

SEQUENCE CURRICULUM FOR THE MADRASAH CURRICULUM

sri haryanto^{1*}, Muhfahroyin Muhfahroyin², Dessy Putri Wahyuningtyas³, Reni Oktaviani⁴, Endang Sumiati⁵, Lely Nur Hidayah Syafitri⁶

Universitas Sains Al Quran Jawa Tengah¹, Universitas Muhammadiyah Metro², UIN Maulana Malik Ibrahim Malang³, Universitas Negeri Jakarta⁴, UIN Sunan Kalijaga Yogyakarta^{5,6}

sriharyanto@unsiq.ac.id^{1*}, muhfahroyin@yahoo.com², dessyputriwahyuningtyas@gmail.com³, renioktaviani@unj.ac.id⁴, 21304011007@student.uin-suka.ac.id⁵, 21304011010@student.uin-suka.ac.id⁶

Abstract

The curriculum is one of the standards that must be met in achieving the quality of education. The curriculum itself is a series of activities carried out by the education unit to ensure the learning process can occur correctly and by the objectives of international education and educational goals characteristic of academic departments. This paper aims to determine the implementation of curriculum development in the 2021/2022 School Year Madrasah. This research is field research. Data retrieval uses observation, interview, and documentation methods. Meanwhile, data analysis is carried out descriptively by triangulation. The results showed that the management of the curriculum carried out in madrasah uses the *Sequence Curriculum* model, where each discussion of the material is carefully considered to ensure a meaningful learning process by the level of development and needs of students. In theory, this model combines 3 (three) existing curriculum forms: *Activity Curriculum*, *Integrated Curriculum*, and *Core Curriculum*. With this model, it is expected to be able to achieve 3 (three) main principles of learning, namely: the competence of educators and learners; meaningful learning in achieving *problem-solving* abilities through personal and emotional experiences;

Keywords: Curriculum, development, madrasah

INTRODUCTION

The educational curriculum plays a vital role in ensuring the implementation of the educational process by the goals that have been set. In its development, the curriculum continues to change from time to time, in line with the times and consideration of particular conditions, such as the politics of a nation. Other special needs that can change the current curriculum are more based on pandemic conditions. Various approaches and methods of learning continue to be born over time following the growing complexity of human psychology. (Domsch et al., 2022).

The Covid-19 pandemic in the world of education is technically one that impacts the implementation of exams in assessing the ability of students (Gu et al., 2022). This difficulty can be overcome if the education unit has the correct formulation in exploring learning methods and approaches. Such situations can potentially change the psychological condition of learners, where mental and physical health symptoms can appear. Physical health and mental health have a correlation that can affect intelligence, especially emotional intelligence. (Fernández et al., 2022). Discipline and consistency are needed in every activity that can trigger the potential intelligence of learners, considering cognitively, the brain will respond to every change that arises in every condition. Curriculum in the world of education plays a role in ensuring this consistency.

On the other hand, the curriculum requires a *second opinion* in its development, namely the potential limitations of its implementation due to other things outside the condition of students, one of which is the economic and psychological condition of parents. (Gühne et al., 2022). That's why mental health in education is not necessarily the object of learners' discussion but also the nearest environment of the learners themselves.

The education system is a combination of environmental systems with intelligence. (Hurtado et al., 2022). The unit of education as a separate environment specific to the creation of certain conditions has characteristics different from the value system in society but do not entirely clash. In a certain period,

learners are directed to master various techniques until they can finally lead themselves to specific competencies.

