



## The Implementation of Independent Curriculum Management is Reviewed from the Role of the School Committee at the Prima Swarga Bara Education Foundation (YPPSB)

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### ABSTRACT

This study aims to examine in depth the implementation of the management of the Independent Curriculum from the perspective of the participation of the School Committee within the Prima Swarga Bara Education Foundation (YPPSB). The main focus of the research includes five aspects, namely: (1) the role of the School Committee in curriculum planning, (2) curriculum implementation, (3) curriculum evaluation, (4) the challenges faced by the School Committee, and (5) the strategies carried out by the School Committee to increase its contribution to the implementation of the Independent Curriculum. This research uses a qualitative approach with a case study method carried out at SD YPPSB 2 Sangatta, East Kalimantan. Data collection techniques were carried out through in-depth interviews, non-participatory observations, and documentation studies, which were analyzed using Miles and Huberman's interactive model. The validity of the data is guaranteed through triangulation of techniques and sources. The results of the study show that the School Committee has begun to play an active role, especially in the activities of the Pancasila Student Profile Strengthening Project (P5) and learning operational support. The main challenges faced include limited curriculum literacy, lack of technical training, and the absence of a permanent forum for the Committee to be involved in the educational decision-making process. This study concludes that the success of the implementation of the Independent Curriculum is not only determined by the quality of educators, but also by the active and strategic involvement of the community, especially the School Committee, in participation-based education management.

## **INTRODUCTION**

According to the National Education System Law Number 20 of 2003, the purpose of national education is to develop abilities and shape the character and civilization of the nation with dignity, to educate the life of the nation. The purpose of this education is for students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Laughter, t.t., p. 2).

Given the importance of the role of education in improving human resources and national development, the education sector must be fully supported by education providers to produce quality education (Azainil et al., 2021). The independent learning program comes from government policies on weaknesses, problems, and complaints in the education process in Indonesia (Widodo, 2021). To realize Superior Human Resources (HR), which has 6 main characteristics in the Pancasila Student Profile, independent learning is a step in the curriculum that aims to transform education in Indonesia and be able to answer the challenges of increasingly rapid future technological developments (R. Lathifah et al., 2022). The teaching and learning process in independent learning is very important to create a pleasant learning atmosphere for students so that learning can be more meaningful (Sasikirana & Herlambang, 2020). Thus, they can produce outputs that are by the goals of the independent curriculum.

The concept of freedom of learning initiated by Nadiem Anwar Makariem, the Minister of Education and Culture of Indonesia, is not without reason, he has a desire in the learning process to be able to create a joyful learning atmosphere between educators and students without having to be burdened by gains that are only seen from a value or number (Sasikirana & Herlambang, 2020). In addition, it was stated that "The independent curriculum is a rearrangement in the national education system in Indonesia, to welcome the changes and progress of the nation to adapt to the changing times". (Yamin & Syahrir, 2020). Another opinion states that "the concept of independent learning can then be accepted considering the vision and mission of Indonesian Education in the future for the creation of quality human beings who can compete in various fields of life" (Sibagariang et al., 2021). The independent curriculum provides critical, quality, expressive, applicative, varied, and progressive learning. "As well as this new curriculum change, cooperation, strong commitment, seriousness, and real implementation from all parties are needed, so that the profile of Pancasila students can be embedded in students" (Sari et al., 2020). In the context of this curriculum innovation, the Prima Swarga Bara Education Foundation School (YPPSB) takes an active role in welcoming and implementing the Independent Curriculum. As an educational institution committed to high-quality standards, YPPSB views the implementation of the Independent Curriculum as a crucial step to advance education that is more adaptive, inclusive, and relevant for the development of its students.

## LITERATURE REVIEW

The success of the implementation of this curriculum at YPPSB does not depend solely on school policies and strategies. More than that, the strategic role of the School Committee is the main determinant in achieving these goals. The School Committee is considered a strategic partner in educational decision-making, making a significant contribution in formulating and assessing policies related to the implementation of the Independent Curriculum. (Faridah, 2023).

The success of a curriculum is not only measured by the extent to which the curriculum material is understood and taught by educators, but also by the extent to which the curriculum can be effectively integrated into the school context. The School Committee at YPPSB plays a key role in bridging policy perspectives with the dynamics of needs and realities on the ground. As an independent institution, school committees can improve services by providing consideration, direction, infrastructure support, and education supervision at the education unit level (Yustika, 2022). The school committee is not tied to the school or any other government agency due to its status as an independent body. School committees, on the other hand, remain partners who must work together in the framework of school-based management (Zulkifli, 2015).

