

<https://journal.ypidathu.or.id/index.php/ijen/>

P - ISSN: 2988-1579

E - ISSN: 2988-0092

Curriculum Design for High School of Theology & Christian High School Based on Indonesian National Qualifications Framework (KKNI)

Markus Oci¹, Hana Suparti², Sri Wahyuni³, Daniel Soeharto⁴

¹Sekolah Tinggi Teologi Kanaan Nusantara Ungaran, Indonesia

²Sekolah Tinggi Teologi Kadesi Yogyakarta, Indonesia

³Sekolah Tinggi Teologi Kadesi Yogyakarta, Indonesia

⁴Sekolah Tinggi Teologi Kadesi Yogyakarta, Indonesia

ABSTRACT

Background. Higher education is a formal institution in government educational institutions. Higher education is expected to be a tool that assists everyone in obtaining adequate resources. As a result, understanding the system in a tertiary institution is critical in order to support the education system.

Purpose. The objective of this research was to help tertiary institutions understand their role in developing superior human resources by developing an IQF-based curriculum system that produces graduates that meet the needs of the community.

Method. The descriptive qualitative method was used, along with a literature review.

Results. The author explained each of the findings using a literature review. According to the findings of this study, tertiary institutions' High School of Theology & Christian High School must determine graduate profiles, graduate learning outcomes, study materials, course formation, course grouping, course structure provisions, and semester lesson plans in the lecture curriculum.

Conclusion. Each tertiary institution must pay attention to new systems in order to create superior human resources in their fields in order to advance the curriculum.

KEYWORDS

Curriculum, Indonesian, Qualifications

Citation: Oci, M., Suparti, H., Wahyuni, S., Sueharto, D. (2024) Curriculum Design for High School of Theology & Christian High School Based on Indonesian National Qualifications Framework (KKNI). *International Journal of Educational Narrative*, 2(1), 10–20. <https://doi.org/10.70177/ijen.v2i1.556>

Correspondence:

Markus Oci
markus.oci@gmail.com

Received: September 16, 2023

Accepted: September 28, 2024

Published: September 28, 2024

INTRODUCTION

Higher Education is a formal institution that is expected to produce Human Resources (HR) who are capable and prepared to face the rapidly changing world of work (Shalikhah et al., 2023). Human Resources are required to keep up with the advancement of Science and Technology (IPTEK). Indonesia has entered the Fourth Industrial Revolution (Anna Pertiwi, 2022), and Higher Education is required to meet the challenges of technological advancements and competition in the workplace in the globalization era.

High School of Theology & Christian High School are tertiary institutions that are expected to produce skilled



Human Resources (HR) graduates who cover aspects of data literacy, literacy technology, and human literacy with noble morals according to Christian beliefs.

Universities must be able to meet the needs of the fourth industrial revolution. To meet this challenge, the High School of Theology & Christian High School must rebuild a curriculum that is responsive to the Industrial Revolution 4.0, that is, they must continue to improve themselves by revising the curriculum and educational process that has been implemented thus far (Morse et al., 2020). The following is what Law Number 20 of 2003 (Penyusun, 2003) says about the Curriculum (Gajah & Medan, 2023): Curriculum is a set of objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals.

A curriculum is a collection of and guide to teaching and learning activities. Markus Oci (Oci, 2019) explained that the term "curriculum" comes from Latin, namely "curriculum" it means the distance that must be taken by a runner. In terms of learning, "Curriculum" is the period of time of the educational process that must be taken to obtain a diploma. The curriculum is not rigid and unchangeable, but rather flexible and dynamically updated in response to changing needs and times. According to Presidential Regulation Number 46 of 2019 Concerning Religious Education, Part Five concerning Curriculum article 30 (Penyusun, 2019b), the Higher Religious Education curriculum for each Study Program in PTK is determined and developed by each PTK unit with reference to the National Higher Education Standards for each Study Program, which includes the development of intellectual intelligence, noble character, and skills.

