

**CURRICULUM ANALYSIS OF THE TEACHER EDUCATION STUDY
PROGRAM AT MADRASAH IBTIDAIYAH IAIN PALANGKA RAYA**

Setria Utama Rizal¹, Sapuadi¹, Sutrisno²

¹IAIN Palangka Raya, ²UIN Sunan Kalijaga

setria.utama.rizal@iain-palangkaraya.ac.id

Article Info	Abstract
<p>History: Submitted November 5th, 2020</p> <p>Revised February 12th, 2021</p> <p>Accepted February 18th, 2021</p>	<p>Incomplete curriculum documents for the Madrasah Ibtidaiyah Teacher Education Study Program such as curriculum structure, study materials, and formulation of course learning outcomes. It is necessary that further curriculum redesign must refer to the latest regulations and be oriented towards the future. The curriculum preparation needs to involve stakeholders from the Education office, the Ministry of Religion, both at the city / provincial level. This research aims to analyze the preparation of the curriculum for the PGMI IAIN Palangka Raya Study Program referring to the Guidebook for Higher Education Curriculum Compilation. This research method uses descriptive-qualitative, while the data collection techniques uses interviews, observation, and documentation with the subjects of PGMI study program secretary, 4 homebase lecturers, and 10 PGMI students. The research results on the 2017 PGMI curriculum document are still lack of study material matrix according to the CPL, most of the courses have a weight of 2 credits, the courses on each semester are enough only 7 or 8 courses, the Semester Learning Plan (RPS) must be in accordance with the KPT book.</p> <p>Keywords: Analysis, Curriculum, PGMI</p>

A. Introduction

State Islamic Institute of Religion of PGMI Study Program graduates, (IAIN) Palangka Raya is a State Islamic namely to become the educators/class Religious College (PTKIN) in Central teachers of MI/Elementary School, Kalimantan Province, which has 4 researchers and developer of 23 study programs, on of them is the MI/Elementary School teaching Madrasah Ibtidaiyah Teacher Education material who have good personalities, Study Program (Prodi PGMI). The knowledgeable, in-depth, and up to date PGMI study program was established in their fields, and capable of carrying out duties and being responsible based on October 1, 2014 and started to hold lectures in 2015, to respond the lack of on Islamic ethics, science, and expertise (Jannah et al., 2019). This is reinforced by the research result of (Suprani & Hendracipta, 2019: 181) Education is a process that gives influence to classroom teachers in Madrasah creativity, taste, intention, and works so Ibtidaiyah in Central Kalimantan who that every child could become a human Province. As a new study program, who has moral intelligent and there aerr many things that need to be intellectual intelligent. prepared both from human resources (lecturers and education staff), curriculum, and the facilities and infrastructure of learning.

The PGMI IAIN Palangkaraya Program graduates must be elaborated study program has set a vision “To through the curriculum, according to the become a Madrasah Ibtidaiyath Teacher Regulation of the Minister of Research, Education Study Program that forefront Technology, and Higher Education of the in realizing the MI/Elementary School Republic of Indonesia teachers who are professional, (Permenristekdikti) No. 44 of 2015 competitive, have Islamic characters, concerning the National Higher and superior in the field of learning Education Standards (SN-DIKTI), the development at the national level in curriculum is a set of plans and 2025” (Asmawati et al., 2017). This arrangements regarding graduate learning outcomes, study materials, vision is elaborated through the profile Rizal, Sapuadi & Sutrisno

processes, and assessments that are used as guidelines for the implementation of study programs (Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi, 2015). According to Djadjuri, Saepuloh, and Rizal, a curriculum has four components, namely objectives, content and learning materials, process, and evaluation. The four components are closely related to one another so that it constitutes a system (Djadjuri et al., 2015).

