



Innovation of Student Talent Program at MTs Negeri 1 Langkat

Sindi Pertamasari^{1*}, Nur Aini², Rosalinda³, Intan Amalia⁴, Rika Anggraini⁵, Sartika Hutasuhut⁶

¹⁻⁶Institut Jam'iyah Mahmudiyah, Langkat, Indonesia

Email: sindipermata7060@gmail.com¹, nuraini345673@gmail.com², rosalinda172723@gmail.com³, intan9283829@gmail.com⁴, rikaanggraini155@gmail.com⁵

*Corresponding Author: sindipermata7060@gmail.com

Abstract. The development of students' potential, interests, and talents is an important part of realizing a holistic and adaptive education to the needs of the times. MTsN 1 Langkat as one of the leading state madrasahs in North Sumatra has developed various innovative programs in the extracurricular field as a form of implementation of student talent development. This research aims to explore the forms of talent program innovation implemented, the implementation mechanism, as well as the outputs, outcomes, and impacts caused on student development. The research uses a descriptive qualitative approach with data collection techniques through in-depth interviews, observations, and documentation. The results of the study show that the talent program managed by OSIM and guided by competent teachers covers the fields of art, sports, religion, language, and academic olympics. This program has a positive impact on improving student discipline, confidence, and achievement, as well as strengthening the image of madrasah in the eyes of the public. However, weaknesses were found in the evaluation system that still focused on quantitative indicators, so it is necessary to develop an instrument that is able to measure qualitative aspects comprehensively. This study recommends the importance of character-based evaluation and potential in the sustainability of madrasah talent programs.

Keywords: Extracurricular, Innovation, MtsN 1 Langkat, Students, Talent Program.

1. INTRODUCTION

Education is a process that not only focuses on academic achievement, but also includes the development of the potential, interests, and talents of each student. In the era of education in the 21st century, the demand for character development, creativity, and critical thinking skills is increasing (Ministry of Education and Culture, 2022). Education is no longer solely oriented to the cognitive aspect, but must be holistic and adaptive to the needs of diverse students. Therefore, educational institutions are required to be able to provide a space that encourages students to develop their unique potential (Ministry of Education and Culture, 2023).

The development of students' talents is an important part of efforts to form a generation that is competent, confident, and ready to compete in the future. Each individual has certain tendencies and peculiarities that need to be explored through the right educational approach. The theory of multiple intelligences put forward by Howard Gardner remains relevant and is the cornerstone of many differential educational models, which emphasize that a person's intelligence is not only limited to logical-mathematical and linguistic aspects, but also includes musical, kinesthetic, interpersonal, intrapersonal, and other aspects (Gardner, 2021). Therefore,

a well-designed talent development program plays a very important role in accommodating this diversity of potential (Elviya, 2023).

Madrasah as an educational institution with Islamic characteristics has a strategic role in creating a holistic student development system, touching on academic, spiritual, and skill aspects. Madrasahs in Indonesia not only function as religious learning institutions, but also as centers for character development and student potential based on Islamic and national values (Ministry of Religion of the Republic of Indonesia, 2022). In this context, innovation is an important key so that madrasah programs remain relevant and adaptive to the changing times. Educational innovation in madrasahs does not only mean the use of digital technology, but also includes updating learning strategies, strengthening literacy culture, and developing programs based on students' interests and talents (Husain, 2025). So that madrasahs are required to continue to transform through institutional strengthening and coaching programs that support the success of student learning as a whole (Ministry of Religion of the Republic of Indonesia, 2021).

MTs Negeri 1 Langkat as one of the leading state madrasahs in North Sumatra has shown concern for the development of students' talents through various innovative programs. This is in line with the Ministry of Religion's policy that encourages madrasahs to become centers for the development of students' potential as a whole, both in academic and non-academic aspects (Ministry of Religion of the Republic of Indonesia, 2022). The talent development programs at MTs Negeri 1 Langkat are designed not only to improve student achievement, but also to shape their character and independence according to their respective potential. Innovation in talent programs is an important strategy in creating madrasahs that are adaptive and responsive to the dynamics of the times and the needs of students holistically. In line with this, this study aims to explore and analyze more deeply the implementation of talent program innovations at MTs Negeri 1 Langkat. The focus of the research is directed to three main aspects, namely: (1) how the form and output of the talent program that has been implemented; (2) what are the outcomes or medium-term results of the implementation of the program's innovations; and (3) how the impact is on the development of students, both in terms of skills, character, and non-academic achievements.