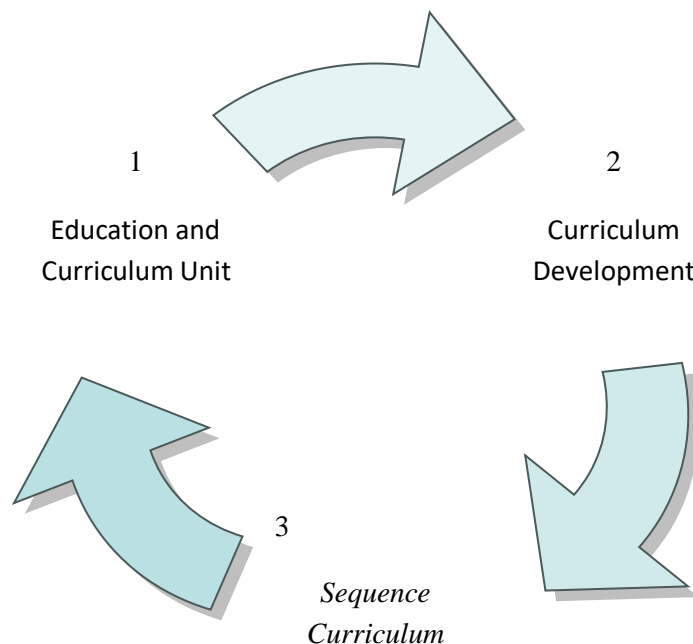
The creation of learning environment conditions should correlate with the result of a sense of comfort towards learners. Education in a humanistic view is directed at learners as a subject. (Awang et al., 2022). Happiness itself is a significant factor in its influence on the environment. Communities or groups around learners create a system that its members adopt. Happiness itself in the context of education in Indonesia is a reflection of meaningful learning.

Under any conditions and format, the education management system requires the other party, in this case, the environment, to assess the quality of education. (Cabrera et al., 2022). The learning process in the present must carefully and observantly identify priorities in social life. Research shows that learners with a new learning system, in this case, called transformation students, can adapt to the learning process and the other education management system as well. (Komatsu et al., 2022). Students of this transformation are those who experience the shift of learning patterns from face-to-face to distance learning. It is also said that the potential for success of this transformation student is high, considering that students are directly involved in curriculum development, in line with the social conditions of the community that have changed, in this case, due to the Covid-19 pandemic situation.

Initial observations made at Madrasah Ibtidaiyah Muhammadiyah Walikukun show that *the sequenced curriculum* is a new discourse curriculum that adopts various curriculum approaches and theories. Based on the above description, the author intends to explain the implementation of curriculum development through *the Curriculum Sequence* in the 2021/2022 School Year madrasah.

METHODS

This research is field research with a qualitative approach. The research was conducted at Madrasah Ibtidaiyah Muhammadiyah Walikukun. The address is at Jalan KH Agus Salim No. 52, Walikukun, Widodaren District, Ngawi Regency, East Java. The research frame of mind can be described as follows:



Picture. Research Framework of Thought

This research starts from the understanding that every unit of education requires a management system that plays a role in it, one of which is the curriculum in ensuring the learning process by the educational goals that have been set, both on the scale of academic units the national scale. Curriculum development itself continues to grow, both theoretically and practically. Clear identification is needed in its development and adjusted to the expected purpose. Data collection in this study uses observation,

interview, and documentation methods. Triangulation data analysis is used in collecting data, data reduction process, presentation, and the drawdown of conclusions.

RESULTS AND DISCUSSIONS

The human population influences the movement of human social and economic theories (Chen et al., 2022). The various impacts that can arise due to the addition of the human population will be more complex, ranging from changes in the education system to political policies. In the world of education, competition for the quality of human resources becomes the homework of academic units with various characteristics and qualities of learning.

The curriculum has a return relationship with learners (Liu et al., 2022). Both by design and implementation content, the curriculum can be understood and implemented by students. It is further said that the curriculum is an integral part of determining student satisfaction with the applicable system in the education unit.

As part of the education management system, a curriculum requires at least 4 (four) things that need to be prepared, namely: learning media, indicators of the success rate of teaching media, indicators of the readiness of educators-learners-education personnel, and ability to be implemented concretely in the learning process. (Alia, 2022). Thus, the curriculum involves the initial design as well as its development.