Based on the results of an interview with Mrs. Sulistyowati as the Secretary of the PGMI Study Program, that the PGMI curriculum has referred to the Indonesian National Qualification Framework (KKNI) and is in accordance with the direction of the PGM Indonesia Lecturer Association. However, after the researcher analyzed the curriculum documents of the PGMI Study Program, there were still incomplete documents (such as curriculum structure, formulation of course learning outcomes, etc.) according to the Guidebook for Higher Education Curriculum Compilation (Nurwardani et al., 2016). The problem

JPSD Vol. 7 No. 1, Maret 2021
ISSN 2540-9093
E-ISSN 2503-0558

above is reinforced by Bella Budiarti's statement in the third semester of class B who complained about the number of courses containing pedagogical competencies in the same semester (planning of learning, strategy of learning, thematic learning, media of learning, evaluation of learning, internship 2) and Mr. Rusmadi's statement, the Deputy Head of Madrasah MIN 4 Palangkaraya City that there should be a conformity of the lecture material of the PGMI study program with the material in MI.

As far as researchers know, studies that discuss the analysis of the stages of curriculum design, the stages of learning design, and the evaluation stages of the Study Program curriculum learning program based on the Guidebook for Higher Education Curriculum Compilation have never been carried out. Previous research tended to focus on quality document analysis based on SN-Dikti, the study of KKNI and SN-Dikti curriculum descriptions, analysis of prospects and readiness of several universities to KKNI, analysis of the thinking of KKNI-based curriculum development, analysis of curriculum materials,

Rizal, Sapuadi & Sutrisno

comparative studies between the two curricula, and curriculum implementation.

The standardization of the Arabic language curriculum based on KKNI and SNPT must be developed as an integrated system, combining four language skills plus study skills (Wahab, 2016). Benchmarks based on SN-Dikti are educational standards, research standards, and community service standards (Berutu et al., 2016). Curriculum management in the Madrasah Ibtidaiyah Teacher Education (PGMI) study program must be developed with reference to the Indonesian National Qualifications Framework and the National Higher Education Standards (Kisbiyanto, 2016). The curriculum of the PGMI Study Program must be Integration-Interconnective, divided into 5 stages, namely the laying stage of modern institutional management, the strengthening & expansion period of the institution, the maturation period, and the period of existence (Rokhimawan, 2015).

The knowledge element from the CPL that has been obtained from the

first stage process should have described the limits and scope of the scientific/expertise field which is a series of minimum study materials that must be mastered by every graduate of the study program. The study material in the curriculum would become the standard for learning content that has a level of depth and breadth which refers to the CPL. The level of depth and breadth of learning materials as stated in SN-Dikti article 9, paragraph (2) (Standar Nasional Pendidikan Tinggi, 2015) Stated that the scholar must master the theoretical concepts of a particular field of knowledge and skills in general and the theoretical concepts of a special section in the field of knowledge and skills in depth (Nurwardani et al., 2016).

Based on the results of interviews and analysis of curriculum documents, it is so important that curriculum drafting refers to the standards, so this research is very urgent to carry out. This study aims to analyze the curriculum drafting of the PGMI IAIN Palangkaraya Study Program referring to the Guidebook for Higher Education Curriculum Compilation.

B. Research Methodology

This research is a field research and uses a qualitative approach. Based on the main purpose of writing, namely describing and analyzing the preparation of the curriculum for the PGMI IAIN Palangkaraya study program, referring to the Guidebook for Higher Education Curriculum Compilation.

The subjects in this research were study program managers, homebase lecturers, and PGMI students. The sampling technique used in this research was: purposive sampling. This means that the sampling technique for data sources is carried out with certain considerations (Sugiyono, 2012). While the object in this research is the 2017 curriculum document for the PGMI IAIN Palangka Raya Study Program. The primary data sources in this research were the study program managers, homebase lecturers, and PGMI students. The secondary data sources is the data that directly collected by researchers as a support from the first sources. It can also be said that the data is arranged in the form of documents.

