

Active Deep Learner Experience-Based Learning Management Using Integrated Curriculum at SMP Mathlaul Anwar

Ana Suryana

SMPN 3 Baleendah, Indonesia
correspondence e-mail: anasuryan1973@gmail.com

(Article received: 2025-12-10; revised: 2026-01-29; published: 2026-04-12)

Abstrak: SMP Mathlaul Anwar Margahayu mengimplementasikan sistem pembelajaran komprehensif yang mengintegrasikan nilai-nilai hafalan Al-Qur'an dan kepemimpinan ke dalam kurikulumnya, dengan tujuan utama menciptakan lingkungan belajar yang inovatif, interaktif, dan bermakna. Sekolah ini mengadopsi pendekatan Active Deep Learner Experience (ADLX) yang dipadukan secara sinergis dengan kurikulum nasional pemerintah dan kurikulum Jaringan Sekolah Islam Terpadu (JSIT). Untuk mendukung keberhasilan transformasi ini, sekolah telah melaksanakan program pelatihan intensif bagi para guru mengenai desain pembelajaran ADLX, menerapkan teori konstruktivisme yang sangat menekankan pada kekayaan pengalaman belajar siswa secara holistik. Pendekatan ini melibatkan berbagai strategi instruksional seperti pembelajaran kooperatif, Project Based Learning, dan integrasi kurikulum sekolah yang mendalam. Hasil dari penerapan metodologi manajerial ini mencakup pengembangan media dan strategi pembelajaran yang sangat inovatif, peningkatan signifikan pada kompetensi profesional dan inovasi guru, serta penerapan desain ADLX yang efektif dalam kegiatan akademis sehari-hari. Selain itu, para pendidik memperoleh kemampuan manajerial yang lebih baik dalam merencanakan, mengimplementasikan, dan mengevaluasi pembelajaran berdasarkan pendekatan ADLX. Secara keseluruhan, penerapan ADLX di SMP Mathlaul Anwar membuktikan bahwa integrasi kurikulum inovatif dengan metode yang berfokus pada pengalaman siswa memberikan hasil positif dalam meningkatkan kualitas pendidikan dan kepemimpinan.

Kata Kunci: Pembelajaran Kooperatif, Project Learning, Kurikulum Terpadu, Pengalaman Belajar.

Abstract: SMP Mathlaul Anwar Margahayu implements a comprehensive learning system that integrates the values of Qur'an memorization and leadership into its curriculum, with the primary objective of creating an innovative, interactive, and meaningful learning environment. The school adopts the Active Deep Learner Experience (ADLX) approach, synergistically combined with the national government curriculum and the Integrated Islamic School Network (JSIT) curriculum. To support the success of this transformation, the school has conducted intensive training programs for teachers regarding ADLX learning design, applying constructivism theory that heavily emphasizes the richness of holistic student learning experiences. This approach involves various instructional strategies such as cooperative learning, Project-Based Learning, and deep school curriculum integration. The results of applying this managerial methodology include the development of highly innovative learning media and strategies, a significant increase in teachers' professional competence and innovation, and the effective application of ADLX design in daily academic activities. Furthermore, educators gained better managerial abilities in planning, implementing, and evaluating learning based on the ADLX approach. Overall, the implementation of ADLX at SMP Mathlaul Anwar proves that integrating an innovative curriculum with student-

experience-focused methods yields positive results in improving educational quality and leadership.

Keywords: Cooperative Learning, Project Learning, Integrated Curriculum, Learning Experience.

A. Introduction

Education is a fundamental necessity in the era of rapid globalization and plays a profoundly critical role in improving the quality of human life and the holistic advancement of a nation. Countries with high-quality education systems consistently produce superior human resources capable of contributing significantly to sustainable national development and elevating the nation's global reputation (Tukiran, 2020). To achieve these ambitious educational goals, competent, innovative, and highly adaptable educational resources are required, particularly through the continuous professional development and comprehensive training of teachers. The current global educational paradigm demands a shift from rote memorization and passive knowledge absorption to active, critical, and character-driven learning experiences. Therefore, educational management at the institutional level must be strategically designed to foster an environment where educators can continuously refine their pedagogical skills and apply cutting-edge methodologies.

