

Curriculum Management: A Case Study at Sanggar Anak Alam (SALAM) Yogyakarta

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Abstract—This study aims to determine and describe curriculum management at Sanggar Anak Alam (SALAM) Yogyakarta which includes planning, implementing, and evaluating curriculum. This study uses a qualitative research method with a case study approach because SALAM applies unique and different curriculum from public school. Data collection techniques using interviews, documentation, and observation. Data analysis techniques use condensation data, display data, and conclusion drawing verifying. The results showed that SALAM plans a curriculum based on children's experiences and needs. Planning, implementation and evaluation of the curriculum at SALAM involve the roles of stakeholders consisting of children, parents, facilitators, organizers, informants, and SALAM residents. They have their respective roles in curriculum management. SALAM applies research learning by inviting children to experience events, whether natural events or artificial events. Through research, children can discover and develop the knowledge they have acquired. SALAM implements a curriculum based on four perspectives of human life, namely food, health, environment, and socio-culture. Curriculum evaluation at SALAM focuses on evaluating learning, in which children present research results in front of SALAM residents. SALAM evaluates the implementation of the curriculum every once a week and at the end of each semester with the aim of improving unreached goals.

Keywords—*curriculum; curriculum management; nature school*

I. INTRODUCTION

The curriculum is a new instruction or reference in carrying out the learning process in schools. In the curriculum, the management area of all plans and management within the area, content, and learning materials as well as the methods used as the basis for organizing learning activities that are both intracurricular and extracurricular. Ediger & Rao added that the curriculum in schools is the heart of education because it is the total coverage that contains content, resources, and teaching materials to achieve goals [1]. One of the principles of curriculum planning that is designed according to the experience of students. This means that in planning which should consider the experiences of students, so that schools need to involve children in planning and implementing the curriculum. This refers to David Kolb's theory of experiential learning theory. This theory emphasizes the experience of

students in the learning process. The experience of learners is the main focus that distinguishes this theory from other learning theories [2].

Lishowabi has another view regarding curriculum planning which has been deemed ineffective because it has been prepared based on top-down directions [3]. Curriculum planning should consider the needs of students who are at the bottom of the hierarchy. Forest School Canada explains the need to build a school in accordance with the experiences and needs of children [4]. Schools like this, facilitate students so that they can carry out research according to their fields of interest. This school emerged because of parents' concerns about the conventional education system. The school believes that every gifted child has to be explored and experienced something, until learning emerges on the basis of the curiosity and experience of students around their place of residence.

Lack of involvement in the experience of students in curriculum planning, then raised the concerns of the Sanggar Anak Alam (SALAM) Yogyakarta Community Learning Activity Center (PKBM). SALAM offers a different curriculum. SALAM Yogyakarta is one of the schools that considers the elements of children's experience in the curriculum preparation process. Based on the results of a pre-survey interview with the founder of PKBM SALAM, it was stated that the preparation of the curriculum should be based on children's experiences by introducing local values in their environment. SALAM believes that it is not enough to carry out education in the classroom by involving teachers and children. Children need to be involved starting from the curriculum preparation process and its implementation must be related to their experiences.

Most of the students at SALAM come from formal schools. These students have traumatized the curriculum in formal schools because of the rigid implementation of learning. The implementation of this rigid curriculum is closely related to curriculum planning. In general, curriculum planning in formal schools does not involve the experiences of students. Based on this background, SALAM seeks to involve all students and parents in compiling curriculum and learning. Based on children's experiences, SALAM seeks to focus on children's learning processes not only on academic values.

Similar to research Hidayati & Prihatin [5] at TK Alam Al Biruni Cirebon. The school managed to manage the curriculum without comparing the intelligence and backgrounds of students. Academic value is not the main goal to be achieved. The second research is by Agustin [6] at SD Alam Bengawan Solo. Research shows that the purpose of the curriculum at SD Alam Bengawan Solo is to find the talents of its students. Chatib suggests that one of the Malik Ibrahim Islamic Foundation Junior High Schools (SMP) dared to accept students without going through a test [7]. This school emphasizes "the best process, not the best input." Children's experiences in curriculum preparation and the learning process are considered important. This is similar to the SALAM principle which considers children's experiences in the curriculum. Through schools like this, we find a different curriculum from formal schools in general.