The School Committee is not only a passive supervisory institution, but also a proactive agent in supporting and facilitating the implementation of the Independent Curriculum. They play a role in shaping policies that support the principles of the curriculum, provide the necessary resources, and ensure effective oversight of their implementation. In this case, they are not only involved in strategic decisions but also actively contribute to supporting educators in implementing teaching methods that are in the spirit of the Independent Curriculum. According to Law Number 25 of 2000 concerning the National Development Program (Propenas), education councils at the district/city level and school committees at the education unit level are needed for empowerment and increased community roles. The role of the community needs to provide innovative ideas, concepts, and materials for the school's progress, in addition to providing materials. It is hoped that public participation in this education will not only be in the form of concepts and discourses, but also actions in the field. However, in reality, public participation in education is still far from expectations and is more limited to concepts and discourses (Batlolona, 2018).

Thus, the active involvement and strategic role of the School Committee in YPPSB not only strengthens the continuity of the implementation of the Independent Curriculum but also creates a school environment that supports and encourages the holistic development of students. Through effective collaboration between schools, School Committees, and educators, it is hoped that the implementation of the Independent Curriculum at YPPSB can have a significant positive impact on students' learning experiences and create an adaptive and innovative educational culture. The concept of a committee turned out to be very difficult to implement based on the current experience and situation. While there is no problem with the vague concept of school committees, the general public is still unaware of the existence of school

committees. This is due to public trust in the old pattern, where all programs are run from top to bottom without considering the aspirations of the surrounding community. Often, people misunderstand that education is only the responsibility of teachers and the government, while society never feels that it has it. Despite having shared rights, obligations, and responsibilities, the community never feels responsible. (Tomasila & Rumtutuly, 2021).

The existence of School Committee institutions that have received legality from the government for a long time should be able to meet high public expectations for the realization of quality education and increased *community-based education*. In public schools, the School Committee can be said to exist more because the implementation of education and financing is more from the government, so that the independence of the role of the School Committee is better maintained. Yayasan Pendidikan Prima Swarga Bara, or abbreviated as YPPSB, is an institution that provides private education for the children of employees of PT. East Kalimantan Prima Coal (KPC), which is located in Swarga Bara, Sangatta, East Kutai, East Kalimantan. YPPSB provides facilities for teaching and learning for students from kindergarten to high school levels by the national education curriculum under the management of Kaltim Prima Coal.

According to initial observations in YPPSB, a committee has been formed and the role of the School Committee has been recognized, but the role of the school committee does not always take part in the implementation of the Independent curriculum, the involvement is still limited to the form of financial support for the implementation of education. Meanwhile, the involvement of parents of students in making decisions about school programs, the process of implementing learning in schools, and program evaluation has not been realized. In fact, in its role and function, the school committee is a liaison between the school and the parents of students, so that there is *good feedback* to create quality education. The coordination carried out in the school committee must also be on target, so that the school committee can distribute whatever the parents want, to increase customer satisfaction and create a good image for the school. The role of these school committees still requires a deep understanding of how their interaction and contribution can specifically increase the effectiveness of the implementation of the Independent Curriculum at YPPSB. A careful analysis of their role in the context of this curriculum will provide useful insights for the development of more responsive educational policies and practices in the future.

In line with the complexity of the challenges and opportunities faced by YPPSB in implementing the Independent Curriculum, this research was initiated. Through further understanding of the role of the School Committee in the implementation of the Independent Curriculum, it is hoped that this research can make a significant contribution to the educational literature and provide practical guidance to improve the effectiveness of curriculum implementation in various educational institutions. It is important to remember that local contexts, such as those owned by the YPPSB, provide special color in the implementation of education policies. Therefore, this study also examines

how the unique factors of YPPSB can impact the role of the School Committee in facilitating the successful implementation of the Independent Curriculum in the school. By understanding this background, this research is expected to pave the way for better solutions and innovations in advancing the quality of education within YPPSB and possibly in similar educational institutions. In light of the context mentioned, the author is compelled to conduct a research study titled "The Role of School Committees in Increasing the Effectiveness of the Implementation of the Independent Curriculum in Schools of the Prima Swarga Bara Education Foundation (YPPSB)". The results of the preliminary study presented above found gaps, including:

1. The School Committee at YPPSB has been formed, but its involvement in the implementation of the Independent Curriculum is still limited to financial support. This gap creates the need to explore the extent to which the School Committee is actively involved in formulating, supporting, and evaluating the implementation of the Independent Curriculum.
2. Preliminary studies state that parental participation in decision-making about school programs and learning processes has not been realized. This gap creates a need to understand the barriers or constraints that may hinder parental participation and how the School Committee can be an effective intermediary in this regard.
3. Coordination in the School Committee must be on target, but there is no further explanation of how such coordination should occur or what obstacles may be encountered in achieving that goal. This gap requires further analysis of the effectiveness of coordination at the School Committee level.
4. No information explains the extent to which the School Committee can channel the aspirations and feedback from the parents of students. This gap requires further research into the role of school committees in ensuring that parents' needs and expectations are reflected in school policies and practices.
5. The preliminary study provides an overview of the role and expectations of the School Committee, but does not provide details
6. On how the School Committee can effectively optimize its role in the context of the Independent Curriculum. This gap creates a need for a more in-depth analysis of the strategies and concrete actions that the School Committee can take.