Pendidikan merupakan proses yang tidak hanya berfokus pada pencapaian akademik semata, tetapi juga mencakup pengembangan potensi, minat, dan bakat setiap peserta didik. Dalam era pendidikan abad ke-21, tuntutan terhadap pengembangan karakter, kreativitas, dan kemampuan berpikir kritis semakin meningkat (Kemendikbudristek, 2022). Pendidikan tidak lagi berorientasi tunggal pada aspek kognitif, melainkan harus bersifat holistik dan adaptif

terhadap kebutuhan peserta didik yang beragam. Oleh karena itu, lembaga pendidikan dituntut untuk mampu menyediakan ruang yang mendorong siswa mengembangkan potensi unik yang dimilikinya (Kemdikbudristek, 2023).

Pengembangan bakat peserta didik menjadi bagian penting dalam upaya membentuk generasi yang kompeten, percaya diri, dan siap bersaing di masa depan. Setiap individu memiliki kecenderungan dan keistimewaan tertentu yang perlu digali melalui pendekatan pendidikan yang tepat. Teori kecerdasan majemuk yang dikemukakan oleh Howard Gardner tetap relevan dan menjadi landasan banyak model pendidikan diferensiatif, yang menekankan bahwa kecerdasan seseorang tidak hanya terbatas pada aspek logika-matematis dan linguistik, tetapi juga mencakup aspek musikal, kinestetik, interpersonal, intrapersonal, dan lainnya (Gardner, 2021). Maka dari itu, program pengembangan bakat yang dirancang dengan baik sangat berperan dalam mewadahi keberagaman potensi tersebut (Elviya, 2023).

Madrasah sebagai lembaga pendidikan berciri khas Islam memiliki peran strategis dalam menciptakan sistem pembinaan peserta didik yang holistik, menyentuh aspek akademik, spiritual, dan keterampilan. Madrasah di Indonesia tidak hanya berfungsi sebagai institusi pembelajaran agama, tetapi juga sebagai pusat pengembangan karakter dan potensi siswa yang berlandaskan nilai-nilai keislaman dan kebangsaan (Kemenag RI, 2022). Dalam konteks ini, inovasi menjadi kunci penting agar program-program madrasah tetap relevan dan adaptif terhadap perubahan zaman. Inovasi pendidikan di madrasah tidak hanya berarti penggunaan teknologi digital, tetapi juga mencakup pembaruan strategi pembelajaran, penguatan budaya literasi, serta pengembangan program berbasis minat dan bakat siswa (Husain, 2025). Sehingga madrasah dituntut untuk terus bertransformasi melalui penguatan kelembagaan dan program pembinaan yang mendukung keberhasilan belajar siswa secara menyeluruh (Kemenag RI, 2021).

MTs Negeri 1 Langkat sebagai salah satu madrasah negeri unggulan di Sumatera Utara telah menunjukkan kepedulian terhadap pengembangan bakat peserta didik melalui berbagai program inovatif. Hal ini selaras dengan kebijakan Kementerian Agama yang mendorong madrasah untuk menjadi pusat pengembangan potensi siswa secara menyeluruh, baik dalam aspek akademik maupun non-akademik (Kemenag RI, 2022). Program-program pengembangan bakat di MTs Negeri 1 Langkat dirancang tidak hanya untuk meningkatkan prestasi siswa, tetapi juga untuk membentuk karakter dan kemandirian mereka sesuai dengan potensi masing-masing. Inovasi dalam program bakat menjadi strategi penting dalam menciptakan madrasah yang adaptif dan responsif terhadap dinamika zaman serta kebutuhan peserta didik secara holistik. Sejalan dengan hal tersebut, penelitian ini bertujuan untuk

menggali dan menganalisis lebih dalam mengenai pelaksanaan inovasi program bakat di MTs Negeri 1 Langkat. Fokus penelitian diarahkan pada tiga aspek utama, yaitu: (1) bagaimana bentuk dan hasil (output) dari program bakat yang telah dijalankan; (2) bagaimana outcome atau hasil jangka menengah dari implementasi inovasi program tersebut; serta (3) bagaimana dampak yang ditimbulkan terhadap perkembangan peserta didik, baik dari sisi keterampilan, karakter, maupun prestasi non-akademik.