SALAM formulates a curriculum by involving the role of children based on events or their experiences. [8] explains, one way to make it easier for children to learn is to link subjects with actual problems that exist in the environment around the child. This is the same as in SALAM, namely carrying out the learning process by inviting children to experience natural events and artificial events. Through these experiences, make SALAM one of the schools with its own uniqueness. SALAM is an alternative school that can meet the needs of students that cannot be found in formal schools in general. Based on the background and literature review above, researchers are interested in conducting research at SALAM Yogyakarta in order to further describe the management of the existing curriculum there. Based on this, a problem can be formulated, namely "How is curriculum management at Sanggar Anak Alam Yogyakarta?" and the purpose of writing to identify and describe curriculum management at Sanggar Anak Alam Yogyakarta.

II. METHODS

This type of research is qualitative through a case study approach. The reason for using a case study approach is because Sanggar Anak Alam has a unique curriculum and is a characteristic there. According to Miles & Huberman in case study research, researchers carry out real life exploration through detailed and in-depth data collection involving various informants and various techniques [9]. The purpose of this study was to obtain an overview of the curriculum applied at SALAM. Research subjects are informants who provide data about the research object being researched and observed. The informants consisted of the PKBM Chair, facilitators, parents of children, and students. The research object is curriculum management at SALAM. The place of research is in Sanggar Anak Alam which is located in Nitiprayan Village, RT.004, Kasihan, Bantul, DIY. The research was conducted from April to August 2019. Data collection techniques used interviews, observation, and documentation. The interview technique was carried out by conducting structured interviews in which the researcher prepared an interview guide that contained an outline of the questions. The observation technique was carried out by researchers with the aim of observing the implementation of the curriculum at SALAM. Observations are made by observing the attitudes, behavior, and activities

carried out. The documentation technique is by observing several documents such as school profiles, lesson plans, syllabus, report cards, and other data. Data analysis techniques use [10], namely through the data condensation, data display, and conclusion drawing verifying stages.

III. RESULTS AND DISCUSSION

Results and discussion are based on data available at SALAM Yogyakarta. Researchers obtained data through interviews, observation, and documentation. Researchers describe the results into several sections, namely planning, implementing, and evaluating the curriculum. The results are described in detail below.

A. Curriculum Planning at SALAM

SALAM believes that every child has their own uniqueness so that we cannot uniform them. This also relates to the government's curriculum. Each child's experience with another child will be different. SALAM strives to develop a curriculum based on the experiences of each child. Curriculum planning at SALAM begins with a workshop at the beginning of each semester with SALAM's facilitator and initiator Mr. Toto. The SALAM facilitator and initiator formulated indicators of learning outcomes to be achieved over the next semester. In order to facilitate the implementation of the curriculum, curriculum coordinators were formed. The curriculum coordinator has a role to facilitate the process of joint learning between facilitators to see developments, problems that arise, and think of solutions. Each facilitator determined mentoring time. Then the coordinator will communicate with Mr. Toto.

After determining the indicators of performance to be achieved by the child, the facilitator determines the research theme that will be carried out by the child. The research theme is then conveyed to the child's parents through discussion forums with parents. Later there will be an agreement built between the facilitator, parents, and the children themselves. At the conference also presented indicators of learning outcomes to be learned by children. SALAM also compiled an educational calendar consisting of annual and semester programs. Especially for the lesson schedule adjusted to the agreement of children in the class forum. This agreement was made in the first week of entering the studio. This agreement consists of a learning agreement, an agreement to protect themselves, and an agreement to protect the environment. If it was in formal schools, teachers prepare lesson plans, in SALAM facilitators are not required to prepare lesson plans. Usually, the facilitator prefers to make a diary that contains the activities of each child every day.

Curriculum planning at SALAM begins with workshop activities with SALAM initiators and all facilitators. Because SALAM has a different curriculum than schools in general, curriculum coordinators are formed who are responsible for several classes. One coordinator held three classes. The curriculum coordinator had a role to plan curriculum at the beginning of the semester. Curriculum planning is based on the results of the evaluation previously carried out. Each curriculum coordinator is responsible for writing indicators of

learning achievement for each class. Indicators of learning outcomes are tailored to the needs of children and the experiences experienced by children through events around the child's environment. The results of the learning achievement indicators are discussed with the SALAM initiator, then communicated to other facilitators. At the same time, the research theme will be conveyed by the facilitator to parents through discussion forums with parents.

