

Merdeka Belajar Curriculum Development Design K-13 Revision on PAI in Elementary Education

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Abstract : This study aims to describe the design of the Merdeka Belajar curriculum, the revised edition of the 2013 curriculum in elementary schools, and dealing with 21st century skills in students. The type of research is library research, which involves books, articles, journals related to the design of the Merdeka curriculum development and the 2013 Curriculum in Islamic Religious Education subjects, and data from the Ministry of Education and Culture becomes supporting material. The results of the study show that the design of the Merdeka Belajar curriculum development revision edition of the 2013 curriculum is a development of the role of students. In the Merdeka curriculum, curriculum development design focuses more on the role of students (learner centered design), so that students are able to learn according to their interests, talents and creativity. It is hoped that the development of the Merdeka curriculum can achieve the goals of national education. The principles of the curriculum are design, implementation, and evaluation. Teachers as an important role in education, it is expected to carry out their duties in accordance with what has been designed. It is intended that the material presented produces quality graduates and is able to compete globally.

Keywords : Curriculum development design, Merdeka Curriculum, K-13, PAI

globalization today has brought many changes in people's lives both locally and globally. The influence of globalization affects many areas of life, one of which is education which is considered the most advanced (Dhikriana, 2022). In order not to be left behind with the changing times, we must think about changes in learning. Therefore, a strategy is needed for institutions to face the landscape and challenges of 21st century education. Teachers play a key role as the key to successful learning. Teachers must have skills to adapt to learning situations. This ensures that the material delivered is delivered in the best possible way, producing graduates or alumni who are of high quality and globally competitive (Wulandari and et al, 2022).

Education is based on teacher-student interaction and helps students achieve their learning goals. The design (formal curriculum) and the availability of teaching materials are the main characteristics of teaching in schools. The curriculum is very necessary because it is an integral part of teaching or education (Syaodih, 2015). Syllabus is dynamic, so concepts can change over time. The first in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 (KTSP), 2013 and the latest is the Merdeka Belajar Curriculum (Kurma). This change can be described as curriculum development. When developing a curriculum, it must be adapted to the situation and requires input from various stakeholders, including the role of the community, parents, educators, and students. Changes and developments that occur have the same goal. Educate the nation to live in accordance with the noble ideals stated in the 1945 Constitution (Irawan and et al, 2022).

Curriculum design as an important part of education. Design (Design) is a process of planning and developing a curriculum that is not only based on theory, but contains concepts that include operational design principles as guidelines for providing education to achieve the desired goals (Azkiah and Hamami, 2021). The pattern of curriculum design development from the planning, implementation and evaluation process (the organizational pattern of curriculum components). Preparation needs to be level-adjusted to meet the psychomotor, cognitive and emotional needs of students. Good design can produce learners to contribute in the future (Ghozali and et al, 2022). In line with the development of a curriculum that is dynamic (changing) in society. Previously the 2013 curriculum was known as the character education curriculum, the curriculum was able to integrate 21st century skills. After changes/revisions to the previous curriculum, educational institutions can carry out the educational process with the Merdeka Belajar Learning Curriculum. The teacher does not force students to master knowledge, but helps students organize learning objectives, processes, and assessments to develop competence. The concept of Merdeka Belajar Learning is that learning is not just memorizing formulas but reasoning and solving problems and learning is not judged by large numbers but meaningful work (Susilowati, 2022).

In this case, Islamic religious education has a significant impact on curriculum development, appropriate and harmonious results on community conditions in an effort to shape students into superior religious people (Irawan and et al, 2022). In this regard, Islamic religious education teachers are able to shape the personality of students while increasing the ability to understand Islamic teachings (morals) and action (practice). So that the output of education is humans who are able to map and simultaneously solve problems faced by the community based on the skills (potential) obtained (Trinove, 2013). Various studies have been conducted to see the transformation of curriculum development design. Research (Azkiah and Hamami, 2021) found that the paradigm shift in society is very rapid, and science is developing with new innovations in changing times. Every Individual Needs 21st Century Skills Design an ideal curriculum for 2013 to strengthen critical thinking skills, including core subjects, diverse learning models and creative teaching. Research (Mahrus, 2021) regarding the design of Islamic religious education curriculum development, found that the challenges of Islamic religious education during the moral crisis and the moral crisis. The demands of the globalization era of Islamic religious education in schools/madrasah require reforming the Islamic religious education curriculum so that the curriculum achieves a balanced and functional structure, but does not burden students and creates religious conditions in the school/madrasah environment. Meanwhile, research (Huma, 2021) regarding the design of curriculum development, found that the curriculum development design was arranged in sync using the school's vision & mission so that curriculum development through validation, implementation & evaluation.

