

Strategic Management and Innovation in Curriculum Development

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ABSTRACT

This study focuses on curriculum innovation, exploring its key characteristics and the processes involved in its development. As the foundational document that outlines educational goals, learning objectives, and instructional methods, the curriculum plays a vital role in shaping the quality of education. In the context of globalization and rapid scientific and technological advancement, it is essential that curricula be continuously revised to remain relevant and capable of producing competitive and future-ready human resources. Without a well-structured curriculum, achieving educational objectives becomes exceedingly difficult. This study employs a qualitative approach using literature review and content analysis, involving systematic stages of data presentation, reduction, verification, and conclusion drawing. From the analysis, four conceptual approaches to curriculum innovation are identified: (1) the helpful approach, which addresses the need for physical infrastructure to support new learning materials; (2) the instructional approach, which emphasizes the importance of equipping educators with adequate understanding and skills to implement innovations; (3) the persuasive approach, aimed at encouraging stakeholders to support curriculum changes through communication and engagement; and (4) the coercive approach, which uses policy or authority-driven mandates to enforce necessary adjustments. Given the constantly evolving demands of society, a flexible, contextualized, and responsive curriculum is crucial. Educational institutions must therefore engage in continuous curriculum development grounded in situational analysis and real-world needs to ensure alignment with the changing educational landscape.

Keywords: *Systematic, Management, Innovation, Curriculum.*

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INTRODUCTION

Numerous facets of communal life are experiencing profound changes in tandem with the progress of time and the expansion of scientific knowledge. Every person's life will inevitably undergo changes. The fact that everything is subject to change is, according to some thinkers, the one constant. The field of education is likewise affected by these developments. Changes in society are happening at the same rate as changes in the educational landscape. Thus, innovation is a crucial part of the education industry, particularly when it comes to reacting to and solving different problems that might impede the best possible teaching process. While most people think of innovation when they hear the word "change," not all transformations qualify as innovations. If you ask Rogers, "What is innovation?" he'll tell you it's anything that someone or some group regards as novel. If something is recently discovered or accepted by someone, then it may be called new, so the novelty is relative. If we accept that description, then innovation usually arises when there are issues that need solving and new ways of doing things are used to solve those difficulties. To be a viable alternative to traditional methods of problem-solving, innovation must be the product of fresh, imaginative thought that transcends established boundaries. Research, development, or assessment efforts pertaining to the curriculum are initiated by issue identification in an endeavor to provide educational innovations that are both relevant and applicable (Rogers, 1995:21-22). When anything is renewed or changed in order to make

it more effective or efficient, whether it's a procedure, a product, or a way of doing something, we call it innovation. According to Hills and Gerald, anything that some people or user groups see as novel might be thought of as an innovation. The ability to creatively adapt to challenges and take advantage of opportunities in order to enhance and improve life is another definition of innovation ((Hadiyati, 2012); Ernani, 2012:135–151)).

The definition of innovation has evolved throughout time, but at its core, it is a process that involves more than just coming up with novel ideas. The phases of implementation, especially adoption, are necessary to bring these concepts to fruition. In this sense, adoption is the act of deciding that a thorough application of innovation is the best course of action. There are usually adjustments that go hand in hand with embracing innovation, and these changes might be little, major, or even revolutionary (Sumual, 2013). According to that view, educational innovation is essentially framed as a response to several challenges. Furthermore, the education system is the primary target of innovative efforts to reform and enhance it in order to increase effectiveness and efficiency (Prastowo, 2018). Paying close attention to the curriculum is a crucial part of the educational environment. In order for pupils to achieve their educational objectives, the curriculum is an activity that includes a wide range of specific tasks. Because it serves as a guide for students' education, the curriculum must be flexible enough to adapt to changing social norms and technological demands. The fast pace of globalization and scientific progress necessitates a curriculum that can adapt to the changing requirements of the modern world. Facilitating effective instruction and providing students with rich learning experiences are two outcomes of having a curriculum that is both relevant and adaptable. That first exposure will provide the groundwork for future improvements that may be tailored to each student's unique needs. The implementation of successful pedagogical practices necessitates a thorough familiarity with the idea of curricular innovation. Given this setting, attempts to succeed in the field of education must include innovative curricula (Rasyid, 2019).

