

# Integration Of Basic Curriculum And Lifeskill Curriculum In Nature School Curriculum Development

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## Abstract

The purpose of this study is to determine the curriculum development model at Sekolah Alam. The research method used is descriptive qualitative research with a case study method. Data collection consists of observation, interviews, and documentation. The results of the study indicate that Sekolah Alam Bandung has a unique curriculum development model based on student psychology. At the secondary school level, the curriculum is developed through the integration of the basic curriculum and the Lifeskill Curriculum in a 50:50 ratio. The Basic Curriculum provides preparation for higher education, covering core subjects for university entrance exams (PTN/PTS) and the SAT, using national education standards. The Lifeskill Curriculum is designed to prepare students for direct entry into the business or professional world, covering basic professional training from technical operator levels to managers and entrepreneurs. The methods of achievement include internships, business learning together, learning from masters, business outings, and other methods. The mandatory business fields that every student must go through are Business with an environmental perspective 'Biotechnology', future business tools 'Information and Technology Information', and commerce 'Retail and Distribution'.

*Tujuan penelitian ini untuk mengetahui model pengembangan kurikulum di Sekolah Alam. Metode penelitiannya adalah penelitian kualitatif deskriptif dengan metode studi kasus. pengumpulan data berupa observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa Sekolah Alam Bandung ini mempunyai model pengembangan kurikulum yang khas yang berlandaskan psikologi siswa. Sekolah Alam pada tingkat SM, kurikulum dikembangkan dari integrasi antara basic curriculum dengan Lifeskill Curriculum dengan porsi 50:50. Basic Curriculum adalah pembekalan untuk melanjutkan ke pendidikan yang lebih tinggi dengan cakupan materi-materi pokok ujian masuk PTN/PTS maupun SAT dengan menggunakan standar Pendidikan Nasional. Lifeskill Curriculum adalah pembekalan untuk terjun langsung ke dunia usaha atau profesional, yang cakupannya adalah pelatihan dasar profesional dari tingkatan operator teknis, manajer hingga pengusaha. Metode pencapaiannya melalui proses pemagangan, belajar bisnis bersama, learning from maestro, outing bisnis, dan metode lainnya. Bidang bisnis wajib yang dilalui oleh setiap siswa adalah Bisnis dengan wawasan lingkungan 'Biotechnology', tool Bisnis masa depan 'Information and Technology Information' dan perniagaan 'Retail and Distribution'.*

## **A. INTRODUCTION**

Society will always undergo changes as a result of advances in science and technology (Mufarokah et al., 2024). Science and technology have become the main driving force in society (Latipah, 2023). Every aspect of life is connected to knowledge and technology. For example, basic human needs such as food, clothing, and shelter all utilize technology. Fast food has become an icon of the busy and dynamic modern human (Jaelani, 2023).

These changes demand that education be able to anticipate them through the preparation of human resources capable of competing in a global society, meaning that these changes demand that education, particularly learning, be able to anticipate them (Hidayat et al., 2023). One aspect that influences the success of national education is the curriculum (Hidayat et al., 2024).

The curriculum is one of the components that plays a strategic role in the education system (Hidayat & Syafe'i, 2018). The curriculum plays a crucial role in achieving quality schools. The school curriculum must prepare students to face these challenges through the expertise and skills acquired through education at school (Anwar et al., 2024a). Thus, the curriculum not only directs students to master concepts but also needs to develop students' orientation towards their lives and the development of science and technology.

Previous studies relevant to this research include:

First, a study by Farida Nur Rahma et al. entitled *Analysis of the Islamic Cultural History Curriculum for Grade VII MTs Al-Imam Cikembar Sukabumi West Java*. The results of the study indicate that the curriculum for the Islamic Cultural History subject for Grade VII MTs aligns with the national objectives of MTs in terms of objectives, but it is less aligned with the institutional objectives of MTs Al-Imam, which places greater emphasis on the individual development of students. In terms of teaching materials, the scope of the Islamic Cultural History subject for Grade VII MTs is the same as that of the Islamic Cultural History subject for Madrasah Ibtidaiyah. From the syllabus, it is evident that the teaching strategies tend to be monotonous and still teacher-centered. Meanwhile, in terms of assessment, teachers incorporate all types of assessment (Rahma et al., 2025).