Data collection techniques used were interviews from researchers to study program managers, Homebase lecturers, and PGMI students, to obtain information about the completeness of curriculum documents, curriculum design stages, design of learning, the evaluation stages of the curriculum learning program of PGMI IAIN Palangkaraya Study Program. Observations were made to observe the completeness of the curriculum documents, the curriculum design stages, design of learning, the evaluation stages of the curriculum learning program of PGMI IAIN Palangkaraya Study Program. Documentation, researchers investigate written objects such as curriculum documents, syllabus, the Semester Learning Plan (RPS), minutes of meeting, and others which can support the results of the research analysis.

B. Research Result and Discussion

Based on the results of interviews with Mrs. Sulistyowati as the secretary of the PGMI study program and also the 2017 curriculum formulation team, curriculum design in the formulation of learning outcomes of graduate (CPL) of the PGMI study program refers to the document of Competency Standards of Graduates on Scholar Level in the Formulation of Learning Outcomes in the Madrasah Ibtidaiyah Teacher Education Study Program from the Indonesian PGMI Lecturer Association (PD PGMI) December 2016 in Belitung (PD PGMI, 2016).

Table 1. Similarities in the Document Profile of PGMI Graduates

KKNI-Based Curriculum 2017 PGMI IAIN Palangka Raya	PD PGMI in Belitung
The educators/class teachers of MI/Elementary School, researchers and developer of MI/Elementary School teaching material who are knowledgeable, in-depth, and up to date; have a good personality, knowledgeable and up-to-date in their fields and capable of carrying out duties and being responsible based on Islamic ethics, science, and expertise.	Prospective educators/class teachers of MI/Elementary School, researchers and developers of Elementary School/MI teaching materials who are knowledgeable, in-depth, and up to date; have a good personality, knowledgeable and up-to-date in their fields and capable of carrying out duties and being responsible based on Islamic ethics, science and expertise.

There is no difference in the profile of graduates set by the IAIN Palangka Raya PGMI Study Program with PD PGMI Belitung if referring to point 1) determining the profile of graduates in the 2016 KPT book is not a problem.

However, the 2015 PGMI curriculum has only been running for 2 years, there have been no graduates, and when the preparation of the 2017 curriculum revision did not involve all Homebase lecturers and stakeholders (head of

MI/Elementary School) in Palangka Raya City. This was also reinforced in the 2019 KPT book (Nurwardani et al., 2019) that the CPL formulation is recommended to also involve a scientific consortium, stakeholders, containing the skills needed in the industrial era 4.0 regarding the data literacy, technological literacy, and human literacy, as well as the ability to see the signs of an industrial revolution 5.0. This is supported by the results of research by (Ibda, 2018: 12) literacy will gain knowledge and responding to the challenges of the times with aspects of competency in data literacy, technology, and should be understood by the teachers of MI/Elementary School by applying the tradition of literacy pillars, namely “read, write, archive”. CPL can also be added to the abilities that reflect the uniqueness of each university in accordance with the vision and mission, the uniqueness of the area where the university is located.

If seen at the comparison of CPL formulation of 2016 and 2019 KPT books and the real conditions of the CPL formulation of the PGMI Study Program, there is still a lack of involvement of all

JPSD Vol. 7 No. 1, Maret 2021
ISSN 2540-9093
E-ISSN 2503-0558

lecturers. Based on the interviews with the Secretary of the study program there are still Homebase lecturers who are not involved in curriculum preparation, the PGMI study program consortium has not been formed, and has not yet referred to the future development of expertise such as during the Covid epidemic, all of which are assisted by Information and Communication Technology (ICT). This is supported by research results of (Nurjanah, 2019) that students of prospective MI teachers will be provided with courses in Information Technology and communication of education, media learning for elementary age children, religious entrepreneurship in IT-based basic education. In line with the opinion above (Rokhimawan, 2015) PGMI students must be ready if faced with globalization and the increasingly rapid flow of information technology.

