PEDAGOGICAL EVOLUTION: THE CURRICULUM REVOLUTION AS A PINNACLE TRANSFORMATION UNVEILING UNPRECEDENTED INNOVATION IN INDONESIA'S EDUCATIONAL FABRIC

Imelda[1], Baktiar Nasution[2], Erfan Hasmin[3], Nurul Aini[4], Charisal Matsen A Manu[5]
[1,] *Universitas Hasanuddin Makassar, Indonesia*
[2,] *IAI Diniyyah Pekanbaru, Indonesia*
[3,4] *Universitas Dipa Makassar, Indonesia*
[5] *Universitas Persatuan Guru 45 NTT, Indonesia*
[1] *Corresponding E-mail: Imelda@unhas.ac.id*

Abstract

The Curriculum Revolution in Indonesian education marks a paradigm shift, steering from conventional pedagogical norms toward innovative, student-centric approaches. This comprehensive review navigates through the revolution's theoretical foundations, interdisciplinary methodologies, and transformative impacts. Embracing pedagogical theories, the revolution challenges established norms, fostering dynamic and adaptive learning environments. Interdisciplinary approaches and avant-garde methodologies transcend disciplinary boundaries, preparing learners for the complexities of the 21st century. The revolution empowers learners as proactive contributors, cultivating curiosity and resilience within an ecosystem that promotes positive societal change. Challenges, opportunities, and lessons learned are examined, providing insights for future educational innovations. This exploration extends beyond Indonesia, influencing global educational discourse. The Curriculum Revolution is a beacon, redefining education's role in shaping forward-thinking individuals and contributing to a transformative future.

Keywords: *Pedagogical Evolution; Curriculum Revolution; Indonesian Education System*

A. Introduction

The educational landscape of Indonesia has undergone a seismic transformation with the introduction of the Curriculum Revolution (Adiawaty et al., 2023; Haddar et al., 2023; Tuhuteru et al., 2023). This groundbreaking initiative serves as a guiding light, departing from traditional pedagogical norms toward a more dynamic and innovative approach to education. The catalysts behind this revolution are rooted in a deep-seated desire to redefine the educational experience, adapting it to the evolving needs of students and the demands of a rapidly changing world. To comprehend the magnitude of this transformative initiative, it is essential to delve into the historical underpinnings, shifts, and milestones that have shaped traditional educational methodologies in Indonesia. The Curriculum Revolution is a testament to the acknowledgment that conventional approaches may no longer suffice in preparing students for the complexities of contemporary society. This departure from the norm reflects a commitment to cultivating a generation equipped with the skills and knowledge necessary to thrive in the 21st century (Joynes et al., 2019; Astuti et al., 2023).

In the broader context of educational evolution, this literature review seeks to unveil the layers of significance embedded in the Curriculum Revolution. As we navigate the historical shifts and pivotal moments in Indonesian education, it becomes clear that this revolution transcends being a mere contemporary innovation; instead, it emerges as a pivotal chapter in the ongoing narrative of educational progress. Beyond its immediate impact on pedagogical approaches, the Curriculum Revolution leaves an indelible mark on the trajectory of educational development in Indonesia (Ramírez-Montoya et al., 2022; Sarmila et al., 2023). Examining the significance of the Curriculum Revolution opens a window into the intricacies of its transformative power. It reveals its immediate effects on teaching methodologies and its enduring influence on the broader educational landscape. This comprehensive exploration aims to provide insights into how the revolution not only shapes the educational experiences of today but also lays the foundation for future advancements in pedagogy, curriculum design, and student engagement (Salama, 2016; Sulastri et al., 2023).

As we traverse the layers of significance, the Curriculum Revolution emerges as a catalyst for change, challenging educators, policymakers, and stakeholders to rethink established norms. It underscores the urgency of aligning educational practices with the evolving needs of a knowledge-based society, where adaptability, critical thinking, and innovation are paramount. Thus, this literature review critically examines the Curriculum Revolution's impact, offering a nuanced understanding of its role in steering Indonesia's educational evolution (Aslan & Pong, 2023).