Improving the quality of learning in schools contributes significantly to the broader efforts of reforming the national education system. This quality of learning can be meticulously measured through various interconnected aspects, such as the quality of interactions between educators and learners, the pedagogical methods employed, the psychological and physical classroom climate, the depth and relevance of educational content, the instructional media utilized, and the overarching structure of the learning

management system implemented by the school leadership (Romadin, 2020). However, a persistent challenge frequently encountered in many educational institutions is the reliance on outdated teaching methods that are no longer congruent with contemporary societal developments and the unique psychological needs of Generation Z and Alpha learners. Changes in societal dynamics urgently necessitate adaptations in the learning methods used. It is increasingly critical to develop higher-order skills such as critical thinking, creativity, effective communication, and complex collaboration among students, enabling them to compete globally in alignment with the fundamental objectives of education in Indonesia (Nur, 2016; Anwar & Umam, 2020).

To successfully execute student-oriented learning processes, a teacher must possess adequate and multifaceted competencies. Key skills that teachers must cultivate include the profound ability to understand and implement instructional strategies that actively promote student autonomy and self-directed learning. One of the most promising and comprehensive strategies in this regard is the Active Deep Learner Experience (ADLX). ADLX is an innovative pedagogical framework that represents the seamless integration of active learning and deep learning methodologies. According to Bahgat et al. (2017), ADLX is meticulously designed to combine these two approaches, fundamentally transforming the learning process into an immersive experience that empowers students to become highly active, independent, and reflective learners. Through direct, hands-on

practice, collaborative projects, and emotional engagement, this approach provides students with the invaluable opportunity to experience learning authentically, thereby profoundly enriching their overall educational journey and ensuring long-term knowledge retention.

The concept of the "learner experience" serves as the foundational core and critical element within the ADLX approach. According to Bahgat (2018), as articulated in the FIRST Framework, the learning experience is defined as the totality of interactions that occur within an educational environment. This encompasses interactions in traditional academic settings, such as structured classrooms and school laboratories, as well as non-traditional environments like extracurricular activities, outdoor education, and community-based projects. The learner experience encompasses traditional instructional methods where students acquire knowledge facilitated by a teacher, alongside progressive methods such as gamification, interactive software applications, and peer-to-peer mentoring. The deliberate use of the term "learner" instead of "learning" in ADLX emphasizes the paramount importance of focusing on the individual student within the educational process. It compels teachers and facilitators to constantly pay attention to, respect, and cater to the diverse needs, backgrounds, and emotional states of every single student. This approach aligns with the philosophy that education must view students holistically—as complete human beings with complex thoughts, feelings, and physical needs—rather than merely focusing on syllabus completion or standardized test scores.

Implementing teacher training programs focused on the ADLX method is a strategic educational initiative aimed at catalyzing a radical

transformation of the learning process in schools, moving away from passive, teacher-centric traditions toward approaches that are significantly more active, creative, and intellectually profound. It is a holistic strategy specifically designed to instill essential 21st-century skills in students, including critical thinking, creativity, collaboration, and the indispensable capacity for lifelong learning (Kurniawan & Mahmuda, 2023). Pollock further elucidates the profound meaning of learning as a comprehensive "learner experience," which forms the bedrock of the ADLX philosophy. Learning is not merely an intellectual exercise; it is a holistic experience comparable to a customer's comprehensive journey with a product or company. Everything matters. The depth, durability, and eventual application of learning are heavily influenced by the learner's complete experience, encompassing far more than just the raw content and the specific instructional method. Every single interaction that the learner engages in—whether mental, physical, or emotional—with the instructional material, the facilitator, their peers, the exercises, the educational technology, and the overall physical and psychological work environment, either enhances or detracts from the learning process. These interactions either propel the learner closer to their educational goals or impede their progress (Bahgat, 2018).