Based on the 2016 and 2019 KPT books, ideally this stage is divided into two activities. First, selecting the study materials and simultaneously compiling a matrix between the study materials and the established CPL formula. Second, the study and determination of courses and the amount of credits. So that the

Rizal, Sapuadi & Sutrisno

determination of the order of the courses and the weight of credits does not match the reality in the field. The researchers conducted an interview with Bella Budiarti in the third semester of class B who complained about the number of courses containing pedagogical competencies in the same semester (planning of learning, strategy of learning, thematic learning, media of learning, and evaluation of learning) all of which have 2 credits and internships 2 on MI/Elementary School become the teacher assistant with a weight of 0 credits. For students in the third semester, it will be difficult to face the semester because they have to learn and practice their pedagogical skills in the same semester. This was confirmed by (Djadjuri et al., 2015), (Wibowo, 2017) that in the organization of the curriculum, it should notice to the sequence, continuity, especially with regard to the substance of the material being studied by students, so there

should be no repetition or skipping.. Reinforced by opinion of (Sugiana, 2018: 99) that (sequence) The order of learning materials shows the order of materials that will be delivered to students, when the materials should be delivered first and which materials will be studied later. It is hoped that the PGMI IAIN Palangka Raya Study Program will pay attention to the appropriate sequence when drafting the next curriculum.

Based on the results of the documentation of researchers investigating curriculum documents, it was found that the study materials for the PGMI Study Program included: MI/Elementary School Materials, MI/Elementary Learning, Islamic, Education, General, Research and Service, Comprehensive Prerequisite Programs (Asmawati et al., 2017). The following is a figure of study materials, courses, and weighting credits.

7.	Menguasai teori penelitian bidang keilmuan guru kelas MI/SD dalam kerangka melakukan tindakan reflektif untuk peningkatan kualitas dan langkah-langkah inovatif dalam pembelajaran bidang guru kelas MI/SD.	<ul style="list-style-type: none"> ▪ Penelitian dan Pembelajaran ▪ Ilmu Pendidikan 	<ul style="list-style-type: none"> ▪ Metodologi Penelitian Pendidikan ▪ Statistik Pendidikan 	<p style="text-align: center;">4</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
8.	Menguasai karakteristik peserta didik dari aspek fisik, spiritual, sosial, kultural, emosional dan intelektual.	<ul style="list-style-type: none"> ▪ Materi MI/SD ▪ Ilmu Pendidikan ▪ Keislaman ▪ Uman 	<ul style="list-style-type: none"> ▪ Penilaian Pembelajaran ▪ Penilaian ▪ Kajian dan Pembelajaran IPS MI/SD ▪ Psikologi Perkembangan Anak ▪ Psikologi Belajar ▪ Budaya dan Bahasa Lokal* ▪ Pendidikan 	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>

Figure 1. Study Materials, Courses, and Weighting of Credits in PGMI Curriculum

If paying more attention to Figure 1, it is still not in accordance with the 2016 and 2019 KPT books, there should be a clear cut between the study material and the course. This is supported by research results of (Nurjanah, 2019: 26) that the study material is adjusted to the CPL and the graduate profile must be in accordance with the breadth and depth of the learning material referring to the CPL listed in the SN-Dikti article 9 paragraph (2) of the 2015 National Higher Education standard. The depth level of a scholar, namely mastering the theoretical concepts of a particular field of knowledge and skills in general and the theoretical concepts of a special section in the field of knowledge and skills

deeply (Kemenristekdikti, 2015). If seeing at its curriculum structure, the PGMI Study Program has fulfill the minimum criteria as many as 109 credits out of the 147 available credits. However, based on Mr. Fauzan's suggestion as the assessor of field assessment visitation in 2019 that there is still a shortage of credits in Mathematics, and Science courses and this is agreed by Mrs. Sulistyowati as Secretary of the Study Program. This is reinforced by the statement of (Lewis, 2019: 1) To be effective teachers of science, elementary school teachers must be confident in both their science content knowledge across disciplines (i.e. physical, life, and earth

and space) and pedagogical content knowledge.