The primary purpose of this literature review is to critically analyze the theoretical foundations, interdisciplinary approaches, and paradigm shifts brought forth by the Curriculum Revolution. By synthesizing existing scholarly works, the review aims to elucidate the nuanced dynamics of this transformative initiative. Furthermore, the scope

extends to investigating the convergence of technology, creativity, and critical thinking within the revolution, evaluating its impact on skill development, and envisioning the role of education in empowering learners as proactive contributors to societal change. This comprehensive exploration will provide a holistic understanding of the Curriculum Revolution's implications on the educational fabric of Indonesia (Boon & Van Baalen, 2018).

B. Method

The research methodology employed in this literature review aims to explore the Curriculum Revolution within Indonesia's educational framework systematically. The initial phase involves thoroughly searching academic databases, journals, and reputable sources, utilizing keywords such as "Curriculum Revolution" and "Indonesian education." This extensive search strategy ensures the identification of pertinent literature that sheds light on the transformative initiatives in the nation's educational landscape (Fadilurrahman et al., 2021). Explicit inclusion and exclusion criteria are established to maintain a focused and relevant selection. These criteria guide the assessment of literature based on factors like its direct relevance to the Curriculum Revolution, publication timeframe, and academic credibility. By adhering to these criteria, the review ensures the incorporation of scholarly works that provide insightful perspectives on the subject while excluding irrelevant or outdated sources (Linnenluecke et al., 2020).

The subsequent step involves systematic data extraction, wherein information and insights from the identified literature are carefully gathered. Thematic analysis is then applied to categorize and analyze the extracted data, enabling the identification of recurring themes, patterns, and critical insights related to the Curriculum Revolution. This process uncovers the multifaceted dimensions of the educational transformation and provides a structured approach to understanding the nuances embedded in the literature (Kayesa & Shung-King, 2021). Critical evaluation of each selected source follows, assessing methodological rigor, validity, and reliability. This evaluation considers factors such as the credibility of authors, peer-review status, and the relevance of the research methodologies. The synthesis of findings from the literature review constructs a coherent narrative, offering a comprehensive exploration of the Curriculum Revolution's historical context, theoretical foundations, interdisciplinary approaches, and long-term implications for Indonesia's educational development. Throughout this process, ethical considerations, including proper citation and avoiding plagiarism, are rigorously maintained to uphold the integrity of the research.

C. Finding and Discussion

Historical Context of Indonesian Education

Delving into the historical context of Indonesian education unveils a rich tapestry woven with diverse pedagogical approaches that have characterized its evolution. Exploring traditional teaching methods provides a nuanced understanding of the foundational principles that have historically governed the learning experience in Indonesia. Traditional pedagogy, rooted in cultural and societal norms, laid the groundwork for educational practices that endured for generations (Gholamzadeh et al., 2021; Nurdiana et al., 2023). The historical narrative further unfolds as we navigate through significant shifts and milestones in educational methodologies. This journey entails meticulously examining key moments, reforms, and progressive developments that have shaped the nation's approach to education. From colonial influences to nationalist movements, these historical dynamics have played pivotal roles in steering the course of Indonesian education and setting the stage for transformative changes (McLeod, 2017; Erwan et al., 2023).

At the heart of this historical continuum lies the emergence of the Curriculum Revolution, a paradigmatic shift in response to the evolving needs of modern society. The Curriculum Revolution did not materialize in isolation but germinated from a complex interplay of historical, cultural, and global influences. Unraveling the contextual factors that catalyzed this revolution provides a profound insight into the educational imperatives and aspirations that fueled the departure from established norms (Gaunt et al., 2021; Aslan, 2023). Exploring the Curriculum Revolution's roots also involves examining the challenges and opportunities that accompanied its inception. Historical contingencies, societal demands, and educational philosophies converged to create a fertile ground for innovation. This historical contextualization is instrumental in understanding why the Curriculum Revolution became a necessity and a transformative force that continues to shape the educational landscape of Indonesia in profound ways.

