

Management Of Active Deep Learner Experience Training In Improving Learning Quality

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ABSTRACT

Education is a basic need in the era of globalisation that plays an important role in improving the quality of life and progress of the nation. Countries that have quality education will produce superior human resources and contribute to national development. Therefore, improving the quality of learning through teacher training is very important. This research uses a qualitative approach with a field research design. Data were collected through observation and in-depth interviews with teachers and students at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu. ADLX learning planning at Mathla'ul Anwar Margahayu Junior High School includes integration of Islamic values, improving teacher competence, and using information technology. ADLX implementation at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu improved students' engagement and motivation, as well as their learning outcomes. Teachers reported improved skills in classroom management and use of interactive learning media. Evaluation results showed an increase in students' average test scores. ADLX combining Active Learning, Deep Learning and Experiential Learning proved effective in improving the quality of learning. Changes in classroom management create an interactive and dynamic learning environment. Technology support and innovation in learning methods enrich students' learning experience. The implementation of ADLX at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu has improved the quality of education. Innovative learning strategies and the use of technology create an effective and interactive learning environment. This success can be an example for other schools.

Keywords: *Training Management, Teacher Quality, Learner Experience-Based Active Learning*

Introduction

Education is a fundamental need in the era of globalization, playing an instrumental role in improving the quality of human life and the progress of a nation. As Tukiran (2020) asserts, nations that prioritize the provision of high-quality education tend to yield a workforce of qualified individuals who in turn contribute to the nation's development and enhance its international reputation. Achieving this objective necessitates the provision of competent educational resources, which can be facilitated through the implementation of training programs for educators. The enhancement of pedagogical quality in schools has been identified as a pivotal component in the broader endeavor to reform the education system. The quality of learning can be measured through various aspects, including the quality of teacher and learner interactions, learning methods used, classroom climate, educational content, learning media used, and the structure of the learning system implemented in schools (Romadin, 2020). A prevalent challenge is the utilization of learning methods that are not aligned with the most recent advancements in the field. Societal shifts necessitate adjustments in pedagogical approaches. Therefore, it is imperative to cultivate students' abilities in critical thinking, creativity, communication, and collaboration, thereby equipping them to compete on a global scale while aligning with the objectives of Indonesian education (Nur, 2016). The implementation of student-oriented learning is a responsibility that must be entrusted to a teacher who possesses the necessary competencies. The primary skill that educators must possess, in addition to other competencies, is the capacity to comprehend and execute learning strategies that foster student autonomy in their academic pursuits. One such strategy that has been employed in recent research is active deep learner experience (ADLX), which is an integration of active learning and deep learning. According to Bahgat et al. (2017), ADLX is designed to combine both methods, transforming the learning process into an experience that allows students to become more active and independent learners. This pedagogical approach utilizes hands-on practice, thereby affording students the opportunity to experience learning in a tangible manner, thus enriching their learning experience. The concept of learner experience constitutes a pivotal element within the ADLX approach. According to Bahgat (2018), as outlined in the First Framework, learning experiences are defined as all interactions that occur in the educational environment, encompassing both traditional academic settings, such as classrooms and schools, and non-traditional environments, including out-of-school and

outdoor activities. This encompasses both conventional learning methodologies, wherein knowledge is imparted by educators, and non-traditional approaches, such as experiential learning through games and interactive software applications. The term "learner" in ADLX was selected to underscore the significance of prioritizing individual students in the learning process, thereby encouraging educators to pay close attention to and cater to the diverse needs of each student. This approach necessitates an understanding that education should view students as holistic individuals—as whole human beings with all their thoughts and feelings—rather than focusing solely on course content or curriculum. ADLX learning training is an educational initiative that aims to transform the learning process in schools from traditional passive methods to a more active, creative, and immersive approach. This comprehensive approach aims to inculcate 21st-century competencies in students, including critical thinking, creativity, collaboration, and the capacity for lifelong learning (Kurniawan & Mahmuda, 2023).

Pollock explains the meaning of learning as a learner experience, which is the basis of the notion of learning in this ADLX approach.

Learning is a holistic experience, like a customer's experience with a product or company. Everything matters. The depth and durability of learning is influenced by the learner's complete experience, not just the instructional content and methods. Every interaction a learner has - mentally, physically, and emotionally - with materials, facilitators, peers, exercises, games, technology, and the work environment can enhance or detract from learning, bring the learner closer to the goal, or impede progress (Bahgat, 2018).