Based on this perspective, the concept of learning is elevated to an all-encompassing experience. A critical aspect that teachers must recognize is that the sources of a student's learning experience extend far beyond interactions with textbooks or formal lectures; they heavily rely on interpersonal interactions with teachers and peers. Interactive and participatory learning methods inherent in ADLX tend to drastically increase intrinsic student

motivation. According to Ryan and Deci's self-determination theory of intrinsic motivation (Lutfi & Winata, 2020), when students perceive that their learning is personally meaningful, relevant to their lives, and offers a degree of autonomy, they become significantly more motivated and engaged. Furthermore, active involvement in the learning process greatly facilitates long-term knowledge retention. Hattie (2012) demonstrates that active learning through frameworks like ADLX increases the likelihood that students will remember and successfully apply what they learn in real-world situations.

SMP Mathlaul Anwar Margahayu has taken a bold step by implementing a learning management system that emphasizes student character building and the meticulous integration between the national government curriculum and the Integrated Islamic School Network (JSIT) curriculum. This integration is executed using cooperative learning approaches and Project-Based Learning. Educational innovation at this institution is actualized through the ADLX learning design, which is ingeniously combined with the unique JSIT conceptual framework of TERPADU: *Telaah* (Examine), *Eksplorasi* (Explore), *Rumuskan* (Formulate), *Presentasikan* (Present), *Aplikasikan* (Apply), *Duniawi* (Worldly relevance), and *Ukhowi* (Hereafter relevance) (Sanjaya & Sanjaya, 2008). This comprehensive ADLX-TERPADU integration provides a holistic learning experience that addresses mental, physical, and emotional interactions, promising a highly effective, contextually rich, and spiritually grounded educational environment (Akib & Taufik, 2021; Indra, 2020). Therefore, this study aims to deeply investigate the ADLX-based learning management at SMP Mathlaul Anwar to understand how it fosters teacher

innovation and enhances holistic student development.

B. Literature Review

The theoretical foundation of this study is anchored in the concepts of constructivism, educational management, and transformative Islamic pedagogy. Transformative education in the 21st century necessitates a curriculum that not only imparts technical skills but also fosters deep moral and epistemological competencies. Anwar and Umam (2020) emphasize that emphasizing 21st-century skills within an independent learning curriculum is crucial, yet it must be balanced with character education to avoid the pitfalls of modern secularization. The crisis in globalized education requires an epistemological response, specifically the reconstruction of *adab*-based (ethics-based) pedagogy, which aligns perfectly with the goals of Integrated Islamic Schools (Anwar & Umam, 2025).

The Active Deep Learner Experience (ADLX) framework, primarily developed by Bahgat (2018), builds upon these transformative needs by providing a structured methodology (the FIRST Framework) to engage students holistically. ADLX synthesizes active learning (where students do meaningful activities and think about what they are doing) with deep learning (focusing on understanding meaning, relating ideas, and making real-world connections). Bahgat et al. (2017) argue that facilitating ADLX transforms the role of the teacher from a mere broadcaster of information to an architect of learning experiences. This aligns with Hattie's (2012) concept of "Visible Learning," which posits that maximizing impact requires teachers to continuously evaluate their pedagogical effects through the eyes of their students, fostering an environment where learning is explicit, transparent, and experiential.

Furthermore, the successful integration of complex frameworks like ADLX into existing school curricula requires robust educational management and strategic leadership. The implementation of deep learning-based planning models for Islamic education in integrated schools relies heavily on systematic planning and visionary leadership (Sulastri et al., 2024). Leaders must adopt specific managerial strategies to navigate the sustainability of new programs, manage student enrollment, and facilitate teacher professional development (Kuswanda et al., 2026). Effective leadership in this context often involves a "kindness-based" or ethically driven approach, which helps mitigate resistance to change among teaching staff and fosters a collaborative school culture (Suherman et al., 2025). The role of the principal or the *Kiai* in Islamic institutions is not just administrative but deeply pedagogical, guiding the continuous improvement of educator competence through structured coaching and mentoring (Bakar et al., 2025).