2. METHOD

This research uses a descriptive qualitative approach, with the aim of comprehensively describing the form of innovation in the student talent program at MTsN 1 Langkat and its impact on the development of students' potential and character. This approach was chosen because it is in accordance with the main purpose of the research, which is to understand the real practices and meanings contained in the implementation of the program in a contextual manner in the madrasah environment.

The research was conducted as a single case study at MTsN 1 Langkat, North Sumatra, which is one of the leading state madrasahs and is known to have extracurricular programs based on students' interests and talents. This research focuses on how talent program innovations are designed, implemented, and contribute to students and madrasahs in general.

The data in this study was collected from two main sources, namely primary data and secondary data. Primary data was obtained through in-depth interviews with OSIM coaches, extracurricular supervisors, and students. The interview aims to explore their understanding of the implementation of talent programs, the forms of innovation applied, and perceptions of outcomes and impacts. Secondary data was obtained from official madrasah documents such as the OSIM program structure, extracurricular lists, activity reports, award certificates, and documentation of activities related to talent programs.

The data collection techniques in this study include three main methods, namely in-depth interviews, observations, and documentation studies. In-depth interviews were conducted to explore the views of the parties directly involved in the management and implementation of talent programs at MTsN 1 Langkat. Observation is carried out directly during extracurricular activities to obtain factual data about the coaching process and the level of student participation in these activities. Meanwhile, the documentation study was used to complement and verify the findings obtained from interviews and observations, through analysis of official madrasah documents such as activity reports, extracurricular lists, and visual documentation. All data obtained were analyzed using the qualitative analysis technique

of the interactive model according to Miles and Huberman, which consisted of three stages, namely: (1) data reduction, namely the process of selection and simplification of information according to the focus of the research; (2) data presentation, namely the organization of information in the form of a systematic descriptive narrative; and (3) drawing conclusions and verification, namely the stages of data interpretation to find the meaning and patterns of the results of field findings.

To maintain the validity of the data, this study uses a triangulation technique, which is by comparing and confirming data from various sources (teachers, students, documents), as well as techniques (interviews, observations, documentation). This validation is important so that the research results truly represent the reality in the field and can be scientifically accounted for.

Method

This study uses a descriptive qualitative approach, with the aim of comprehensively describing the form of innovation in the student talent program at MTsN 1 Langkat and its impact on the development of students' potential and character. This approach was chosen because it is in accordance with the main purpose of the research, which is to understand the practice and real meaning contained in the implementation of the program in a contextual manner in the madrasah environment.

The research was conducted as a single case study at MTsN 1 Langkat, North Sumatra, which is one of the leading state madrasahs and is known to have extracurricular programs based on students' interests and talents. This research focuses on how talent program innovations are designed, implemented, and contribute to students and madrasahs in general.

The data in this study was collected from two main sources, namely primary data and secondary data. Primary data was obtained through in-depth interviews with OSIM supervisors, extracurricular supervisors, and students. The interviews aim to explore their understanding of talent program implementation, the forms of innovation applied, and perceptions of outcomes and impacts. Secondary data is obtained from official madrasah documents such as the OSIM program structure, extracurricular lists, activity reports, award certificates, and documentation of activities related to talent programs.

The data collection techniques in this study include three main methods, namely in-depth interviews, observations, and documentation studies. In-depth interviews were conducted to explore the views of parties directly involved in the management and implementation of talent programs at MTsN 1 Langkat. Observations are carried out directly

during extracurricular activities to obtain factual data about the coaching process and the level of student participation in these activities. Meanwhile, the documentation study was used to complement and verify the findings obtained from interviews and observations, through the analysis of official madrasah documents such as activity reports, extracurricular lists, and visual documentation. All data obtained were analyzed using the interactive model qualitative analysis technique according to Miles and Huberman, which consisted of three stages, namely: (1) data reduction, namely the process of selecting and simplifying information according to the focus of the research; (2) data presentation, namely the organization of information in the form of a systematic descriptive narrative; and (3) draw conclusions and verification, namely the stages of data interpretation to find out the meaning and patterns of field findings.