Theoretical Framework

Examining the theoretical underpinnings of the Curriculum Revolution is paramount in comprehending its transformative nature. Pedagogical theories form the intellectual scaffolding that supports this educational paradigm shift. This section will meticulously unravel the theoretical frameworks that guide the conceptualization and implementation of the Curriculum Revolution. Insights from educational philosophers, cognitive theorists, and curriculum scholars will be explored to discern the philosophical foundations influencing this educational overhaul (Lubis et al., 2022). A comparative analysis of traditional and innovative educational frameworks is a crucial lens through which the theoretical shift can be understood. This exploration aims to dissect the dichotomy between established pedagogies and emerging educational paradigms. By juxtaposing traditional teaching methodologies with innovative approaches, we seek to

elucidate the theoretical motivations that have propelled the Curriculum Revolution into the forefront of educational discourse.

Within this theoretical landscape, the examination extends to the foundational principles driving unprecedented innovation in education. Theoretical frameworks are not merely guiding principles but catalysts for change. Analyzing the theoretical foundations provides insights into the aspirations and ambitions that led to a departure from conventional norms. It unveils how theoretical perspectives have been strategically woven into the fabric of the Curriculum Revolution, steering it toward unprecedented innovation and adaptability (Miller, 2023; Tubagus et al., 2023).

Interdisciplinary Approaches in the Curriculum Revolution:

The exploration of avant-garde methodologies in the Curriculum Revolution opens a gateway to understanding the innovative teaching techniques employed in contemporary education. This section will explore experimentation with new and unconventional methods that transcend traditional boundaries. By scrutinizing these avant-garde approaches, we aim to discern how they contribute to a more dynamic and engaging learning environment (Sirotkina & Smith, 2017; Nurhayati et al., 2023). An integral aspect of the Curriculum Revolution lies in integrating interdisciplinary perspectives. This involves breaking down silos and fostering cross-disciplinary collaboration within educational frameworks. The synergy of diverse fields contributes to a holistic and enriched learning experience. By examining the interdisciplinary nature of the revolution, we gain insights into how it addresses the complexities of real-world challenges and nurtures a more comprehensive skill set among learners.

The implications of the Curriculum Revolution for fostering dynamic and adaptive learning environments are far-reaching. This section scrutinizes the practical outcomes of interdisciplinary approaches. It explores how these approaches enhance students' adaptability, critical thinking, and problem-solving skills. By unpacking the implications, we aim to grasp the transformative potential of interdisciplinary education in the context of the Curriculum Revolution (Sirotkina & Smith, 2017; Aslan & Shiong, 2023).

Educational Paradigm Shifts:

The Curriculum Revolution is a catalyst for profound educational paradigm shifts, challenging established norms that have long dictated the contours of learning. This section will scrutinize how the revolution disrupts traditional approaches, questioning ingrained practices and fostering an environment where innovation thrives. By examining the challenges posed by established norms, we gain insights into the transformative potential that reshapes the fundamental essence of education (Jacobs et al., 2020). An analysis of the transformative impact on educational paradigms will further elucidate the broader implications of the Curriculum Revolution. This involves dissecting how the revolution challenges existing paradigms and establishes new frameworks that better align

with the needs of contemporary learners. Understanding these transformative impacts provides a comprehensive view of the revolution's role in reshaping the foundations upon which education stands.

Case studies illustrating paradigm shifts in educational institutions will be explored to offer concrete examples of how the Curriculum Revolution unfolds in practice. By examining real-world applications, we can draw practical insights into the challenges faced, strategies employed, and outcomes achieved. These case studies serve as illustrative snapshots, demonstrating the dynamic nature of educational institutions adapting to the transformative waves of the Curriculum Revolution (Kezar, 2018; Muharrom et al., 2023).

Skill Development and Knowledge Cultivation

This section investigates how the Curriculum Revolution endeavors to cultivate forward-thinking individuals. By unraveling the methodologies employed in the revolution, we aim to discern how it fosters a mindset of innovation, adaptability, and future-oriented thinking among learners. This exploration delves into the intentional strategies that aim to equip individuals with the skills necessary to navigate an ever-evolving landscape (Weissman, 2017). The multifaceted skill development within the context of the 21st century will be a focal point of analysis. The Curriculum Revolution's approach to nurturing a diverse skill set, encompassing not only traditional academic skills but also critical thinking, collaboration, and problem-solving abilities, will be examined. This section aims to shed light on how the revolution aligns educational outcomes with the demands of the contemporary global landscape.

