Program Studi Pendidikan Guru Madrasah Ibtidaiyah
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Raden Fatah Palembang
Indonesia
p-ISSN: 2527-2764
e-ISSN: 2527-4589
JIP (Jurnal Ilmiah PGMI)

Curriculum Organization for Elementary School Mathematics Learning to Optimize The Potential *(Fitrah)* of Learners

Nasywa Hilmi [1*], Andi Prastowo[2]
[1,2] Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

*Correspondence address: 22204082020@student.uin-suka.ac.id

Abstrack

Phobia in learning mathematics is one of the factors that influences the high school dropout rate among elementary school children. Curriculum organization is intended to encourage students in learning to be able to develop according to their interests, talents, potential and natural needs. The aim of this research is to collect and analyze the phenomenon of proper curriculum organization in elementary school mathematics learning to optimize students' potential. The research approach used is qualitative. With field research at Islamic elementary schools in Sleman Regency, Special Region of Yogyakarta. This research shows that the implementation of the mathematics learning curriculum in international Islamic elementary schools aims to integrate Islamic values in learning, focus on developing critical and creative thinking skills, and optimize student potential through subject integration. The positive impacts include a more comprehensive understanding of mathematical concepts and the development of students' natural potential. However, constraints such as limited time and research scope, as well as potential data limitations due to not using quantitative methods, need to be considered for more effective research and implementation in the future.

Keywords: Curriculum organisation, Elementary school, Mathematics learning, Learner potential

Abstrak

Fobia dalam pembelajaran matematika menjadi salah satu faktor yang mempengaruhi tingginya angka putus sekolah pada usia anak sekolah dasar. Pengorganisasian kurikulum dimaksudkan untuk mendorong agar peserta didik dalam pembelajaran mampu berkembang sesuai dengan minat, bakat, potensi dan kebutuhan kodratinya. Tujuan penelitian ini adalah mengumpulkan dan menganalisis fenomena pengorganisasian kurikulum yang tepat, dalam pembelajaran matematika Sekolah Dasar untuk optimalisasi potensi peserta didik. Pendekatan penelitian yang digunakan adalah kualitatif. Dengan field Research di Sekolah dasar Islam di Kabupaten Sleman, Daerah Istimewa Yogyakarta. Penelitian ini menghasilkan bahwa penyelenggaraan kurikulum pembelajaran matematika di sekolah dasar Islam internasional bertujuan untuk mengintegrasikan nilai-nilai Islam dalam pembelajaran, memfokuskan pada pengembangan keterampilan berpikir kritis dan kreatif, serta mengoptimalkan potensi siswa melalui integrasi mata pelajaran. Dampak positifnya meliputi pemahaman konsep matematika yang lebih komprehensif dan pengembangan potensi fitrah siswa. Namun, kendala-kendala seperti keterbatasan waktu dan ruang lingkup penelitian, serta potensi keterbatasan data akibat belum menggunakan metode kuantitatif, perlu diperhatikan untuk penelitian dan penyelenggaraan yang lebih efektif di masa depan.

Kata Kunci: *Organisasi Kurikulum, Pembelajaran Matematika, Potensi peserta didik, Sekolah dasar*