Through further research, this research can fill these gaps to provide a more comprehensive insight into the role of the School Committee in the implementation of the Independent Curriculum at YPPSB. This research aims to understand and analyze the implementation of the management of the Independent Curriculum at the Prima Swarga Bara Education Foundation (YPPSB) through the role of the school committee. In particular, the purpose of this study is to identify the Role of School Committees in the Planning, Implementation, Evaluation Process, Challenges Faced, and Strategies carried out by the Independent Curriculum at YPPSB.

## **METHODOLOGY**

### **Types of Research**

This research uses a qualitative approach, the research method used is a case study. The case study was chosen because it allows researchers to conduct an in-depth and detailed exploration of the phenomena that occur at YPPSB

### **Research Time and Place**

This research was conducted at the Prima Swarga Bara Education Foundation School consisting of kindergarten, elementary, and junior high school under the auspices of the coal mining company PT Kaltim Prima Coal (KPC). The location of YPPSB is on Jl. Dr. Soetomo S-03, PT KPC Sangatta Complex, Swarga Bara, North Sangatta District, East Kutai Regency, East Kalimantan Province. The study is scheduled to run from January to April, which will be conducted during weekdays, namely from Monday to Friday.

### **Data and Data Sources**

The data used in this study is primary data, namely data obtained directly through observation, interviews, and participation in activities relevant to the planning, organization, implementation, and evaluation of the implementation of the Independent Curriculum at the Prima Swarga Bara Education Foundation (YPPSB). The data sources in this study consist of various parties who have a direct or indirect role in the implementation of the Independent Curriculum, namely school heads, teachers, school committees, parents, students, and students.

### **Data Collection Techniques**

The data collection technique in this study involves three main methods, namely interview, observation, and documentation. These three techniques are used triangulation to ensure the accuracy, validity, and reliability of the data obtained

### **Data Analysis Techniques**

The data analysis in this study was carried out qualitatively, following the stages proposed by Miles, Huberman, and Saldana, namely data reduction, data presentation, and conclusion drawn. This process aims to provide an in-depth understanding of the role of the School Committee in the implementation of the Independent Curriculum at YPPSB. To obtain valid, reliable, and transparent data in research with a qualitative approach, data validity tests are carried out through triangulation

## **RESULTS AND DISCUSSION**

This research was carried out at the Prima Swarga Bara Education Foundation Elementary School (YPPSB) with a focus on "The Implementation of Independent Curriculum Management Reviewed from the Role of School Committees". Research using a qualitative approach, Descriptive, which allows researchers to gain a deep understanding of the reality of the implementation of the Independent Curriculum through the involvement of the School Committee. Data collection techniques include in-depth interviews with principals, vice principals, teachers, school committees, and parents. The findings of the study show that there is continuity between the concept of school-based curriculum management and practices that occur in the field, although there are several

aspects that still need strengthening. The school committee at SD YPPSB 2 has shown active participation in supporting the implementation of the Independent Curriculum, especially in the Pancasila Student Profile Strengthening Project (P5) activities, strengthening student character, and other contextual learning activities.

According to Mulyasa (Mulyasa, 2023), curriculum management is a systematic process in planning, organizing, implementing, and evaluating the curriculum to achieve the educational goals that have been set. In this context, the participation of the School Committee is part of the organization and implementation of a curriculum based on community participation, as mandated in the Minister of Education and Culture Number 75 of 2016 concerning School Committees. However, the committee's involvement in evaluation and planning still tends to be symbolic and administrative. This shows that the Committee's function as a strategic partner in curriculum management has not been fully effective. As emphasized by Sudjana (Sudjana, 2011), effective curriculum management requires the participation of all stakeholders, including school committees, in the planning, implementation, and evaluation stages.

Sari Febrianti et al. (Febrianti et al., 2023) stated that school committees have great potential in strengthening the implementation of the curriculum if given adequate access to information and training. Meanwhile, Sayidah & Aliyyah (Napisah & Aliyyah, 2024) show that the role of school committees in supporting the Independent Curriculum is greatly influenced by the extent to which they are formally involved in the planning and evaluation process.

In Permendikbud Number 75 of 2016, it is emphasized that the School Committee functions as an independent and non-structural institution that provides consideration, support, and supervision of the implementation of education in educational units. Therefore, the involvement of the committee in the implementation of the Independent Curriculum is not only optional, but is an integral part of school-based management.

Based on the results of observations and documents studied, and strengthened by the results of interviews from the speakers, the discussion in this chapter is prepared based on the focus of the research and the sub-problems that have been formulated. The subfocuses of the discussion include: (1) the role of the committee in curriculum planning, (2) the role of the committee in the implementation of the curriculum, (3) the role of the committee in the evaluation of the curriculum, (4) the challenges faced by the committee in supporting the curriculum, and (5) the strategies carried out by the committee to increase its contribution to the implementation of the Independent Curriculum.