Finally, the integration of specific values, such as *Tawhid* (monotheism) and ecopedagogy, into the curriculum highlights the flexibility and depth of the Integrated Islamic School model (Anwar et al., 2025). By utilizing the TERPADU framework alongside ADLX, schools like SMP Mathlaul Anwar attempt to seamlessly blend cognitive achievement with spiritual awareness, ensuring that every learning module connects worldly knowledge (*Duniawi*) with ethical and spiritual accountability (*Ukhrowi*). This literature review underscores that ADLX-based management is a multidimensional endeavor requiring synergistic efforts in curriculum design, instructional leadership, and continuous pedagogical innovation.

C. Methods

This research utilizes a qualitative methodology utilizing a field research design to gain a profound, contextualized understanding of the phenomena under investigation (Moleong, 2018). Qualitative research was selected because it allows the researcher to explore and understand the subjects directly and deeply by revealing their perspectives, both orally and in writing, within their natural setting. Specifically, this is a descriptive qualitative study wherein the researcher systematically details and analyzes the phenomena, events, attitudes, and thoughts of individuals and groups related to the implementation of ADLX-based learning management.

The research was conducted at SMP Mathlaul Anwar Margahayu. The primary subjects included the school principal, vice principals, curriculum coordinators, and a purposive sample of teachers actively utilizing the ADLX framework. Data collection was carried out through three primary techniques: in-depth interviews, participant observation, and documentation study. The researcher actively interacted directly with the object of research to "photograph and report" the dynamics deeply, ensuring that the data obtained was valid, holistic, and highly detailed.

Observations focused on classroom interactions, teacher preparation processes, and the physical learning environment. Interviews were structured to elicit detailed narratives regarding the Planning, Organizing, Actuating, and Controlling (POAC) aspects of ADLX implementation. Documentation review included analyzing lesson plans (RPP), syllabus documents, evaluation instruments, and school policy documents. Data analysis followed an interactive model encompassing data reduction, data display, and conclusion drawing/verification. Triangulation of sources and methods was continuously

applied to ensure the trustworthiness and credibility of the findings, allowing the researcher to present a comprehensive descriptive narrative of the ADLX managerial framework in action.

D. Result and Discussion

1. Planning of ADLX Learning at SMP Mathlaul Anwar Margahayu

The planning phase of learning management at SMP Mathlaul Anwar Margahayu represents a highly structured, collaborative, and visionary process that serves as the absolute foundation for institutional success. Planning is not merely an administrative formality; it is the strategic compass that dictates whether the school's overarching objectives will be achieved. In the context of ADLX (Active Deep Learner Experience) implementation, planning becomes exceptionally critical because it requires the seamless synthesis of the national educational standards, the unique Integrated Islamic School (JSIT) curriculum, and the highly interactive ADLX pedagogical framework. This intricate alignment mandates a meticulous design process spanning corporate (foundation) levels, departmental (curriculum) levels, and operational (classroom) levels. According to Namsa (2006), management planning in educational institutions must heavily emphasize the determination of holistic goals and the precise methodologies required to attain them. At SMP Mathlaul Anwar, this is achieved through a deeply participatory model involving the Ukhuwah Islamiyah Foundation, the school principal, vice principals, grade coordinators (Korjen), subject teachers, specialized Al-Qur'an teachers, and the school committee representing the parents.

The macro-level planning begins with the strategic vision established by

the Ukhuwah Islamiyah Foundation, particularly its education division. The foundation sets forth strict quality policies that act as the governing mandate for the school. These commitments include: implementing an independent curriculum infused with Islamic values through an integrated approach; continuously elevating the professional competence of teachers; developing students' soft skills, talents, and interests; maintaining a pristine, healthy learning environment; ensuring progressive mastery in Al-Qur'an memorization; providing robust IT-based school services; cultivating profound moral and ethical character through daily habituation; and pursuing premier academic and non-academic achievements at the national level (Kaltsum, 2016). To operationalize these ambitious targets, the school conducts a highly structured sequential planning workflow. It begins with the Socialization of Policies and Quality Targets to ensure unified vision among all stakeholders. This is followed by the "Pra Raker" (Pre-Working Meeting), a rigorous analytical phase where the school evaluates its standing against the Eight National Education Standards (Content, Process, Graduate Competence, Educators, Facilities, Management, Financing, and Assessment). Subsequently, the "Raker" (Working Meeting) is held to formulate highly specific work programs for curriculum, student affairs, and Al-Qur'an studies, detailing the exact targets, timelines, budget allocations, responsible personnel, and precise evaluation instruments.