According to the explanation above, the education unit, in this case, the Christian Religious College, particularly the Theological College and the Christian Religion College, is tasked with developing a curriculum in accordance with the National Higher Education Standards (SN-PT). According to Article 29 paragraph 1 of Law Number 12 of 2012 Concerning Higher Education (Penyusun, 2012b), the national qualifications framework is a hierarchy of learning outcomes that equalizes outcomes in the fields of formal, non-formal, informal education, or work experience in the framework of recognition work competence in accordance with the structure of work in various sectors.

The higher education curriculum is a competency-based national curriculum that is aligned with the Indonesian National Qualifications Framework (KKNI) in order for Indonesians to meet the qualifications required in the workplace. The Indonesian National Qualifications Framework, abbreviated as KKNI, is required at all levels of higher education, including theological colleges and Christian high schools. In a journal that written by Fraidah, Hakim and Fahmi (Faridah, Hakim and Yafi, 2021), it is also explained about the qualifications of graduates based on the KKNI-based curriculum that determining the profile of graduates must also refer and consider the qualifications of graduates in accordance with the KKNI curriculum. The aspects considered include the attitudes owned by graduates, the abilities owned by graduates, the knowledge owned by graduates, and the soft skills owned by graduates.

Therefore, continue to developing the KKNI-based curriculum to achieve graduates who competent in their fields. According to the Minister of Education and Culture quoted by Solikhah (Wu et al., 2019), there are three KKNI development strategies (Putri & Mudinillah, 2015). First, KKNI adheres to the strategy of equality of a person's qualifications obtained from the world of formal, non-formal, informal educations and work experience. Second, KKNI recognizes the qualifications of diploma holders who will work or continue their education abroad (Mangaroska & Giannakos, 2019), exchange experts and students across countries or diploma holders from abroad who work in Indonesia (Van Workum et al., 2019). Third, KKNI recognizes the equality of

qualifications of learning achievements in various scientific fields at the higher education level, both those in academic, vocational (Wastriami & Mudinillah, 2022), professional education paths, as well as through career development that occurs in the work strata, industry or professional associations.

In every school has its own graduate qualifications and these qualifications are certainly inseparable from the KKNI-based curriculum that has been set by the state (Aldowah et al., 2019). High School of Theology & Christian High School focus not only on graduates with hard skills, but also on graduates with soft skills (Panggabean et al., 2021). The goal is to produce graduates who are capable not only scientifically, but also graduates who understand the ultimate goal of the educational process. Every graduate is expected to be a responsible graduate in his or her profession in this case.

According to Caswel and Campbell, as written by Sanjaya (Wina Sanjaya, 2008), the curriculum creates learning experiences for students who are under the supervision of a teacher (teacher). According to Lebar (L. E., Lebar, 2011), Curriculum relating to the interaction of lecturers and students Curriculum is a component of teaching and learning activities. The learning process, including the interaction of lecturers with students, materials, and learning environment, which bring students in their learning experiences, including in the context of High School of Theology & Christian High School, can be seen as curriculum implementation.

RESEARCH METHODS

A method is a way to accomplish something for a specific purpose. The research method is a term used in research (Reffiane et al., 2019). The methods used are diverse. This is determined by each issue raised. In general, there are three types of research methods (Hikmi et al., 2020): qualitative, quantitative, and qualitative and quantitative collaboration. In a scientific research project, understanding the research method is critical. The author used a descriptive qualitative research method with a literature review in this scientific work.

Literature review, according to Yusuf and Khasanah, is also known as library research (Sugiyono, 2013), a literature review is a description or summary of literature relevant to a specific field or topic. Based on this explanation (Irwandani et al., 2019), the author will explain the design of the curriculum for the High School of Theology & Christian High School based on the Indonesian National Qualifications Framework (KKNI) with the aid of library books, magazines, and internet articles.

RESULTS AND DISCUSSION

Determination of Graduate Profile

The determination of graduate profiles in each study program is inextricably linked to institutional policy, which includes the vision, mission, and strategic plans, as well as operational plans. The vision and mission of each study program are embodied in institutional policies, strategic plans, and operational plans.