The discussion was carried out by relating the data of findings in the field through interviews, observations, and documentation studies with relevant theories and the results of previous research. Each subfocus was analyzed to see the extent to which the involvement of the school committee influenced the effectiveness of curriculum management in the education unit. With this approach, the researcher seeks not only to describe the factual conditions in SD YPPSB 2 but also to critically examine them within the framework of

participation-based curriculum management, as mandated in the national education policy. The analysis also considers the local context of schools as foundation-based private institutions, which have their own dynamics in community involvement.

### **The Role of School Committees in Independent Curriculum Planning**

Planning is the foundation of effective curriculum implementation. In the context of the Independent Curriculum, this stage includes the formulation of the Operational Curriculum of the Education Unit (KOSP), mapping learning outcomes, planning the Pancasila Student Profile Strengthening Project (P5), and the preparation of programs based on the needs of students and the environment. School-Based Management (SBM) encourages this planning to be carried out in a participatory manner, involving all stakeholders, including the School Committee as a representative of the community.

The results of the study show that the School Committee at SD YPPSB 2 has been involved in the planning process, especially in the aspect of the annual program discussion and the theme of the P5 activity. The committee was involved in the early-year meeting with the principal, teachers, and foundation administrators. In the meeting, the Committee conveyed input related to local needs, environmental potential, and parents' aspirations. One of the tangible forms of this involvement can be seen in the documentation of the school's annual work meeting, which includes the Committee's attendance list and the minutes of the discussion, which are contained in the Attachment to the RKT and the Principal's Workbook for 2024/2025. However, the Committee's involvement has not reached the technical process of curriculum development, such as mapping learning outcomes, developing teaching modules, or preparing diagnostic assessments. This is confirmed from the KOSP SD YPPSB 2 Year 2024 document, where The curriculum compilers only consist of the principal, the curriculum development team (teachers), and the deputy principal. The names of the members of the Committee are not listed in the structure of the drafting team.

However, the Committee's participation in the selection of the P5 theme shows a positive signal in terms of inclusivity. In the P5 activity document for semesters 1 and 2, there is evidence that the themes "Sustainable Lifestyle" and "Local Wisdom" were prepared with input from the Committee and community leaders. Some of the photos of the activities listed in the P5 Documentation Appendix show the presence of Committee members in theme discussions, activity site reviews, and collaboration with outside parties such as the Environment Agency. This is an indicator that the role of the Committee is recognized in the preparation of contextual thematic programs.

The presence of the Committee is also recorded in the Decree of the School Development Team, which stipulates the Committee as the party that considers the preparation of the RKS (School Work Plan). However, it should be noted that even though it is listed in the Decree, this function has not been carried out optimally because there is no special training agenda for the Committee related to curriculum planning.

Photos of activities obtained from the school show moments such as the annual meeting, the selection of the P5 theme, and discussions between the Committee and teachers, which show the Committee's stronger involvement in the social communication aspect and the strengthening of character values in the curriculum. However, no visual evidence was found to show the involvement of the Committee in the analysis of learning outcome data or the preparation of learning outcome indicators. This reinforces that involvement is still informative and consultative, not yet at the level of academic decision-making. This condition is supported by the findings of the research of Febrianti et al. (Febrianti et al., 2023), which stated that the involvement of the committee is often still symbolic and only plays a role in the school's annual deliberative forum, not in the core structure of curriculum planning. In addition, Ningsih and Kartini (Ningsih et al., 2020) emphasized the importance of opening an intensive and two-way communication space between the school and the committee to strengthen the legitimacy of the school program in the eyes of the community. In a formal regulation, Permendikbud No. 75 of 2016 states that one of the functions of the committee is to provide consideration in the preparation and implementation of education policies. This means that the involvement of the committee at the planning stage is not only optional, but must be structured as part of the school's internal quality assurance system (Ministry of Education and Culture, 2016). However, the main limitation found was the low literacy of the curriculum and education policies owned by committee members.

This statement is in line with the results of Dhea Yustika's research (Yustika, 2022), which emphasizes that technical understanding is the main obstacle for the committee in contributing strategically to the planning and supervision of the school's programs. Based on these findings, it can be concluded that the role of the School Committee in planning the Independent Curriculum at SD YPPSB 2 is still in the transition phase. The committee is beginning to be empowered in the context of contextual activities, but has not been actively involved in the preparation of the core curriculum toolkit. Therefore, strengthening the capacity of the committee through policy training and technical assistance forums is an important step so that their role can be more reflective and strategic, in accordance with the spirit of decentralization of education and the Freedom of Learning paradigm.