Volume 9, No. 2, December 2023
DOI: https://doi.org/10.19109/jip.v9i1.21175

INTRODUCTION

Learning disabilities manifest when the brain processes and handles information in a non-standard manner, impeding an individual's ability to acquire skills and apply them effectively (Mayo Clinic Staff, 2023). Students have difficulty in understanding mathematical concepts in previous materials (Gafoor & Kurukkan, 2015). Numerous factors contribute to the development of understanding and learning mathematics. However, one of the essential prerequisites for comprehending mathematics is a genuine interest in the subject and the students' eagerness to engage with it. Individuals who have a genuine interest in an endeavor tend to invest significant attention and willingly allocate time and effort to pursue it. Consequently, a student who demonstrates a keen interest in a lesson will undoubtedly exert considerable effort to attain high grades through diligent research (Firdaus, 2019). Explained through the ZPD model which states that development only occurs when students are placed in challenging and appropriate environments (Gardesten & Palmér, 2023). Maths aptitude and achievement in mathematics learning are generally negatively related (Quintero et al., 2022) In promoting learning it is important to recognise and develop each child's strengths by respecting and accommodating mathematics learning disabilities (MLD) in their cognitive differences (M. Silva, H. Hunt, and Welch-Ptak 2023). Students' attitudes towards mathematics become more negative as students get older in school (Kalogeropoulos, Russo, and Roche 2023). Poor maths skills have a major social impact (Ozsoy, Doğan Temur, and Desoete 2022). The dropout rate among primary school children in Indonesia reached 345,716. The data was obtained based on UNESCO statistics released in September 2023 (UNESCO Institute for Statistics 2023). The high dropout rate has a negative impact on the quality of education in Indonesia. Many things can be a factor in primary school age students dropping out of school. One of these factors is students' inability to learn. In a case research, it was revealed that the fear of learning maths and the lack of motivation of students (Karalı, 2022).

Another factor is that the learners have no desire to go to school at all. This is due to maths phobia and pressure among students, characterised by negative perceptions of maths (Kelanang & Zakaria, 2012; Kunwar et al., 2020) There are no concrete figures reported on the prevalence of maths learning difficulties. In contrast, the prevalence of mathematics learning disabilities is estimated to be around five to eight per cent (van Steenbrugge et al., 2010). Primary school-aged children engage in reading, maths, science and written language activities at home. However, most of the time is spent on reading activities. Parents report that involvement and help with academic activities at home is important; however, they are more confident in helping with reading and writing than maths or science (Sonnenschein et al., 2022) This suggests that efforts should be made to develop an overview of curriculum topics in mathematics learning that are perceived as difficult(Panthi & Belbase, 2017). Therefore, for inclusive and quality mathematics learning for all learners, teachers' mathematical knowledge and rationales should be considered (Gardesten & Palmér, 2023).

In the context of education in Indonesia, one of the government's initiatives to attain the desired educational objectives is the modification of educational curriculum policies. The alteration of curriculum involves a comprehensive process that engages all stakeholders. It commences with the acknowledgment that change is a constant aspect within the societal life cycle (Fenty Setiawati, 2022). John Dewey, a philosopher of education, stated that the curriculum must start from the learner and the teacher must build a relationship between the learner and the curriculum (Masykur, 2020). The development of a curriculum should be aimed at optimizing the learning of learners. Additionally, curriculum evaluation should encompass the assessment of learning experiences resulting from the implementation of the curriculum (Coşkun Yaşar & Aslan, 2021). Children around the world are largely dependent on the formal education system to teach them the basic skills of maths and reading. The inability of an education system to do so may indicate the presence of structural constraints (Igarashi & Suryadarma, 2023). The implementation of the present curriculum not only addresses certain issues related to the quality of human resources in Indonesia and longstanding educational challenges but is also designed with the specific purpose of motivating learners to

develop in alignment with their interests, talents, potential, and innate needs. Learners are afforded the liberty to act as active participants and agents of change in the learning process (Sekretariat KSPSTK, 2023).

The curriculum establishes the educational framework that organizes teaching and learning methodologies. Curriculum planning is a crucial element of effective teaching as it lays the groundwork for students' academic journeys (Antara Harve, 2023). The curriculum is a determinant towards the success of an education (T. Lestari, 2021). Through the curriculum, students can adequately prepare themselves and harness their potential. Hence, it is imperative to formulate a curriculum that aligns with the students' characteristics and also take into consideration other learning components, such as curriculum organization.

