

HUMANISTIC CURRICULUM DEVELOPMENT MODEL TYPICAL OF ANAK LANGIT ISLAMIC ELEMENTARY SCHOOL (ALIES) IN BANDUNG, WEST JAVA

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Abstract

This study aims to describe ALIES's distinctive curriculum and the development of a humanistic curriculum in ALIES. Humanistic curriculum development is carried out to develop students themselves and realize themselves according to their potential. This study used a qualitative approach with an analytical descriptive method. Data sources consist of primary data sources and secondary data sources. Data collection techniques were carried out by means of interviews, observation and documentation. The results of this study indicate that ALIES's typical curriculum is the Bilingual System, Psychological Approach and Tabsin Tahfidz Qur'an. The development of ALIES's unique humanistic curriculum has the goal of welcoming the future of students so that they are able to survive in a changing environment. The development of a humanistic curriculum is developed based on the Al-Qur'an and As-Sunnah; apply metacognitive so that students are able to prepare their life goals. The implementation of curriculum development starts from the development of every educator who teaches by participating in various trainings. Supporting factors in the development of a typical curriculum are an environment that has emphasized the importance of implementing a bilingual system, TTQ learning, educators who come from English graduates and psychology institutions in schools. The inhibiting factor is the lack of educators. The effect of developing a humanistic curriculum for students can be shown that the ability to understand English is grade 1 (20%), grade 2 (40%), grade 3 (60%) and grade 4 (80%). The influence of the psychological approach for students is being able to behave politely to educators, friends and parents, being happy while studying in class, being able to control their emotions and develop their potential. The effect of TTQ on students is that the ability to read the Koran for each individual increases, their memorization increases and students become accustomed to reading the Qur'an.

Keywords: *Development; Special Curriculum; Humanistic*

INTRODUCTION

Education plays a major role in improving the quality of human resources, because education is an effort **to** improve oneself to be better. Students, as long as people who study in schools have **great** strength in themselves, namely human resources. Thus, education is very important to change the thinking of students to become qualified (Arifin & Retnawati, 2017). Along with the development of science, technology and information, it requires the development of human resources that not only develop cognitive, but develop all existing domains, yes it is cognitive, affective and psychomotor. The development that occurs in the aspect **of education** aims to ensure that the direction **of** education can be carried out properly, including curriculum development as a framework in the implementation of the educational process (Ashari, 2021). The curriculum plays a strategic role in achieving educational goals, both general education and religious education. Curriculum development is related to the preparation of all dimensions of the curriculum, starting from the foundation, the structure of subject arrangement, the order of learning materials, learning programs and the development of implementation guidelines (Sitika, 2019).

Curriculum is defined as a program that can be used as a reference in achieving educational goals. Therefore, in designing the curriculum, a strong foundation and deep thinking are needed by paying attention to the quality of the curriculum to be formed (Hambali, 2019). In teaching and learning activities, educators have a very important role in the implementation of learning. According to Ibnu Hasyim, et al, educators have a big role in determining the direction of education and delivering students towards the direction of educational goals, so that in carrying out their duties properly, educators are required to have various competencies (Ibn Hasyim, Idi Warsah, 2021). Various studies have shown that teacher competencies include pedagogical, personal, professional and social competencies. The four competencies are a complete unity in shaping the teacher's personality. However, in reality it is found that in the learning process it is more dominated by educators, in other words, **learning is** *teacher-centered learning*, while learners tend to be passive. As research conducted by Siti Ruhilatul Jannah and Nur Aisyah, that in the learning process educators become active actors in learning activities, while students listen more to the material described by educators. As a result, students are unable to develop their potential optimally (Aisyah, 2021). Thus, the problem is not in line with the point of

view of one of the concept models of curriculum development, namely the humanistic curriculum.

The humanistic curriculum was initiated by humanistic education experts, where the humanistic school considers that learners are the most important part of education. According to humanistics, learners have various potentials, abilities and strengths in an effort to develop themselves. In their education, learners are directed to be able to distinguish results by referring to the meaning learned. That is, the development of this humanistic curriculum sees that the process of teaching and learning activities is able to provide benefits for students in the future (I. P. H. and T. Hamami, 2022). Research on this humanistic curriculum development model has been carried out by previous researchers in the scope of formal schools and universities. Some of the previous studies on humanistic curriculum development models include research conducted by Reka Miswanto (2015) entitled "Educational Curriculum Development in a Humanistic Curriculum Perspective", with a research location at SD Muhammadiyah Karangbendo Bantul. The results of his research explained that the development of the educational curriculum developed by SD Muhammadiyah Karangbendo has several humanistic curriculum characteristics, which can be seen from the purpose of developing an elementary education curriculum, which is able to integrate world success with the happiness of the afterlife; learning is cooperative, seen in student cooperative activities (KOPSIS); BTQ learning, where students who can already BTQ are taught to be able to help other friends who cannot read the Qur'an; students are taught to have a spirit of cooperation, mutual cooperation and responsibility; and humanistic curriculum evaluation of *full day school activities* that focus more on BTQ learning (Miswanto, 2015).