### **The Role of School Committees in the Implementation of the Independent Curriculum**

The implementation of the curriculum is the core of the entire educational process, where all plans and policies are concretized in real learning activities. In the Independent Curriculum, the implementation process emphasizes differentiation-based learning, hands-on experience through projects (P5), and the active involvement of the entire education ecosystem, including parents and the community. Therefore, the involvement of the School Committee as a representative of the community is one of the important indicators in measuring the success of the implementation of the curriculum at the level of the educational unit.

The results of the research at SD YPPSB 2 show that the implementation of the Independent Curriculum has been carried out with real support from the School Committee, especially in the Pancasila Student Profile Strengthening Project (P5) activities. The committee not only plays a role in administrative aspects such as procurement of logistics and consumption, but also helps to build strategic partnerships with outside parties, bridge communication with parents, and facilitate access to resource persons and contextual learning environments. This shows that the committee has become part of the broader learning activity implementing actors.

The Committee's involvement can be seen in some of the main activities of the school which are documented in the P5 activity report, photos of the activity, as well as supporting documentation such as invitations and attendance lists. The committee actively assists students in outing class activities, assists in the implementation of student product bazaars, and is involved in thematic activities based on local culture and environmental issues. In the P5 activity with the theme "Sustainable Lifestyle", for example, the Committee also facilitated cooperation with the Environment Agency and waste management business actors, showing the contribution to building external networks for education. In the dimension of character building, the existence of the Committee has created a collaborative atmosphere that also affects student motivation. With the presence of parents and community members in the learning environment, students feel that their learning process is valued and supported. This is in line with the spirit of the Independent Curriculum, which wants to return the essence of learning to a meaningful and contextual experience. Furthermore, the Committee also contributes as an information liaison between schools and parents. In the school organizational structure, the Class Committee actively conveys information about activities to the parents of students, as well as gathers feedback from them to be conveyed to the school. This communication system is reflected in the agendas of the Committee's meetings and the reports of the discussion forums, and reflections on activities.

From the documentation aspect, this role is supported by the existence of documents such as the Curriculum Decree, which lists the Committee as a strategic partner, as well as the P5 implementation report, which contains records of the Committee's participation. In addition, the Principal's Workbook includes the agenda of school collaboration with the Committee in the implementation of routine programs, including PAUD to elementary school transition activities, literacy strengthening, and thematic activities based on local wisdom. Furthermore, the committee's involvement also opens up space for external partnerships that support the implementation of contextual learning. Committees that come from the background of local business actors, for example, not only provide practical materials but also help market student products in school bazaar activities. Evidence of this support can be seen from the P5 activity report for the even semester and the activity documentation, which shows that the committee is present as a logistical driver of the activity. In some cases, the committee even volunteered their time and energy, showing a collaborative spirit between the school and the community.

In a theoretical framework, this is in line with the opinion of Mulyasa (Mulyasa, 2023) that the implementation of the curriculum in school-based management must involve external stakeholders as part of the socio-educational system. The school committee is expected to not only be an administrative support, but also a connector of ideas and enthusiasm between the school and the community. Research by Sari Febrianti et al. (Febrianti et al., 2023) shows that the involvement of school committees in the implementation of the P5 program has a positive impact on the enthusiasm of students and teachers, as well as increasing public trust in school programs. This study found that schools that actively involve committees have more contextual and locally relevant curriculum implementation results.

Similar research was also revealed by Napisah & Aliyyah (Napisah & Aliyyah, 2024), which stated that the participation of the committee in the implementation of learning activities, especially in the context of local culture, can strengthen the spirit of togetherness in the educational community. They mentioned that the synergy between the committee, teachers, and students creates a more dynamic learning environment and is adaptive to change.

However, the implementation of the Independent Curriculum at SD YPPSB 2 also still faces challenges in the context of the Committee's understanding of the dimension of curriculum substance. The Committee has not been deeply involved in terms of learning evaluation, learning outcomes, or assessment analysis. There is still more involvement in the aspect of non-academic activities or logistical support. This shows the need for capacity building through training and mentoring, so that the Committee can comprehend the philosophy of the Independent Curriculum as a whole and be able to contribute not only physically, but also conceptually.

The Committee's involvement in the implementation of contextual learning at SD YPPSB 2 shows a positive signal in terms of collaboration and partnership. Their participation is not symbolic, but has evolved into active involvement in key curriculum activities such as P5. However, strengthening educational policy literacy and pedagogical understanding is still needed to encourage the Committee towards strategic partnerships that are aligned with internal school actors, such as teachers and principals.

Overall, the role of the School Committee in the implementation of the Independent Curriculum at SD YPPSB 2 can be categorized as constructive and transformative. Their involvement has a direct impact on the learning context of students, strengthens the school's social relationship with the community, and supports the achievement of character-based learning goals. With a sustainable strengthening strategy, this role has the potential to develop into a determining element for the success of curriculum implementation at the education unit level.