This study material can be in the form of one or more branches of science or a group of knowledge that has been integrated into a new knowledge that has been agreed upon by a similar study program forum as a characteristic of the study program field, in this case is PD PGMI Indonesia. This is reinforced by opinion of (Suwadi, 2016: 226) that courses are a collection of learning outcomes and a collection of fields of science and study materials.

Based on the results of the documentation, the researcher

investigated the curriculum documents but did not find the determination of the course structure in serial or parallel. Because if you use the serial method, it only applies to internship courses (1, 2, & 3), the studies and learning of Science/Social Sciences/ Civics Education/ Indonesian Language leads to the deepening course of Science/Social Studies/Civics Education/Language. The choice of serial method is the view that a certain mastery of knowledge is needed to initiate further knowledge/prerequisite (Nurwardani et al., 2016). The following is a curriculum structure documents are found as shown at the table below.

Table 2. Curriculum Structure of PGMI Study Program

NO.	CODE	COMPONENT	CREDITS	%
1	INS	General Compulsory Courses	8	5.44
2	TIK	Institution Compulsory Courses	30	20.41
3	MI/SD	Compulsory Courses of Study Program	99	67.35
4	MI/SD.P	Elective Courses of Study Program	10	6.80
TOTAL			147	100

Source: (Asmawati et al., 2017)

The curriculum structure of the PGMI Study Program is quite ideal because it has compulsory and elective courses of the Study Program with 74.15%, but there is an imbalance of general compulsory courses at the Institute level which is only 5.44%

compared to institutional compulsory courses at the Faculty level of 20.41%. This was confirmed by (Agama, 2018) The structure of the Study Program curriculum contains 10% mastery of sciences and skills of national and institutional content, 70% of scientific

discipline content and 20% of pedagogical content. The Regulation of the Minister of Religion was elaborated afterward by (Sutrisno, 2020).

The curriculum structure above is completely contrast to the pedagogy courses (planning of learning, strategy of learning, media of learning, and

evaluation of learning) that are stacked in third semester, as if it were a parallel system. Ideally, a parallel system is integrated learning, both knowledge and the learning process, will get better learning outcomes (Nurwardani et al., 2016). The following is the curriculum documents found as in the table below.

Table 3. Distribution of Third Semester Courses

NO	COURSE CODE	COURSES	CREDITS
1	TIK 06.1	Arabic	3
2	MI/SD 26.1	Physical Education	2
3	MI/SD 43.1	Strategy of Learning in MI/Elementary School	2
4	MI/SD 44.1	Media and Learning Resources of MI/Elementary School	2
5	MI/SD 45.1	Evaluation of Learning in MI/Elementary School	2
6	MI/SD 49.1	ICT-based MI/Elementary School Learning	2
7	MI/SD 25.1	Statistics of Education	2
8	INS 04.1	Contemporary Religious Studies	2
9	TIK 05.1	English	3
10	MI/SD 53.1	Planning of Learning	2
11	MI/SD 48.1	Thematic-Integrative Learning	2
12	MI/SD 60.1	Internship 2	0
TOTAL			24

Source: (Asmawati et al., 2017)

Based on searching the Semester Learning Plan (RPS) document, the researchers only found the Syllabus book and it did not match the Semester Learning Plan (RPS) format in the 2016 KPT Book which included Learning Outcomes of Graduates (CPL) of Study JPSD Vol. 7 No. 1, Maret 2021
ISSN 2540-9093
E-ISSN 2503-0558