Achmad Junaedi Sitika (2019) conducted research entitled "Development of a Humanistic and Technology-Based Islamic Religious Education Curriculum in Public Universities", with a research location at Singaperbangsa University Karawang. The results of his research explained that the development of the Islamic Religious Education curriculum developed at Singaperbangsa Karawang University was carried out based on an analysis of needs, both internal and external. On the other hand, the development of the Islamic Religious Education curriculum is due to the input of various *stakeholders*, educational experts and curriculum experts. Curriculum development with a humanistic approach emphasizes active learning. Learning activities are based on the principles that learning is student-centered; develop the creativity of learners; creating fun and challenging

conditions; develop a variety of value-charged capabilities; providing diverse learning experiences and learning through doing (Sitika, 2019). Another study was conducted by Lola Fadilah and Tasman Hamami entitled "Academic and Humanistic Subject Approaches in the Development of Islamic Religious Education Curricula". The results of his research explain that the humanistic approach sees the curriculum as a tool for the personal development of students, so that students can develop optimally and achieve educational goals. The humanistic approach in curriculum development is based on the view of humanistic learning philosophy according to which learning is a process that takes place in students and covers all aspects in an integrated manner, so that all students develop holistically (L. F. and T. Hamami, 2021).

Unlike the previous three articles, the purpose of this study is to describe the typical ALIES curriculum and the development of a humanistic curriculum in ALIES. The development of a humanistic curriculum is carried out to develop students and realize themselves in accordance with their potential.

METHOD

This research uses a qualitative approach with analytical descriptive meodes. According to Sugiyono, the qualitative approach is also called the *interpretive* method, namely the research data found from the interpretation of data in the field (Sugiyono, 2017). Descriptive analysis is used to give an idea of the true state of the object under study based on the facts at hand (Nabilah & Erihadiana, 2022). The location in this study is *Anak Langit Islamic Elementary School* (ALIES), which is located at Jl. Peninsula 27 Acacia Cluster, Bumi Panyawangan Estate, Cileunyi, Bandung Regency. The primary data source was obtained from the vice principal for curriculum of ALIES, namely Mrs. Siti Munawaroh. While secondary data is obtained from the official ALIES website, articles, books and other references relevant to the research problem. Data collection techniques in this study were collected through interviews, observations and documentation.

RESULTS AND DISCUSSION

A. Description of *The Sky Children's Curriculum Islamic Elementary School (ALIES)*

ALIES is a formal educational institution at the elementary level that has the following distinctive curriculum:

1. *Bilingual System*

According to May, the *bilingual system* is a learning system that uses two languages for the content of the curriculum used. Baker and Prys-Jones define *the bilingual system* as a policy of using first language and second language for subjects such as Science, Mathematics, Social Sciences and so on (Margana and Sukarno, 2011). The objectives to be achieved in learning with this *bilingual system* are: (a) to improve the ability of students to use English, both scientific and non-scientific use; (b) able to reach scientific knowledge with various international media; (c) to improve mastery of the subject matter; and (d) able to communicate between students from within the country and abroad, so that student exchanges can be carried out (Arnyana, 2006). Based on information obtained from the official ALIES website, the *bilingual system* implemented at ALIES is to use English in KBM in every subject, except Indonesian and regional languages. In this regard, the strategies used in learning use the *Content Language Integrated Learning (CLIL)* approach.

CLIL is a learning approach in which school subjects are taught and learned through two languages. Coyle defines that CLIL is a very suitable approach to understanding the subject matter and deepening the language applied in learning (Muti'ah, 2020). In general, the purpose of CLIL is to improve learners' knowledge and skills about the subjects and languages to be taught, where language is used as a tool for learning subjects and specialized content as a source of language learning (Spratt, 2012). In addition, Coyle stated that the CLIL approach has 4C concepts, namely *Content* (subject matter), *Communication* (communicative skills), *Cognition* (thought process) and *Culture* (cultural insights) (Momang, 2018).