The determination of the graduate profile is the embodiment of the abilities or competencies to be achieved by each personal graduate, as seen from the field of work, which includes: Knowledge, General Skills, Specific Skills, and Attitudes. According to the PTKI Curriculum Development Guide Development Team, referring to KKNI and SN-Dikti (Penyusun, 2008), the preparation of Graduate Profiles can take the following steps: 1. Conduct a tracer study on potential users based on their field of study, one of which is by asking the following questions: What role do

graduates of a specific study program play? The answer to this question demonstrates a “signal of market needs” or a market signal. 2. Determine the role of graduates based on the study program objectives in accordance with the vision and mission. 3. Making agreements between similar study programs so that study program characteristics are shared.

According to Khairah (Khairiah, 2015), in the implementation of the KKNI-based curriculum there are several troubling facts, when the competency standards of domestic graduates, which refer to KKNI, are compared with the competency standards of graduates in several industrialized countries, it turns out that the differences are very striking. Because chapter 8 of the Presidential Regulation on KKNI states that in verse (1) recognition and equalization of qualifications on KKNI with other countries qualification frameworks or vice versa, both bilaterally and multilaterally, are carried out on the basis of mutual recognition cooperation agreements regulated in accordance with the provisions of laws and regulations. And verse (2) the mutual recognition cooperation agreement as referred to in verse (1) is regulated by the institution authorized to issue notifications and mutual recognition cooperation agreements.

Meanwhile, the drafting team for the UIN Alauddin Makassar (Penyusun, 2016) Curriculum Development Guidebook stated that the profile of graduates is a role that graduates can carry out in specific areas of expertise or work fields after completing their studies. The profile can be determined based on the findings of a study of the job market needs of the government, business, and industry, as well as the need to develop science and technology.

In another section, the preparation team of the Competency-Based Curriculum Development Handbook (Penyusun, 2008) describes the profile of graduates, which is the role expected of graduates of study programs in the community/world of work. This is the educational outcome that needs to be addressed. Universities can ensure that their prospective students will be able to play any role after they have completed all of the learning processes in their study program by creating a profile. To create a graduate profile, begin by answering the question: “What will the graduates of this study program become after graduation?

The level of graduate qualifications in accordance with the Indonesian National Qualifications Framework (Penyusun, 2012a) must be considered when determining graduate profiles. Attitudes and values, abilities, knowledge, responsibilities, and rights that a graduate will exercise are all factors to consider. The products produced after completing studies at the High School of Theology & Christian High School show the outcome of the graduate profile.

Determination of Graduate Learning Outcomes

Provisions Graduate learning achievement is the ability derived from a study program's product (output) by graduates. Graduates are the abilities that study programs produce.

Graduate Learning Outcomes provisions cover general attitudes and skills that must refer to the National Higher Education Standards, whereas Special Skills and Knowledge are formulated by a field of knowledge with reference to the national qualification framework level.

The stages for determining Graduate Learning Outcomes (CPL) must refer to the IQF qualification level, particularly those related to elements of special skills (work ability) and mastery of knowledge, and refer to the SNPT relating to general attitudes and skills formulation, according to the Team for the Preparation of the Higher Education Curriculum Development Guidebook in Era 4.0. (Penyusun, no date c) The formulation in the KKNI and SNPT is a bare minimum. College graduates can benefit from study programs that contribute to the development of abilities.

The Presidential Regulation (Penyusun, 2012) explains qualification is the mastery of learning outcomes that indicate their IQF position. Graduates of the Learning Outcomes Study

program are a formulation of learning objectives that must be achieved and must be owned by all graduates, as well as a statement of the quality of graduates.

Learning Objectives Graduates of the study program are the abilities that each graduate of the study program possesses, which are an internalization of attitude, mastery of knowledge, and skills in accordance with the level of study program obtained through the learning process.

According STPN (Penyusunan Capaian Pembelajaran Mata Kuliah, 2018) learning Objectives Graduates assigned to courses are the learning outcomes of study program graduates who are used to establish or develop a course that includes aspects of attitude, general skills, specific skills, and knowledge.

The intended learning outcomes are that each course presented contains the formulation of learning outcomes that have been stipulated by the Minister of Education and Culture Regulation Number 3 of 2020 and the President of the Republic of Indonesia Regulation Number 8 of 2012 (Penyusun, 2020) concerning the implementation of the IQF, namely in the areas of: (a) Attitude, (b) Knowledge, (c) General Skills, and (d) Specific Skills.