As the primary guide for carrying out the instructional process, the curriculum is a crucial component of the educational system that holds a prominent place. The curriculum, both in terms of its presence and its quality, requires significant attention if educational activities are to run smoothly. This is because, on the surface, all learning that occurs in a classroom is based on the curriculum. In summary, the curriculum is a set of planned learnings that students will undertake during the educational process. According to Fuja (2016), the main goal of the curriculum is to guide the learning process to achieve the expected educational outcomes. Experts have drawn various perspectives on the definition of curriculum. Syaifudin (2017) cites Daniel and Laurel Tanner as saying that curriculum is a set of guided, organized, and methodically structured learning activities that include rebuilding prior knowledge and experience. Conversely, curricula were defined by George Beauchamp as "a document containing instructional materials that are given to students" (Sabda, 2016). Another viewpoint is from Neagley and Evans, who state that curricula include all learning experiences that are sponsored by educational institutions in order to assist students in achieving success in their learning. Similarly, the curriculum may be seen as a collection of lessons that kids go through in school, all with the purpose of guiding them toward certain learning outcomes. According to Horald B. Albery, the curriculum encompasses all of the school's offerings to pupils, whether they occur in or out of class, so long as they are the school's duty (Saifullah, 2016). According to this school of thought, pupils' learning is best supported when it includes both academic and extracurricular pursuits. According to Law 20 of 2003, a curriculum is a "plan and organization" that includes curriculum goals, material, subject matter, and methodologies to attain those goals via the execution of learning activities (Sarinah: 2015, 32).

It is clear from the many proposed definitions that there are essentially three schools of thought when it comes to the idea of the curriculum. In its most basic form, the curriculum is a list of objectives for students to reach in their time spent studying in a classroom setting. As a second point, the curriculum may be seen as a framework that represents the whole educational process or its management. Thirdly, a given level of education's curriculum is

often thought of as a set of courses or disciplines that students are required to study. A strong basis, rooted in theoretical reasoning and comprehensive research findings, is necessary for the development and innovation of the curriculum. Curriculum innovation, if not grounded in solid principles, may undermine educational achievement as a whole, which in turn may impede the cultivation and development of human resources.

A number of pillars are required as points of reference during the design phase of curriculum creation for it to proceed efficiently and fulfill expectations. There are five pillars upon which this community rests: (1) philosophy; (2) society, culture, and religion; (3) the arts, science, and technology; (4) meeting community needs; and (5) community growth. If we want to make sure that any new curriculum we provide stays on track with our educational objectives, we need to make sure that it is built on these five pillars. Because of the ever-shifting demands placed on educators by both students and society at large, curriculum creation is an inherently fluid and ever-changing process. Consequently, a situational analysis is the first stage in curriculum design. This entails a thorough investigation of the following: current social circumstances, the learning environment, student characteristics, and the preparedness of future teachers to carry out the learning process (Mustofa Kamal, 2014). Taking into account the various phases of student development, its relevance to the environment, and the growth of knowledge, the curriculum is created to accomplish the national education objectives. So, new curricular initiatives should always aim to reach educational objectives all at once.

In the contemporary era of globalization and rapid technological advancement, the education system must evolve to become more adaptive and innovative. This evolution is necessary to produce human resources that are competent and relevant to the needs of the current era. However, a significant challenge persists: the dearth of effective strategic management in curriculum development. Consequently, innovations often prove to be unsustainable, out of context, or inadequately integrated into educational practice. Many educational institutions continue to encounter difficulties in formulating curricula that comprehensively address social, economic, and technological dynamics. Moreover, a reluctance to embrace change, constrained resources, and a deficiency in comprehension of innovative methodologies impede the execution of strategic and transformation curriculum implementation. Therefore, it is imperative to investigate the manner in which strategic management can facilitate the process of curriculum innovation in a systematic and sustainable manner.

The curriculum system in Indonesia has had several adjustments and enhancements since the first curriculum was implemented in 1945. Changes in technology, shifts in student development dynamics, and demands for higher quality education all contributed to the decision to undergo a period of renewal. Adapting to the requirements and difficulties of the times necessitates that each curriculum modification be an improvement over the prior iteration. Up to this point, these revisions have brought forth the 2013 Curriculum and, most recently, the Merdeka Curriculum, the most recent improvement to the country's educational system (Bahri, 2011).

A look back at Indonesia's educational history reveals a continuous process of reform that began with the "1947 Lesson Plan" (often spelled "leer plan") in 1947. There are two primary parts to this curriculum: (1) a schedule of classes and the amount of time each one will take, and (2) lesson plans for each class. Both the Dutch colonial era and the Japanese occupation left their educational imprint on the curriculum. With the introduction of the "Detailed Lesson Plan 1952" in 1952, the curriculum was revised to include interdisciplinary teams of educators teaching subjects with real-world applications. In order to help pupils enhance their practical talents, skill courses were also created during this period. The Pancawardhana method, which prioritizes the growth of pupils' creativity, emotion, will, work, and morality, was next included in the curriculum in 1964. Development of Pancasila Spirit, Basic Knowledge, and Special Skills were the three pillars upon which the 1968 curriculum revision rested. In 1973, the national education curriculum started to place more emphasis on the methodical creation of goals, which maintained the trend of changes. Goals

at the national, state, and local levels, as well as those pertaining to curriculum and teaching, are all part of this larger set of objectives. In 1975, there was yet another round of curriculum reform, this time focusing on how to best teach and learn. Teachers are expected to methodically explain the learning items in this curriculum. Pancasila Moral Education was formally included in the curriculum at this time to fortify the nation's ideological principles (Kurniaman, Otang dan Noviana, 2017).