Based on the results of researchers' observations, the CLIL method applied in ALIES is very effective, because during teaching and learning activities, it can be seen that students are responsive to stimuli given by educators using English. To find out more in-depth information about learning strategies with the CLIL approach applied in ALIES, the researcher asked the vice principal for curriculum questions as follows: (1) why does

ALIES use the CLIL method in learning?; (2) how is the implementation of the CLIL method in learning?; (3) how does the CLIL method affect learners?

Siti Munawaroh as the vice principal for curriculum explained that:

"As human needs increase, globalization gets bigger, science and technology become more sophisticated, language skills are very important, especially English. In addition, by using the *Content Language Integrated Learning* (CLIL) method, educators can directly introduce the subject (subject) and language simultaneously, so that when learning it (subject) subject and language are obtained by students. For its implementation, the *Content Language Integrated Learning* (CLIL) method is used in daily learning, starting from the daily language in the classroom using English, such as asking for help, permission to go to the bathroom, asking permission and other activities in the classroom, as well as teaching materials (modules) used are full English for all subjects. Thus, the influence of the application of the *Content Language Integrated Learning* (CLIL) method on students, namely the English language ability of students is increasing, especially the ability to speak. For fourth grade students, they already understand when educators explain material in English for all subjects and everyday conversations can already use English".

2. *Psychological Approach*

The psychological approach consists of two syllables, namely the approach and the psychological. An approach is a perspective or paradigm contained in a field of science (Abdullah, 2006). While psychology is a science that studies human behavior and psyche with its environment. In general, psychology studies human symptoms related to thoughts (cognition), feelings (emotions) and will (conation) (Ramayulis, 2013). Thus, the psychological approach is an approach that looks at the state of the human psyche (Mu'min, 2015). The purpose of the psychological approach is to find out the influence on the mental processes and life of the individual, so that it can be seen in attitudes and behaviors born in the form of attitudes, actions and ways of reacting, as well as seen in mental attitudes and behaviors in the form of ways of thinking, feeling and will (Khairul, 2021). To find out more detailed information about the psychological approach program, the researcher asked Siti Munawaroh as the vice principal for curriculum as follows: (a) what are the purposes and objectives of the psychological approach applied in ALIES?; when and who is involved in the implementation of the psychological approach?; how to

implement the *psychological approach* in ALIES?; why does ALIES implement a psychological approach program?; what are the benefits for students in implementing a *psychological approach* program?.

In this regard, Siti Munawaroh as the vice principal for curriculum explained that:

"*Psychological approach* is a mentoring program by psychologists who are experienced in student growth and development, so that every student's development is monitored from an early age. This program collaborates with parents in looking at the uniqueness of students and the implementation of inclusive education, education *for all*. The purpose of this program is that in relation to inclusive schools, the psychological approach to students is very important in order to know how to deal with the best students, because each individual is really concerned about their development. For example, if there are students who have problems, then what is the suitable way of handling it. *Psychological approach* is carried out every day. For students with special needs, there is a special time after school. Each learner's consultation time is 5-10 minutes. This *psychological approach* program involves all educators and school psychologist institutions led directly by the head of the foundation. The implementation starts from *parenting*, controlling children every day, when there are students who have problems in class, it is immediately handled and chatted with a team of psychologists. The reason ALIES implemented this *psychological approach* program is because students are not only given knowledge and cannot only pay attention to the contents of their brains, but must pay attention to the mental health of each student so as not to be wrong in treating each student. Thus, the benefits of *psychological approach* for students are that students become aware of things that should not be done such as not *bullying* friends or others, not quarreling with friends and so on. So every child already understands how to behave to teachers, friends, parents and others, and already understands if there is a problem, the solution must be what it should be like, so that every student becomes accustomed to positive behavior".