Curriculum organisation plays an essential role in curriculum development in schools. Inappropriate curriculum organisation in a school can have a negative impact on the quality of education in that school. Theoretical studies of curriculum organisation and development show that curriculum organisation has an important role in determining the content of learning materials, delivery strategies, and the form of experiences presented to learners (Sania Alfaini, Afifah Vinda Prananingrum, Rizqina Elok Hidayati, 2021). Curriculum organisation analysis is closely related to the content standards of the education curriculum which contains the subject matter that will be taught to students at school. There are various types of curriculum organisation, the content of which explores how the form of the field of research should be presented in front of the class which consequently will be followed by actions on how to choose open material and how to present, emit it. The analysis was revealed in the research on curriculum organisation and structure analysis of primary school curriculum (Hasan et al., 2022)

The National Curriculum in England offers learners an introduction to the fundamental knowledge necessary for them to become informed citizens. Its objective is to establish rigor, uphold high standards, and foster consistency in the content taught across schools. (Strickey, 2021). Meanwhile, research on the development process of curriculum organisation in Indonesia aims to analyse curriculum organisation and design. The results showed that a good curriculum organisation should pay attention to several criteria, such as the scope of the material, the order, and the placement of the material (Sugiana, 2018). While the same research was also conducted with differences in the discussion. This research discusses the importance of curriculum organisation in improving the quality of education in Indonesia. The results showed that effective curriculum organisation must pay attention to several elements, such as concepts, generalisations, skills, and values.

Gaining an understanding of the context of curriculum development can be beneficial for educators aspiring to have a greater impact on the formulation of educational policies and practices. This research examines the key stakeholders responsible for approving curricula in public schools in the United States, as well as the significance of curriculum development in enhancing teaching and learning (William & Mary, 2023). In the simplest terms, 'curriculum' is a description of what, why, how and how well learners should learn in a systematic and mission-critical way (UNESCO, 2022). To ensure inclusive mathematics education for all, this paper presents key elements for designing a framework for ongoing educational development. These elements promote a space for continuous reflection and the creation of a community of practice for teachers. This community facilitates the exchange of professional knowledge, perspectives, and skills among its diverse members (Castro Miguez, 2021).

Curriculum materials must be able to answer the challenges that occur in the reality of social life and can synergise and be integrated can be reviewed through several scientific disciplines. The depth and breadth of curriculum material needs to be sorted out, this is so that the material can be accepted and studied and examined by students (Masykur, 2019). In this case, it is important for education policy makers to pay attention to the role of the curriculum in helping learners overcome the challenges that occur in the reality of learners' daily social lives and ensure that the curriculum is

Volume 9, No. 2, December 2023
DOI: https://doi.org/10.19109/jip.v9i1.21175

well designed and in accordance with the needs and context of each learner. At present, numerous schools in Indonesia employ both the national curriculum and foreign curricula, often referred to as International Standard Schools (SBI). Educational institutions that adopt both national and international curricula typically integrate these curricula. The introduction of foreign curricula is aimed at enhancing the quality of education in Indonesia. This curriculum, applying logical thinking, helps students to think critically and not rely on memorisation (Chori Miftahul Kosidatul Natus, Ari Anshori, 2023). A comparative analysis research of primary school mathematics education curriculum data highlighted the lack of cross-domain learning in mathematics involving data (Ow-Yeong et al., 2023)

Looking at the literature review above, there is an empty space. Namely, the need for curriculum organisation to optimise the potential (fitrah) of students in mathematics learning. As a form of *novelty* and *gap analysis of* this research with the previous one, on this basis the researcher conducted a further research related to the organisation of the curriculum in mathematics learning carried out in Islamic elementary schools to optimise the potential (fitrah) of students.

RESEARCH METHOD

This research was conducted in a billingual Islamic elementary school with international orientation, in Sleman Regency, Yogyakarta Special Region. The researcher used a qualitative type of research. The research used a type of field research conducted at an Islamic elementary school. Bogdan and Taylor define qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people or observed behaviours (Lexy J. Moleong, 2018) Thus, qualitative research provides an in-depth and contextual understanding of the phenomenon under research (Fadli, 2021).

Sources of data in this descriptive qualitative research are through interviews, observation, and documentation. Primary data sources were obtained through interviews and direct observation in the field. Primary data sources obtained from interviews came from the vice principal for curriculum (P1). This woman who was born in Kulonprogo, Yogyakarta Special Region has teaching experience that has started since she was in college in semester 4 in 2012. It is through these interviews that researchers explore data, information, and information frameworks from research subjects.