### **The Role of the School Committee in the Evaluation of the Independent Curriculum**

Evaluation is a fundamental aspect in curriculum implementation management because it determines the sustainability and effectiveness of learning. In the Independent Curriculum, evaluation not only highlights the

achievement of student learning outcomes, but also concerns formative assessments, reflections on the activities of the Pancasila Student Profile Strengthening Project (P5), to educator performance assessments. Therefore, the involvement of all stakeholders in the evaluation process is very important, including school committees as community representatives in education management. School committees have an important function in ensuring public accountability for the process and results of education implementation, as stated in Permendikbud No. 75 of 2016. In the context of the Independent Curriculum, the committee's involvement is expected not only to be limited to administrative supervision or the receipt of activity reports, but also to participate in the process of reflecting on the implementation of the curriculum and learning outcomes.

The results of the research at SD YPPSB 2 show that the role of the School Committee in the evaluation of the Independent Curriculum is still normative and has not been systemically integrated into the school's internal evaluation mechanism. The school committee is generally present as the party that receives the evaluation report and provides a response in the form of general suggestions. This passive involvement indicates that the school has not fully made the committee part of the curriculum reflection and decision-making system. The Curriculum Evaluation Plan document and the Semester Evaluation Report show that there is no explicit mention of the committee's role in the process of analyzing learning outcomes, reviewing assessments, and making decisions on curriculum improvement. The Principal's Workbook only lists the presence of the committee in the annual deliberative forum, with no indicator of involvement in the evaluation of the substance of the curriculum. Observations of the implementation of evaluation meetings also show that the committee's role is more about listening to presentations and providing general comments, rather than an analytical discussion forum about learning outcomes.

The school committee at SD YPPSB 2 shows awareness of its evaluative role, but it has not been facilitated by adequate systems and capacity. The absence of training on curriculum evaluation, a lack of understanding of indicators of learning success, and the absence of evaluative formats or instruments that can be used with schools are the main obstacles. This causes the committee to not be able to carry out its role as an effective quality control agent in the implementation of the Independent Curriculum. This finding is strengthened by the observation and content of the Curriculum Evaluation Plan document, which does not include the committee as a participant in the reflection of learning or analysis of assessment results.

Previous research has also strengthened these findings. According to Faridah (Faridah, 2023), schools that have succeeded in implementing the Independent Curriculum apply a participatory evaluation model by involving committees in discussions on learning outcomes. Napisah & Aliyyah (Napisah & Aliyyah, 2024) in the *Journal of Educational Institution Management* also state that the involvement of school committees in evaluation is an indicator of accountable and transparent management.

Dhea Yustika (Yustika, 2022) found that in many elementary schools, the committee has not been given training on curriculum evaluation, so it is unable to take a strategic role. In fact, according to Kartini (Ningsih et al., 2020), participatory management requires synergy between school management and the community, including in evaluation forums. Permendikbud No. 75 of 2016 emphasizes that school committees function to provide support, consideration, and supervision in the implementation of education policies in educational units. This includes involvement in the evaluation of ongoing curriculum policies. Therefore, normatively and functionally, the committee has a strong legal basis to be involved in educational evaluation, including in the context of the Independent Curriculum.

However, the results of the observation also show that there is an initiative from the school to open a space for committee involvement in evaluative forums, such as reflection on P5 activities. In the end-of-semester reflection report, it was found that some of the committee's inputs –related to the effectiveness of activities, student interest, and parent involvement –had been noted as material for improvement for the planning of the next theme. This shows that the involvement of the committee began to be carried out in stages although it was not yet in the wider academic evaluation space.

Therefore, a more participatory transformation of evaluation approaches is needed, where the committee is not only present as a passive participant but also as a reflective partner. The strategy that can be done is to develop a collaborative evaluation mechanism involving the committee from the initial stage of preparing evaluation indicators to the follow-up stage. In addition, strengthening the capacity of the committee through training on the philosophy of the Independent Curriculum, learning evaluation techniques, and assessment approaches based on Pancasila student profiles needs to be made a routine agenda for schools.

Thus, although currently the involvement of the school committee at SD YPPSB 2 in the evaluation of the Independent Curriculum is not optimal, there is a collective awareness from the school to build a collaborative evaluation system. The committee as a strategic partner needs to strengthen its capacity through training, curriculum policy socialization, and active involvement in evaluative forums. With the existence of an evaluation system that actively and structurally involves committees, it is hoped that accountability, transparency, and efficiency will be created in the implementation of the Independent Curriculum. This is in line with the principles of modern education management that place the community as partners in realizing relevant, adaptive, and high-quality education.

### **Challenges Faced by School Committees in Supporting the Independent Curriculum**

The implementation of the Independent Curriculum places schools as learning centers that are autonomous, flexible, and responsive to the needs of students. Within this framework, the School Committee has a strategic role as a partner of the principal in the development of the quality of education. This role

includes three main aspects as stipulated in *Permendikbud No. 75 of 2016*, namely the function of consideration, support, and supervision of education policies.