Second, Tatang Hidayat's research titled "Analysis of the Success of Integrating Sociology Learning with Islamic Values in Building Islamic Character." The research findings indicate that integrating Islamic values into learning can be one solution in the

midst of a secular education system that separates religion from life. The success rate of the program to integrate Islamic values into sociology learning among students is seen from the character traits present in the sociology subject, such as religious, honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive, and proactive. However, the character traits present in the sociology subject have not been integrated with Islamic values. Therefore, these character traits must be integrated with Islamic values to prevent them from losing their meaning. The aim is for students to practice these character traits in sociology in a fully integrated manner between *hablumminallāh* and *hablumminannās* (Hidayat, 2024).

Third, the research by Selvi Sri Wahyuni et al. titled “Planning the Learning Process in Islamic Education: A Case Study at MI Khoeru Ummah Bogor” highlights the importance of the school principal as the leader of the educational institution in planning and evaluating the learning process within the institution to improve the quality of education. Furthermore, the school principal plays a crucial role in achieving the desired learning objectives, particularly in terms of outcomes that meet the expected quality and competencies in improving the quality of Islamic religious education (Wahyuni et al., 2024).

Previous research and this study both examine curriculum and integrated learning planning, but this study differs by focusing on the integration of the basic curriculum and life skills curriculum in nature schools. Therefore, the novelty of this study lies in examining the integration of the basic curriculum and life skills curriculum in nature schools, rather than in educational institutions at the MI, MTs, and SMA levels, as in previous studies.

In curriculum development, each school has its own policies aligned with the school's objectives and philosophy (Anwar et al., 2024b). This includes nature schools. Nature schools use psychological foundations as a reference in developing their curriculum. It is important to understand in depth how curriculum development is carried out in nature schools, which have their own unique characteristics. Therefore, the author attempts to explore the curriculum development model in nature schools.

## **B. RESEARCH METHODOLOGY**

This research is a descriptive qualitative study using a case study method. Data collection consists of observation, interviews, and documentation. The data sources obtained are both primary and secondary data sources. After the data is collected, the researcher analyzes the data using descriptive data analysis and data interpretation techniques, then provides sufficient explanation.

This study was conducted at Sekolah Alam Bandung, specifically at Jl. Cikalapa 2 No. 4, Kp. Tanggulan, Bandung City, West Java. The research was conducted through observation, documentation, and interviews with relevant parties, namely educators, students, and administrators within the Bandung Nature School environment. The interviews were conducted naturally, following the needs on the ground and depending on the circumstances during the direct observation. Therefore, the interviews were unstructured but in-depth.

## **C. RESULTS AND DISCUSSION**

### **1. Definition of Curriculum**

Etymologically, the term curriculum (curriculum) comes from Greek, namely *curi* which means “runner” and *curere* which means “racing place”. The term curriculum comes from the world of sports, especially in the field of athletics in ancient Roman Greece. In French, the term curriculum comes from the word *Courier* which means running (to run) (Hidayat et al., 2019). The curriculum means a distance that must be covered and then turned into a school program and everyone is involved in it. Curriculum is the entire school program and all the people involved in it. The program contains subjects (Courses) that must be taken by students over a certain period of time, such as SD / MI (six years), SMP / MTs (three years), SMA / SMK / MA (three years) and so on. Thus, terminologically, the term curriculum (in education) is a number of subjects that students must take or complete at school to get a diploma. This definition is classified as traditional, but at least people can recognize and know the definition of the first curriculum. Reality shows that the term subject is still used in Indonesia.

Terminologically, the term curriculum used in the world of education implies a number of knowledge or subjects that students must take or complete to achieve a predetermined educational goal or competency (Husniyatus Salamah Zainiyati, 2014). The curriculum as a program / learning plan, does not only contain a program of

activities, but also contains the goals that must be taken along with evaluation tools to determine the success of achieving goals, besides that it also contains tools or media that are expected to support the achievement of these goals (Ilman, 2014). The curriculum as a plan is prepared to launch the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff.

## **2. Curriculum Development**

Etymologically In the Indonesian Dictionary, the word “development” means developing, gradual and orderly development, and leading to the desired target (Lestariningsih et al., 2017). Curriculum development implies an activity to produce a curriculum, a process that links one component with another to produce a better curriculum, and or activities of curriculum preparation (design), implementation, assessment, and improvement (Minabari, 2020).

In Terminology Curriculum development is the process of curriculum planning in order to produce a broad and specific curriculum plan (Islam et al., 2013). This process relates to the selection and organization of various components of the teaching and learning situation, including the establishment of a curriculum organization schedule and specification of suggested objectives, subjects, activities, sources and measuring instruments of curriculum development that refer to the creation of unit sources, unit plans, and other multiple curriculum lesson lines, to facilitate the teaching and learning process.