The formulation of the problem in this study is how to design the development of the Merdeka Belajar curriculum in the revised 2013 curriculum edition in Islamic religious education subjects. This study aims to describe the design of the development of the Merdeka Belajar curriculum in the revised 2013 curriculum edition for Islamic religious education subjects in elementary schools. The benefit of this research is to provide an overview of the differences in the development of the 2013 curriculum and the Merdeka Belajar curriculum in the subject of Islamic religious education, so that it can be used as a basis for consideration by curriculum developers and policy holders to improve skills in the 21st century in the quality of education.

RESEARCH METHODS

This research uses literature study. Theoretical studies of various scientific references by filtering and re-reading the literature (Sugiyono, 2017). The source of the data generated is literature related to the design of Merdeka Belajar curriculum revision 2013 curriculum, especially in the subject of Islamic religious education. Data acquisition techniques such as search material for variable data in the form of 13 journals, 4 books, 2 Thesis, and data from the Ministry of Culture, Research, and Technology. The focus of the research, the framework of the writing scheme, as well as the classification of research materials based on the format of the research notes. The data analysis method used is content analysis

method interactively through the process of data reduction, data presentation and drawing conclusions. This is done with the aim of getting conclusions that can be used as a reference or can be imitated and use the correct data.

RESULTS AND DISCUSSION

Revised Edition K-13 in Permendikbudristek Number 56/M/2022 concerning Recovery in Basic Education

Permendikbud No. 58-59 of 2014 concerning the Islamic Education Curriculum, contains philosophical, sociological, psychopedagogical, and juridical foundations in accordance with the National Education Standards. The curriculum structure is the organization of Core Competencies, Basic Competencies, learning content, subjects, and learning loads. Every change in the national curriculum is based on the same basic aspects, namely Pancasila and the 1945 Constitution. Meanwhile, the difference lies in the main emphasis on educational goals and approaches and concepts in realizing them.

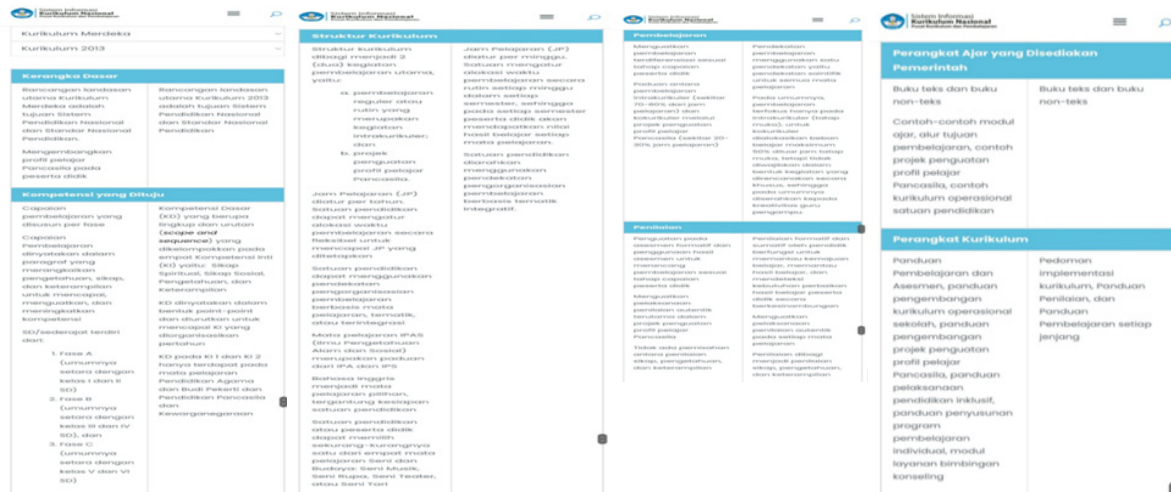


Sourch: Pemendikbud Nomor 56/M/2022 <https://jdih.kemdikbud.go.id/>

The decision of the Ministry of Education and Technology regarding the guidelines for implementing the curriculum in the context of learning recovery. In order to recover from learning loss that occurs in special conditions, education units need to develop a curriculum with the principle of diversification in accordance with the conditions of the education unit, regional potential, and students. The curriculum development of the education unit referred to refers to 2013 curriculum for early childhood education, basic education, and secondary education with core competencies and basic competencies as a whole. 2013 curriculum for early childhood education, basic education, and secondary education with simplified basic competencies. Merdeka Belajar curriculum for early childhood education, basic education, and secondary education as a whole.