The world of education gave birth to many innovations in management systems, education financing management policies and the competence of students and educators through pedagogical abilities. (Zhuravlova et al., 2022). At the same time, the prevailing system in education itself develops through a slow process. This is due to innovations that "wait" for problems or "*innovation by case*". Today, modern society prioritizes practical aspects of learning rather than just theoretical or dogmatic.

Learning carried out outside the classroom is, in fact, better able to encourage learners to master specific abilities or knowledge that are useful to themselves personally. (Oražem et al., 2022). This learning can make learners able to understand better theoretical and practical aspects. At the academic level, learning outside the classroom is one of the implementation concepts of *the Activity Curriculum*, where there are 3 (three) approaches: cognitive approach, technology, and structure. All three can be understood as part of *educational management*, especially in the curriculum aspect.

Cognitive plays a vital role in curriculum development, given its function as a communication bridge between educators and learners; and an education system with environmental demands globally (Jasmin et al., 2022). The curriculum itself is an overview of the value of the indentation that applies and is applied. For example, in technical learning, learners who miss understanding can still follow the subsequent knowledge without being burdened with incomprehension at previous meetings.

One form of curriculum implementation is the *Integrated Curriculum*, where the education unit provides a form of activity in the form of a project as a suggestion for learning students. This project is systematically structured to achieve specific goals. (Kuzmenko et al., 2022). Research shows that the provision of learning through projects is proven to increase the added value of recognized academic units through accreditation assessment, in line with the recognition of the quality of education.

The key to the success of their education starts with the system applied (Lampe et al., 2022). Integrating the system into the curriculum creates one primary focus of education. This is what then gave birth to the concept of *Core Curriculum*, where learning strategies are adjusted to specific values or cultures that exist in the community to strengthen cultural identity and optimize education that is morally responsible for the preservation of positive values in a society.

The curriculum is often in its development only changes slightly but is fundamentally able to change the system running before. (Li et al., 2022). The management system of an institution requires commitment and consistency in running a new system. Thus, sustainable development can be achieved in line with goals and demands. (Shein & Sukinarhimi, 2022).

The Covid-19 pandemic in education can be seen from a positive perspective, where this condition can create various learning innovations and strategic policies. (Taylor et al., 2020). Both determine the system that applies next in the learning process, both management and other approaches that become the challenges of the world of education in the future.

The world of education, especially those directly related to health disciplines, is currently more vigorous in conducting learning and research. (Batista et al., 2022). The two walked in balance. Knowledge is based on research data, not just talking discourse. The curriculum that develops in the

world of health education penetrates the readiness of various public health conditions in the future while maintaining the characteristics and characteristics of each discipline.

Education is an activity that involves the learning process and can be carried out in real terms. Various problems and questions in human life are expected to be answered through the educational process. (Stojic & Salhofer, 2022). An academic unit is an organization that requires strategies and resources in it. Education can answer the needs of the world of work (Taghipour et al., 2022). Industries in the future are influenced by the education system that is currently conceptualized and ongoing. Companies, in this case, have an essential role in "determining" what kind of system can be developed in the world of education. In addition, education has the same opportunity to "determine" the model of the world of work that can occur in the future.

Organization and strategy are two interrelated things. Both determine the steps to take in each situation. (Bolaños et al., 2022). The reputation of an organization is determined by the strategy taken. That's why every organization involves developing strategies through specific predetermined systems.

The curriculum has specific criteria in its development, one of which is through evaluation and improvisation in its implementation. (Sharp et al., 2022). The curriculum is an essential medium for communicating the concept of education and community expectations. Improvisation in curriculum implementation needs to be prepared in the curriculum design process. This is to see the level of understanding of educators and learners and a way of supporting curriculum improvements in the future. (Naidoo & Khan, 2022).

For this reason, every curriculum change is accompanied by training or mentoring in it. (Maxner et al., 2022). Without it, the monitoring system cannot take place. In other words, indicators to assess the success of the curriculum cannot be optimized. On other occasions, the curriculum in its development also involves a pattern of experiments with *pretests* and *posttests* in it. This is done to ensure the curriculum can embrace the needs of educators, learners, and the environment.