At the micro-level, the operational planning of ADLX-based learning by individual teachers is deeply tailored to internalize Islamic habits into everyday academic life. This aligns perfectly with the JSIT learning philosophy, which mandates that learning must be "Presented, Internalized, and Applied." At SMP Mathlaul Anwar, this philosophy is intricately woven into the ADLX design

through the "TERPADU" framework: *Telaah* (Examine concepts deeply), *Eksplorasi* (Explore through active investigation), *Rumuskan* (Formulate conclusions collaboratively), *Presentasikan* (Present findings confidently), *Aplikasikan* (Apply knowledge to solve problems), *Duniawi* (Connect to worldly relevance), and *Ukhrowi* (Connect to spiritual and hereafter accountability). The technical planning of ADLX by teachers involves three crucial steps: first, establishing precise, multifaceted learning objectives; second, compiling highly customized learning tools (such as Annual Programs, Semester Programs, Syllabi, Lesson Plans/RPP, and assessment rubrics) tailored to the specific cognitive and emotional characteristics of the students; and third, designing innovative learning experiences that integrate multimedia technology and practical habituation activities. This robust, multi-layered planning ensures that ADLX is not just a theoretical concept but a meticulously engineered daily reality.

2. Implementation of ADLX Learning at SMP Mathloul Anwar Margahayu

The implementation phase is the dynamic arena where strategic planning is translated into tangible educational realities. This phase requires the total mobilization and seamless cooperation of all human resources within the school ecosystem. As Wina (2008) posits, successful management implementation heavily relies on optimal structuring, efficient processes, and aligned organizational behavior. At SMP Mathloul Anwar Margahayu, the implementation of the ADLX curriculum involves executing the managerial functions of Organizing and Actuating within the broader P.O.A.C (Planning, Organizing, Actuating, Controlling) framework. The transition from the 2013 Curriculum to the Independent Curriculum (Kurikulum Merdeka),

uniquely blended with the JSIT integrated approach, required significant organizational agility. The Organizing phase at this institution is executed meticulously by the principal, who determines teaching mandates and specific non-teaching responsibilities for the academic year, ensuring that the right personnel are placed in roles that match their pedagogical strengths. Furthermore, organizing extends to the physical and technological environment; the school ensures that crucial infrastructure, including computer labs, LCD projectors, sound systems, and libraries, are fully operational and accessible to support the highly interactive demands of the ADLX methodology.

The Actuating (mobilization and directing) phase is where the ADLX framework truly comes to life, characterized by continuous professional support and dynamic student programs. Recognizing that transforming teacher behavior is the most critical factor in curriculum implementation, the school leadership provides extensive and continuous mentoring. This capacity building takes various forms, including intensive ADLX orientation workshops, structured monthly and weekly coaching sessions, active participation in Subject Teacher Deliberation (MGMP) forums, specialized scientific community discussions, and the mandatory completion of monthly innovation plan forms by every teacher. This relentless focus on human resource development ensures that teachers possess the advanced competencies required to design and execute active, deep learning experiences (Yusutria, 2017). Teachers are not left to navigate the complexities of ADLX alone; they are constantly supported, inspired, and held accountable for bringing innovative practices into their classrooms.

On the student front, the implementation of ADLX at SMP

Mathlaul Anwar is wildly dynamic, encompassing a rich tapestry of both academic and non-academic programs designed to facilitate deep, experiential learning. Academically, the ADLX methodology is applied rigorously in standard subjects, but it is also deeply embedded in specialized programs such as Olympiad coaching, Youth Scientific Papers (KIR), creative project-based learning initiatives, outdoor learning expeditions, and intensive Arabic language immersion. The focus is on moving students beyond rote memorization into active inquiry and application. Non-academically, the school offers an extensive array of extracurricular activities that serve as fertile ground for experiential learning, including Robotics, Multimedia and Programming, Culinary Arts, and various sports and martial arts. Crucially, the development of life skills and character formation—a core tenet of the ADLX holistic approach—is actualized through highly engaging student organizations and events such as the Student Council (OSIS), Business Day, Entrepreneurship Workshops, Basic Leadership Training (LDKS), and Nationalism Camps. This comprehensive implementation strategy ensures that students are continuously engaged in active, deep learning experiences across every facet of their school life, fostering both intellectual prowess and strong moral character.