The Merdeka curriculum structure in basic education is divided into 2 main activities, namely; Intracurricular learning, activities are designed so that students can achieve the abilities contained in the learning outcomes. Project for strengthening the profile of Pancasila students, strengthening efforts to achieve Pancasila student profiles that refer to the Graduate Competency Standards. Education units add local content that is determined by the regional government according to regional characteristics flexibly, through 3 options as follows; Integrate into other subjects, integrate into the project theme of strengthening the profile of Pancasila students, and develop stand-alone subjects.

The Pancasila student profile explains the character that is built from each individual student in Indonesia towards the development of the 6 dimensions of the Pancasila student profile as a whole and thoroughly, namely students 1) who are faithful, pious, and have good morals, 2) with global diversity, 3) work together, 4) independent, 5) critical reasoning, and 6) creative.



Discussion

Curriculum Development Design and Its Components

Curriculum as a learning plan in a program and an education plan adapted to each student. Program plans that have been systematically arranged for students to carry out learning activities that aim to develop and guide/direct behavior in accordance with the goals that have been prepared. In preparing a lesson plan designed by the teacher, there must be active involvement and interaction between the teacher and students (Irawati, 2022). Fundamentals of Curriculum Development In curriculum development, there are many things to consider before making a decision. Regardless of the type of curriculum used by an institution, the curriculum must contain the principles of its implementation. There are six dimensions that guide curriculum development. Educational objectives include educational orientation, children’s perspective, learning process perspective, environmental perspective, teacher’s role, and learning assessment. Development must be based on local realities. Each student has different abilities and potentials, so development activities must be based on the needs and abilities of these students (Isnawati, 2021). In implementing the curriculum, you must complete the curriculum design stage. In general, when designing a curriculum, important interrelated factors must be considered. Core Competencies in the 2013 Curriculum are the level of ability to achieve Graduate Competency Standards that must be possessed by a student at every level. Core Competencies which contain spiritual attitudes, social attitudes, knowledge, and skills (Hidayat, 2020).

Here are 8 principles that can be used as a reference in designing the curriculum, namely (Oemar Hamalik’s book quoted by (Azkiah and Hamami, 2021): The curriculum must be designed to facilitate, encourage, and develop learning experiences from all kinds of experiences to achieve the expected results, as well as the achievement of learning achievements. The curriculum is designed to contain all forms of meaningful learning experiences to realize educational goals, especially for groups of students studying under teacher guidance. The curriculum must be designed in such a way as to provide opportunities for educators to use learning principles in determining, guiding, and developing various school activities. Curriculum design must be able to motivate teachers in considering the learning experiences that students will get outside of teaching and learning hours at school, and linking these experiences during learning activities at school. Curriculum design must provide students with interrelated and continuous learning experiences, so that when teaching and learning activities take place, students can connect their previous experiences, and subsequent experiences continue. The curriculum must be designed by considering the ability of students to develop personality, democratic values, character, experience and culture. The design should be able to give the teacher the space to adapt previous experiences to the needs of students, capacities and levels of maturity of students. Curriculum design must be able to motivate teachers in

considering the learning experiences that will be obtained by students outside of teaching and learning hours at school and connecting these experiences during learning activities at school.

Curriculum design concerns the pattern of organizing the components of the curriculum. A structural organization used in selecting, planning, and promoting educational experiences in schools. In the field of curriculum there are at least 3 design patterns, namely (Hutomo and Hamami, 2020); Subject centered design (Curriculum design centered on teaching materials/ centered on the content of the material to be taught). This design is the most popular, oldest, and most widely used curriculum pattern in curriculum development. In this type of design, the curriculum framework is centered on the content of the material that will be given to students. So that the resulting curriculum is a separate subject curriculum. Basically, this curriculum design refers to the concept of classical education which emphasizes the knowledge, skills, and values of the past and seeks to pass it on to the next generation. Because this curriculum prioritizes the content of subject matter, the organization of the curriculum is called subject academic.

Learner centered design (Curriculum design that prioritizes the role of students). This curriculum design was born as a reaction and at the same time an effort to improve on some of the weaknesses of the curriculum produced by subject centered design. This curriculum design is very different from subject centered design which is based on the desire to preserve past knowledge and culture. This design is learner-centered. According to modern education theory, it is stated that in the process of education and teaching, students try to exploit the potential possessed by students. Meanwhile, the teacher only acts as a facilitator whose role is to provide various facilities for students and create a teaching and learning situation that is conducive, encouraging, and guiding students according to their needs. Therefore, the organization of the curriculum is based on the interests, needs and learning objectives of students.