It can be concluded that curriculum development is the process of planning the curriculum in order to produce a broad and specific curriculum plan. This process deals with the selection and organization of various components of the teaching-learning situation including the establishment of a curriculum organization schedule and the specification of suggested objectives, subjects, activities, sources and measuring instruments of curriculum development that refer to the creation of unit sources, unit plans, and other multiple curriculum lesson lines, to facilitate the teaching and learning process.

Basically, curriculum development is to direct the current curriculum to the expected educational goals due to various positive influences that come from outside or from within, with the hope that students can face the future well (Trisnawaty et al., 2022).

### **3. Foundations of Curriculum Development**

The curriculum is an educational design that has a fairly central position in the development of education, therefore it takes a strong foundation in curriculum development so that education can produce quality human beings. According to Nana Syaodih, the foundation of the curriculum consists of philosophical, psychological, socio-cultural and scientific and technological foundations (Sukmadinata, 2009).

#### **a. Philosophical Foundation**

Philosophical foundation implies that education is always related to humans both as subjects, as objects, and as managers. Thus, education is always the essence of human interaction. In the interaction, of course, there are goals and objectives to be achieved, there is material or material that is interacted with, there is a process that is taken in interacting with it, and there are evaluation activities to determine the achievement of the process and results. Of course to formulate and develop every aspect related to each dimension of the curriculum requires answers or deep and fundamental thinking or in other words must use philosophical thinking. Education as an applied science of course requires other sciences as support, in this case philosophy. Philosophy of education is basically the application and philosophical thoughts to solve educational problems (Susilana, et al: 2006).

Furthermore, it is said that the curriculum is essentially a tool to achieve educational goals because the purpose of education is strongly influenced by the philosophy or outlook on life of a nation then of course the curriculum developed will also reflect the philosophy of life adopted by the nation. Therefore, there is a very close relationship between the educational curriculum in a country with the philosophy of the country he embraced.

#### **b. Psychological Foundation**

This foundation is based on the principle that a person's development is influenced by the environment and maturity. The intended environment can come from the educational process (Shofiyah & Siregar, 2025). The curriculum as a tool to achieve goals in education is of course related to the process of change that occurs in students. With the curriculum, it is hoped that the changes that occur in students can form actual and potential abilities or competencies.

The behavioral characteristics of each individual at various levels of development are the study of developmental psychology. Therefore, curriculum development must always be related to educational programs for the benefit of

learners, so the psychological foundation must absolutely be the basis of curriculum development. The developments experienced by learners are generally obtained through the learning process. Teachers / educators should always look for efforts to be able to teach students. How to learn and teach that can provide optimal results certainly requires in-depth thinking, which is seen from the study of learning psychology (Susilana, et al.: 2006).

Children are unique individuals who must be considered in the development of the education curriculum. Each child is a separate person and has differences and similarities. The implications are:

- 1) each child is given the opportunity to develop according to their talents, interests and needs;
- 2) in addition to providing general lessons (core program) that every child must learn at school, lessons are also provided according to the interests of the child;
- 3) the curriculum in addition to providing teaching materials that are vocational in nature, also provides teaching materials that are academic in nature. Children who are academically talented are given the opportunity to continue their studies to the next level of education;
- 4) the curriculum contains objectives that contain knowledge, values/attitudes, and skills that describe the whole person who is physically and mentally intact.

Other implications of child development for the learning process according to Susilana, et al. (2006) are:

- 1) learning objectives that are formulated operationally are always centered on changes in the behavior of students;
- 2) the material provided must be in accordance with the needs, interests and attention of children, the material is easily accepted by children;
- 3) teaching and learning strategies used must be in accordance with the level of child development;
- 4) the media used can always attract children's attention and interest;
- 5) the evaluation system is combined in a comprehensive and continuous unity from one stage to another and is carried out continuously.

In essence, the view of a person in learning is influenced by the school of learning psychology. In its development, the psychology of learning or learning theory contains various schools, such as the theory of Mental Discipline or Power theory,

Behaviorism, and Mental Development. The influence of learning theory on a person's learning process will be discussed specifically in the principles of learning.