Formulation of Graduate Learning Achievements that have been determined in the study program, which is a formulation of learning objectives to be achieved that all graduates must possess, and as a statement of graduate quality. As a result, the High School of Theology & Christian High School are required to incorporate it into the curriculum design of their respective study programs.

The existence of learning achievement formulations demonstrates that the Learning Outcomes have been implemented. The Formulation of Learning Outcomes, which includes: Correct and cultured behavior as a result of internalization and actualization of values and norms that are reflected in spiritual and social life through the learning process, student experience, research, or community service related to learning is referred to as the field of attitude.

Attitudes and values are the characteristics and values that define the Indonesian nation and state. Whether structured or not, these attitudes and values are internalized during the learning process.

Work ability is the ultimate form of transforming each individual learner's potential into applicable and useful competencies or abilities. Mastery of knowledge: is information that has been processed and organized in order to gain understanding, knowledge, and experience in order to be able. Authority and responsibility are attitudes that result from a learner who already has the ability and supporting knowledge to play an appropriate and ethical role in society.

Determination of Study Materials

One or more branches of knowledge and their branches of knowledge, or a group of knowledge that has been integrated into a new knowledge, which is then agreed upon by similar study program forums, can be used as study material. by study program. A study material is a structure of science, technology, or art, or an object to be studied, that demonstrates the characteristics of a specific branch of science, or, in other words, demonstrates the study or scientific core of a study program.(Bahan Kajian, no date)

Knowledge or fields of study that will be developed, knowledge that is very potential or needed by the community in the future, can also be considered study material. Certain branches of science, or the study or scientific core of a study program, are indicated. Knowledge or fields of study that will be developed, knowledge that is very potential or needed by the community in the future, can also be considered study material.

The study material is a study material that is used for courses that characterize study programs, according to the Compiler of the Higher Education Curriculum at Muhammadiyah University, Yogyakarta (Penyusun, no date b), this is a study material with the distinct feature of providing the study program's characteristics that distinguish the study program from the same study program at other universities. Different study programs will present various study materials.

The Higher Education Curriculum Development Team believes that study material can be added to specific fields or branches of knowledge needed to anticipate future knowledge development, or chosen based on an analysis of the needs of the world of work or professions that graduates will pursue. Each study program's study material can adapt to the changing situation. This is accomplished by reviewing the required study material, and it has a significant impact on the future of graduates.

The provision of study material in the High School of Theology & Christian High School is the grouping of branches of knowledge in specific fields of study. The contents of this study material serve as a resource for study programs in developing semester learning plans.

To ensure their linkages, the formation of courses based on the selected study material can begin by creating a matrix between the formulation of learning outcomes in the fields of attitudes, general skills, specific skills, and knowledge with study materials. According to the writing team for the UIN Alauddin Makassar curriculum development guidebook (Penyusun, no date d), mapping study materials is mapping learning outcomes by subject matter. This study material can take the form of one or more branches of knowledge and their branches of knowledge, or a group of knowledge that has been integrated into a new knowledge that has been agreed upon as a feature of the study program's field of science by similar study program forums. The study program must include scientific field groups/laboratories in the process of determining study materials. To ensure linkages, the formation of a course based on the selected study material can be general skills, specific skills, and knowledge with study material.

Meanwhile, the Competency-Based Curriculum Development Team (Penyusun, 2012) explains that the study material is a building of science, technology, or art, the object being studied, which shows the characteristics of a particular branch of science, or in other words, shows the field of study or the scientific core of a study program. Study material can also be knowledge/fields of study that will be developed, knowledge that is very potential or needed by the community in the future. The scientific vision of the study program in question, which can usually be taken from the study program development program (for example, the study program research tree), has a strong influence on the selection of study material.

The provision of study material in the High School of Theology & Christian High School is the grouping of branches of knowledge in specific fields of study. The contents of this study material serve as a resource for study programs in developing semester learning plans.

Grouping branches of knowledge or clusters of knowledge into subject achievement areas, namely attitudes, knowledge, general skills, and specific skills. These field groups' existence is then linked to semester learning achievements and the number of credits (semester credit units).