The implementation of the Independent Curriculum requires active participation from various parties, including the School Committee as a strategic partner in supporting, supervising, and providing input on the implementation of education policies. However, the results of the research at SD YPPSB 2 show that there are several challenges faced by the School Committee in carrying out its role in supporting the optimal implementation of the Independent Curriculum.

First, the limited technical understanding of the Independent Curriculum is the main obstacle. Although the spirit of collaboration between the committee and the school is quite high, the committee members' understanding of the core concepts of the Independent Curriculum, such as differentiated learning, formative assessment, and the Pancasila Student Profile Strengthening Project (P5) is still very limited. This is exacerbated by the absence of training programs or technical guidance specifically aimed at improving curriculum literacy among committee members. This shows that there is no structured training or technical assistance for the committee. According to Kartini (Ningsih et al., 2020) in *JMKSP*, the success of community participation in education is highly determined by policy literacy and the technical readiness of stakeholders to be involved in education decision-making.

Second, the overlapping role between the committee and the foundation is also a structural obstacle. In some activities, decision-making related to funding and implementation of school programs is more dominated by the foundation. Observations of organizational structure documents and division of tasks show that the boundaries of authority are not written, which results in confusion in the implementation of tasks in the field.

Third, the lack of committee involvement in the curriculum strategic forum also hinders the effectiveness of the committee's role. Findings in the field show that although the committee is often invited to school activities, their presence is still ceremonial and has not been given strategic space in academic discussions such as the formulation of learning visions, reflection on assessment achievements, and monitoring of P5 activities. This reflects that the participatory paradigm has not been fully internalized in school governance. The Committee has not been actively involved in the preparation of learning visions, reflections on P5 program achievements, or summative assessment evaluations. According to Abdul Mukti Bisri (Bisri, 2020), the committee's involvement in the reflection forum is the key to increasing transparency and accountability in schools.

Fourth, low policy literacy among parents, including committee members from the parent element. Most parents know about the implementation of the Independent Curriculum only through indirect information, such as class WhatsApp groups or short meetings with homeroom teachers. This low understanding makes parents' contribution to curriculum development limited, even though their involvement is essential to building a collaborative and holistic learning ecosystem. In line with the findings of Dhea Yustika (Yustika,

2022), the biggest challenge in the involvement of the committee is the disparity in perceptions between schools and the community about the meaning of participation in education.

Fifth, there has not been a sustainable and reflection-based engagement system. The School Committee's Work Plan and other official documents do not explicitly mention the schedule, procedures, or mechanisms of the committee's involvement in learning planning and evaluation. Collaborative activities such as curriculum meetings, learning reflections, and deliberation forums are still incidental and have not yet become part of the school curriculum management cycle.

Sixth, the limitation of supporting resources, both in terms of time, energy, and budget. As a non-profit organization whose members work voluntarily, school committees have limitations in making maximum contributions to the fast-paced dynamics of the curriculum. This causes the committee to often lag in responding to policy changes or urgent needs from schools.

Seventh, the use of information technology in bridging communication between committees and schools has not been optimal. In today's digital era, the use of an online-based school information management system can be an effective means of conveying the results of evaluations, school agendas, or activity designs. However, SD YPPSB 2 does not yet have a digital system that integrates the role of the committee in school managerial communication. Sayidah & Aliyyah (Napisah & Aliyyah, 2024) stated that "The involvement of passive and top-down committees has the potential to cause a deadlock in dialogue between schools and the community."

In the context of SD YPPSB 2, the committee has shown a commitment to the progress of the school, but these challenges must be overcome through:

- Strengthening the capacity of the committee through continuous training.
- Affirmation of functions in the organizational structure between the foundation and the committee.
- The establishment of a strategic reflection forum involving the committee in curriculum decision-making.

Seeing the overall challenges, transformational efforts are needed that involve reformulating the role structure of the committee, capacity building through technical and policy training, and the establishment of a structured reflective and evaluative forum. In this regard, a participatory management approach needs to be enforced not only normatively, but also substantively. The committee should be positioned as an equal partner with the principal and teachers in curriculum decision-making. This can be achieved through active collaboration and open and ongoing two-way communication.

By overcoming these challenges, the school committee will be able to optimize its role not only in supporting the implementation of the Independent Curriculum, but also in shaping the culture of A school that is democratic, reflective, and oriented towards the quality of education that is fair.

### **School Committee Strategy in Overcoming the Challenges of Implementing the Independent Curriculum**

The implementation of the Independent Curriculum, which requires flexibility, differentiated learning, and character strengthening through the Pancasila Student Profile Strengthening Project (P5), presents its challenges for every education stakeholder, including the School Committee. At SD YPPSB 2, the challenges faced, such as a low technical understanding of the substance of the curriculum, overlapping roles with the foundation, and lack of optimal involvement in strategic forums, prompted the School Committee to begin taking strategic steps gradually and continuously.

