International Journal of Social Science and Human Research

ISSN (print): 2644-0679, ISSN (online): 2644-0695

Volume 07 Issue 01 January 2024

DOI: 10.47191/ijsshr/v7-i01-57**,** Impact factor- 6.686

Page No: 442-446

Evaluation of the Effectiveness of ADLX-Based Curriculum Management in Integrated Learning: Case Study in an Islamic Elementary School in DKI Jakarta Province

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ABSTRACT: This research aims to evaluate the effectiveness of the implementation of Active Deep Learning Experience (ADLX) Based Curriculum Management in the context of integrated learning in Islamic Elementary Schools in DKI Jakarta Province. This research methodology uses a case study approach with a focus on the process of implementing ADLX and integrating integrated learning in the school. This research involves an in-depth analysis of the ADLX curriculum management strategy implemented in Islamic Elementary Schools. Data was collected through classroom observations, interviews with school administrators and teachers, as well as analysis of documents related to curriculum and integrated learning. Evaluation is carried out by paying attention to aspects of effectiveness, efficiency and impact on students' understanding and learning motivation. It is hoped that the results of this research will provide a deeper understanding of the effectiveness of implementing ADLX-Based Curriculum Management in the context of integrated learning at the Islamic Elementary School level. It is hoped that the implications of this research finding can contribute to the improvement and development of curriculum policies and provide direction for educational practitioners in optimizing the use of ADLX-based technology in integrated learning.

INTRODUCTION

Education is a crucial aspect in forming a competent and adaptive future generation. In facing the era of digital transformation, the application of technology in education is becoming increasingly important. One emerging approach is Active Deep Learning Experience (ADLX) Based Curriculum Management, which is designed to stimulate active student engagement through the use of advanced technology.

The implementation of a national curriculum based on Active Deep Learner eXperience is a major educational transformation that requires significant efforts from all parties involved (Aksit, 2007; Campbell-Phillips, 2020). Teachers, as key players, may face many challenges in the process (Aboagye and Yawson, 2020; Byrne and Prendergast, 2020). Understanding these challenges is critical to increasing the effectiveness of education reform and ensuring its successful implementation (Retnawati et al, 2017). The main data collection tool was designed carefully and extensively based on several relevant theories and a review of relevant literature regarding teacher assessment in implementing the new curriculum. First, curriculum implementation theory suggests that the successful implementation of a new curriculum depends on factors such as teacher capacity, resource availability, and school support (Makunja, 2016). Second, teacher professional development theory emphasizes the importance of teacher knowledge and skills in successful curriculum implementation (Darling-Hammond et al., 2017; Loughran et al., 2004). Third, this research refers to social cognitive theory which states that self-efficacy plays an important role in individual success in various fields, including teaching (Bandura, 1997). Finally, this research adopts the concept of school effectiveness, which highlights the importance of school resources and conditions in achieving educational goals (Hakanen et al, 2006; Leithwood and Jantzi, 2009).

Deep active learning (DAL) is a conceptual framework in the idea of deep learning. When (Gamage et al, 2021) researched the implications of deep learning for education, they concluded that as a machine learning method concept, deep learning is able to facilitate human learning by means of learners building relational systems to achieve a deeper understanding of learning. what they learn. This idea of deep learning was later elaborated by other experts, for example, (Faranda et al, 2021) who all consider deep learning as the development of a network process in which the fundamental meaning of learning content is explored. .

Although there is consensus regarding the importance of deep learning in learning contexts, one issue that is missing is the role of learners and learning activities. According to (Diamond et al., 2018), considering that many schools still focus on transmitting knowledge at the expense of learning activities, there is an important need for educational programs to appropriately integrate learning content and active learners.

The DAL concept is built on the idea of deep learning to determine student roles and learning activities. DAL is an approach that "focuses on both the format and quality and content of learning" (Matushita, 2018). (Yasunaga, 2018) believes that to learn in depth, students must externalize learning. In addition, to gain a deeper understanding of learning content, students need to "apply concepts needed in one context to a variety of new situations." According to (Higano, 2018), "'deep' learning means that learning achievements can be utilized anytime, anywhere, without teacher support." Transferability of learning is an important feature of DAL.

To equip students with these abilities, a series of strategies have been suggested. These strategies include but are not limited to case-focused and project-based experiences, challenging assignments, and collaborative opportunities (archer-khun et al., 2021; Peters, 2018). In practice, the influence of the DAL approach on student learning requires an environment where students exercise choice and direct their own learning in such a way that knowledge is acquired and applied both inside and outside the classroom (Peters, 2018; Zhang, 2021; McPhail, G, 2021) .