Course Forming

According to the curriculum development team (Penyusun, no date b), there are several factors to consider when developing courses, including: The course naming pattern can be accomplished by grouping equivalent study materials and then naming the groups of study materials: The course names have been changed to reflect the prevalence of similar study programs. This is because the formulation of Graduate Learning Outcomes in study programs is similar.

The establishment of new courses is based on a number of Graduate Learning Outcomes points that have been assigned to them. The mechanism for creating new courses can be aided by the use of matrices (Sieck et al., 2021). The link map of study materials and graduate learning outcomes is used for course formation analysis at the same time. This can be accomplished by examining the closeness or relationship of the study materials as well as the possibility of the effectiveness of graduate learning outcomes if multiple study materials are studied in a single course.

When study material groups or similar study programs form courses, it means that the study programs are in the same scientific family. Because courses are just packages of a series of study materials chosen by a study program, course formation must be flexible so that one study program can have a very different number and type of courses.

Courses are formed as a media for study material, or in other words, courses are created as a result of the existence of study material that must be studied by students and delivered by a lecturer. Following course formation becomes an important element that becomes the smallest unit of learning transactions (credit units, or modules) of students served by educational units to measure their achievement.

Determining the depth, detail, breadth, and level of mastery of study material must include at least knowledge or scholarship that must be mastered from the description of the study program's learning outcomes that are at the level of the Indonesian National Qualifications Framework and have been agreed upon by similar study program forums.

Courses can be formed along with an estimate of the amount of load or time allocation (credits) by analyzing the relationship between the graduate competency formulation and the study material. The connection between competence and study material becomes clearer, implying that no study material is unrelated to the learning outcomes to be attained. Using this matrix, you can determine the origin of the course as well as the number of credits.

Course formation can be pursued by analyzing the proximity of study materials and the possibility of effectiveness of graduate learning outcomes and study materials studied in a single course, as well as by employing appropriate learning strategies or approaches.

According to Higher Education Curriculum Compilation Team in the Muhammad University of Yogyakarta (Penyusun, no date b), the formation of a course to combine several study materials into a course can be done through several considerations, namely: (a) there is a close relationship between study materials, which if studied in an integrated manner is expected to produce better results; (b) there is consideration of the scientific context, which means that students will master a scientific meaning in a specific context; and (c) the existence of appropriate learning methods that make competency achievement more effective and efficient and have a positive impact on students when a study material is studied in a comprehensive and integrated manner.

As a result of the flexibility in course formation, study programs can have a wide range of course numbers and types.

Course Grouping

Course grouping is very important in higher education to make it easier to understand and to make the academic part easier. According to the curriculum guidebook (Penyusun, 2019a), course grouping refers to the elements of main competencies, supporting competencies, and other competencies. Course classification is used to aid academic governance.

Course grouping is an important aspect of the academic field in higher education. It is critical to understand that when classifying courses, several factors must be considered. According to the

curriculum development guidebook (Penyusun, 2019a), course grouping is done based on the study theme and the same characteristics of the learning outcomes and learning outcomes (LO) of each study program. The course grouping considers the principles of the Indonesian National Competency Framework (KKNI), which include general competencies, main competencies, special competencies, and other competencies based on learning outcomes compiled by each study program.

In accordance with the mandate of Law Number 12 of 2012, the course grouping includes general compulsory courses such as religious education, civics education, Indonesian language, and English. Meanwhile, each study program concerned develops groups of main competency courses based on the characteristics of learning outcomes graduates of the study program and in accordance with the study program's vision and mission.

The groups of special courses that characterize the distinctiveness developed by each study program are in accordance with the characteristics of study program graduates proclaimed in vision and mission of the Theological High School and Christian High School. Each study program develops groups of supporting competency courses based on the study program's unique characteristics in comparison to other similar study programs.