In 1984, the Active Student Learning Method (CBSA) was introduced, marking another round of curriculum revisions in Indonesia. This method is based on a spiral learning concept, which implies that students acquire increasingly sophisticated and comprehensive content as their education level increases. Additionally, the curriculum was revised in 1994 to shift from a semester to a quadri-monthly approach of allocating study time. Back then, schools aimed to do two things: shape students' personalities and equip them with marketable abilities. Implemented in 2004, the Competency-Based Curriculum (KBK) places an emphasis on student competency accomplishment and promotes a more flexible approach to teaching and learning. The School-Based Curriculum (KTSP) was the result of a second round of revisions to the curriculum that took place exactly two years later, in 2006. The 2013 Curriculum (K-13) was formally introduced in 2013, after a period of ongoing curriculum reform. According to Sukmadinata (2005), these modifications show that the curriculum is ever-changing and requires regular updates to keep up with the times.

In order to guarantee the attainment of national education objectives, the 2013 curriculum was created in accordance with the National Education Standards (SNP). The eight pillars of SNP are as follows: procedures, graduate competences, instructional materials, physical plant, administration, funding, and evaluation of student progress. Ministerial Regulation No. 103 of 2014 on Learning in Primary and Secondary Education (Wahyuni.F, 2015) provides the framework for carrying out the 2013 Curriculum.

The 2013 Curriculum has a number of significant modifications over its predecessor, one of which is the introduction of a new term, Core Competencies (KI), that is based on the Graduate Competency Standards. Affective, cognitive, and psychomotor abilities make up the three categories of core competencies, which indicate the primary competencies that students are expected to possess. Students at all educational levels are required to acquire the four groups of core competencies: KI-1 for spiritual attitudes, KI-2 for social attitudes, KI-3 for knowledge, and KI-4 for skills through organized instruction (Ritonga, 2018).

The Merdeka Curriculum was introduced in 2022 as an innovative approach by the Ministry of Education and Culture. This curriculum is designed to provide students with a stronger foundation to support their learning process. In addition, the Merdeka Curriculum is designed to promote skill development in line with the requirements and expectations of the 21st century (Maryati, 2020). To replace the Curriculum of 2013, the Republic of Indonesia's Ministry of Education, Culture, Research, and Technology launched the Kurikulum Merdeka program. Learners will be part of this curriculum, which means a more flexible and adaptive approach to education. Critical thinking, creativity, teamwork, and digital literacy are some of the 21st century's most pressing educational issues, and we want to meet these problems head-on (Cholilah, 2023). School districts and educators are given considerable leeway to tailor lessons to each student's unique needs and abilities under the Merdeka Curriculum's guiding concept of flexibility (Armeth Daud Al Kahar, A., & Anjani Putri, 2023). The importance of developing intellectual competencies, such as understanding, perseverance, and character as a foundation for future life, is also emphasized in this curriculum. The Merdeka Curriculum also includes learning projects that work to improve the Pancasila Student Profile (Handayani, S. L., Budiarti & Kusmajid, K., & Khairil, 2021). These projects emphasize developing students' character and equipping them with skills that are in line with the Pancasila's noble principles. In terms of teaching, this curriculum employs a more holistic and authentic approach via formative assessment, which aims to measure students' continuing learning progress, and summative assessment, which aims to measure their competency levels (Suryaman, 2020).

Despite its implementation addressing many issues, such as educational equity and access to technology, the Kurikulum Merdeka is now offering a strategy to improve education in Indonesia through a more contextual, relevant, and responsive approach to the present and future.

The Merdeka curriculum was developed as a response to many problems within the conventional education system, which eventually became stagnant and too focused on subject matter theory (Yusrizal, Y., Safiah, I., & Nurhaidah, 2017). A factor that hinders the development of students' potential is the dominance of the teacher-centered approach to learning and the lack of research on the effects of practical skills and critical thinking abilities on student achievement. In addition, the current technological landscape and the dynamics of the labor market have led to the development of a more adaptive and responsive educational system in response to students' needs (Juliati Boang Manalu (1), Fernando Sitohang (2), 2022).

The curriculum is composed of fifteen main components that include objectives, methods, strategies, or processes of implementation, and evaluation. The first component of every educational program is the goal, which defines the direction or purpose of the program for the students. Because curricula serve as a guide for achieving educational goals, their development must be based on universal educational objectives at the national level. In this context, two types of institutional goals are recognized, namely, the general instructional goal and the specific instructional goal. The difference between the two lies in the level of ability that the participants are expected to possess; general instructional goals are more all-encompassing and general, while specific instructional goals are more specific and may be accomplished quickly throughout the learning process. There are two important foundations around which the curricular goals are built. To begin, we must take into account the ever-evolving requirements, expectations, and societal factors. Second, based on current thinking and supported by philosophical values, including nationalism as a foundational ideology of education (Bahtiar, 2019).