Program, Learning Outcomes (CP) of Courses, Learning Outcomes (CP) of Sub Courses. The Semester Learning Plan (RPS) is a projection of activities that will be carried out by lecturers and students in the learning process/lectures in class (Nurdin, 2017: 27). However, the Rizal, Sapuadi & Sutrisno

researchers conducted interviews with homebase lecturers, Mrs. NIS, from the 5 courses that were taught, only 2 Semester Learning Plan (RPS) were in accordance with the 2016 KPT book standards. Mr. MS of the 7 courses that are taught is only 1 Semester Learning Plan (RPS), Mrs. S of the 5 courses that are taught only 1 Semester Learning Plan (RPS) and Mr. R of the 5 courses that are taught only 1 Semester Learning Plan (RPS). The appropriate Semester Learning Plan (RPS) document has only been worked on since 2019 and has not been included in the 2017 study program curriculum documents. The Semester Learning Plan (RPS) document is an important part because the main task of the Lecturer in learning is planning the learning, implementing the learning and assessing the learning. (Hartini & Heru, 2019). This is reinforced by the opinion of (Rachmadyanti, 2017) Educators can provide reinforcement of character education through material sourced from community activities, cultural products, and other potentials in the environment around students.

Even though the written syllabus/Semester Learning Plan (RPS)
JPSPD Vol. 7 No. 1, Maret 2021
ISSN 2540-9093
E-ISSN 2503-0558

document is not yet in the good category, based on the observations of the learning process in the PGMI study program is going well. This is based on the results of interviews with five homebase lecturers in using the group discussion learning method, project-based learning, practicum, teaching practice, cooperative learning. This is reinforced by the research results of (Salimi et al., 2017: 2) that the revitalization of Educational Personnel Education Institutions (LPTK) related to curriculum and learning systems has been carried out through various learning innovations carried out by educators in college. The results of the interviews regarding the learning outcomes of these students can be proven through the PGMI Study Program youtube channel below.

Rizal, Sapuadi & Sutrisno



Source: <https://www.youtube.com/channel/UCTsrIP1emMDr9dGFm7HwQHw/videos>
Figure 2. Youtube Channel of PGMI Study Program IAIN Palangka Raya

Evaluation of learning programs carried out by PGMI study programs through lecture journals held by class leaders, teaching lecturers, WhatsApp groups (class leaders & home base lecturers), and the academic information system (SIMAK) accounts of study program. However, based on observations of lecture journals held by lecturers, the rate of return is not up to 50% of all courses. According to (Nurwardani et al., 2016) learning program evaluation activities can be carried out by distributing questionnaires to students before learning activities are completed in each semester. Based on the interview results with Mrs. Sulistyowati, the activity of distributing lecture evaluation questionnaires had

occurred in the student's Academic Information System (SIMAK) account before seeing the grades in 2018, and can be accessed by the academic information system (SIMAK) account of the study program but the questionnaires is no longer available until now.

The Quality Assurance Institute in the even semester of 2019/2020 monitoring and evaluating online lectures by carried out online surveys covering all Faculties, Departments, and Study Programs at IAIN Palangkaraya which will be held between 21st July – 3rd August of 2020. One of the survey results (Mutu, 2020) that the most dominant form/method of lecture used by lecturers is to discuss in the Forum/Chat Group, while the majority of

students desired is an explanation of the material online (via video recording or Voice Note). It would be better if a survey like this was conducted at the

PGMI study program level so that study program managers could get more real input for the progress of PGMI program study.

D. Conclusion

Based on the results of the research in the description above, it can be concluded that the 2017 PGMI curriculum documents are still lacks of the study material matrix according to the CPL, most of the courses have a weight of 2 credits, the courses on each semester are enough only 7 or 8 courses, the Semester Learning Plan (RPS) must

be in accordance with the KPT book. Further curriculum redesign must refer to the latest regulations and be future-oriented and involve stakeholders from the Education Office, Ministry of Religion, both city / provincial levels, all home base lecturers, leaders, associations and reviewed by the curriculum expert.