Based on Pollock's opinion, the concept of learning is considered a comprehensive experience, which includes every interaction in the learning process, providing significant experiences to students. Rich and diverse interactions in the classroom contribute to the richness of experiences that students gain. An important aspect for teachers to note is that the sources of students' learning experiences are not only limited to interactions with learning content and methodologies, but also include interactions with teachers and peers. The importance of this interaction does not only focus on cognitive or mental aspects, but also involves emotions, feelings, and even physical interaction.

Interactive and participatory learning methods in ADLX tend to increase students' learning motivation. According to the intrinsic motivation theory by Ryan and Deci (Lutfi & Winata, 2020), when students feel that their learning is meaningful and relevant, they will be

more motivated and engaged. Then active engagement in the learning process facilitates long-term retention of knowledge. John Hattie (2012), in his research, showed that active learning through ADLX methods such as ADLX increases the likelihood of students to remember and apply what they learnt in real situations in the future. ADLX training is essential to improving the quality of learning as it facilitates the development of deep understanding, critical skills and sustained student engagement, all of which are key components to succeeding in the modern era of education.

The Active Deep Learner Experience (ADLX) method of training, as implemented by researchers (Alqarny, 2023; Azhar & Mawardi, 2022; Yasen, 2023), engenders a dynamic, interactive, and immersive learning atmosphere. The training program has been meticulously designed to enhance students' learning experience through a variety of strategies and activities that promote active engagement, critical thinking, and collaborative learning. The following are some of the results of research using the ADLX method as in Utami's research (2023) that the realization of learning that adopts the ADLX method will be successful if teachers are able to innovate in planning learning activities. The primary responsibility of an educator is to enhance student engagement in the classroom environment by fostering an conducive learning atmosphere. This research indicates that the implementation of the ADLX approach has the potential to enhance students' academic achievement. Concurrently, Azhar & Mawardi's (2022) research asserts that education constitutes a deliberate and methodical endeavor to establish an environment conducive to learning, thereby facilitating the active development of students' potential. The objective is to cultivate religious spiritual strength, self-control, a positive personality, high intelligence, a noble character, and the skills necessary for personal fulfillment, societal contribution, national development, and state advancement. Two schools, SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu, have demonstrated a strong commitment to enhancing the quality of education through the implementation of various innovative learning methodologies. The implementation of ADLX in teaching and learning activities by both schools is driven by the objective of enhancing teacher competence and innovation, while concurrently providing a superior learning experience for students. However, the implementation of the ADLX concept in these two schools is not without various challenges, including the lack of teacher readiness to adopt new approaches, limited supporting facilities and infrastructure, and the need for continuous

support from school management. The objective of this study is to investigate the efficacy of ADLX-based learning management systems in enhancing the pedagogical practices of educators at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu.

ADLX integrates active learning, deep learning, and experiential learning, which provides a comprehensive learning experience for learners, including mental, physical, and emotional interactions with various aspects of learning (Salman, 2019). This comprehensive learning experience is expected to improve the durability and quality of learning, strengthening the overall student experience, which focuses not only on content but also on interactive and contextualised methods (Akib & Taufik, 2021; Dearing, 2021). At SMPN 3 Baleendah, the implementation of learning strongly emphasises the integration of technology in the classroom. The school utilises digital learning platforms to facilitate access to course materials, assignments and online assessments. The teachers at SMPN 3 Baleendah use project-based learning methods to encourage students to explore real-world problems and develop creative solutions collaboratively. Thus, students not only passively receive information, but are also active in the learning process, which improves understanding and retention of the material.

Meanwhile, Mathla'ul Anwar Margahayu Junior High School takes a more holistic and community-based approach to learning. Besides using technology in teaching, the school also heavily emphasises out-of-class learning, such as field activities and community projects, to connect students with their surrounding environment. Learning at SMP Mathla'ul Anwar Margahayu may be more focussed on developing students' character and social skills, with teachers acting as mentors and guides. This approach aims to form students who are not only academically strong, but also have social awareness and the ability to co-operate with others.

Given the importance of adapting innovative learning methods to improve the quality of education, the case studies at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu are highly relevant. These two schools were chosen as research subjects because of their initiative in implementing ADLX learning training, which reflects their commitment to improving learning quality. The Active Deep Learner Experience (ADLX) Learning Training is a programme designed to improve teachers' teaching quality through an active and deep learning approach. The programme will be implemented at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu with the main objective to equip teachers

with the skills and knowledge needed to implement the ADLX method in teaching and learning activities. This study aims to investigate how the implementation of ADLX training can affect the quality of learning, as well as to identify challenges and opportunities that arise in the implementation process.