The second component of the curriculum is the course material or lessons. The curriculum is a set of guidelines for how students should be taught and what they should be prepared to learn in order to reach certain objectives. As a whole, the curriculum is designed to meet the needs of the community (including its wants and expectations), the level of education, the dynamics of social development, and the strengths of knowledge and technology. There are jumbo-sized criteria that need to be considered while evaluating curricula. The first is that the curriculum must reflect social reality, which is relevance to the actual conditions of the people's lives. Second, this ideology must be able to guide students toward the achievement of all educational goals by addressing their intellectual, moral, and social needs simultaneously. Thirdly, academic content should not be ephemeral or subject to rapid obsolescence as a result of societal shifts but rather grounded on proven and verifiable scientific knowledge. The fourth point is that there has to be more substantial theory and idea development in the curriculum as opposed to just surface-level facts and figures. Fifthly, it is essential that the chosen materials help students reach their full potential in the classroom. In addition, curriculum development cannot be separated from teaching strategies, which include the process of learning as an intrinsic part of it (Yusuf, 2018).

Thirdly, there is the strategy for implementing the curriculum, which is the process of teaching and learning that students will engage in to acquire the knowledge and skills necessary to accomplish the objectives of the curriculum. As an educational program, the curriculum is a form of planning or intention that aims to acquire abilities that can be implemented in real terms. The following important aspects must be considered when developing such a strategy: (a) educational level and speed, (b) learning dynamics, (c) counseling and support services, (d) administrative and supervisory aspects, (e) curriculum development, and (f) evaluation or assessment mechanisms. In order for the educational goal to be achieved optimally, the curriculum strategy must use relevant and effective methods and media in its implementation. On the other hand, the implementation process is very related to the organization of learning or academic content. The quality of students' learning

is affected by every learning organization model that is used. In order to ensure that the learning process is structured and helps students obtain the desired competencies, it is necessary to establish clear criteria for determining an effective pattern of curricular organization (Anih, 2015).

The program of lessons accomplishes its stated objectives in terms of efficacy, efficiency, relevance, and productivity. In order to keep up with students' ever-changing requirements, educational programs must undergo ongoing review of their curricula. The assessment procedure should adhere to a number of broad principles in curricular innovation as outlined by Nana Syaodih Sukmadinata (1997), these principles include: (1) the relevance principle, which determines whether the planned curriculum answers students' requirements and can solve society's problems; (2) adaptability, or the degree to which the curriculum may change and evolve to meet the needs of different, ever-changing learning environments; (3) the principle of continuity, based on the idea of lifelong learning and stressing the significance of a curriculum that helps students reach their full potential throughout time; (4) the concept of practicality, which states that, particularly in times of low financial resources, the curriculum must be simple and inexpensive to execute. Furthermore, the course materials should have the capacity to mold and improve students' practical skills; and (5) effectiveness as a principle, which is how much of an impact the curriculum has on students' lives and the ways they contribute to society and the workforce (Nisa, 2017:64–83). Examining the curriculum materials is only one part of curriculum evaluation; another part is gauging students' learning outcomes, which include knowledge, skills, and attitudes as results of the curriculum's application. Hence, it is the responsibility of educational institutions to design curricula that may positively influence students and provide them significant learning opportunities (Subhi, TB, 2018:22–129).

Husen and Postlethwaite state that there are two primary ways to look at curricular changes when analyzing them: from the change's substance and from the procedures and phases that accompany it. Curriculum change is fundamentally linked to educational reform, innovation, and movement dynamics. In the meantime, there are a number of crucial components to the change process and phases, including development, distribution, planning, adoption, implementation, and assessment. Curriculum transformation is a methodical process that needs careful planning and constant monitoring, as shown by all of the phases (Lase, 2015:130-140). Philosophical, sociological, psych pedagogical, theoretical, and legal frameworks are among those that form the basis of curriculum creation (Purwadhi., 2019).

When it comes to updating or revamping curricula, the right plans are required to make these changes a reality and make sure they work in the classroom. When it comes to connecting cutting-edge lesson plans with practical, long-term educational strategies, this tactic is crucial. Soetopo and Soemanto state that there are two ways in which curricula may be altered: partially and completely. Modifications to the curriculum that impact just one part, such as the techniques of instruction, are called partial alterations. In contrast, a full revision would include reworking the whole curriculum from the ground up, including all of its components (Muhammedi., 2016:49-70).

METHOD

This study utilizes a library research strategy within a descriptive qualitative framework to investigate strategic management and innovation in curriculum development. Data is gathered through an in-depth review of various scholarly sources—books, peer-reviewed journals, policy documents, and other credible texts—selected for their relevance and theoretical contributions. The literature reviewed spans both historical and contemporary perspectives, enabling a multidimensional understanding of curriculum innovation and strategic planning. The analysis is conducted using a content analysis approach, consisting of four stages: data presentation (thematic organization), data reduction (eliminating less relevant content), verification (cross-source validation), and conclusion drawing (synthesizing findings) (Afrianti et al., 2021). This method supports the

identification of key patterns and best practices, contributing to both theoretical discourse and practical applications. Ultimately, the findings aim to guide future research and inform the development of responsive, innovation-driven educational programs.