Problems Centered design (Curriculum design centered on the problems faced in society). This design refers to a philosophy that prioritizes the role of humans. In contrast to the learner centered which prioritizes individual students. Problem centered that emphasizes humans in group unity. Educators assume that humans as social beings always live together. In everyday life, they face various problems and there are solutions to these problems together.

At least the design developed is a curriculum design that contains the main elements of the curriculum, as follows (Sukiman, 2015): Destination (The essence of the purpose of the curriculum is every educational program that will be given to students. Given the curriculum is a tool to achieve learning objectives. Thus, the objectives of the curriculum must be translated from the general goals of education. Hierarchically, we recognize the levels of educational goals, namely: national education goals, institutional goals, curricular goals, and more specific goals. In the national education system, the general purpose of education is translated from the nation's philosophy, namely Pancasila). These general goals are then translated into more specific and operational educational goals. The highest educational goal in activities in our country is the goal of national education in Law Number 20 of 2003 concerning the National Education System, that: "National education functions to develop capabilities and shape character, as well as a dignified national civilization in the context of the intellectual life of the nation, aiming at To develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, Merdeka Belajar, and become democratic and responsible citizens. After that, the institutional goals (vision and mission), namely the educational goals to be achieved from each type and level of the education unit. It is expected that students will have it after they complete their study program at the educational institution they are pursuing.

From institutional goals, then translated again into curricular goals, namely the educational goals to be achieved from each subject developed in each school/educational unit. The following are the curricular objectives related to the learning objectives of Islamic Religious Education (PAI) in elementary schools, as stated in the standard content; Growing faith through giving, fertilizing, and developing knowledge, appreciation, practice, habituation, and the experience of students about the religion of Islam so that they become Muslim human beings who continue to develop their faith and piety to Allah SWT. Realizing Indonesian people who are religious and have noble character, namely humans who are knowledgeable,

diligent in worship, intelligent, productive, honest, fair, ethical, disciplined, tolerant, maintain harmony, personally and socially and develop religious culture in the school community.

The formulation of curriculum objectives is closely related to the philosophy that underlies it. If the curriculum that is developed uses the basis of classical philosophy (perennialism, essentialism, and existentialism) as its main foothold, the curriculum objectives are more directed at achieving mastery of the material and tend to emphasize efforts to develop cognitive aspects. If the curriculum developed uses the philosophy of progressivism as its main foothold, then the educational goals are more directed at the process of developing and self-actualizing students and more oriented to efforts to develop affective aspects. While curriculum development using the philosophy of reconstructivism as the main basis, the goals of education are mostly directed at efforts to solve crucial social problems and the ability to work together.

Material/Content (The material/content of the curriculum program is everything that is given to students in teaching and learning activities to achieve goals. In determining learning materials or teaching materials can not be separated from philosophy. As stated above that curriculum development based on classical philosophy (perennialism, essentialism, and existentialism) mastery of learning materials is the main thing. Learning is arranged logically and systematically. Learning materials based on the philosophy of progressivism pay more attention to the needs, interests, and lives of students. While the learning materials based on the philosophy of constructivism, the learning materials are packaged in such a way in the form of themes and topics raised by crucial social issues, for example about economics, social affairs and even about nature. It appears that from the philosophy that underlies curriculum development there are differences in determining learning. However, in its implementation it is very difficult to determine learning materials that move from only one particular philosophy. So, in practice it tends to be used flexibly).

Strategy (The strategy component in question is the strategy for implementing the curriculum in schools/madrasahs. The component of the implementation strategy plays an important role. However good the curriculum is as a plan, without realizing the implementation will not bring the expected results), and Evaluation (one component of the curriculum. Evaluation of the results of the achievement of the curriculum which is also often referred to as the evaluation of learning outcomes. Curriculum evaluation can be used by education policy holders and curriculum developers in selecting and determining education system development policies and developing curriculum models used).