To maintain the validity of the data, this study uses a triangulation technique, which is by comparing and confirming data from various sources (teachers, students, documents), as well as techniques (interviews, observations, documentation). This validation is important so that the research results truly represent the reality in the field and can be scientifically accounted for

Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan tujuan untuk menggambarkan secara menyeluruh bentuk inovasi program bakat peserta didik di MTsN 1 Langkat serta dampaknya terhadap pengembangan potensi dan karakter siswa. Pendekatan ini dipilih karena sesuai dengan tujuan utama penelitian, yakni memahami praktik nyata dan makna yang terkandung dalam pelaksanaan program secara kontekstual di lingkungan madrasah.

Penelitian dilakukan sebagai studi kasus tunggal di MTsN 1 Langkat, Sumatera Utara, yang merupakan salah satu madrasah negeri unggulan dan dikenal memiliki program ekstrakurikuler yang berbasis minat dan bakat siswa. Penelitian ini fokus pada bagaimana inovasi program bakat dirancang, dilaksanakan, serta kontribusinya terhadap siswa dan madrasah secara umum.

Data dalam penelitian ini dikumpulkan dari dua sumber utama, yaitu data primer dan data sekunder. Data primer diperoleh melalui wawancara mendalam dengan pembina OSIM, guru pembimbing ekstrakurikuler, dan peserta didik. Wawancara bertujuan untuk menggali pemahaman mereka mengenai pelaksanaan program bakat, bentuk inovasi yang diterapkan, serta persepsi terhadap outcome dan dampaknya. Data sekunder diperoleh dari dokumen-dokumen resmi madrasah seperti struktur program OSIM, daftar ekstrakurikuler, laporan kegiatan, piagam penghargaan, serta dokumentasi kegiatan yang terkait dengan program bakat.

Teknik pengumpulan data dalam penelitian ini meliputi tiga metode utama, yaitu wawancara mendalam, observasi, dan studi dokumentasi. Wawancara mendalam dilakukan untuk mengeksplorasi pandangan para pihak yang terlibat secara langsung dalam pengelolaan dan pelaksanaan program bakat di MTsN 1 Langkat. Observasi dilaksanakan secara langsung saat kegiatan ekstrakurikuler berlangsung guna memperoleh data faktual mengenai proses pembinaan serta tingkat partisipasi siswa dalam kegiatan tersebut. Sementara itu, studi dokumentasi digunakan untuk melengkapi dan memverifikasi temuan yang diperoleh dari wawancara dan observasi, melalui analisis terhadap dokumen resmi madrasah seperti laporan kegiatan, daftar ekstrakurikuler, dan dokumentasi visual. Seluruh data yang diperoleh dianalisis menggunakan teknik analisis kualitatif model interaktif menurut Miles dan Huberman, yang terdiri dari tiga tahapan, yaitu: (1) reduksi data, yakni proses seleksi dan penyederhanaan informasi sesuai fokus penelitian; (2) penyajian data, yaitu pengorganisasian informasi dalam bentuk narasi deskriptif yang sistematis; dan (3) penarikan kesimpulan serta verifikasi, yaitu tahapan interpretasi data untuk menemukan makna serta pola dari hasil temuan lapangan.

Untuk menjaga keabsahan data, penelitian ini menggunakan teknik triangulasi, yaitu dengan membandingkan dan mengonfirmasi data dari berbagai sumber (guru, siswa, dokumen), serta teknik (wawancara, observasi, dokumentasi). Validasi ini penting agar hasil penelitian benar-benar merepresentasikan realitas di lapangan dan dapat dipertanggungjawabkan secara ilmiah.

3. RESULT AND DISCUSSION

Student Talent Program Innovation

Based on an interview with Mr. Rilwan Hadinata, M.Pd., as the supervisor of OSIM MTsN 1 Langkat, it was found that the student talent development program in this madrasah was developed through diverse and innovative extracurricular activities. Extracurricular activities are managed directly by OSIM by involving coaching teachers who are competent in their fields.

"Extracurricular activities at MTsN 1 Langkat are not only an additional activity, but part of our strategy to develop students' potential, according to their interests and talents." *(Interview, July 8, 2025)*

A statement from Mr. Rilwan Hadinata, M.Pd. showed that the implementation of extracurricular activities at MTsN 1 Langkat is not ceremonial or formal, but is an important part of the madrasah education strategy based on the potential of students. This is in line with

the direction of national education policies that emphasize the importance of strengthening character, independence, and 21st-century skill development in the context of Islamic and general education (Kemendikbudristek, 2022; Ministry of Religion of the Republic of Indonesia, 2023).