Islamic Elementary Schools in DKI Jakarta Province, as an integral part of the education system, also strive to adopt educational innovations that are relevant to current developments. However, in integrating ADLX, a thorough evaluation needs to be carried out to assess its effectiveness, especially in the context of integrated learning.

The integrated curriculum at the Primary School level aims to provide a holistic and integrated learning experience for students, enabling them to relate concepts from various subjects. The application of ADLX in it is expected to enrich students' learning experiences, increase engagement, and increase understanding of concepts.

However, despite the drive to adopt ADLX, challenges and obstacles may arise in its implementation. Therefore, it is necessary to carry out in-depth research to evaluate the effectiveness of implementing ADLX-Based Curriculum Management in the context of integrated learning in Islamic Elementary Schools in DKI Jakarta Province. It is hoped that this research can provide a comprehensive picture of the successes, obstacles and impact of implementing ADLX on integrated learning at the basic education level. It is hoped that the results of this research can become a basis for more effective and sustainable policy making in the field of education.

METHOD

This research uses qualitative methods where this research is the main instrument in collecting data carefully and completely. Qualitative data consists of detailed descriptions of situations, events, people/units/institutions, observed process behavior interactions, direct quotes from respondents' opinions, attitudes, beliefs, thoughts, quotes or entire documents, recordings, correspondence and notes as well as recommendations for program implementation. in certain time. Qualitative data is in-depth and detailed and uses a stake count evaluation model approach which includes conditions before the activity occurs, after the activity takes place and the results obtained (Rismita 2017). to see and evaluate ADLX curriculum management with an INTEGRATED learning approach at SDIT Insan Mulia Jakarta. Qualitative research can be defined as research that aims to study phenomena as a whole combined by research subjects such as traits, perceptions, motivations, actions, and so on. (Moleong, 2016) Every planned activity program or policy needs to be evaluated both during the planning process, in the middle of the program and also at the end of implementation. This evaluation is intended to review whether the program has been implemented according to planning and is aiming precisely at the stated goals. Based on the information obtained from the evaluation results, it can be compared whether a program meets the previously established criteria or not. After that, the leadership or policy makers can determine whether the program will be continued, revised to be improved, stopped because it causes many problems, or reformulated to suit new goals, targets and alternatives that are different from before.

In this evaluation, the author chose to use the Countenance evaluation model developed by Stake. The author chose this model because it is considered adequate in assessing complex learning (Arifin, 2019). This evaluation model is also able to provide a detailed picture of a program, starting from the initial context or things that happened before the program was implemented to the results achieved.

Data Collection In this research, data was obtained using observation, interviews and documentation techniques. In this research, study data will be obtained which needs to be checked for correctness using triangulation techniques. Examination of the validity of the data is basically to prove whether the research carried out is truly scientific research as well as to test the data obtained. Testing the validity of the data in qualitative research includes tests of credibility, transferrability, dependability and confirmability (Sugiyono 2019).

DISCUSSION

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1. Curriculum Planning

   Planning in curriculum management is made once a year with an evaluation of its implementation, and can also be developed once a year according to the needs of the educational unit. In preparing plans for curriculum management, all teachers, staff and school committees participated in formulating them.

   Curriculum management planning is formulated in accordance with school needs and in accordance with technological developments and the times. Therefore, it needs to be developed so that the curriculum used is an updated curriculum.

   Integrating ADLX principles into learning plans begins with the implementation of training for teachers. This training has been carried out since the introduction of the ADLX concept and integrated learning. Training and deepening of this concept is carried out every year as a provision for teachers. Training activities are integrated with the school's annual working meeting activities, so that the program produced during the working meeting is in line with the process of implementing the ADLX concept.

   In implementing the ADLX (Active, Deep, Lifelong, and Xperience) oriented curriculum with an integrated learning approach at SDIT Insan Mulia Jakarta, the implementation of learning will support four main aspects: active, deep, lifelong, and experience-based.

   In this planning related to the implementation of ADLX-based INTEGRATED Learning, it is outlined in a document containing learning content, and reinforced by document two which contains learning designs used by teachers in the teaching and learning process in the classroom. Learning designs are created every day by teachers and checked periodically by the principal once a week or once a month. The INTEGRATED learning approach learning design is a teacher's reference in teaching. The learning design is studied by the teacher in training conducted by the school, so that the ADLX-based INTEGRATED learning approach can be implemented by the teacher. From observations made by the author, the ADLX-based INTEGRATED learning approach has been fully implemented by SDIT Insan Mulia Jakarta, there are two classes, namely classes 3 and 4, which are not yet fully able to carry out the ADLX-based INTEGRATED learning approach in class. Based on the results of the author's interview, teachers find it difficult to manage the class so that the time used to implement ADLX-based INTEGRATED learning cannot be done optimally.