Hamalik state that curriculum planning occurs at various levels, worker-teachers, supervisors, administrators, or others can be involved in curriculum efforts at several levels at the same time [11]. All teachers involved in curriculum planning at the classroom level are the most participating teachers in the curriculum. It is the same as in SALAM that each facilitator will be involved in the implementation of the curriculum. Based on the principles of curriculum planning explained by Gernatititi, Rejeki, & Wahyaningsih one of which is curriculum planning regarding and closely related to the experiences of students, the curriculum planning at SALAM is motivated by the experiences experienced by learning citizens themselves [12]. Planned curriculum, adapted to events that are experienced every day and felt by children through the five senses. Children experience an event and experience it through their receptors, their five senses. Then the child will process what is received by the senses until the child can draw conclude from each event they experienced. Research is one of the activities that are repetitive, deepening, and strengthening so that children will be more skilled and independently master the knowledge they experience. The next curriculum planning principle is that curriculum planning is carried out thoroughly and reaches all levels of the Play Group (KB), Children's Park (TA), Elementary School, Middle School, and High School.

The next planning principle is curriculum planning which involves many parties. These parties include all learning citizens. Parents play the most important role in curriculum planning for their children who attend school in the studio, because parents take part in determining what research themes will be carried out by their children. In addition, the community around the studio is also involved in curriculum planning. The existence of nature-based learning activities, of course, make the community around the studio is a partner to determine the curriculum that will be applied in the studio. The role of the facilitator is also important. Based on the findings and theories above it can be concluded that the curriculum planning at SALAM has fulfilled the planning principles announced by the government. Although technically the curriculum compiled at SALAM is different from formal schools.

B. Curriculum Implementation at SALAM

The implementation of the curriculum at SALAM is based on human life in society. SALAM teaches, there are at least four basic things that will always be present in social life. Based on this, SALAM takes four main perspectives that can be developed in the learning process. These perspectives include food, health, environment, and socio-culture. SALAM carries out learning through three main activities, namely intracurricular, co-curricular and extracurricular activities.

Intracurricular activities through research learning and activities arranged according to class agreement. The co-curricular activities include home visits, field trips, mini trips, *Upacara Adat Wiwitan*, *Pasar Senin Legi*, and *Pasar Eksresi*. Extracurricular activities or interest classes are routinely carried out which consist of dancing, percussion, badminton, writing, drawing, photography and futsal.

The implementation of curriculum at SALAM involves many parties, such as children, facilitators, parents of children, the environment around SALAM, and informants. This is a form of participation and the role of all SALAM residents. Learning at SALAM starts at 8:30 a.m. WIB and ends at a maximum of 13.00 WIB. The effective implementation of learning in schools is only three hours. Learning begins when the child follows the learning process in class with three facilitators. In the first week, class members make an agreement which is a learning agreement, an agreement to protect the environment, and an agreement to protect themselves. The implementation of learning is not merely a matter of curriculum, not what material is to be provided, but what competencies are the goals of each child in the future. To achieve the competencies desired by children, carried out through research activities. The task of pure facilitators is only to accompany and guide children in completing their research.

Learning for grades 1 to 3 in primary school focuses on mastering letters and numbers. For example, children can write letters, after children can write letters, children will be able to read. Then next, children can count, so their research will relate to daily activities in their environment. For grades 4 to 6 elementary school students focus on research to deepen the concepts of letters and numbers that are associated in accordance with the context and efforts to build attitudes and knowledge. The researcher made observations in grade 4. The facilitator presented the geographical location in SALAM by taking the children to walk around *RT 3* and *RT 4 Kampung Nitiprayan*. Furthermore, the facilitator invites discussion in the class about what things the child encountered during his trip around *RT 3* and *RT 4*. The facilitator's and children's discussion resulted the research themes.

The following is an example of the results of research conducted by a 4th grade elementary school student named Bilal. Based on observations during the class, Bilal chose the research theme of making Chicken Noodle Jakarta. The determination of the research theme is not as easy as imagined. Almost every child goes through a lot of theme changes before finally deciding on a research theme that suits them. Every child must have a strong reason why they chose the topic. In grade 4, each children can only choose one topic.