Profound knowledge acquisition stands as an essential outcome of the Curriculum Revolution. This involves an exploration of the depth and breadth of knowledge cultivated through the innovative approaches employed. By examining the revolutionary strategies in knowledge dissemination, we aim to understand how the revolution propels learners to comprehensively understand their academic pursuits, preparing them for multifaceted challenges (Lambert & Biddulph, 2015).

Convergence of Technology, Creativity, and Critical Thinking

An in-depth exploration of the technological integration within the Curriculum Revolution is crucial to understanding its dynamic nature. This section delves into how technology is harnessed to enhance learning experiences, provide access to information, and foster a technologically fluent generation. By examining the symbiotic relationship between education and technology, we aim to discern the revolution's impact on preparing learners for a technology-driven future (Lambert & Biddulph, 2015). Creativity emerges as a driving force for innovation within the Curriculum Revolution. This involves examining how creative thinking is cultivated and integrated into educational practices. By exploring the strategies employed to nurture creativity, we seek to understand how the

revolution inspires learners to think beyond conventional boundaries, fostering a culture of innovation and originality.

The role of critical thinking in shaping the new educational epoch will be a central theme of analysis. By delving into the methodologies that promote critical thinking skills, we aim to discern how the Curriculum Revolution equips learners with the ability to analyze, evaluate, and synthesize information. This exploration provides insights into how the revolution propels education into a new era where critical thinking is paramount in navigating complex challenges (Kilag et al., 2023).

Empowering Learners as Agents of Change

An analysis of the ecosystem fostering curiosity and resilience within the Curriculum Revolution is essential to understanding how the educational landscape has evolved. This section will explore the intentional cultivation of curiosity and resilience, dissecting the mechanisms and strategies embedded in the revolution. By scrutinizing the educational ecosystem, we aim to uncover how the revolution encourages a mindset of exploration, adaptability, and a thirst for knowledge.

The role of education in empowering learners to be proactive contributors stands as a transformative aspect of the Curriculum Revolution. This involves examining how education is a receptacle of knowledge and a catalyst for action. By understanding how the revolution positions learners as proactive contributors to societal advancement, we gain insights into the broader societal impact of an empowered and engaged student population.

Case studies exemplifying learners as dynamic agents of change will be explored to provide tangible examples of the transformative outcomes of the Curriculum Revolution. These case studies will offer glimpses into how learners, equipped with the principles of the revolution, actively contribute to positive change within their communities and beyond.

Challenges and Opportunities

This section will delve into identifying challenges faced by the Curriculum Revolution. Scrutinizing obstacles such as resistance to change, resource constraints, and institutional inertia will provide a nuanced understanding of the complexities of implementing transformative educational initiatives. Recognizing these challenges is fundamental to developing strategies for overcoming impediments to the revolution's success (Collins & Halverson, 2018).

Opportunities for further improvement and expansion will be explored, offering insights into areas where the Curriculum Revolution can evolve and adapt. This section aims to provide a roadmap for optimizing the revolution's impact on educational outcomes by examining the untapped potential and possibilities for refinement. Lessons learned, and best practices will be distilled from the experiences of institutions and

educators involved in the Curriculum Revolution. This involves critically reflecting on what has worked well, what adjustments have proven effective, and how these insights can be shared to inform future educational endeavors.

Discussion

The Curriculum Revolution in Indonesian education represents a seismic shift in pedagogical paradigms, ushering in transformative changes that extend across multiple dimensions of the educational landscape. This discussion will navigate through critical aspects of the revolution, shedding light on its implications, challenges, opportunities, and enduring impact on learners and the broader society.

The theoretical framework underpinning the Curriculum Revolution serves as a compass for understanding the profound changes it seeks to instigate. Pedagogical theories, ranging from constructivism to experiential learning, form the intellectual foundations that guide the redesign of curricula and instructional methodologies. A comparative analysis of traditional and innovative educational frameworks illuminates the departure from didactic teaching methods to more student-centric, collaborative, and inquiry-based approaches. Theoretical foundations driving unprecedented innovation signify a deliberate effort to align educational practices with the evolving needs of learners in the 21st century (Ring et al., 2018).