   The ADLX-based integrated learning approach is applied in all subjects in the class, both Islamic and thematic education. In the assessment standards used by SDIT Insan Mulia Jakarta, the KKM (Teaching Completeness Criteria) is used.

2. Implementation of curriculum management

   Based on research carried out on the implementation of curriculum management at SDIT Insan Mulia Jakarta, starting from preparing the school's vision and mission which becomes a benchmark for what the school will expect to achieve educational goals in the educational unit. The vision and mission are prepared by the principal by involving teachers and the school committee, so that everyone will understand what the educational goals in the educational unit are.

   After the vision and mission are formulated, the next step is to determine the long and medium term goals in the education unit. To support this, there are unique characteristics that the school has in terms of student graduation standards.

   This can be seen from the school's graduates, where character is built and formed in the learning process. The INTEGRATED learning approach with ADLX orientation proves the results that the INTEGRATED approach has been successful in the SDIT

Insan Mulia Jakarta school which can be seen in their understanding of knowledge which is then applied in daily life and reflected in their attitudes, when they have graduated from the Insan Integrated Islamic Elementary School Mulia Jakarta. An INTEGRATED learning approach that is oriented towards ADLX brings SDIT Insan Mulia Jakarta students to have a positive character and is applied throughout their lives.

3. Evaluation of Results
   Evaluation of the INTEGRATED learning approach at SDIT Insan Mulia Jakarta is an important step in understanding the success and effectiveness of implementing this approach in the context of an ADLX-oriented curriculum. The following are several aspects that need to be evaluated to assess an integrated learning approach:
   a. Subject Integration: Evaluation must ensure that subject integration in an INTEGRATED approach actually occurs. It is necessary to see the extent to which learning combines concepts from various scientific disciplines. Are students able to connect these concepts and does the integration provide better understanding?
   b. Relevance: Evaluations should assess the extent to which the INTEGRATED learning approach is relevant to student needs and the real world. Can students see the connection between what they are learning and everyday life, and does this approach help prepare them to face real-world challenges
   c. Improved Cross-Subject Skills: Evaluations should include an assessment of the student's improved cross-subject skills. Are they able to apply concepts from various scientific disciplines in problem solving and analysis? Are they more skilled at critical and analytical thinking?
   d. Student Involvement: Evaluations should involve input from students. Do they feel involved in the learning process? Do they feel responsible for their learning? Students need to feel that this integrated approach adds value to their learning process.
   e. Teacher Collaboration: Evaluations should look at the extent to which collaboration between teachers from different subjects occurs. Is there good communication between these teachers in designing integrated learning? Do they work together to integrate the curriculum?
   f. Academic Results: Evaluations should include an assessment of the student's academic results. Does this integrated approach have a positive impact on test results or other evaluations? Are students more successful in understanding concepts with this approach?
   g. School Community Acceptance: Evaluations should also include views from the school community, including parents and other school staff. Do they see the benefits of this integrated approach? Do they feel that this is an effective approach?

CONCLUSION

Based on the findings and discussion of the Evaluation Results of the Management Implementation of the Active Deep Learning eXperince (ADLX) oriented curriculum with an INTEGRATED learning approach at SDIT Insan Mulia Jakarta, it can be concluded as follows:

1. Antecedent (Input)
   From the curriculum management carried out by SDIT Insan Mulia Jakarta, the planning carried out is quite good, it is planned systematically, it can be seen in the preparation of the curriculum which is carried out by involving the principal, teachers and the school committee, so that the curriculum prepared is understood by everyone in the process. learning at SDIT Insan Mulia Jakarta.
2. Transaction (Process)
   ADLX-oriented curriculum management with an INTEGRATED learning approach is highly emphasized at SDIT Insan Mulia Jakarta, where an INTEGRATED learning approach must be applied by all teachers at SDIT Insan Mulia Jakarta, however, in the process of implementing INTEGRATED learning with ADLX orientation, there is a time problem. In implementing learning activities at SDIT Insan Mulia Jakarta, teachers give students freedom in learning, and also adapt learning activities to students' learning readiness. In carrying out this learning process, SDIT Insan Mulia Jakarta teachers pay attention to 3 important elements in classroom learning, namely, content, process, and product.
3. Outcomes
   The results in the ADLX-oriented curriculum management process with an INTEGRATED learning approach provide optimal results as seen from the output of SDIT Insan Mulia Jakarta students who have an extraordinary active deep learning experience, integration of learning with cross-learning, students become active in the learning process in class. So it can be said that the INTEGRATED learning approach at SDIT Insan Mulia Jakarta is ADLX oriented as seen from the attitudes reflected in their behavior, values above the KKM and a fairly deep understanding of the material that can be applied in everyday life.

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