OSIM's direct involvement as a program implementer and quality teacher coaching shows institutional cooperation in creating an engaged and inclusive learning environment and encouraging students to actualize themselves. UNESCO (2021) states that schools or madrassas that succeed in developing students' potential usually have a participatory structure and space for students to express their identity and uniqueness. In addition, as outlined in the OECD Learning Compass 2030, this approach is in line with the idea of student agency, which prioritizes student participation in the educational process (OECD, 2020).

The types of extracurriculars available reflect the diversity of students' interests. In the field of art and culture, there are activities such as humming, dancing, poetry, and rhyme. In the field of sports and martial arts, there is futsal and pencak silat. In the religious field, there are readings, da'wah, and Islamic studies. In the academic field, there are the Science, Social Sciences, and Mathematics Olympiads, as well as the English and Arabic Clubs for the language field. The program is based on mapping students' interests and potentials at the beginning of the school year. The school encourages every student to be actively involved according to their personal tendencies.

Talent Program Results

This program provides significant results in character formation and improvement of student achievement. According to the results of the interview:

"We see students becoming more disciplined, confident, and proud of their madrasas. They are motivated to show their best abilities, not just academically."
(*Interview, Rilwan Hadinata, July 8, 2025*)

Some of the results achieved:

- 1) Increase student participation in arts/cultural competitions and festivals.
- 2) The realization of a sense of belonging to a madrasah is shown through the active involvement of students in OSIM and extracurricular activities.
- 3) The madrasah received the title as one of the best MTs in North Sumatra.
- 4) The increase in the number of registrants every year is a form of public trust in the quality of education at MTsN 1 Langkat.

The statement from Mr. Rilwan Hadinata, M.Pd. strengthened the view that the talent development program at MTsN 1 Langkat has provided results that are not only academic, but also touch aspects of student character and identity. Discipline, confidence, and pride in madrasah institutions are important indicators of the success of holistic education. This shows that students are not only objects of learning but also active subjects in their own development by directly participating in various school activities.

The high participation of students in competitions, active involvement in OSIM and extracurriculars, and the increasing image of madrasas in the eyes of the public are forms of success that are in line with the concept of *student involvement* and *school* connectedness. According to UNESCO research (2021), student involvement in meaningful school activities significantly increases a sense of belonging and motivation to learn. The same thing is also emphasized by the OECD (2020), that when students are given space to channel their interests and talents, intrinsic motivation will grow which has an impact on improving achievement and character.

Furthermore, the results in the form of an increase in the number of registrants and recognition as superior madrasas show that there is public trust in the quality of education based on values and potential. In the context of madrasah education, this shows that talent- and character-based innovations have strengthened the attractiveness and competitiveness of Islamic educational institutions in the midst of the challenges of the modern era (Ministry of Religion of the Republic of Indonesia, 2023).

The Impact of Talent Program Innovation

The impact of this program can be grouped into three, namely;

1) For Students

The program encourages students to be more confident, responsible, and skilled in teamwork. Activities such as da'wah, sound art, and poetry strengthen creative and positive expression of Islam.

2) For Madrasah

Madrasah is increasingly widely known because it often achieves achievements in various non-academic fields. This reputation increases the attractiveness of madrasahs in the eyes of prospective students and parents.

3) For the Community and the Ministry of Religion

The community showed high enthusiasm to send their children to school at MTsN 1 Langkat. Madrasah is also a reference in the implementation of interest- and talent-based student activities by the local Ministry of Religion.

Weaknesses and Challenges

Although the program has a positive impact, there are major weaknesses in the evaluation aspect. Success measurement is still dominant using quantitative indicators. There is no systematic instrument for assessing success in terms of motivation, discipline, and personality development of students.

4. CONCLUSION AND SUGGESTION

Based on the results of qualitative research conducted at MTsN 1 Langkat, it can be concluded that the innovation of the student talent program has been carried out in a targeted and strategic manner through various extracurricular activities that are tailored to the interests and potentials of students. The program not only adds to student activities outside of class hours, but becomes an integral part of character building, skill development, and non-academic achievement enhancement.