FINDINGS AND DISCUSSION

The Identification of Four Strategies (Facilitate, Instructional, Persuasive, Coercive)

The facilitative strategy centers on providing the necessary infrastructure and resources to support curriculum innovation. This includes ensuring that schools have adequate physical spaces, technology, learning materials, and financial support to effectively implement new course content or instructional methods. Without such foundational support, even well-designed curriculum changes may face significant obstacles, making facilitation a critical first step in the innovation process.

The instructional strategy emphasizes the role of educators and stakeholders in successfully adopting curriculum changes. It involves equipping teachers and other involved parties with the knowledge, skills, and training needed to understand and apply the innovations effectively. Professional development programs, workshops, and continuous learning opportunities are vital components of this approach, as they build the human capacity necessary for sustainable curriculum transformation.

The persuasive strategy aims to foster acceptance and enthusiasm for curriculum innovation by engaging stakeholders through communication and collaboration. Resistance to change is a common barrier, so this strategy focuses on dialogue, advocacy, and building consensus among teachers, administrators, students, and the community. By creating a shared vision and encouraging participation, the persuasive approach helps generate ownership and commitment to the new curriculum.

The coercive strategy involves using formal policies, regulations, or authoritative mandates to enforce curriculum changes across educational institutions. This top-down approach ensures compliance and uniformity but must be implemented carefully to avoid backlash or superficial adoption. While sometimes necessary to achieve widespread reform, coercion should be balanced with support and engagement to maintain the quality and relevance of the curriculum innovations.

Concept of Strategic Management and Curriculum Innovation

In order for educational institutions to reach their objectives, strategic management plays an essential role. In order to gain a competitive edge, this process involves a number of functions and goes through phases including planning, implementing, and evaluating decisions (Agustina et al., 2024). The use of strategic management is becoming more and more crucial in the face of the ever-increasing change dynamics caused by technical developments, market demands, and demographic changes.

Strategic management is essential for educational institutions to identify and take advantage of new possibilities while reducing the risks associated with potential changes and problems (fadli, 2020). Baltabayeva argues that strategic management may help educational institutions do more than only reduce risk; it can also open doors to new possibilities (Fadhli, 2020). Evidence suggests that secondary school education in particular may benefit from the use of organized strategic management (Saparwadi, 2022). Educational institutions may better use their current resources with a focused approach.

Digitalization and distance learning have become staples of the educational system in this age of the Fourth Industrial Revolution. According to Nababan, M., Gaol, N., (2023), strategic management is vital in this setting for setting priorities and developing abilities that are needed to keep educational institutions relevant in the face of change. Furthermore, by using a strategic managerial approach in tandem with an inclusive education model, we can increase access for kids with special needs, which in turn helps to improve diversity in the classroom.

When it comes to keeping educational institutions viable in the face of fierce global competition, strategic management is crucial. Institutions may better respond to shifting educational market demands and environmental dynamics via well-thought-out strategic

planning (Pauji, 2024). With the correct strategies in place, schools can stay ahead of the competition by always innovating and being proactive in meeting the requirements of their stakeholders, such as parents, students, and the community at large (Barreto, 2024), and implementing and evaluating strategies to achieve corporate objectives is a complete sequence of procedures that make up strategic management. Researching both internal and external issues, defining the organization's purpose and vision, and creating a plan to reach those goals are all part of this process (Fadhli, 2020; Kautsar & Julaiha, 2023).

Planning, executing, controlling, and evaluating strategies within the context of an organization are the methodical phases that make up strategic management. The capacity to flexibly adjust to quickly changing external circumstances is the key benefit of strategic management. The ability to proactively react to internal and external opportunities and threats is a key benefit of continuous assessment procedures for businesses.

Strategic management is essential for creating an engaging workplace and boosting company output (Rahman, 2024) in the business world. In this setting, a strategic approach is used for both short-term objectives and the establishment of a long-term vision, which is particularly important when dealing with the ever-increasing complexity of educational sector difficulties.

The SWOT analysis is a useful tool for educational institutions to do a thorough evaluation of their internal and external environments, as well as to identify opportunities, threats, strengths, and weaknesses (Halim, A., Ismail, D., 2024). In comparison to institutions without a comparable plan, those with a well-structured strategy tend to do better ((Polishchuk, 2023). In addition, a well-thought-out plan may encourage cooperation across different fields, which can lead to new ideas and improvements in education. Next, we will go on to curricular innovation after covering the idea of strategic management.

The original meaning of the word "innovation" was to describe something fresh or novel, which is where the modern word "innovation" derives from etymologically. Because new objects are often the product of the discovery process, this phrase is frequently linked with discovery. Both "discovery" and "innovation" are acceptable English translations of the noun "discovery". In terms of terminology, anything that people in a culture see as novel, be it a concept, an item, an event, or a method, is deemed an innovation (Afif, 1984:9). When people innovate, it's usually with a purpose, like meeting a need or accomplishing a goal.