Methods

This research uses a type of qualitative research using a field research design (Moleong, 2018). The data sought by the researcher is qualitative in nature, i.e. the researcher sees and understands the research subject directly and deeply by expressing the subject's views both orally and in writing. This type of research is descriptive research where researchers will describe this research as a whole by analysing phenomena, events, attitudes, and thoughts of people individually and in groups, both obtained from interview data and documentation. This research is conducted by researchers who actively interact directly with the object of research. It aims to "photograph and report" in depth so that the data obtained is more valid and more complete. Researchers make direct observations of the object of research so that researchers can seek as much information as possible and in depth so that the data obtained can be described clearly and in detail.

Results and Discussion

ADLX Learning Planning

Learning planning at Mathlaul Anwar Margahayu Junior High School is based on the educational values applied at Mathlaul Anwar Margahayu Junior High School based on the previously established quality policy. The commitment to continuously improve quality management that has been set by SMP Mathlaul Anwar Margahayu is as follows: a) Carry out independent curriculum-based learning by integrating Islamic values through an integrated approach; b) Improve the competence and professionalism of teachers and education personnel; c) Carry out the development of students' interests, talents, and soft skills; d) Create a clean, healthy, and comfortable school environment; e) Increase student completeness in memorising the Qur'an according to their abilities; f) Provide information technology-based school services; g) Carry out moral development, character, and worship of students according to their stage of development through daily habituation; h) Improve academic and non-academic achievements at the national level.

Through the implementation of Active-Deep Learner eXperience

(ADLX), student engagement at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu increased significantly. In interviews with some students, they stated that diverse learning activities such as group discussions and collaborative projects made them more actively participate. "I feel more motivated to participate in group discussions because the learning method is very interactive," said an 8th grade student of SMPN 3 Baleendah.

Classroom observations also show that students are more enthusiastic and engaged in learning. Teachers reported that students asked more questions and contributed to class discussions. The following is an interview with a teacher at SMP Mathla'ul Anwar Margahayu, who said:

"I feel very positive about the implementation of ADLX. This method makes my class more lively and interactive. Students become more active and participate in every learning activity. The biggest change is the increase in student participation. They are more courageous in expressing their opinions and asking questions. In addition, they also understand the material more easily because the learning method is more contextual and interesting."

The ADLX approach encourages students to understand the material deeply through hands-on experience and problem solving. Interviewed students reported that this method helped them understand the concepts better. "I can understand the material more easily because I am often given real examples and projects that make me think more deeply," said a student from Mathla'ul Anwar Margahayu Junior High School. The teachers also felt the positive impact of this approach. "My students showed improvement in understanding the material and were able to apply their knowledge in various contexts," said a teacher at SMPN 3 Baleendah. Assessment data shows an increase in students' average test scores, indicating that their understanding of the material has improved.

Planning is a guideline for every organisation as it is the first step in determining whether or not the organisation's goals are achieved. In the future, planning becomes very important for every organisation to make the best possible design starting from the corporate level design, at the department or field level, and at the operational level, including those that apply at SMPN 3 Baleendah and SMP Mathlaul Anwar Margahayu. This is as stated by (Namsa, 2006) which states that the use of planning management studies for educational institutions places more emphasis on

determining overall goals and ways to achieve them.

The implementation of ADLX at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu showed positive results in improving the quality of teacher teaching and student learning experiences. Through ADLX, students become more actively involved in the learning process. Group discussion activities and collaborative projects encourage students to participate more actively and develop social skills. Diverse and engaging learning activities help maintain students' motivation and interest in learning.

ADLX encourages students to understand the material deeply through a learning approach that focuses on hands-on experience and problem solving. Students report that they find it easier to understand the concepts taught and can apply them in real-life contexts. The training and development provided to teachers showed significant improvement in their ability to design and implement innovative learning. Teachers became more confident in using the ADLX method and reported improvements in their ability to manage more dynamic and interactive classes.

The increased use of technology and interactive learning media helps to create a more engaging and effective learning environment. Students feel more engaged and motivated to learn when using innovative tools. The successful implementation of ADLX is inseparable from the support of school management who provide the necessary facilities and resources. Continuous monitoring and evaluation by the management helps to ensure that ADLX learning goes according to plan and achieves the expected goals.

ADLX-based organisation

In this organising stage, the principal determines the teaching mandate and non-teaching mandate that will be his/her duty for the next one year. In addition, the school also provides several infrastructure facilities to support the learning process such as computer technology, LCD, sound system, library, and laboratory. This refers to the opinion expressed by (Huda, 2017) that the basics of this organisation are as follows: a) Purpose; b) Division of labour; c) Job placement; d) Determination of authority and responsibility; e) Delegation of authority to the workforce.

