produce creation contextual, both individually and the groups then highly recommended using the approach of productive learning creation-based solving the problems (*project-based learning*).

b. Planning

Planning learning is designed in the form of Syllabus and Plan Implementation Learning (RPP) which refers to the Content Standards. The syllabus is a reference drafting framework learning for every ingredient study eye lesson. Plan Implementation Learning (RPP) is plan activity learning stare advance for one meeting or more.

RPP is developed from a syllabus for direct activity learning participant education to reach Basic Competency (KD). "Every unit educator education obliged to compile the RPP in an orderly manner complete and systematic order of learning going on in a manner interactive, inspiring, fun, challenging, efficient, motivating participant educate for participate active, as well give enough space for the initiative, creativity, and independence by talents, interests, and developing physical as well as psychological participant educate".

RPP prepared based on KD or sub-theme implemented in one meeting or more. In K13, the development syllabus did by the teacher, however already prepared by the team developer curriculum, both in the level center and region. because, the teacher lives develop lesson plans based on the book teacher's guide, book guide students, and books all sources have prepared.

c. Implementation Learning

Implementation learning is the implementation of the RPP including Introduction, Core, and Closing.

a) Introduction: "prepare the physical and psychological participant to educate, motivate, review material before, hooked material previously with material to be studied, conveyed aim learning, deliver scope material".

b) activities: "The core activities use learning models, methods learning, learning media, and resources customized learning with characteristics participant pupils and eyes lesson. Election approach thematic and/ or thematic integrated and/ or scientific and/ or inquiry and revelation (*discovery*) and/ or productive learning creation based solving the problem (*project-based learning*) adjusted with characteristics competency and level education".

c) Closing: Reflection, bait back, act further, and inform activity study next.

PAI Assessment Process in Curriculum 2013

In K13, assessment not only results end learning, but also on the learning process. Assessment of the learning process use approach evaluation authentic ("*authentic assessment*") assessing the readiness of participant students, processes, and results of a study in a manner whole. Authentic here also means measuring all competence attitudes, knowledge, and skills

based on process and results”. Evaluation of the learning process done during the learning process with the use of tools: “sheet observation, questionnaire peer, record, note anecdotes, and reflections. Evaluation results in learning done during the learning process and at the end of the unit lesson with the use of methods and tools: tests verbal/deed, and test writing. Evaluation results end obtained from combined process evaluation and evaluation results learning”.

CONCLUSION

Position Islamic Religious Education Curriculum (PAI) as a center in the whole process of education, as direction segaia activity education to achieve the purpose. Besides as something planned education, “curriculum is guidelines and guidelines about the type, scope, and order content as well as the strategy of the educational process”. Withdrawn Thread the red that development curriculum is a productive activity process conceptual, material, framework thinking, and curriculum was developed through preparation, implementation, assessment, and refinement after done so there is Step verify so you can see worth it and not candidate new curriculum as results from development carried out in the curriculum.

Aim PAI curriculum to Upgrade productive, creative, innovative, effective in operating faith and piety, Upgrade what ever studied Participants educate about religion as well practice in life every day. Function PAI curriculum is something activity for describe or deepen elements in learning PAI that builds something PAI curriculum, which contains PAI values in every component.

The component curriculum at least must consist of four components that are purpose, content, process, and assessment. because discussion previously about PAI learning then special for the PAI curriculum in it must load values Islamic teachings on each component, of the course, and must each other related. The criticism writer needs he added mark religious and collaborative for maximizing the PAI curriculum in implement inside the school.

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