References

- Agama, K. Peraturan Menteri Agama Republik Indonesia Nomor 15 Tahun 2018 Tentang Lembaga Pendidikan Tenaga Kependidikan, 10 Agama, Kementerian § (2018).
- Asmawati, A., Sulistyowati, S., Syabrina, M., & Jasiah, J. (2017). *Kurikulum Berbasis KKNi Program Studi Pendidikan Guru Madrasah Ibtidaiyah Institut Agama Islam Negeri Palangka Raya Tahun 2017*. Palangka Raya.
- Berutu, N., Damanik, M. R. S., & Harefa, M. S. (2016). Sinkronisasi Standar Nasional Perguruan Tinggi (SNPT). *Jurnal Pendidikan Ilmu-Ilmu Sosial*, 8(1), 213–219. <https://jurnal.unimed.ac.id/2012/index.php/jupiiis/article/view/5171>
- Djadjuri, D., Saepuloh, L., & Rizal, S. U. (2015). *Kurikulum Dan JPSD Vol. 7 No. 1, Maret 2021* ISSN 2540-9093 E-ISSN 2503-0558
- Pembelajaran (Jilid 1 Kurikulum)*. Bekasi: CV. Nurani.
- Hartini, S., & Heru, H. (2019). Analisis Sinkronitas Rencana Pembelajaran Semester (RPS) Dengan Rencana Tugas Semester Mahasiswa (RTM) Dan Rencana Evaluasi Pembelajaran (REP) Dosen FKIP Unisri Tahun 2018. *Research Fair UNISRI*, 3(1), 608–621.
- Ibda, H. (2018). Penguatan Literasi Baru Pada Guru Madrasah Ibtidaiyah Dalam Menjawab Tantangan Era Revolusi Industri 4.0. *Journal of Research and Thought on Islamic Education (JRTIE)*, 1(1), 1–2.
- Jannah, R., Jasiah, J., Asmawati, A., & Sulistyowati, S. (2019). *Borang Akreditasi Pendidikan Guru Madrasah Ibtidaiyah Tahun 2019*. Kemenristekdikti. Standar Nasional Rizal, Sapuadi & Sutrisno