3. Evaluation of ADLX Learning at SMP Mathlaul Anwar Margahayu

The final, yet continuous, phase of the learning management cycle is Controlling, heavily characterized by rigorous evaluation and monitoring processes. In the context of implementing an Independent Curriculum integrated with the complex ADLX methodology, evaluation is an absolutely critical component to ensure sustainability, measure effectiveness, and identify areas requiring immediate

pedagogical intervention. At SMP Mathlaul Anwar Margahayu, the controlling phase transcends simple functional delegation; it is a deeply empirical, cross-checking mechanism designed to verify exactly how effectively teachers are operationalizing the ADLX principles alongside the national curriculum in their daily classroom practices. The research findings reveal a highly structured, multi-tiered evaluation system conducted by the school principal and the curriculum development team, occurring on a daily, monthly, and semester basis.

The principal employs four distinct yet complementary types of supervision to ensure total quality control. First, Academic Supervision involves direct classroom observation to assess the teacher's proficiency in facilitating active and deep learner experiences, focusing on student engagement, questioning techniques, and the application of the TERPADU framework. Second, Administrative Supervision entails meticulous checks on the completeness and quality of learning administration documents (lesson plans, rubrics, media designs) to ensure they meet the ADLX standards formulated during the planning phase. Third, Performance Evaluation and Coaching provide structured feedback to teachers and educational staff regarding their overall professional conduct, innovation output, and adherence to the school's core values. Fourth, Program Evaluation assesses the macro-level success of specific academic and non-academic initiatives.

To conduct these comprehensive evaluations, SMP Mathlaul Anwar effectively utilizes Robert Stake's Countenance Model, which elegantly structures evaluation into three critical phases: Antecedents, Transactions, and Outcomes. The Antecedent stage evaluates the preconditions for

learning, including the quality of the lesson plans, the readiness of the technological media, and the psychological preparedness of the students. The Transaction stage focuses purely on the process—evaluating the dynamism of classroom interactions, the effectiveness of collaborative projects, and the fidelity of ADLX execution during the actual lesson. Finally, the Outcomes stage measures the holistic results of the learning process, assessing not only cognitive achievement through summative and formative tests but also the development of specific character traits, leadership skills, and spiritual awareness. While this evaluation system is theoretically robust and practically comprehensive, significant challenges remain in the field. The primary challenge is ensuring that every single teacher consistently internalizes the ADLX philosophy rather than merely performing it during supervisory visits. Furthermore, transforming the raw data gathered from these evaluations into actionable, continuous improvements requires an unwavering commitment from the entire educational staff. Nevertheless, this rigorous evaluation framework guarantees that SMP Mathlaul Anwar remains an agile, self-correcting institution continuously striving for educational excellence.

E. Conclusion

The implementation of Active Deep Learner Experience (ADLX) based learning management at SMP Mathlaul Anwar Margahayu demonstrates a highly effective, structured approach to modern educational transformation. The management process is systematically executed through the P.O.A.C framework. Planning is comprehensive and participatory, involving the foundation, school leadership, and teachers to align the national curriculum, JSIT standards, and the ADLX-TERPADU framework into

highly detailed, context-specific lesson designs. Organizing ensures that human resources and technological infrastructure are optimally distributed to support interactive, deeply engaging learning environments. Actuating is characterized by relentless capacity building; the school continuously empowers its educators through targeted workshops and weekly coaching, translating theoretical ADLX designs into vibrant academic, extracurricular, and character-building programs. Finally, Controlling employs a rigorous, multi-tiered evaluation system utilizing Stake's Countenance Model, encompassing academic supervision, administrative checks, and holistic outcome assessments (both formative and summative). While challenges remain in ensuring universal, consistent adaptation among all teaching staff, the ADLX managerial framework at SMP Mathlaul Anwar successfully synthesizes intellectual rigor with profound spiritual and character development, providing a highly replicable model for elevating the quality of integrated Islamic education in the 21st century.