3. Tahsin Tahfidz Qur'an (T'TQ)

T'TQ consists of three syllables, namely tahsin tahfidz and Qur'an. The word tahsin comes from a verb that has the meaning to repair, embellish, enlighten, adorn and make better than ever (Rohmadi, 2020). The word tahfidz comes from Arabic which means to maintain, maintain and memorize (Maskur, 2018). While the Qur'an is the word of Allah Almighty. delivered by the angel Gabriel with direct redaction from Allah Almighty. to the

Prophet Muhammad SAW. and became a guide for Muslims from generation to generation without any change (Anshori, 2013). Tahsin Al-Qur'an means a way to correct the recitation of Qur'anic verses according to its rules, such as the pronunciation of each letter, verse, harakat and the beauty of the reading. The purpose of learning the Qur'anic tahsin is to improve and distort the reading of Qur'anic verses to conform to the laws of tajwid, makharijul letters and chanting rhythms; and to keep the tongue to avoid all kinds of mistakes when reading verses of the Qur'an, both errors in the mention of letters and errors in the application of tajwid science (Rohmadi, 2020). Meanwhile, the tahfidz of the Qur'an is to absorb the letters, verses and letters of the Qur'an into the mind by repeating either by reading or hearing with the aim of always remembering (Maskur, 2018). The virtue of memorizing the Qur'an is to gain a high position in the world and in the Hereafter; promised by Allah Almighty. will be given a crown to both his parents from a light as bright as the sun; obtaining intercession in the doomsday; gaining peace of mind and multiple rewards; occupies the highest level in heaven and so on (Masduki, 2018).

TTQ implemented in ALIES is a Qur'an coaching program packaged in the form of Qur'an halaqah. Siti Munawaroh as the vice principal for curriculum explained that:

"ALIES is an Islamic-based school, so the knowledge taught should not only be general knowledge but religious knowledge is also very important, especially in teaching to read the Qur'an. The goal is that students are able to read the Qur'an according to their rules, are accustomed to reading the Qur'an and are able to memorize the Qur'an well. In this Qur'an tahfidz program, it is hoped that students will be able to memorize the Qur'an at least two juz until grade 5, starting from juz 29 then juz 30. This TTQ is carried out every day in class for 1 hour 30 minutes, 1 hour tahfidz and 30 minutes tahsin with special supervisors (tahsin and tahfidz teachers) respectively. The method used in memorizing the Qur'an is the ummi method, while tahsin learning uses the tilawati method. Based on this, the influence of this Qur'an tahsin tahfidz activity is that students are able to read the Qur'an well and currently the achievement of memorizing the Qur'an for each individual is quite a lot".

B. Humanistic Curriculum Development in *Anak Langit Islamic Elementary School* (ALIES)

The curriculum is the main tool and greatly influences the effectiveness of educational processes and outcomes, because all education requires the development of a curriculum that is in line with the development of science and the needs of society in order

for education to achieve the expected goals (Elisa, 2017). According to Syamsul Bahri, the curriculum is a set of learning plans consisting of structured, programmatic and well-planned content and teaching materials related to various activities and social interactions in the environment to carry out teaching and learning activities in order to achieve educational goals (Bahri, 2017). The curriculum can be further developed according to educational needs. Curriculum development refers to activities in the design of curriculum components so that a better curriculum can be created by carrying out planning, assessment, assessment and improvement activities of the previous curriculum (Syaifudin, 2019). In its implementation, curriculum development is not only carried out by educators but all *interested stakeholders*. In addition, curriculum development is also not only limited to a number of subjects, more than that curriculum development includes all student learning experiences and things that can affect student learning development.

The humanistic curriculum is based on the educational flow of humanism or the person, in which education views that learning not only develops knowledge (cognitive) only, but also a process that occurs in a person that involves all existing domains (cognitive, affective, psychomotor), so that in the learning process the human values that exist in the learners can be noticed and developed (Miswanto, 2015). Adherents of the humanistic curriculum model assume that learners are the main subjects who have potential, abilities and strengths that can be developed (Masykur, 2019). The concept of a humanistic curriculum views that the curriculum is used as a tool to develop each individual's self. Students are given the opportunity to realize themselves according to their potential (Suprihatin, 2017). The characteristics of the humanistic curriculum are in line with humanistic education, namely having a harmonious bond between educators and students; there is integrity in the humanistic curriculum, meaning that the humanistic curriculum emphasizes cognitive, affective and psychomotor good behavior; humanistic curriculum totality in providing a comprehensive experience to learners; and evaluation in the humanistic curriculum there are no achievement criteria, because in the humanistic curriculum emphasizes the totality in providing experience (I. P. H. and T. Hamami, 2022). In this regard, the researcher asked several questions to find out more about the development of the humanistic curriculum typical of ALIES to the vice principal for curriculum.