Current schools in various countries insert health materials in them due to the Covid-19 pandemic (Clay et al., 2022). Learning in a variety of subjects is connected to health activities. Special divisions or departments are needed in the education unit focused on developing and monitoring the applied curriculum. In addition, the learning process going on through face-to-face is replaced by distance learning. (Calleja et al., 2022). This certainly involves the technological element in it. Knowledge and abilities of learners have the potential to be a bet if the learning process does not take place optimally. Additional intervention patterns are needed to get out of the current new learning patterns.

The quality of learning and proper time management from an educational perspective is considered capable of optimizing distance learning or *e-learning* during the Covid-19 pandemic. In this case, there are 2 (two) types of learners: *first*, students who only focus on mobile phone screens or computer screens in learning. Learners of this type tend to have problems in terms of communication. *Second*, learners who do a lot of experiments outside the classroom in education. This type can better optimize its time management (Prasetyanto et al., 2022).

In terms of assessment or evaluation of learning, learners who master technology have more opportunities to achieve the chance of success. (Gu et al., 2022). This is because, in management, he can manage time and can optimize the technology. He is good at completing tasks.

A sequence Curriculum is a learning system that requires a thorough assessment of learners through character, attitude, and cognition. This is done through an assessment process that is not limited to the classroom but also extra-curricular activities within the school. Mastery of specific competencies expected by the education unit is the experience of students personally and emotionally to achieve meaningful learning, in line with the concept of independent learning.

CONCLUSION

In the perspective of Undang-uu Sisdiknas, a curriculum is a variety of tools for achieving specific educational goals. The curriculum requires a planning process, implementation, and evaluation system in its application. Curriculum management carried out at Madrasah Ibtidaiyah Muhammadiyah Walikukun uses *the Curriculum Sequence* model. Each material discussion is carefully considered to ensure a meaningful learning process by the student's level of development and needs. If examined further, this model is a combination of 3 (three) existing curriculum forms, namely: *Activity Curriculum*, where learning emphasizes aspects of the learner's learning experience; *Integrated Curriculum*, where education is directed at thematic concepts; and *Core Curriculum*, where mastery of *problem-solving*

ability is emphasized by including certain materials by the characteristics and characteristics of each academic unit.