Innovation may be defined as any human-made product or service that people see as novel and useful, and it can take many forms. According to Donald P. Ely, cited in (Sa'ud, 2012:3), innovation is the recognition of societal objectives via the use of new techniques or as a new way to reach those goals.

In the context of education, innovation is defined as a new and different kind of change compared to the previous condition, intentionally made to increase the capacity to achieve certain goals (Santoso S. Hamidjojo, cited by Abdulhak, 2002). At the same time, a curriculum is a set of systematically and logically organized educational programs or learning plans for students, overseen by the school or educators, that work together to support the achievement of predetermined educational goals. This view is operational, meaning that the curriculum incorporates instructional programs created for use in the classroom to foster students' growth. The curriculum is a blueprint for how lessons will be taught and students will be taught, all under the watchful eye of school administrators and teachers.

The term "curriculum innovation" describes a revitalization of the curriculum that includes all things novel and intended to solve problems in the field of education. In order to implement learning principles in educational institutions, one must have a thorough grasp of curriculum innovation. This is because, at its core, the effectiveness of education is highly dependent on the effectiveness of curriculum innovation. The basic concepts of curriculum development relevance, adaptability, continuity, practicability, and effectiveness are intricately linked to the difficulties that emerge during the process of curriculum innovation (Sa'ud, U. S. 2015:2). Internal and outward relevance are the two primary components of the curriculum's relevance principle. The term "internal relevance" describes how well the many

parts of a curriculum its goals, content, pedagogy, and assessment—are designed to work together. All curricular components must be in sync with societal expectations and requirements for there to be external relevance. So, the goal of the curriculum is to get pupils ready to be productive members of society and the workforce. As a matter of principle, curricula should be malleable enough to accommodate local conditions and the specific strengths of each school. Interconnectedness and sustainability throughout educational levels, in terms of both structure and content, are emphasized by the notion of continuity. According to the idea of practicality, the course of study should be structured such that it may be readily applied in actual classroom settings. On the other hand, according to Redhiana, (2014:215-234), the concept of effectiveness stresses the importance of a time-efficient curriculum that doesn't sacrifice quality or the attainment of learning goals.

Characteristics of Curriculum Innovation

There are a lot of features that are intrinsic to an invention that affect how well accepted it is. The rate of innovation adoption is affected by a number of important elements that Everett M. Rogers has found. To begin, there is the concept of relative benefit, which measures how much an invention improves upon prior solutions in comparison to them. This may be measured in terms of monetary worth, social standing, contentment, or pleasure. The second factor is how well the innovation fits in with the recipient's or group's existing set of beliefs, norms, and priorities. Adoption is more likely to occur for innovations that are in line with the current value system, as opposed to those that are at odds with it (Lutfiani dan Fadlan, 2020:68-79). Thirdly, the complexity of the innovation how challenging it is for prospective users to comprehend and implement affects the innovation's acceptability. The adoption rate of innovations is higher for those that are simple and easy to use and lower for those that are difficult. As a fourth consideration, trialability shows how feasible an invention is to test before widespread use. Innovations that enable users a chance to test them out before they buy them tend to gain traction faster than those that don't. Fifthly, observability is concerned with how others may readily see the outcomes of using the innovation. More people will embrace innovations if they can see the effects right away, as opposed to innovations whose outcomes are more elusive (Munib, 2016:75-85). According to Zaltman, Duncan, and Holbek, the characteristics associated with an invention have a significant impact on how quickly it is adopted. All of these traits may come together to create innovation. Educators may speed up the acceptance of new curricular innovations by knowing these five traits, which will allow them to examine the innovation's characteristics and use the findings to improve their own teaching.

Curriculum Development Procedures

Having a firm grasp on the fundamentals of curriculum creation is a prerequisite to making groundbreaking contributions to the subject. According to these principles, the purpose of education is to meet the needs of all relevant parties, including students, parents, the general public, and governments. In order to ensure the relevance and success of the implemented curriculum, these principles serve as a crucial foundation. The aforementioned principle is:

The principle of relevance concerns how applicable something is to the present circumstance or condition. Firstly, adapting curriculum development—including the selection of instructional materials—to the real-life contexts learners encounter is essential, as education should relate to their surroundings. Secondly, education must connect with the realities of both the present and the future to remain relevant. According to Mulyasa (2017), the educational process and curriculum development rely on the active participation of educators, students, and other stakeholders. Effectiveness is defined as the extent to which the objectives established during curriculum preparation have been achieved. There are two primary ways to assess how well education is implemented: (1) how effectively teachers impart knowledge, reflecting the planning and execution of lessons, and (2) how well students learn, measured by their attainment of predetermined academic goals. The principle of economy, often paired with efficiency, states that optimum or satisfactory outcomes should be achieved by using resources such as costs, labor, and time as minimally

as possible. The continuity concept in curriculum development emphasizes the importance of interdependence and sustainability among topics, education levels, and program types. Specifically, (1) the curriculum at each school level must be coherent with and build logically upon the content of preceding levels, and (2) subjects should complement and reinforce one another to enable the achievement of educational objectives across disciplines.