The first strategy is to strengthen capacity through training and socialization. The School Committee is involved in internal training on the basic principles of the Independent Curriculum, such as differentiated learning, formative assessment, P5 project management, and the Committee's strategic role in participatory-based school management. This training was carried out in the form of a mid-semester curriculum reflection workshop, a joint work forum between teachers and the Committee, as well as an open discussion with the principal and the Curriculum Waka. This approach is carried out contextually so that the Committee not only gets a theory, but also hands-on experience in supporting learning implementation.

The second strategy is to strengthen communication between the Committee, teachers, and school management. The committee is regularly invited to monthly coordination meetings, learning evaluation forums, and homeroom meetings. In addition, informal communication through classroom WhatsApp groups and in-person visits to schools has also been improved. The goal is for the Committee to have a complete understanding of the dynamics of curriculum implementation in the field, so that the input provided is constructive and on target. The third strategy is to activate the parental communication forum regularly. The committee facilitates a meeting of parents of students, not only to discuss administrative matters, but also to socialize the principles and practices of the Independent Curriculum. This approach creates a sense of belonging from parents to school programs and reduces the information gap between school policies and community understanding

The fourth strategy is the restructuring of the organizational structure and division of roles. To avoid overlapping roles between the Committee and the foundation, schools began to reorganize the organizational structure and roles of each institution. The preparation of the Decree and the Committee's involvement documents is prepared in more detail, including the scope of the Committee's responsibilities in the non-academic field, supervision programs, and involvement in the planning and evaluation of community-based activities. Research by Kartini (Ningsih et al., 2020) emphasizes that the success of the committee's role is not only determined by the will of the school, but must also be supported by an involvement structure and system that is integrated with the school management cycle. The fifth strategy is to develop a network of external partnerships through the Committee.

The committee is involved in collaborating with external agencies or communities to support the implementation of contextual learning activities.

For example, in the P5 activity themed "Sustainable Lifestyle", the Committee helped to present resource persons from the Environment Agency, connect schools with local MSMEs for student entrepreneurship practices, and facilitate the provision of places for learning visits.

The sixth strategy is to build a culture of mutual reflection between the Committee and the school. In the mid-term and end-of-semester evaluation meetings, the school opened a space for joint reflection between teachers, principals, and the Committee to review the implementation of learning, obstacles faced, and potential future improvements. This reflective culture is key in creating transparent, adaptive, and inclusive management. According to the documentation of P5 activities at SD YPPSB 2, one of the project activities invited resource persons from mining companies who were connected by committee members. This shows that cross-sector collaboration strategies are beginning to be implemented to enrich students' learning experiences. With these strategies, the School Committee at SD YPPSB 2 has moved from an administrative role to a more strategic, collaborative, and reflective role. This transformation shows positive developments in supporting the implementation of the Independent Curriculum that is contextual, participatory, and characterful, and reflects the principles of democratic and participatory school-based management.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the implementation of the management of the Independent Curriculum reviewed from the role of the School Committee in SD YPPSB 2, it can be concluded that several things are as follows:

1. The role of the School Committee in the planning of the Independent Curriculum at SD YPPSB 2 is still normative. The Committee has not been actively involved in formulating curriculum policy direction, including in the formulation of vision and mission, mapping student needs, and planning learning programs. The consideration function that should be carried out by the committee has not run optimally due to the limited curriculum literacy and the absence of a strategic involvement system from schools.
2. In the implementation stage of the Independent Curriculum, the School Committee plays an active role as a supporter of activity programs, especially in the activities of the Pancasila Student Profile Strengthening Project (P5). The committee assists in the form of moral, material, and network support, as well as helping to bridge the relationship between the school and the community. This role is by the committee's function as a supporting agency, but it has not fully touched on aspects of curriculum substance such as teacher assistance or involvement in the preparation of modules.
3. The committee's role in evaluating the Independent Curriculum is still limited to receiving activity reports from schools. The Committee has not been involved in a reflection or strategic evaluation forum that discusses learning outcomes, formative assessments, or P5 reflections. This causes the function of controlling and advising agency to not be fully realized.
4. The main challenges faced by the committee include low technical

- understanding of the Independent Curriculum, overlapping authority with foundations, and lack of committee involvement in school strategic forums. In addition, the lack of a training system and dialogue forum between teachers and committees weakens the synergy needed in curriculum implementation.
5. Strategies undertaken by schools and committees in overcoming these challenges include: capacity building through internal training, intensive communication between the committee and school management, activation of parent forums, development of a clearer organizational structure, and expansion of the committee's role in establishing external partnerships. These strategies show a positive direction in strengthening the committee's role as a strategic partner in the management of the Independent Curriculum.

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