#### c. Sociological Foundation

This foundation is based on the idea that education is a cultural process to improve human dignity. Education is a process of socialization through human interaction towards cultured humans. In this context, students are exposed to human culture, nurtured, and developed in accordance with their cultural values and nurtured their ability to become human beings (Susilana, et al. 2006).

Curriculum in every society is basically a reflection of the way people think, feel, aspire or habits. Therefore, in developing a curriculum it is necessary to understand culture. Culture is a pattern of behavior that is generally recorded in one society, including overall ideas, ideals, knowledge, beliefs, ways of thinking, and art. Curriculum development based on it is general in nature, meaning that it applies to people's lives.

#### d. Foundations of Science and Technology (Science and Technology)

There are three sources of values in society to be developed through the education process, namely logic, aesthetics and ethics. Science and culture are values that originate from logic (mind). As a result of the progress of science and technology, which is essentially the result of human culture, human life is getting wider, increasing so that the demands of life are getting higher. Education must anticipate the demands of this life so that it can prepare students to live reasonably in accordance with the socio-cultural conditions of society. In this context, the curriculum as an educational program must be able to answer the challenges and demands of society. To be able to answer these demands is not only the fulfillment in terms of curriculum content, but also in terms of implementation strategies. Therefore, teachers, coaches, and curriculum implementers are required to be more sensitive to anticipate the development of society, so that what is given to students is relevant and useful for their lives in society.

Calhoun, Light, and Keller (Susilana, et al.: 2006) detail 7 social functions of education that should be considered by educators, namely:

- a. teaching skills;
- b. transmitting culture;
- c. encouraging environmental adaptation;
- d. forming discipline;



- e. encouraging group work;
- f. improving ethical behavior;
- g. selecting talent and rewarding achievement.

#### 4. Nature School Curriculum Development

At all levels of education, namely Playgroups (KG/PG), Kindergartens (TK), Elementary Schools (SD), to Secondary Schools (SM) the curriculum is divided into 4 main developments:

- Moral development, using the 'role model' method
- Logical development, using the action learning method 'learning with nature'
- Leadership development, using the 'outbound training' method
- Development of business mentality, with the method of apprenticeship and 'learn from maestro'

In the SM level, the curriculum is developed from the integration of the basic curriculum with the Lifeskill Curriculum with a portion of 50:50



**Figure 1:** Nature School Curriculum Integration

Basic Curriculum is a provision for continuing to higher education with the coverage of the main materials for the PTN / PTS and SAT entrance exams using the Diknas standards. Lifeskill Curriculum is a provision for direct entry into the business or professional world, which covers basic professional training from the level of technical operators, managers to entrepreneurs. The method of achievement is through the apprenticeship process, learning business together, learning from maestro, business outings, and other methods. The compulsory business fields that every student goes through are Business with environmental insight 'Biotechnology', Business tools of the future 'Information and Technology Information' and commerce 'Retail and Distribution'.

To support the curriculum integration model, the School of Universe implements a dual-system learning method. The essence of this learning model is a

model developed from the principles of adult learning, namely learning from structured experience. In the development of the basic curriculum, the structure is a derivative of the entrance exam of PTN / PTS both at home and abroad. The application is the best bimbel (tutoring) method given to students. Meanwhile, the development of Lifeskill Curriculum refers to business experiences that have proven successful in the free market. The application of the apprenticeship method and learning directly from successful people (maestros).

a. Akhlak

The learning of Akhlak carried out by our students is an ethical learning that reviews what is good and what is bad and about the rights and obligations of fellow humans as social creatures. Jaelani et al., (2025) Morals also concern human obligations towards their God. That is why the scope of morals is very broad and covers all aspects of students' lives, moral values both vertically, namely with God, and also horizontally, namely with fellow creatures created by God.

All children are equipped with fitrah, which is potential. The potential that exists in them is very important to be directed and accustomed so that students always do good (Kusumah et al., 2024). The purpose of the presence of the Akhlak Curriculum is for learning that brings students closer between what they know as truth and good behavior to the form of action that reflects the value of this understanding in a real and concrete way.

With the Akhlak Curriculum contained in the Akhlak Curriculum and Teacher Guidebook, teachers and students are expected to be able to practice learning moral values in their daily learning and teaching activities, as well as in their lives more meaningfully. Through this curriculum, students are given the opportunity to think critically while exploring the moral messages implied in every activity they undergo at school. The hope is that the positive messages and good values that have been exemplified by Rasulullah SAW as a role model sent by Allah SWT for humans, can also be exemplified by teachers and then followed and exemplified well by students as the next generation and future world leaders in the future.

b. Leadership

We define leadership as a person's ability to invite and influence other people to work together in accordance with the plan to achieve predetermined goals, with the basis of goals based on Sharia standards and dimensions of mashlahat.