The idea of curricular flexibility is to have a loose, adaptable structure that gives students leeway to make their own choices and accomplish their own work. This adaptability takes two forms within the framework of curricular development: (1) adaptability in program selection, allowing students to pick an academic track that suits their interests and strengths; and (2) adaptability in program development, enabling teaching approaches, pedagogical stances, and course materials to be fine-tuned to meet the unique requirements of each student. The goal-oriented concept stresses that selecting lessons is secondary; first, learning goals must be clearly defined. This initial stage is crucial to ensure that all efforts by teachers and students contribute to the attainment of the set educational objectives (Subandiah, 1996:54). Furthermore, the continuation and gradual process of curriculum development is carried out through principles and models that involve assessing implementation and achievements, which then serve as the basis for making improvements, refinements, and further curriculum development in a more optimal direction. Specifically, four main stages compose the curriculum development process: (1) creating a set of goals for the educational process, also known as instructional objectives, which students will strive to achieve; (2) creating and selecting relevant learning experiences to aid in attaining these goals; (3) methodically planning educational activities to ensure orderly and efficient learning; and (4) evaluating the curriculum to determine its efficacy and applicability, providing a foundation for future enhancements and development.

Every educational institution may provide a diverse curriculum, but it is still easier for teachers to understand, construct, and apply since they are either directly involved in the process or have a hand in shaping it (Ali M, 2012:51). This kind of curriculum has twenty-five strengths and weaknesses. While its alignment with the needs, conditions, characteristics, and dynamics of educational unit and community development is a strength, the high diversity of curriculum designs is a weakness that can make national-level supervision, evaluation of curricula, and assessment of learning outcomes more difficult. This prevents educational institutions from directly or indirectly contributing to community progress. Not only that, not every school or district has a leader with experience in curriculum development, and not every teacher has the skills or knowledge to lead a curriculum.

After understanding different types of curriculum development, the opportunity to innovate within curriculum development will become more clear and in line with the desired outcome. Innovation within the curriculum will be effective and worthwhile if its results can meet the needs of the community. According to Oemar Hamalik (Prasatwan, 2011:170), there are several criteria and requirements that need to be met in the curriculum innovation process, namely: (1) The curriculum must always be updated to remain relevant with the times; (2) The curriculum must facilitate understanding of basic principles and intergenerational relevance; (3) The curriculum must support the development of skills, critical and independent thinking abilities, as well as knowledge-based discipline; (4) The curriculum needs to contribute to the strengthening of essential morality, especially in relation to the evaluation and application of knowledge; (5) The curriculum must be meaningful and have clear objectives for the learners; (6) The curriculum must provide indicators of success as well as constructive challenges; (7) The curriculum should support.

Among the crucial aspects that must be accomplished in order to suit oneself to the dynamics and requirements of modern development is the construction and improvement of curricula. In this context, curriculum reform and development become important via the application of eight primary standards, namely, the competence, competency in inquiry, process, and assessment standards.

Strategies in Curriculum Innovation

Making the correct choice of approach is crucial when it comes to putting social change projects into action. The process of curricular innovation, which involves the development of solutions to aid in the attainment of educational objectives, is no exception. There are four main approaches to introducing new content into existing curricula: facilitating, educational (re-educative), persuasive, and coercive.

Facilitative, educational (re-educative), persuasive, and coercive tactics are the four main categories of possible approaches to curricular innovation. To start, one option is the facilitative strategy, which is based on the idea that providing facilities is crucial to achieving social change objectives. To start, one option is the facilitative strategy, which is based on the idea that providing facilities is crucial to achieving social change objectives. Programs for social change are to be made more accessible via the use of this approach. First, whether the strategy is suitable for the change targets, which may include beneficiaries who are prepared to accept outside help; second, running programs that raise people's consciousness about what resources are available; third, using the strategy to compensate for lack of motivation to drive social change; fourth, establishing new positions within the community's social structure; fifth, providing different types of supporting facilities; and sixth, allocating sufficient financial and human resources (Ahmad, 2016:1-14).

As a second point, educational techniques are those that try to inspire certain behaviors in order to bring about societal change. Individuals' capacity to self-regulate and differentiate between facts and beliefs is fundamental to this method. Zaltman calls this strategy "re-education" because, in his view, people must change their ways of thinking and doing. Several factors determine how effective educational strategies are at promoting social change. First, the strategies must be appropriate for the specific situations and conditions at hand. Second, the strategies must be able to instill basic principles that will serve as a foundation for future actions, involve various parties, prevent resistance to change, and build a clear understanding between symptoms and problems. Third, there must be enough resources to support the educational process; otherwise, the strategy will be ineffective. (Kristiawan Muhammad, 2018).