Interdisciplinary approaches within the Curriculum Revolution offer a glimpse into the dynamic and adaptive learning environments it aims to foster. Avant-garde methodologies transcend disciplinary boundaries from project-based learning to immersive experiences. The integration of interdisciplinary perspectives not only enriches the learning experience but also reflects a commitment to preparing learners for the complexity of real-world challenges. This section of the discussion underscores the importance of embracing diverse knowledge sources to cultivate a holistic understanding of various subjects.

Educational paradigm shifts brought about by the Curriculum Revolution challenge entrenched norms, encouraging a reevaluation of traditional educational approaches. The revolution seeks to empower learners as active agents of change by fostering a climate of innovation. Case studies exemplifying paradigm shifts in educational institutions provide concrete examples of how this transformation unfolds in practice. These cases demonstrate the adaptability of institutions in responding to the revolution's imperatives and showcase the potential for widespread change across diverse educational contexts (Motala & Menon, 2020). Cultivating skills and knowledge within the Curriculum Revolution is a linchpin for preparing learners for the demands of the 21st century. The investigation into how the revolution aims to cultivate forward-thinking individuals reveals a deliberate focus on nurturing qualities such as critical thinking, creativity, communication, and collaboration. The multifaceted skill development ensures

that learners graduate with subject-specific expertise and a versatile skill set that transcends disciplinary boundaries.

The convergence of technology, creativity, and critical thinking is pivotal to the Curriculum Revolution. An in-depth exploration of technological integration showcases how digital tools are harnessed to enhance learning experiences. Creativity emerges as a driving force, fostering innovation and original thinking. Simultaneously, critical thinking plays a central role in shaping the new educational epoch, emphasizing the importance of analytical skills in navigating an information-rich world (Collins & Halverson, 2018). Empowering learners as agents of change is a transformative goal of the Curriculum Revolution. The analysis of the ecosystem fostering curiosity and resilience unveils intentional strategies to create a conducive learning environment. Education's role in empowering learners to be proactive contributors goes beyond knowledge dissemination to instill a sense of responsibility and agency. Case studies exemplifying learners as dynamic agents of change provide tangible evidence of the revolution's societal impact, showcasing how empowered learners can contribute positively to their communities.

The discussion also delves into the challenges faced by the Curriculum Revolution. Identifying resistance to change, resource constraints, and institutional inertia offers insights into the complexities of implementing such transformative initiatives. Opportunities for further improvement and expansion highlight areas where the revolution can evolve and adapt to achieve an even more significant impact (Kamkankaew & Thanitbenjasith, 2023). Lessons learned, and best practices distilled from the experiences of institutions involved in the Curriculum Revolution provide valuable insights for future endeavors. These lessons serve as guideposts for educators and policymakers seeking to replicate success and navigate potential pitfalls.

Looking forward, recommendations for future research in the field outline potential areas for scholarly exploration, ensuring that the discourse around the Curriculum Revolution remains dynamic and informed. Anticipated trends and developments in Indonesian education project the ongoing influence of the revolution on educational practices, policies, and outcomes. The enduring impact of the Curriculum Revolution on the future of education reflects its role as a catalyst for continuous improvement and innovation (Heberle et al., 2020). The Curriculum Revolution in Indonesian education is a multi-faceted journey that transcends theoretical frameworks, interdisciplinary approaches, skill development, technological integration, and societal empowerment. It signifies a departure from traditional paradigms and charts a course toward a more dynamic, inclusive, and forward-thinking educational landscape. Through deliberate efforts to challenge norms, empower learners, and embrace innovation, the Curriculum Revolution emerges as a transformative force with enduring implications for the future of education in Indonesia.