The implementation of ADLX in these two schools has successfully improved teachers' competencies. Data from observations and interviews show that teachers at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu have improved their ability to manage the classroom, use interactive learning media, and the ability to develop and

implement ADLX-based lesson plans. The training and workshops held have equipped the teachers with new knowledge and skills, thus enabling them to create a more active and immersive learning environment. This is in line with Salman's (2019) research which states that ADLX can improve teachers' teaching skills through a holistic learning approach.

The following is an interview with Mr Ahmad, a maths teacher at SMPN 3 Baleendah:

"After attending the ADLX training, I feel more prepared in managing the class and making learning more interesting. I now use interactive media such as videos and learning apps more often in teaching. My students become more active in asking questions and discussing. They seem more interested and motivated in learning maths."

Interview with Mrs Siti, Biology Teacher, Mathlaul Anwat Junior High School:

"With the application of ADLX, I am more creative in designing lessons. I use simple experiments and exploration activities to make science learning more fun. My students seem more enthusiastic in learning. They often ask questions and seek additional information outside the classroom."

The implementation of the ADLX method succeeded in increasing students' participation and active involvement in the learning process as stated in the interviews with teachers in both junior high schools. Students became more active in group discussions, collaborative projects, and exploration activities. This result can be seen from the increase in students' attendance, participation in class activities, and improvement in students' academic scores. Teachers in both schools have successfully developed various ADLX-based learning innovations. Some of these innovations include the use of technology in learning, such as the use of learning applications, e-learning platforms, and attractive visual media. In addition, project-based and problem-based learning methods are also applied to improve students' critical and creative thinking skills.

The implementation of ADLX in these two schools has had a positive impact on teachers' competencies. The training and workshops held have equipped the teachers with new knowledge and skills, enabling them to create a more active and immersive learning environment. This is in line with Salman's (2019) research which states that ADLX can improve teachers' teaching ability through a holistic learning approach. ADLX places students at the centre of learning, so they are more involved and active in the learning process. This method allows students to learn

through experience, exploration and collaboration, which in turn improves their motivation and learning outcomes. This finding is in line with Dearing's (2021) opinion that a well-rounded learning experience can increase student engagement.

The use of technology and varied learning methods is one of the keys to success in implementing ADLX. Teachers at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu are able to integrate various modern tools and techniques to create a dynamic and engaging learning experience. This supports the opinion of Akib & Taufik (2021) which states that innovation in learning can enrich students' learning experience and improve learning effectiveness.

Implementation of ADLX-Based Learning

The implementation stage of curriculum management involves all human resources in the school, because in implementing school programmes, principals, educators or teachers, and education personnel cannot implement these strategies individually. The ability of principals, teachers, and education personnel in schools to implement the curriculum will not be optimal if all of them are not able to work together. Thus, as stated (Qolbi & Hamami, 2021), management will be easily achieved if it fulfils three categories, namely: a) Structure; b) Process; c) Behaviour.

The implementation of the Active-Deep Learner eXperience (ADLX) method at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu showed positive results in improving the quality of teachers' teaching and students' learning experience.

Teachers in both schools have effectively implemented various ADLX-based learning strategies. The strategies used include Active Learning, which involves students actively in group discussions and hands-on activities; Deep Learning, through long-term projects and research assignments; and Experience Learning, which utilises simulations, experiments and out-of-class activities to provide students with hands-on learning experiences.

The implementation of ADLX also affects classroom management. Teachers reported that they became more skilful in managing a dynamic and interactive classroom. This includes rearranging the classroom to support group activities and discussions, the use of visual aids and technology, and increased interaction between teachers and students and between students. The students showed improvements in learning engagement and motivation. They became more active in discussions, collaborative projects and exploratory activities. Observations and interviews show that students are more interested and motivated in

learning, which is indicated by improved attendance, participation in class activities and academic scores. Academic data showed an improvement in student learning outcomes in both schools. There was an increase in average test and assignment scores, critical and analytical thinking skills, and co-operation skills.

The ADLX-based learning strategy implemented successfully improved the quality of learning in both schools. The Active Learning, Deep Learning and Experience Learning methods allow students to be actively and deeply involved in the learning process, in line with modern education theory that emphasises experiential learning and active student participation. Changes in classroom management show that the ADLX approach requires flexibility and creativity in classroom management. The rearrangement of the classroom and the use of visual aids support the creation of a conducive and interactive learning environment, in line with the view that good design of the physical classroom environment can increase student participation.