Bilal, Semesta, and Ranu chose to make Jakarta Chicken Noodle. During the period of observation and practice of making chicken noodles, each child must find and meet informants who are experts in their research fields. Bilal chose Mrs. Yogka as the key informant for her research. In practice, Bilal makes chicken noodles simultaneously with two other friends, but when entering an evaluation that is a presentation in the classroom, each child is obliged to present independently. After Bilal decided on the theme, Bilal prepared a list of questions for the informant. This list of

questions was compiled with the assistance of a facilitator as well. Next, he conducted an interview with Mrs. Yogka about what materials and equipment were needed to make Jakarta chicken noodles. Not forgetting, he notes in a book. Then Bilal buys the equipment and materials needed. Next, he practices making Jakarta chicken noodles together with Mrs. Yogka. The practice is done not only once but twice. The second practice, he did with the Universe and Ranu. The role of the facilitator in implementing curriculum management is to assist them during the research. Every child is given the freedom to write the results of his research into a notebook. But all of this cannot be separated from the direction and guidance of the class facilitator.

At the curriculum implementation stage, assistance is provided by the curriculum team to facilitate communication between the SALAM initiator and his fellow facilitators. The role of the curriculum coordinator is to facilitate a shared learning process among facilitators to see developments, problems that arise, and think of solutions. The time for mentoring is determined by each facilitator. Then the coordinator will communicate with the SALAM initiator. Curriculum implementation at SALAM involves many parties, namely children, facilitators, children's parents, the environment around SALAM, volunteers, and informants who are in a learning ecosystem. This is a form of participation and the role of all SALAM residents. Hamdani [13] explained that by joining parents as one of the organizers of education, SALAM is oriented to giving birth to communities through an ideal ecosystem for all learning citizens. Agree with Rahardjo [14], that natural schools like SALAM must be able to give the impression of a community-based school which means being able to encourage partnerships from the local environment.

Curriculum implementation at SALAM is based on four perspectives. These four perspectives originate from human life in a society. Therefore there are four basic things that are always related to society, namely food, health, environment, and socio-culture. Children at SALAM implement curriculum at SALAM through research activities based on these four perspectives. Research conducted is research with themes that suit the needs of children. Through research, children have critical thinking and have a solution to a problem [15]. Through research, each child will seek and find knowledge that is in accordance with their potential and needs, not just forced to like in public schools. Wahyudin [16] reveals that research is a way for learners to find and develop knowledge by exploring. The goal is that learners can solve the problems faced and then test the truth of their findings.

SALAM strives to prevent children from being secured in a rigid learning theory, namely by implementing research learning. Through the stages of the experiential learning cycle, each student will be more active in finding knowledge. Research is a repetition, an activity that is carried out repeatedly in order to construct knowledge. Experiential learning pays close attention to the uniqueness of each individual, therefore each individual cannot be uniformed. They don't learn anything they don't like.

Nasbi [17] explains that the curriculum undergoes changes, adjustments, or updates based on local conditions, needs and demands. In connection with the lesson plans that were planned by the facilitators, in fact the implementation of the curriculum at SALAM was not entirely in accordance with what had been planned. Learning will always follow the needs of the learning citizens, so that the existing curriculum in schools will undergo changes, adjustments, and updates and be implemented flexibly. According to International Bureau of Education, the national curriculum should match the needs of educational units at the regional level and school conditions [18]. This can be a consideration for the government in implementing the curriculum to suit the needs of students. SALAM strives to be able to meet children's needs by adapting their needs to the curriculum. This will certainly make it easier for facilitators to carry out learning in schools.

C. Curriculum Evaluation at SALAM

One of the ways to evaluate curriculum and learning at SALAM is through presentations made by children who have completed their research. Like Bilal who presented the results of his research in front of friends and facilitators. Anyone is allowed to view presentations, make suggestions, comment, and participate in class. In this second semester, SALAM held a "Presentation Month" with the aim that all research carried out by children ranging from the Children's Park to High Schools can be exhibited at larger forums and received more appreciation, specifically similar research themes, carried out simultaneously.