Programs such as cultural arts, religion, sports, languages, and academic Olympics show that madrassas strive to provide as wide a space as possible for students to express themselves positively. The results of the implementation of this program can be seen in increasing discipline, confidence, student achievement, and a stronger sense of belonging to the madrasah. In addition, madrassas also have a positive impact in the form of improving the image of institutions and public trust.

However, the study also found that there is no comprehensive evaluation system to measure the impact of the program from qualitative perspectives such as students' attitudes, motivations, and character values. The assessment is still limited to quantitative aspects such as awards and competition achievements.

To improve the implementation and impact of talent development programs at MTsN 1 Langkat, several strategic recommendations can be considered. First, it is important to strengthen qualitative evaluation by developing assessment instruments that systematically measure non-academic aspects such as students' character development, motivation, confidence, and social skills, as these dimensions reflect the holistic success of the program. Second, regular training should be provided for extracurricular supervisor teachers, not only to

enhance their technical skills but also to equip them with the ability to monitor and foster character growth throughout extracurricular activities. Third, collaboration with external partners such as the BKKBN, community health centers (Puskesmas), and arts or science communities should be increased to offer students more real-world, professional experiences aligned with their talents and interests. Lastly, the madrasa is encouraged to document and publish the successes and best practices of its talent programs, which can serve as a reference or model for other madrasas and help strengthen the institution's image both regionally and nationally.

REFERENCES

- Ahmad, A. (2020). Tantangan dan peluang Kurikulum Merdeka dalam pengembangan karakter siswa madrasah. *Jurnal Ilmiah Pendidikan*, 18(3), 233–240.
- Asmani, J. M. (2022). *Kurikulum Merdeka: Konsep, Strategi dan Implementasinya dalam Pembelajaran*. Yogyakarta: Diva Press.
- Elviya, D. D. (2023). Penerapan pembelajaran berdiferensiasi dalam kurikulum merdeka pada pembelajaran Bahasa Indonesia kelas IV sekolah dasar di SDN Lakarsantri I/472 Surabaya. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 11(8).
- Gardner, H. (2021). *Pikiran yang Mensintesis: Memoar dari Pencipta Teori Kecerdasan Ganda*. MIT Press.
- Husain, A. M. (2025). Inovasi Kurikulum di Madrasah: Menjawab Tantangan Pendidikan Islam Abad 21. *AT-TAKILLAH: Jurnal Pendidikan dan Keislaman*, 3(1), 34–42.
- Kemendikbudristek. (2022). *Panduan Operasional Kurikulum Merdeka*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Kemendikbudristek. (2023). *Profil Pelajar Pancasila: Panduan Implementasi dalam Pembelajaran*. Jakarta: Direktorat Jenderal GTK.
- Kementerian Agama RI. (2021). *Profil Madrasah Hebat Bermartabat*. Jakarta: Dirjen Pendidikan Islam.
- Kementerian Agama RI. (2022). *Peta Jalan Transformasi Digital Madrasah 2020–2024*. Jakarta: Direktorat KSKK Madrasah.
- Kementerian Agama RI. (2023). *Madrasah Reform: Strategi Transformasi Madrasah 2020–2024*. Jakarta: Direktorat Jenderal Pendidikan Islam.
- OECD. (2020). *Masa Depan Pendidikan dan Keterampilan 2030: Kompas Pembelajaran OECD*. Paris: Penerbitan OECD.
- Supriyadi, T. (2021). Implementasi kurikulum merdeka pada pembelajaran berbasis proyek di madrasah. *Jurnal Pendidikan Islam*, 10(2), 145–160.

- UNESCO. (2021). *Menata Ulang Masa Depan Kita Bersama: Kontrak Sosial Baru untuk Pendidikan*. Paris: UNESCO.
- Yusuf, M., & Anwar, R. (2023). Digitalisasi Madrasah dan Penguatan Profil Pelajar Pancasila. *Jurnal Teknologi Pendidikan Islam*, 5(2), 88–95.
- Zubaidah, S. (2021). Keterampilan Abad 21: Kebutuhan dalam Pengembangan Kurikulum dan Pembelajaran. *Jurnal Pendidikan Dasar*, 12(1), 1–10.