References

- Akib, A., & Taufik, T. (2021). Administrasi pendidikan dan manajemen biaya pendidikan: teori, konsep, dan isu. *Shautut Tarbiyah*, 27(1).
- Alamsyah, M. W., & Effendi, A. (2022). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di Madrasah Ibtidaiyah Muhammadiyah Gondang Kabupaten Sukoharjo Tahun Pelajaran 2021/2022. *JIP: Jurnal Inovasi Penelitian*, 3(5).
- Alqarny, F. U. (2023). Desain Kurikulum Terpadu dengan Pendekatan ADLX (Active Deep Learner eXperience). *Didaktika: Jurnal Kependidikan*, 12(4), 719–730.
- Anwar, S., Maulani, F., Lutfiah, W., Syadiyah, S. I. H., & Azizah, A. S. N. (2025). Integrasi Nilai Ketauhidan

- dan Ekopedagogi dalam Kurikulum Madrasah Ibtidaiyah untuk Penguatan Karakter Peduli Lingkungan. *TSAQAFATUNA: Jurnal Ilmu Pendidikan Islam*, 7(1).
- Anwar, S., & Umam, H. (2020). Transformative Education: Emphasizing 21st Century Skills and Competencies in The Independent Learning Curriculum. *AIM: Journal of Islamic Education Management*, 1(1), 1–16. <https://doi.org/10.15575/aim.v1i1.28886>
- Anwar, S., & Umam, H. (2025). Globalization and The Crisis in Islamic Education: Al-Attas' Epistemological Response and The Reconstruction of Adab-Based Pedagogy. *JURNAL YAQZHAN: Analisis Filsafat, Agama Dan Kemanusiaan*, 11(1), 135–149. <https://doi.org/10.24235/jy.v11i1.21161>
- Azhar, J. N., & Mawardi, I. (2022). Persepsi stakeholder terhadap integrasi kurikulum berbasis full day school di SDIT Cahaya Insani Temanggung. *Ta'dibuna: Jurnal Pendidikan Islam*, 11(3), 424–437.
- Bahgat, M. (2018). *FIRST Framework, 5 Domains 15 Principles: Design & Facilitate Active Deep Learner eXperience* (Vol. 1). SeGa Group LLC.
- Bahgat, M., Elsafty, A., Sharawy, A., Elsamman, K., Samir, R., & Said, T. (2017). Facilitating Active Deep Learner eXperience, Using FIRST Framework Transforming Role of Teacher in the Classroom. *Proc. 5th International Conference on Islamic Education (ICIE 2017)*, 21-23.
- Bakar, A. A., Mulyanto, A., Suherman, U., & Anwar, S. (2025). Kiai's Leadership Strategy in Improving Ustaz Competence at Pondok Pesantren Al-Fauzanniyah Sukaresmi Garut. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 8(02). <https://doi.org/10.30868/im.v8i02.8746>
- Dearing, J. W. (2021). Diffusion of Innovations. In *The Oxford Handbook of Organizational Change and Innovation*. <https://doi.org/10.1093/oxfordhb/9780198845973.013.23>
- Hamadani, A. (2019). Sekolah Alam: Alternatif Pendidikan Ramah Anak. *Jurnal Harkat: Media Komunikasi Gender*, 11(1). <https://doi.org/10.15408/harkat.v15i1.10433>
- Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge.
- Huda, N. (2017). Manajemen Pengembangan Kurikulum. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(2). <https://doi.org/10.33650/altanzim.v1i2.113>
- Indra, R. (2020). Implementasi Standar Mutu Kekhasan Jaringan Sekolah Islam Terpadu Pada SMP IT Iqra' Kota Solok. *El-Hekam*, 5(2). <https://doi.org/10.31958/jeh.v5i2.2547>
- Kaltsum, H. U. (2016). Bahasa Inggris dalam Kurikulum 2013 di Sekolah Dasar. *University Research Colloquium*, 67.
- Kurniawan, M. R., & Mahmuda, K. (2023). Active Deep Learner Experience Learning Design on Islamic Education Learning. *Al-Fikru: Jurnal Ilmiah*, 17(2), 177–189.
- Kusnandar. (2007). *Guru profesional: implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan persiapan menghadapi sertifikasi guru*. RajaGrafindo Persada.
- Kuswanda, W., Sauri, R. S., & Anwar, S. (2026). Principals Managerial Leadership Strategy in Maintaining the Sustainability of New Student Enrollment. *At Turots: Jurnal Pendidikan Islam*, 8(1), 357–367. <https://doi.org/10.51468/jpi.v8i1.1133>
- Lutfi, A., & Winata, A. Y. S. (2020). Motivasi intrinsik, kinerja dan