E. Conclusion

In summation, exploring the Curriculum Revolution in Indonesian education reveals a transformative journey extending beyond the confines of traditional pedagogy. This discussion has navigated through the theoretical foundations, interdisciplinary approaches, paradigm shifts, and the multifaceted impact of the revolution on learners and educational institutions. Key findings underscore the deliberate departure from conventional educational paradigms. Theoretical frameworks have evolved to embrace student-centric methodologies, fostering collaborative and inquiry-based learning. Interdisciplinary approaches have emerged as catalysts for dynamic and adaptive learning environments, transcending disciplinary boundaries to prepare learners for the complexities of the real world. As exemplified by case studies, educational paradigm shifts showcase institutions adapting to the imperatives of the revolution, empowering learners as active agents of change. The cultivation of skills and knowledge within the Curriculum Revolution takes center stage, emphasizing the preparation of learners for the demands of the 21st century. The convergence of technology, creativity, and critical thinking becomes a driving force, shaping a new educational epoch where digital tools enhance learning experiences, creativity fosters innovation, and critical thinking navigates an information-rich landscape. Empowering learners as proactive contributors to society emerges as a transformative goal. The analysis of ecosystems fostering curiosity and resilience reveals intentional strategies to create conducive learning environments, and case studies exemplify learners actively contributing to positive change. In closing, the transformative potential of the Curriculum Revolution in Indonesian education resonates far beyond its geographical boundaries. It stands as a testament to the adaptability of educational systems in responding to the demands of a rapidly changing world. As the revolution continues to unfold, its enduring impact on the future of education not only in Indonesia but globally becomes increasingly evident. The journey towards a more dynamic, inclusive, and forward-thinking educational landscape has been set in motion, and the Curriculum Revolution stands as a pioneering force at the forefront of this transformative wave.

F. Acknowledgment

G. Bibliography

Adiawaty, S., Oci, M., Amin, A.-, Siminto, S., & Ermindyawati, L. (2023). Adaptive Strategies For 21st Century Learning: Digital Literacy And Learning Outcomes In Contemporary Indonesian Higher Education. *International Journal of Teaching and Learning*, *1*(2), Article 2.

Aslan, A. (2023). Kurikulum Pendidikan Agama Islam Di Sekolah Dasar. *Jurnal Pendidikan Dan Keguruan*, *1*(1), Article 1.

Aslan, A., & Pong, K. S. (2023). Understanding the Trend of Digital Da'wah Among Muslim Housewives in Indonesia. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, *16*(1), Article 1. https://doi.org/10.37812/fikroh.v16i1.681

Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, *3*(2), 94. https://doi.org/10.51278/bpr.v3i2.515

Astuti, S. E. P., Aslan, A., & Parni, P. (2023). Optimalisasi Peran Guru Dalam Proses Pembelajaran Kurikulum 2013 Di Madrasah Ibtidaiyah Swasta. *SITTAH: Journal of Primary Education*, *4*(1), Article 1. https://doi.org/10.30762/sittah.v4i1.963

Boon, M., & Van Baalen, S. (2018). Epistemology for interdisciplinary research – shifting philosophical paradigms of science. *European Journal for Philosophy of Science*, *9*(1), 16. https://doi.org/10.1007/s13194-018-0242-4

Collins, A., & Halverson, R. (2018). *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America*. Teachers College Press.

Erwan, E., Aslan, A., & Asyura, M. (2023). Internalisasi Budaya Religius Oleh Guru Akidah Akhlak Untuk Menumbuhkan Sikap Akhlak Mulia Di Mis Bina Dharma Parit Rabu. *Jurnal Pendidikan Dan Keguruan*, *1*(6), Article 6.

Fadilurrahman, M., Ramadhani, R., Kurniawan, T., Misnasanti, M., & Shaddiq, S. (2021). Systematic Literature Review of Disruption Era in Indonesia: The Resistance of Industrial Revolution 4.0. *Journal of Robotics and Control (JRC)*, *2*(1), Article 1. https://doi.org/10.18196/jrc.2152

Gaunt, H., Duffy, C., Coric, A., González Delgado, I. R., Messas, L., Pryimenko, O., & Sveidahl, H. (2021). Musicians as "Makers in Society": A Conceptual Foundation for Contemporary Professional Higher Music Education. *Frontiers in Psychology*, *12*. https://www.frontiersin.org/articles/10.3389/fpsyg.2021.713648