Third, a persuasive strategy is a way of thinking about social change initiatives that tries to convince people to agree to the changes being planned by giving them arguments, encouragement, or invitations that show how the desired behavior should be. There are a number of factors that determine the efficacy of this strategy. Firstly, it is most effective when individuals or groups have not yet been involved in the change process but have the power to accept or reject the social change. Secondly, it is also useful when the problems are not seen as very serious, the solutions that have been proposed are not sufficient, and the programmers do not have direct control over the people who are supposed to be changed (Lutfiani and Fadlan, Amul Husni, 2020: 68-79).

Fourth, a coercion strategy is a method for implementing social change initiatives in which the people whose lives are being changed (the clients) are coerced into going in a certain way. The level of control that the change implementers have on the change targets determines the efficacy of this technique. How dependent the customer is on the person implementing the change determines the extent of coercive power. It is possible to put social change programs into action by utilizing a mix of tactics that are specific to each stage of the program's rollout and the target's circumstances, especially when it comes time to decide whether to embrace or reject the changes that are being suggested (Ulva, 2019:199-207).

Implementation of Curriculum Innovation Strategies

Choosing the right methods and tactics to back up efforts to enhance the curriculum is crucial when implementing innovation in the curriculum. In this situation, there are a number of rules that may be followed to put these new approaches into action. A precise definition of the intended shape of the curricular innovation must be established first. In other words, a solid explanation or reason for the need for curriculum renewal must be established prior to the implementation of the innovative approach. Examining and implementing curricular changes will be more focused with a sound basis. Philosophy, psychology, law, sociology, and technology are all cornerstones that must be included in any

discussion on the critical need to update curricula. Since Pancasila is the guiding concept of the Indonesian people, any new ideas for the curriculum must be consistent with these principles. Changes to curricula should be tailored to each student's unique traits and current level of development, according to the psychological basis. The socio-technical basis necessitates that the process of curriculum renewal be based on a review of both social requirements and technology changes (Mawati, 2020).

Furthermore, in order to enhance the quality of learning, it is essential that strategies that promote the active engagement of all aspects of education be used while implementing curricular innovation. Successful curriculum innovation implementation requires buy-in from all members of the school community, including instructors, students, and parents. For school administrators and educators looking to innovate their curricula, there are a number of strategic options available, such as (1) Everyone involved with the school community has to have a firm grasp of the goals of the curriculum change and be on board with them. The expectations of those implementing the innovation may be better understood by students, teachers, and parents if clear objectives are formulated. In order to explain and disseminate information about the invention, it is crucial to use the capabilities that are accessible. (2) An incentive to increase the adoption of new ideas is positive motivation. Providing tailored motivational assistance requires the capacity to assess the aims and possible results of an invention. (3) It is crucial for people to be involved while deciding whether to embrace or reject innovation. Thus, the suggested innovation should be given the chance for teachers, students, and parents to think about how urgent and relevant it is. Providing thorough information via a variety of media and facilities is one strategy that may be utilized to help this process. Another approach is to analyze relevant data about school conditions so that the methods for implementing innovations are based on solid knowledge. (4) One crucial step that must not be skipped is the planning of the innovation program's assessment. For innovation to be implemented successfully, it is important to set explicit goals and use clear assessment methodologies (Firmansyah, 2019:675-666).

Third, there has to be a variety of accessible alternatives offered to all parties involved in order to make curricular innovation implementation easier. The premise upon which this method rests is that teachers and students are unique individuals. Offering a range of options opens up more possibilities for engagement, enabling individuals to tap into their own interests, abilities, and potential. Subject grouping into required and optional categories, for instance, makes it simpler to implement curricular innovation by giving students more leeway in choosing which classes to take. Fourth, use the existing data and information as a foundation for consideration when designing and executing innovations. In order to improve their curricula, schools must collect accurate and trustworthy information on their current environment. Better analysis of current issues may be carried out using this data, and it applies to all areas of the curriculum: goals, content, implementation, and evaluation. So, institutions may better tailor their curricular innovations to meet their real demands. Fifth, while developing and executing new curricular initiatives, you may learn from the successes and failures of other schools throughout the world. At this point in the innovation strategy's development, it is being considered as a factor in policymaking the significance of learning from techniques that have been effective elsewhere. Every school's specific setting and needs should be considered when deciding whether to use or modify one of these creative solutions (Sutirna, 2018:125-126).

CONCLUSIONS

Strategic management and innovation play a pivotal role in shaping effective and future-oriented curriculum development. By integrating strategic planning with innovative practices, educational institutions can create curricula that are not only aligned with current global demands but also adaptable to rapid changes in knowledge, technology, and society. This study highlights the importance of a systematic approach that includes clear goal-setting, stakeholder involvement, and continuous evaluation to ensure curriculum relevance and sustainability. Moreover, innovation in curriculum—through pedagogical shifts,

integration of digital tools, and flexible learning models – enhances learner engagement and outcomes. Ultimately, the synergy between strategic management and innovation provides a robust framework for designing educational programs that are dynamic, inclusive, and responsive to the evolving needs of learners and the broader educational landscape.

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