Merdeka Belajar Curriculum Development Design

The 21st century skills are communication skills, collaboration, critical thinking, and creativity (Karomatunnisa and Sholih, 2022). Curriculum development in the modern era, one of the approaches adopted by Nadiem Makarim, the originator of the Merdeka curriculum (Minister of Education and Culture) is the progressivism approach popularized by John Dewey. The progressivism approach emphasizes the potential of humans to develop themselves Merdeka Belajarly and rejects educational models that limit students to develop according to their talents, interests, and potential (Arifin and et al, 2021). The principles of Merdeka Belajar Learning are learning according to the conditions of students. The editorial is that learning is designed by considering the current stage of development and level of achievement of students, according to learning needs, and reflects various characteristics and developments so that learning becomes meaningful and fun. The principle of lifelong learning and holistic principles, the learning process supports the development of competence and character of students holistically (Susilowati, 2022).

Each design that is developed becomes a curriculum design that contains various main curriculum elements, namely objectives, content, learning experiences, and evaluations that are in accordance with the core of each design model. The following is the design of Merdeka's curriculum development which refers to the learner centered design pattern (Khoirurrijal and et al, 2022); Student Central Learning (When learning is not centered on the teacher as a giver of knowledge in the 21st century era. In today's education, it is time to develop students as the center of the education. In other words, teachers at every level make their students the center of education. This is also included in the Merdeka curriculum. With

the application, students will be more active in seeking knowledge so that it does not contradict the main goal of Merdeka Learning. Even so, this cannot be separated from the capacity of the teacher in providing space for students to develop themselves), Focus Discussion Group (Learning activities that emphasize that students have learning needs. Especially in a discussion, the learning will be more lively and provide a deep understanding of what is being discussed.

When viewed in terms of interaction between teachers and students, the participatory learning process has 5 characteristics: Teachers play a role to help students in carrying out learning activities. These activities are based on learning needs that are felt necessary, important, and urgent by students. The teacher motivates students to participate in setting learning objectives, learning materials, and the steps to be taken in learning activities. The teacher also places himself as a student during learning activities. They provide encouragement and guidance for students to always think, do, and assess learning activities. Teachers encourage and help students to develop problem-solving skills that are lifted from the lives of students so that they are able to think and act in the world of education. Teachers and students carry out mutual learning activities by exchanging ideas about the content, process, and results of learning activities. In addition, with ways and steps for developing learning experiences for the future.

Next, Inquiry Process (Good learning is continuous between teachers and students. Both are the main variables in an education. Therefore, both must synergism with each other, in order to achieve a common goal. The teacher in this case acts as a person who provides knowledge, and is required to liven up the classroom atmosphere. In relation to the Merdeka curriculum, teachers play an active role in realizing learner-centered learning. Therefore, a teacher is required to understand teaching by teaching methods inquiry), and Evaluation (An attempt to find out something as it is that can be quantified. The main elements that must exist in measurement activities, namely; The object being measured, the purpose of measurement, the measuring instrument, the measurement process, the measurement results (quantitative), the standard used for comparison, the comparison process between the measurement results and the standard, and the results of the assessment (qualitative). Evaluation of curriculum development that has been prepared can focus on the points above. In order to ensure quality, evaluation is important so that developments or setbacks in an applied curriculum can be seen. In practice, teachers and students have an important role in the success of the curriculum.

In practice, the objects measured in this evaluation are students. Teachers are expected to be able to objectively assess students in their guidance. The purpose of the measurements carried out aims to see how far the program can be implemented properly. The measuring tool in evaluation is a relative thing. These measurements can be in the form of student values or characters described descriptively. The results of these measurements can be realized in quantitative data with a certain value. Although measured by numbers, the evaluation carried out must have a comparison. In this case, it can be compared with other individuals or changes before and after the implementation of the curriculum.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Curriculum development design is a pattern of organizing the components of the curriculum, such as learning objectives, content/materials, strategies, and evaluations. Curriculum development always undergoes development every time changes. In the design of the development of the Merdeka curriculum for the 2013 revised/improved edition of the curriculum, which focuses more on the role of students, namely the learner centered design, it is hoped that this design can provide happy learning, according to requests, talents, and creativity of students. So that they can achieve the abilities contained in the learning outcomes. There are not many changes to the 2013 curriculum with the Merdeka Learning curriculum in Islamic religious education subjects. Previously, the 2013 curriculum had Core Competencies (KI) and Basic Competencies (KD), while the Merdeka learning curriculum was more simplified and converted into Learning Outcomes (CP), and distributed several phases according to their level.

Suggestions

It is expected that teachers can carry out learning activities in accordance with the curriculum that has been designed and written. Because the principles of the curriculum are designed, implemented, and evaluated. As good as the curriculum and technological developments are, if in the teaching and learning process they do not apply what has been designed to be something in vain.

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