Gholamzadeh, M., Abtahi, H., & Safdari, R. (2021). Suggesting a framework for preparedness against the pandemic outbreak based on medical informatics solutions: A thematic analysis. *The International Journal of Health Planning and Management*, *36*(3), 754–783. https://doi.org/10.1002/hpm.3106

Haddar, G. A., Haerudin, H., Riyanto, A., Syakhrani, A. W., & Aslan, A. (2023). The Revolution Of Islamic Education Thought In The Era Of Society 5.0: Corrections And Analysis Of Studies In Islamic Higher Education Institutions In South Kalimantan. *International Journal of Teaching and Learning*, *1*(4), Article 4.

Heberle, A. E., Rapa, L. J., & Farago, F. (2020). Critical consciousness in children and adolescents: A systematic review, critical assessment, and recommendations for future research. *Psychological Bulletin*, *146*(6), 525–551. https://doi.org/10.1037/bul0000230

Jacobs, G., Kiniger-Passigli, D., Henderson, H., & Ramanathan, J. (2020). Catalytic Strategies for Socially Transformative Leadership: Leadership Principles, Strategies and Examples. *Cadmus*, *4*(2). https://www.researchgate.net/profile/Garry-Jacobs-

3/publication/351049037_Catalytic_Strategies_for_Socially_Transformative_Leade
rship_Leadership_Principles_Strategies_and_Examples/links/6081210b2fb9097c0c
fdfb4c/Catalytic-Strategies-for-Socially-Transformative-Leadership-Leadership-
Principles-Strategies-and-Examples.pdf

Joynes, C., Rossignoli, S., & Amonoo-Kuofi, E. F. (2019). *21st Century Skills: Evidence of Issues in Definition, Demand and Delivery for Development Contexts*. https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/14674

Kamkankaew, P., & Thanitbenjasith, P. (2023). Synergizing Thai Higher Education with Macro-Marketing and Circular Economy Principles: A Paradigm Shift in Marketing Education for Sustainable Societal Progress. In *Online Submission* (Vol. 3, Issue 5, pp. 309–322). https://eric.ed.gov/?id=ED631701

Kayesa, N. K., & Shung-King, M. (2021). The role of document analysis in health policy analysis studies in low and middle-income countries: Lessons for HPA researchers from a qualitative systematic review. *Health Policy OPEN*, 2, 100024. https://doi.org/10.1016/j.hpopen.2020.100024

Kezar, A. (2018). *How Colleges Change: Understanding, Leading, and Enacting Change* (2nd ed.). Routledge. https://doi.org/10.4324/9781315121178

Kilag, O. K., Dumdum, J. N., Quezon, J., Malto, L., Mansueto, D., & Delfino, F. (2023). The Pedagogical Potential of Poems: Integrating Poetry in English Language Teaching. *Excellencia: International Multi-Disciplinary Journal of Education (2994-9521)*, 1(1), Article 1.

Lambert, D., & Biddulph, M. (2015). The dialogic space offered by curriculum-making in the process of learning to teach, and the creation of a progressive knowledge-led curriculum. *Asia-Pacific Journal of Teacher Education*, 43(3), 210–224. https://doi.org/10.1080/1359866X.2014.934197

Linnenluecke, M. K., Marrone, M., & Singh, A. K. (2020). Conducting systematic literature reviews and bibliometric analyses. *Australian Journal of Management*, 45(2), 175–194. https://doi.org/10.1177/0312896219877678

Lubis, M. S. A., Fatmawati, E., Pratiwi, E. Y. R., Sabtohadi, J., & Damayanto, A. (2022). Understanding Curriculum Transformation Towards Educational Innovation in The Era of All-Digital Technology. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), Article 2. https://doi.org/10.31538/nzh.v5i2.2110

McLeod, J. (2017). Marking time, making methods: Temporality and untimely dilemmas in the sociology of youth and educational change. *British Journal of Sociology of Education*, 38(1), 13–25. https://doi.org/10.1080/01425692.2016.1254541