- aktualisasi diri: kajian konseptual perkembangan teori. *Jurnal Pamator: Jurnal Ilmiah Universitas Trunojoyo*, 13(2), 194–198.
- Moleong, L. J. (2018). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Namsa, M. Y. (2006). *Kiprah baru profesi guru Indonesia: wawasan metodologi pengajaran agama Islam*. Media Aktualisasi Pemikiran.
- Nur, S. (2016). Efektivitas Model Problem Based Learning (Pbl) terhadap Hasil Belajar Mahasiswa Prodi Pendidikan Biologi Universitas Sulawesi Barat. *Jurnal Sainifik*, 2(2).
- Qolbi, S. K., & Hamami, T. (2021). Impelementasi Asas-asas Pengembangan Kurikulum terhadap Pengembangan Kurikulum Pendidikan Agama Islam. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(4). <https://doi.org/10.31004/edukatif.v3i4.511>
- Riyanti, R., Sauri, R. S., & Anwar, S. (2026). Transformation of Student Management in Increasing Student Participation in Non Academic Activities. *At Turots: Jurnal Pendidikan Islam*, 8(1), 309–319. <https://doi.org/10.51468/jpi.v8i1.1131>
- Romadin, A. (2020). Model pembelajaran work-based learning pada pendidikan kejuruan (landasan, orientasi, sintaks, kelebihan, penerapan pada pendidikan kejuruan di indonesia). *Jurnal Pendidikan Vokasi*, 10(1).
- Salman, E. (2019). *Implementasi Standar Mutu Kekhasan Jaringan Sekolah Islam Terpadu (Jsit) Di SMP IT Cahaya Hati Kota Bukittinggi*. IAIN Bukit Tinggi.
- Suherman, U., Cipta, E. S., Anwar, S., Kadir, W. A., Fakhurrozi, M. F., Namira, S. H., & Halimatussadiyah, W. (2025). Implementing a Kindness-Based Leadership Strategy in Islamic Elementary Education. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 6(1), 281–292. <https://doi.org/10.62775/edukasia.v6i1.1384>
- Sulastri, N., Anwar, S., Suherman, U., & Cipta, E. S. (2024). Deep Learning-Based Planning Model for Islamic Education in Indonesian Integrated Schools. *EDUKASIA Jurnal Pendidikan Dan Pembelajaran*, 5(2), 645–658. <https://doi.org/10.62775/edukasia.v5i2.1734>
- Tukiran, M. (2020). *Filsafat manajemen pendidikan*. PT Kanisius.
- Utami, Y. (2023). Implementasi Pembelajaran Berbasis ADLX Dengan Pendekatan Terpadu Untuk Meningkatkan Prestasi Belajar PAI Siswa. *JURNAL PEDAGOGY*, 16(2), 26–37.
- Wina, S. (2008). *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Kencana.
- Yasen, S. (2023). Desain Alur Manajemen Pembelajaran ADLX, Kompetensi Guru dan Budaya Sekolah Serta Pengaruhnya Terhadap Karakter Siswa Pada Sekolah Islam Terpadu (SIT) Ikhtiar Makassar. *PILAR*, 14(2), 220–236.
- Yusutria. (2017). Profesionalisme Guru Dalammeningkatkan Kualitas Sumber daya Manusia. *Jurnal Curricula*, 2(1).