Determination of Course Structure

The concept of organizing in the learning system and organizing the learning load in the learning system is also applied in the curriculum structure. The curriculum structure is the arrangement of all courses into semester programs from semester one to semester six. According to the curriculum development guidebook (Penyusun, 2019a) the following must be considered during the stages of determining the curriculum structure in the form of a matrix organization of courses per semester: 1) The planned course learning stages in order to meet graduate learning outcomes; 2) The accuracy of course location as it relates to ability level alignment and integration between courses, both vertically and horizontally; 3) A typical student study load is 8-10 hours per day, 7 days per week, which equates to 17-21 credits per semester. 4) The study program determines the drafting process, which involves all study program lecturers.

The organization of courses in the curriculum structure must be done carefully and methodically to ensure that student learning stages are appropriate and that learning is done efficiently and effectively in order to achieve study program learning outcomes. The curriculum structure's course organization consists of both horizontal and vertical organization (Dunn & Hazzard, 2019). An organization or map of course linkages is created to show the connections between courses in each semester. The linked lines describe the relationship between the prerequisite courses and the previous semester's courses.

This stage involves grouping courses into semesters. The following factors must be considered when designing the course structure: (1) The concept of planned learning in meeting graduate learning outcomes, (2) The accuracy of course location that is adjusted to the sequence of ability levels and integration between courses, (3) Average student learning load - the average in each semester is 18 to 20 credits, (4) Courses specific to a study program are limited to a maximum of 8 credits, and elective courses range from 9 to 12 credits.

The course structure is determined to ensure the course hierarchy and relationships with scientific fields in the study program. It becomes a reference in the presentation of courses in each semester with the provision of course structure.

Semester Learning Plan

The teaching and learning activity plan is outlined in the form of a semester learning plan (RPS) or other terms, prepared by the lecturer personally or by a team of lecturers based on science or technology study program.

According to the Higher Education Curriculum Development Guidebook team in the Industrial Age 4.0 (Penyusun, no date a) to support Independent Learning-Independent Campus, as follows:

- a) RPS or other terms are learning program documents that are designed to produce graduates with predetermined CPL abilities, so students must be able to carry them out at every stage of learning in related subjects.
- b) RPS or other terms are focused on how to guide students to learn in order for them to have abilities that correspond to the graduates' CPL that are assigned to courses, rather than on the interests of teaching lecturer activities. Student-centered learning (Student Centered Learning, abbreviated as SCL) is designed in RPS.

The lecturer in charge of the course has implemented the Semester Learning Plan by following the principles of the semester's learning plan in the implementation of teaching and learning activities, either personally or as a team.

As for the things that must be done in accordance with curriculum development guidebook (Penyusun, no date c) , by the lecturer in charge of the course in relation to the semester learning plan, they are as follows:

- a) Name of study program: as stated in the Ministry's permit for the opening/establishment/operational/accreditation of the study program.
- b) Names and codes, semesters, credits of courses/modules must be consistent with the established curriculum design.
- c) The name of the guest lecturer. If learning is done by a teaching team or parallel classes, this position can be filled by more than one person.
- d) CPL that is assigned to courses and written in CPMK CPL is a set of graduate learning achievements that are assigned to related courses and consist of attitudes, general skills, specific skills, and knowledge. Graduate learning outcomes formulated in curriculum documents can be assigned to multiple courses, so that the CPL assigned to a course is part of an effort to provide capabilities that lead to fulfilling the study program CPL. Some of the CPL points assessed against MK. The learning outcomes of the Course (CPMK) are a re-formulation with the same meaning but more specific to MK.
- e) Group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning methods that can effectively facilitate the fulfillment of graduate learning outcomes are examples of effective learning methods. In the form of learning, the provisions of the estimation of student study time are bound by the weight of the credits. One credit equals 170 minutes of study time.
- f) Credits and their equivalents are calculated. According to Permendikbud Number 3 of 2020, credits are defined as the amount of time charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of student efforts in participating in curricular activities in a study program.

CONCLUSION

Higher education is a government-sponsored educational institution. Universities were established to help everyone learn well. Another goal of establishing higher education institutions is to produce graduates who are capable of meeting society's needs.

Implementing the curriculum in teaching and learning activities entails putting into action and practicing what has been planned, which includes determining graduate profiles, graduate learning outcomes, study materials, course formation, course grouping, course structure, and semester learning plans at the High School of Theology & Christian High School.

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