Miller, D. (2023). Embracing the Technological Metamorphosis: Envisioning Higher Education for Generation Alpha in a Shifting Educational Landscape. *International Journal Software Engineering and Computer Science (IJSECS)*, 3(2), Article 2. https://doi.org/10.35870/ijsecs.v3i2.1492

Motala, S., & Menon, K. (2020). In search of the 'new normal': Reflections on teaching and learning during Covid-19 in a South African university. *Southern African Review of Education with Education with Production*, 26(1), 80–99. https://doi.org/10.10520/ejc-sare-v26-n1-a6

Muharrom, M., Aslan, A., & Jaelani, J. (2023). Implementasi Kurikulum Merdeka Belajar Pada Pembelajaran Pendidikan Agama Islam Di SMK Pusat Keunggulan Smk Muhammadiyah Sintang. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(1), Article 1.

Nurdiana, R., Effendi, M. N., Ningsih, K. P., Abda, M. I., & Aslan, A. (2023). Collaborative Partnerships For Digital Education To Improve Students' Learning Achievement

At The Institute Of Islamic Religion Of Sultan Muhammad Syafiuddin Sambas, Indonesia. *International Journal of Teaching and Learning*, *1*(1), Article 1.

Nurhayati, N., Aslan, A., & Susilawati, S. (2023). Penggunaan Teknologi Gadget Sebagai Media Pembelajaran Pada Anak Usia Dini Di Raudhatul Atfhal Al-Ikhlas Kota Singkawang. *JIP: Jurnal Ilmu Pendidikan*, *1*(3), Article 3.

Ramírez-Montoya, M. S., Castillo-Martínez, I. M., Sanabria-Z, J., & Miranda, J. (2022). Complex Thinking in the Framework of Education 4.0 and Open Innovation—A Systematic Literature Review. *Journal of Open Innovation: Technology, Market, and Complexity*, *8*(1), Article 1. https://doi.org/10.3390/joitmc8010004

Ring, E., O'Sullivan, L., Ryan, M., & Burke, P. (2018). *A melange or a mosaic of theories? How theoretical perspectives on children's learning and development can inform a responsive pedagogy in a redeveloped primary school curriculum*. https://dspace.mic.ul.ie/handle/10395/2628

Salama, A. M. (2016). *Spatial Design Education: New Directions for Pedagogy in Architecture and Beyond*. Routledge.

Sarmila, U., Aslan, A., & Astaman, A. (2023). The Role Of Parents Towards Youtube Users In Building Children's Religious Behavior In Kuala Pangkalan Keramat Village. *Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS)*, *1*(2), Article 2.

Sirotkina, I., & Smith, R. (2017). *The Sixth Sense of the Avant-Garde: Dance, Kinaesthesia and the Arts in Revolutionary Russia*. Bloomsbury Publishing.

Sulastri, S., Aslan, A., & Rathomi, A. (2023). Strategi Guru Pendidikan Agama Islam Dalam Penyampaian Materi Pada Anak Tunagrahita Di Sekolah Luar Biasa Negeri Sambas Tahun Pelajaran 2022/2023. *Lunggi Journal: Literasi Unggulan Ilmiah Multidisipliner*, *1*(4), Article 4.

Tubagus, M., Haerudin, H., Fathurohman, A., Adiyono, A., & Aslan, A. (2023). The Impact Of Technology On Islamic Pesantren Education And The Learning Outcomes Of Santri: New Trends And Possibilities. *Indonesian Journal of Education (INJOE)*, *3*(3), Article 3.

Tuhuteru, L., Misnawati, D., Aslan, A., Taufiqoh, Z., & Imelda, I. (2023). The Effectiveness of Multimedia-Based Learning To Accelerate Learning After The Pandemic At The Basic Education Level. *Tafkir: Interdisciplinary Journal of Islamic Education*, *4*(1), Article 1. https://doi.org/10.31538/tijie.v4i1.311

Weissman, E. (2017). Entrepreneurial endeavors: (Re)producing neoliberalization through urban agriculture youth programming in Brooklyn, New York. In *Neoliberalism and Environmental Education*. Routledge.