REFERENCES

- Alia, A. A. H. (2022). The Analysis of a Learning Management System from a Design and Development Perspective. *International Journal of Information and Education Technology*, 12(4), 280–289. <https://doi.org/10.18178/ijiet.2022.12.4.1616>
- Awang, M. M., Alfitri, A., Ahmad, A. R., Careemdeen, J. D., & Ahmad, J. (2022). Socio-Ecological Support and Physical Facilities Satisfaction: How They Link to Social Participation and Well-Being among Urban Residents in Malaysia. *Sustainability (Switzerland)*, 14(3). <https://doi.org/10.3390/su14031184>
- Batista, J. P. B., Torre, C., Sousa Lobo, J. M., & Sepodes, B. (2022). A review of the continuous professional development system for pharmacists. *Human Resources for Health*, 20(1), 1–12. <https://doi.org/10.1186/s12960-021-00700-1>
- Bolaños, E. L., Del Brío, J., & García-Gómez, C. D. (2022). CSR in Education on Business Confidence: Mediation Effect of Corporate Reputation in the Peruvian Banking Sector. *Sustainability (Switzerland)*, 14(2). <https://doi.org/10.3390/su14020833>
- Cabrera, D., Nickson, C. P., Roland, D., Hall, E., & Ankel, F. (2022). Distributed Autonomous Organization of Learning: Future Structure for Health Professions Education Institutions. *JMIR Medical Education*, 8(1), 3–5. <https://doi.org/10.2196/28770>
- Calleja, P., Wilkes, S., Spencer, M., Woodbridge, S., Nurse, C., Heath, R., Queensland, R. S., Queensland, S., & Coast, G. (2022). *Telehealth use in rural and remote health practitioner education: an integrative review*.
- Chen, J., Liu, Y., Zhang, E., Pan, T., & Liu, Y. (2022). Estimating China's Population over 21st Century: Spatially Explicit Scenarios Consistent with the Shared Socioeconomic Pathways (SSPs). *Sustainability (Switzerland)*, 14(4). <https://doi.org/10.3390/su14042442>
- Clay, A. S., Leiman, E. R., Theiling, B. J., Song, Y., Padilla, B. B. I., Hudak, N. M., Hartman, A. M., Hoder, J. M., Waite, K. A., Lee, H. J., & Buckley, E. G. (2022). Creating a win-win for the health system and health Profession's education: a direct observation clinical experience with feedback iN real-time (DOCENT) for low acuity patients in the emergency department. *BMC Medical Education*, 22(1), 1–11. <https://doi.org/10.1186/s12909-022-03133-z>
- Domsch, H., Ruhmland, M., & Lissmann, I. (2022). Effective but Not Feasible—What Support Staff in All-Day Primary Schools Think of Pedagogical Interventions with Regard to Children with ADHD. *Sustainability (Switzerland)*, 14(3). <https://doi.org/10.3390/su14031393>
- Fernández, X. E., Priego-Ojeda, M., Morente, A. R., & Mora, C. A. (2022). Relationship between emotional intelligence, burnout and health perception in a sample of football Spanish referees. *Retos*, 45, 960–975. <https://doi.org/10.47197/retos.v44i0.91642>
- Gu, S., Yuan, W., Zhang, A., Huo, G., Jiang, M., Han, J., & Shen, N. (2022). Online re-examination of postgraduate medical students during the COVID-19 pandemic. *BMC Medical Education*, 22(1), 1–9. <https://doi.org/10.1186/s12909-022-03100-8>
- Gühne, U., Pabst, A., Kösters, M., Hasan, A., Falkai, P., Kilian, R., Allgöwer, A., Ajayi, K., Baumgärtner, J., Brieger, P., Frasch, K., Heres, S., Jäger, M., Kütthmann, A., Putzhammer, A., Schneeweiß, B., Schwarz, M., Becker, T., Breilmann, J., & Riedel-Heller, S. G. (2022). Predictors of competitive employment in individuals with severe mental illness: results from an observational, cross-sectional study in Germany. *Journal of Occupational Medicine and Toxicology*, 17(1), 1–11. <https://doi.org/10.1186/s12995-022-00345-3>
- Hurtado, F. A., Vera, F. S., Guirao, J. E. M., & Infantes, A. T. (2022). Social Sustainability and School Segregation in the Region of Murcia (Spain). *Sustainability (Switzerland)*, 14(3), 1–21. <https://doi.org/10.3390/su14031580>
- Jasmin, H., Hohmeier, K., & Spivey, C. (2022). Implementation of the cognitive apprenticeship model for enhancement of advanced searching skills in a pharmacy academia rotation. *Journal of the Medical Library Association*, 110(1), 119–125. <https://doi.org/10.5195/jmla.2022.1108>
- Komatsu, H., Fu, S. P., Lin, M. H., Hsieh, Y. H., Rappleye, J., & Silova, I. (2022). Measuring the Transformation of University Students' Self-Construal for Greater Environmental Sustainability. *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440221079836>