- Pendidikan Tinggi (2015).
Kementerian Riset, Teknologi, D. P. T. R. I. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi (2015).
- Kisbiyanto, K. (2016). Manajemen Pengembangan Kurikulum Sistem KKNI di PGMI. *Quality*, 4(2), 387–414.
- Lewis, A. D. (2019). Practice what you teach: How experiencing elementary school science teaching practices helps prepare teacher candidates. *Teaching and Teacher Education*, 86, 1–10.
- Mutu, L. P. (2020). *Hasil Monitoring dan Evaluasi Perkuliahan Online IAIN Palangkaraya*.
- Nurdin, S. (2017). Pengembangan Kurikulum dan Rencana Pembelajaran Semester (RPS) Berbasis KKNI di Perguruan Tinggi. *Al-Fitrah: Jurnal Manajemen Pendidikan*, 5(1), 21–30.
- Nurjanah, S. (2019). Kurikulum Berbasis Entrepreneurship Perguruan Tinggi Keagamaan Islam Swasta (Studi Kasus Program Studi Pendidikan Guru Madrasah Ibtidaiyahdi Stit Makhdom Ibrahim Tuban). *Al Yasini: Jurnal Hasil Kajian dan Penelitian Bidang Keislaman dan Pendidikan*, (Vol 4 No 1 (2019): MEI), (16-27).
- Nurwardani, P., Nugroho, S. W., Mulyono, E., Cahyono, E., Kusumawardani, S. S., Nugroho, S. W., ... Priyautama, F. (2019). *Panduan Penyusunan Kurikulum Pendidikan Tinggi Di Era Industri 4.0*. Belmawa, Kemristekdikti.
- Nurwardani, P., Tutupoho, R. R., Mulyono, E., Nugroho, S. W., JPSD Vol. 7 No. 1, Maret 2021
ISSN 2540-9093
E-ISSN 2503-0558
- Endrotomo, Arifin, S., ... Priyautama, F. (2016). *Panduan penyusunan kurikulum*. Kementerian Riset, Teknologi dan Pendidikan Tinggi. Belmawa, Kemristekdikti.
- PD PGMI, P. D. (2016). *Standar Kompetensi Lulusan Jenjang Sarjana dalam Rumusan Capaian Pembelajaran Program Studi Pendidikan Guru Madrasah Ibtidaiyah*. Belitung.
- Purwanti, P., & Yusuf, A. (2018). Studi Evaluasi Efektivitas Pelaksanaan Praktik Pengalaman Lapangan (PPL) Mahasiswa Program Studi Bimbingan dan Konseling FKIP Untan Pontianak Tahun 2017. *ICoTE Proceedings*, 2(1), 159–168.
- Rachmadyanti, P. (2017). Penguatan Pendidikan Karakter Bagi Siswa Sekolah Dasar Melalui Kearifan Lokal. *Jurnal Pendidikan Sekolah Dasar*, 3(2), 201–214.
- Rokhimawan, M. A. (2015). Analisis Swot Kurikulum Prodi PGMI Menyongsong Pembangunan UIN Sunan Kalijaga Yogyakarta 2038 yang Bervisi Integrasi-Interkonektif. *AL-BIDAYAH: Jurnal Pendidikan Dasar Islam*, 7(1), 1–16.
- Salimi, M., Susiani, T. S., & Hidayah, R. (2017). Research-Based Learning Sebagai Alternatif Model Pembelajaran Di Lembaga Pendidikan Tenaga Kependidikan. *Jurnal Pendidikan Sekolah Dasar*, 3(1), 1–9.
- Sugiana, A. (2018). A Proses Pengembangan Organisasi Kurikulum di Indonesia. *eL-HIKMAH: Jurnal Kajian dan Penelitian Pendidikan Islam*, 12(1), 91–103.
- Sugiyono. (2012). *Metode Penelitian Pendidikan Pendekatan Kuantitatif*
Rizal, Sapuadi & Sutrisno

- Kualitatif dan R&D*. Bandung: Alfabeta.
- Sukmadinata, N. S. (2008). *Metode penelitian pendidikan*. Bandung: PT Remaja Rosdakarya.
- Suprani, S., & Hendrapipta, N. (2019). Development of Character Education in Elementary School Through Macromedia Flash Foklore. *Jurnal Pendidikan Sekolah Dasar*, 5(2), 180–192.
- Sutrisno, S. (2020). *Redesain Kurikulum FTIK Palangkaraya ngacu KKNI, dan Merdeka Belajar*. Yogyakarta.
- Suwadi. (2016). Pengembangan Kurikulum Pendidikan Agama Islam pada Pendidikan Tinggi (Mengacu KKNI-SNPT Berparadigma Integrasi-Interkoneksi di Program Studi PAI FITK UIN Sunan Kalijaga. *Pendidikan Agama Islam*, 4(2), 67–74.
- Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi (2012).
- Wahab, M. A. (2016). Standarisasi kurikulum pendidikan bahasa Arab di perguruan tinggi keagamaan Islam negeri. *Arabiyat: jurnal pendidikan bahasa Arab dan kebahasaaraban*, 3(1), 32–51.
- Wahyudin, D. (2014). *Manajemen Kurikulum*. Bandung: PT. Remaja Rosdakarya.
- Wibowo, A. M. (2017). Proceeding International Conference on Islamic Elementary School Studies (572–583).
- Zulaiha, S., & Baryanto, B. (2019). Analisis Kurikulum PAUD di Kabupaten Rejang Lebong dan Relevansinya Terhadap Kurikulum Prodi PIAUD IAIN Curup. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 3(1), 23.