First, what is the purpose of ALIES using a humanistic curriculum development model in schools? *Second*, what characterizes the ALIES curriculum in humanistic

curriculum development?. *Third*, what are the stages of developing a humanistic curriculum typical of ALIES?. *Fourth*, what are the supporting and inhibiting factors in the implementation of the development of a humanistic curriculum typical of ALIES?. *Fifth*, how does the development of a humanistic curriculum typical of ALIES affect students?.

Siti Munawaroh as the vice principal for curriculum explained that:

1. The purpose of developing the humanistic curriculum implemented at ALIES) is to prepare students to be ready to face the uncertain and unexpected changes of the times, where it could be that tomorrow or the day after tomorrow the times have changed again so that human needs change. In essence, the purpose of developing this curriculum is to welcome the future of students to be able to *survive* in a volatile environment.
2. The characteristics of the ALIES curriculum are *Bilingual System*, *Psychological Approach* and *TIQ*. The curriculum was developed based on the Qur'an as a guide for the knowledge and qualities of the Prophet SAW. In addition, applying metacognitive, in which the learner is able to know and prepare for his own life goals and always strives to think about them.
3. The development stage starts from the development of each educator by attending training or coaching about efforts to improve teacher competence, because the majority of educators who teach at ALIES are not from education graduates. In addition, conducting training on the importance of language for learners in the future, the importance of memorizing the Qur'an and the importance of knowing the learning development of learners. In language development, teachers who teach attend self-development training with the language learning community, then the results obtained from various trainings or self-development are applied in the curriculum or school program, starting from daily learning with a *bilingual system* such as conversations when learning in class using English, familiarizing students when speaking in class with English and others. In essence, the development of this curriculum is carried out gradually, the more levels increase, the more the development pattern is added.
4. The supporting factors in curriculum development start from a supportive environment, because from the beginning it has been emphasized about the importance of implementing a *bilingual system*, treating every student with good affection, having the ability to understand what students feel. In addition, other

supporters, namely educators who teach at ALIES, mostly come from graduates of English literature and psychology, then there are psychologist institutions as facilities for students and are always supported by principals who take part in the world of psychology and are *aware* of the progress of the times (visionary). Meanwhile, the inhibiting factor is the lack of educators or human resources and the use of English that is not as expected, because the level of understanding of each student is not the same, so when studying it sometimes uses more Indonesian, especially grade 1 and grade 2.

The influence of the development of a humanistic curriculum typical of ALIES on students is that students are passive in language, students are able to understand English conversations while studying in class, students are able to speak simple English with friends (*daily conversation*). If the students' English comprehension skills are concentrated, namely grade 1 (20%), grade 2 (40%), grade 3 (60%) and grade 4 (80%). The influence of *psychological approach* for students is that students become more aware of how to behave to teachers, friends, parents and others, when there is a problem in themselves students are easier to explain it to the teacher and a team of psychologists, students become prosperous, in the sense that students are happy while studying in class, able to control their emotions and able to develop their potential. Meanwhile, the influence of TTQ for students is that the ability to read the Qur'an of each individual is increasing, memorization is increasing and students become accustomed to reading the Qur'an.

CONCLUSION

Based on the findings and discussion, ALIES has a distinctive curriculum, namely *Bilingual System*, *Psychological Approach* and T ahsin Tahfidz Qyour'an. The development of a humanistic curriculum developed at ALIES aims to welcome the future of students to be able to *survive* in a volatile environment. The typical ALIES curriculum was developed based on the Qur'an as a guide to science; always apply the qualities of Prophet Muhammad SAW. such as honesty, trustworthiness, responsibility, mutual help and humility and applying metacognitive so that students are able to prepare for their future life goals. The implementation of curriculum development starts from the development of each educator who teaches at ALIES by participating in various trainings, such as dalam training to improve teacher competence and language training. Supporting factors in the

development of a typical curriculum are an environment that has provided firmness about the importance of implementing a *bilingual system*, treating every student with good affection, learning TTQ every day, educators who come from English graduates and the existence of psychological institutions in schools. The inhibiting factor is the lack of educators. The effect of curriculum development for learners can be demonstrated that the comprehension ability of English grade 1 (20%), grade 2 (40%), grade 3 (60%) and grade 4 (80%). The influence of *psychological approach* for students is being able to behave politely to teachers, friends, parents and others, students become prosperous, in the sense that students are happy while studying in class, able to control their emotions and able to develop their potential. TTQ for students is that the ability to read the Qur'an of each individual is increasing, memorization is increasing and students become accustomed to reading the Qur'an.

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