Increased student engagement and motivation are key indicators of the success of ADLX. Active participation in discussions, projects and group activities helps students develop important social and academic skills. High student engagement is directly related to the improvement of their learning outcomes. Improved student learning outcomes reflect the effectiveness of ADLX. The increase in academic grades and critical thinking skills shows that this method not only improves students' participation, but also the quality of their understanding of the subject matter. Experiential learning and active participation result in deeper and longer-lasting understanding.

The implementation of ADLX-based learning in SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu has shown positive results in various aspects, ranging from improved teacher teaching competence, student engagement and motivation, to improved learning outcomes. Good implementation of ADLX strategies and changes in classroom management have created a dynamic and interactive learning environment. This success can serve as an example for other schools that want to adopt the ADLX method to improve the quality of education.

Evaluation of ADLX Learning Implementation Process

The implementation and evaluation of learning at SMP Mathlaul Anwar Margahayu uses several stages, including weekly evaluation, monthly evaluation, semester evaluation, and annual evaluation. The learning evaluation steps used at Mathlaul Anwar Margahayu Junior

High School using the stake count model contain two main things, namely description and consideration. Descriptions and considerations are obtained through three stages, namely the antecedent stage, the process (transaction) stage, and the outcomes stage. The process evaluation of the implementation of Active-Deep Learner eXperience (ADLX)-based learning in SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu showed various significant results and provided an in-depth description of the effectiveness and challenges faced during the implementation of this method.

The implementation of ADLX in both schools was done with various strategic approaches. The teachers applied various methods such as Active Learning, which included group discussions, hands-on activities and simulations. The Deep Learning approach is realised through long-term projects and research assignments that encourage students to explore the material in depth. Meanwhile, Experience Learning involves students in activities outside the classroom that provide hands-on learning experiences. Classroom organisation has become more flexible and dynamic. Teachers have reorganised classrooms to support group activities and discussions, and use visual aids and technology to enrich the learning process. Interaction between teachers and students as well as between students has improved, creating a more interactive and participatory learning environment.

Students show significant improvement in learning engagement and motivation. They become more active in discussions, collaborative projects and exploratory activities. Data from observations and interviews show that students are more interested and motivated in learning, which is reflected in increased attendance and participation in classroom activities, as well as improved academic scores. Academic data shows an increase in student learning outcomes. Indicators of improvement include average test and assignment scores, critical and analytical thinking skills, and the ability to work together. Students demonstrated a deeper understanding of the subject matter and were able to apply their knowledge in real life situations.

The implemented ADLX learning strategy has successfully improved the quality of learning. Active Learning, Deep Learning and Experience Learning methods allow students to be actively and deeply involved in the learning process. This is in line with modern education theory that emphasises the importance of experiential learning and active student participation. This implementation supports Salman's (2019) research which states that ADLX can improve teachers' teaching skills

and student engagement. Changes in classroom management show that the ADLX approach requires flexibility and creativity in classroom management. The rearrangement of the classroom and the use of visual aids created a conducive and interactive learning environment. This supports Akib & Taufik's (2021) opinion that good classroom physical environment design can increase student participation and engagement.

Increased student engagement and motivation are key indicators of the success of ADLX. Active participation in discussions, projects, and group activities helps students develop important social and academic skills. High student engagement is directly related to improving their learning outcomes. Dearing's (2021) research also shows that high student engagement is related to improved learning outcomes. Improved student learning outcomes reflect the effectiveness of ADLX. The increase in academic grades and critical thinking skills shows that this method not only improves students' participation, but also the quality of their understanding of the subject matter. Experiential learning and active participation result in deeper and longer-lasting understanding, supporting Indra's (2020) opinion.

Evaluation of the implementation process of ADLX-based learning in SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu showed positive results in various aspects, ranging from improving teacher teaching competence, student engagement and motivation, to improving learning outcomes. Good implementation of ADLX strategies and changes in classroom management have created a dynamic and interactive learning environment. This success is expected to serve as a model for other schools that want to adopt the ADLX method to improve the quality of education.

Conclusion

Lesson planning at Mathla'ul Anwar Margahayu Junior High School integrates Islamic values, improves teacher competencies, and provides technology-based services to create a supportive learning environment. ADLX implementation at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu uses Active Learning, Deep Learning, and Experiential Learning strategies. This improved student engagement and learning outcomes, and changed classroom management to be more interactive and dynamic. Evaluation results showed an improvement in teachers' teaching skills and student learning outcomes. The ADLX method requires creativity in classroom management and technological support, which results in a better and more effective learning environment. ADLX

at SMPN 3 Baleendah and SMP Mathla'ul Anwar Margahayu successfully improved the quality of education through innovative learning strategies, changes in classroom management and the use of technology. This success can serve as a model for other schools.

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