There are four things that become achievement targets that must be considered in the leadership curriculum, namely:

- Self-Dimension (Independence), TKA-B
- Family Dimension (Closest Circle), SD1-2
- Small Community Dimension (Class), SD3-4
- Large Community Dimension (School), SD5-6
- Community Dimension (Neighborhood), SM1-2
- Global Dimension (National/International), SM3-4

This leadership curriculum aims to organize attitude learning so that each student can have a strong character in the preparation process to become a quality leader in the future. In the Leadership Curriculum, we organize the stages of competence to achieve the target goals.

With this leadership curriculum, students are expected to be able to practice learning the value of leadership in their lives more readily and maturely. Through this curriculum, students are given the opportunity to explore the moral messages implied in each of the stages contained in this curriculum.

The hope is that the messages that have been exemplified through the Quran and Hadith by Rasulullah Saw as Qudwah sent by Allah SWT for humans, can be followed and exemplified well by students as the next generation and future world leaders in the future. "Every one of you is a leader, and every leader is responsible for his leadership." (HR Al Bukhari and Muslim)

#### c. Logic

Among the four pillars of education in nature schools, which are built with a unique curriculum designed by a team of educational practitioners and under the direct guidance of the Nature School Conceptor, Lendo Novo, for the levels of Playgroup, Kindergarten, Elementary School to Secondary School, there is a Logic Curriculum which is an important part of the educational process in nature schools.

The Logic Curriculum is designed and developed to meet the needs of students for learning activities that pay attention to the growth of logic and analysis of learners. With the belief that the birth of a creative and innovative generation is inseparable from the ability of students to be able to think critically, the Logic Curriculum at Sekolah Alam has achievement standards and a number of activity designs that are proven to hone children's logical and analytical thinking skills so that they can not only complete the tasks given by the facilitator (terminology used for teachers) of the class,

but also can recognize the link between the knowledge being learned and its application in real life. That way, students in Sekolah Alam will grow into a generation that is smart and able to think logically and analytically so that they can solve the various problems they face.

The Logic Curriculum at Sekolah Alam also has a special method of implementation because good education is also born from the right teaching strategy and in accordance with the growth of students at each level. Therefore, education practitioners who are responsible for the quality of learning will receive various guidance over time, ranging from classroom management training, curriculum review workshops and also student handling strategies. All of this is to ensure that learners have a quality and holistic learning experience at school and at home.

#### d. Business

The Business Curriculum at Sekolah Alam aims to build students' entrepreneurial skills. With the high rate of unemployment and poverty in our beloved country, there are many difficulties experienced by the community due to economic factors. As the creator of the nation's generation who are qualified and competent in handling the country's problems, School of Universe places business learning as an important element in learning activities at school, especially at the Secondary School level. By building the ability of students to be able to build a business from an early age and providing good role models and opportunities to study with successful entrepreneurs, students can be able to understand the process of building a business directly from the entrepreneurs, at the location of their company. The comprehensive and targeted education at School of Universe is expected to produce a generation of people who are able to grow up with a million solutions for their fellow countrymen and women.

At the Junior High School and Senior High School levels, Sekolah Alam has a School of Business which aims to create young entrepreneurs who are noble with good logic of thinking and great leadership.

At the School of Business level, it carries an internship program which is part of a business teaching and mentoring system that is integrated between guidance at school and practical work exercises directly under the guidance and supervision of experienced business people. The internship program is implemented for students at the Secondary School level.

#### **D. CONCLUSION**

Sekolah Alam Bandung emphasizes a learning process that is delivered in an active and fun manner, because outwardly children prefer to be in an informal, open and free space compared to a formal, closed atmosphere with a limited environment. In creating in an open and free school environment, children can enjoy their school time, so that the development of the value of creativity and their abilities becomes more effective. The main educational development system is by giving trust, a positive attitude in children towards their environment, because the development of intellectual, emotional and spiritual quotient is strongly influenced by the surrounding natural environment, so that children can develop their leadership values, In the active learning method, the child is expected to organize learning activities every day and the teacher provides facilities and functions as a knowledge resource person With the outdoor adventure method, the child can apply the teaching and learning process as a whole and can create a physical talent development by combining emotional values in himself and group work with his friends.

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