- Kuzmenko, N., Kichuk, Y., Lesina, T., Levytska, L., Kostyrytsia, N., & Mazur, N. (2022). Management of Educational Projects on the Example of Accreditation of Educational Programs. *Journal of Curriculum and Teaching, 11*(1), 264–272. <https://doi.org/10.5430/jct.v11n1p264>
- Lampe, N. M., Desai, N., Norton-Brown, T., Nowakowski, A. C. H., & Glueckauf, R. L. (2022). African American Lay Pastoral Care Facilitators' Perspectives on Dementia Caregiver Education and Training. *Qualitative Report, 27*(2), 324–339. <https://doi.org/10.46743/2160-3715/2022.4917>
- Li, X., Chen, W., Wang, C., & Kassem, M. A. (2022). Study on Evacuation Behavior of Urban Underground Complex in Fire Emergency Based on System Dynamics. *Sustainability (Switzerland), 14*(3). <https://doi.org/10.3390/su14031343>
- Liu, C., Wu, Q., Liang, Z., Karimi, L., Ferrier, J. A., Sheats, J., & Khalil, H. (2022). Adaptation strategies in transnational education: a case study of an Australian Master of Health Administration Course offered to Chinese managers. *BMC Medical Education, 22*(1), 1–14. <https://doi.org/10.1186/s12909-021-03097-6>
- Maxner, B., Hansra, B., Sibai, D., Moinul, S., Panella, L., Jeha, J., Fiore, C., Dumont, T., Luring, J., Aurigemma, G., Harrington, C. M., & Kovell, L. C. (2022). Developing a curriculum to improve cardiology fellows' training in pregnancy and cardiovascular disease. *BMC Medical Education, 22*(1), 1–8. <https://doi.org/10.1186/s12909-022-03228-7>
- Naidoo, N., & Khan, N. B. (2022). Analysis of barriers and facilitators to early hearing detection and intervention in KwaZulu-Natal, South Africa. *South African Journal of Communication Disorders, 69*(1), 1–12. <https://doi.org/10.4102/sajcd.v69i1.839>
- Oražem, V., Skrbinšek, A. M., Šorgo, A., & Tomažič, I. (2022). Factors Affecting Zoo Visitors' Conservation Beliefs and Knowledge of Large Carnivores in 2009 and a Dozen Years Later. *Sustainability (Switzerland), 14*(2), 1–17. <https://doi.org/10.3390/su14020890>
- Prasetyanto, D., Rizki, M., & Sunitiyoso, Y. (2022). Online Learning Participation Intention after COVID-19 Pandemic in Indonesia: Do Students Still Make Trips for Online Class? *Sustainability (Switzerland), 14*(4). <https://doi.org/10.3390/su14041982>
- Sharp, M., Williams, N., Tackett, S., Hanyok, L. A., Christmas, C., Rand, C. S., Ziegelstein, R. C., & Record, J. D. (2022). Observation tool to measure patient-centered behaviors on rounds in an academic medical center. *Medical Education Online, 27*(1). <https://doi.org/10.1080/10872981.2021.2024115>
- Shein, P. P., & Sukinarhimi, P. (2022). Taboos as a Social Mechanism Keeping the Human-Nature Balance: Core Values and Practices of Rukai Traditional Ecological Knowledge of Water. *Sustainability (Switzerland), 14*(4). <https://doi.org/10.3390/su14042032>
- Stojic, S., & Salhofer, S. (2022). Capacity Development for Plastic Waste Management—A Critical Evaluation of Training Materials. *Sustainability (Switzerland), 14*(4). <https://doi.org/10.3390/su14042118>
- Taghipour, A., Khazaei, M., Azar, A., Ghatari, A. R., Hajiaghaei-Keshteli, M., & Ramezani, M. (2022). Creating Shared Value and Strategic Corporate Social Responsibility through Outsourcing within Supply Chain Management. *Sustainability (Switzerland), 14*(4). <https://doi.org/10.3390/su14041940>
- Taylor, S. P., Kowalkowski, M. A., & Beidas, R. S. (2020). Where is the implementation science? An opportunity to apply principles during the Covid-19 pandemic. *Clinical Infectious Diseases, 71*(11), 2993–2995. <https://doi.org/10.1093/cid/ciaa622>
- Zhuravlova, Y., Kichuk, Y., Yakovenko, O., Miziuk, V., Yashchuk, S., & Zhuravska, N. (2022). Innovations in Education System: Management, Financial Regulation and Influence on the Pedagogical Process. *Journal of Curriculum and Teaching, 11*(1), 163–173. <https://doi.org/10.5430/jct.v11n1p163>