Technically, curriculum management evaluation is conducted once a week through the Kamisan activity forum. Every Thursday, the facilitators meet and discuss the progress that has been made during the implementation of the curriculum. If there are difficulties experienced by the facilitator, the other facilitators can help through the forum. In addition to the forum, curriculum evaluations are conducted at the end of each semester. Especially after the children complete the learning cycle process. The curriculum evaluation is carried out through a workshop forum consisting of PKBM initiators and facilitators. If the curriculum evaluation is carried out in the form of a workshop forum, the assessment of children's research is carried out through observation. Each facilitator notes in a diary about children's development during the learning cycle in one semester. The facilitator then write the results of observations in report cards.

Curriculum evaluation at SALAM focuses on evaluating learning. The facilitator evaluates the research through presentation activities. Every child has the opportunity to make a presentation on the results of independent research. Usually, the child is accompanied by a parent and a facilitator to make a presentation in front of other children. At the end of each presentation, the facilitator links the research results with the learning achievement indicators using the "Learning Cycle". Apart from presentations in the classroom, children can hold exhibitions or galleries, shows, plays, or seminars. After knowing where the weaknesses and strengths of each research were, the children would receive facilitator notes as evidence of their development of knowledge and attitudes while studying at SALAM. Children are expected to be able to

fix things that are still lacking and maintain what has been achieved.

At the end of each semester, the facilitator, curriculum coordinator, and initiator conducts a large-scale evaluation. Setyoningrum [19] states that curriculum evaluation must be carried out on a scheduled basis and adjusting to the available factors and resources. This is what happened to SALAM. In addition, schools must ensure that evaluations are carried out by qualified and experienced people. Gouvernement du Québec mentions several parties who are usually involved in curriculum evaluation, one of which is the facilitator [20]. The facilitator is one of the keys to the successful implementation of learning so it needs to be involved in evaluation activities.

The explanation from Azhari [21] states that evaluation is a participatory process that involves all stakeholders. Starting from planning, implementation, and evaluation. At SALAM, curriculum evaluation involves all stakeholders. This makes it easier for stakeholders to find out how the research learning process has been running for one semester. Then, stakeholders will make decisions about what things need to be improved and improved. The purpose of curriculum evaluation at SALAM is to make improvements to programs that have not reached indicators, to become accountable to various parties, and to become the basis for follow-up related to evaluation results.

Evaluation can determine how much potential, knowledge, and attitudes of the children during the process and learning in the workshop are recorded in a narrative, namely the facilitator's notes. [22] explains that the main activities of curriculum management studies include planning and development, implementation and improvement of the curriculum. SALAM always makes improvements after a curriculum evaluation. The curriculum at SALAM is technically dynamic because there is always a dynamic of learning every day. Curriculum evaluation and learning at SALAM can be said to have fulfilled the curriculum evaluation objectives proclaimed by the government.

IV. CONCLUSION

Based on the research and description of the data obtained, it can be concluded that the description of curriculum management in SALAM Yogyakarta. The conclusion is based on three aspects, namely aspects of planning, implementing, and evaluating the curriculum. The description is as follows:

SALAM plans the curriculum at the beginning of each semester. SALAM involves all stakeholders in planning, implementing, and evaluating the curriculum consisting of children, parents, facilitators, PKBM organizers, and the community. Everyone has their respective roles and supports each other.

Curriculum planning at SALAM is based on the involvement of children's experiences. Then, it becomes the basis for developing learning indicators. Curriculum planning at SALAM is in accordance with government principles but is prepared with the needs of children. SALAM plans four main

perspectives, namely food, health, environment, and socio-culture.

The implementation of the curriculum involves all SALAM residents. Learning is carried out through child research. The facilitator, children, and parents have a role in determining the research theme. SALAM implements the curriculum through three main activities, namely intracurricular, co-curricular and extracurricular activities.

Evaluation of research learning in which children make presentations in front of SALAM residents. SALAM evaluates the curriculum once a week through the Kamisan forum. Evaluation in a large forum at the end of each semester. Curriculum evaluation aims to find out what things need to be improved and what needs to be added. Curriculum management at SALAM includes planning, implementation and evaluation. Although broadly speaking, SALAM has a special curriculum but some indicators are based on the national curriculum but adapted to the needs of the child.

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