Data collection techniques were carried out using three methods, namely, interviews, observation, and documentation. To test the validity of data obtained from sources, researchers obtained other data sources from website literature, reviews of parents of students and documentation.

The interview technique used was a free guided interview, meaning that the questions asked were not fixated on the interview guidelines and could be deepened or developed according to the situation and conditions of the field. Secondary data sources were obtained through documentation and literature studies with several websites and reviews of parents of students. Instrument is a tool when researchers use a method (Arikunto, 2011). The instrument in qualitative research is the researcher himself (human instrument) accompanied by tools such as tape recorders and cameras. In qualitative research, the researcher has a position as a planner, implementer, data collection, analysis, data interpreter and ultimately a reporter of the results of his research (Lexy J. Moleong, 2018).

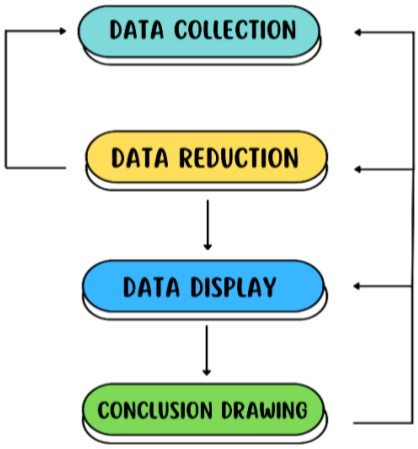

Figure. 1 Data Analysis Procedure

RESULT AND DISCUSSION

Curriculum Organisation Planning

The planning for curriculum organisation in the school is designed by integrating the National Plus curriculum. The curriculum organisation is integrated with the 2013 curriculum and the cambridge curriculum. This was revealed by the vice principal for curriculum (P1) that, "We follow the curriculum implemented by the government, in grade 1 the Merdeka curriculum is applied, in grade 2 and grade 3 the curriculum is Curriculum 2013". The planning of the national plus curriculum in the subject of mathematics is carried out by the preparation of teaching tools for learning mathematics. The school curriculum is designed to prepare students to become community leaders with a strong foundation in Islamic values and teachings as an optimisation of the potential (fitrah) of students as a gift from Allah Subhanahu wa Ta'ala in realising rahmatan lil-alamin.

Correlated Curriculum

The curriculum organisation used based on the subjects is a combined curriculum (Correlated Curriculum). P1 revealed "Currently it is still basic, using combined subjects (Correleted curriculum) there is no separation of subjects (Sparate subjec curiculum). The type of curriculum organisation is the background for the formation of curriculum organisation. P1 said, "The curriculum organisation that is implemented takes into account several factors. These factors include social functions, major areas of living, learners' learning problems, learners' interests and talents, learners' needs, continuity, and integration". These things still pay attention to the characteristics of learning subjects and are guided by Islamic values.

Internalisation of Islamic Values in Learning

This Islamic primary school was established in 2002. The school has three locations in Yogyakarta, Jakarta and Serpong. The private school implements the National Curriculum Plus along with the strengthening of Islamic values and adopts a curriculum with a global perspective. Islamic values are internalised in all aspects of learning. The internalisation of Islamic values includes providing knowledge and understanding, habituation through direct experience, and appreciation of values.

In the process of internalising Islamic values in learning, by paying attention to factors that influence the process, such as policies, teacher abilities, and student conditions. Therefore, the organisation of the curriculum has created a learning environment that supports the development of

Volume 9, No. 2, December 2023
DOI: https://doi.org/10.19109/jip.v9i1.21175

Islamic values and creates students who have good character spiritually and socially. Therefore, the internalisation of Islamic values in learning optimises the potential (fitrah) of students.

Organising the Mathematics Learning Curriculum

Maths lessons are conducted in English with adjustments to learners' backgrounds. P1 said, "The learners' proficiency in English varies, from learners who cannot speak English yet to learners who speak full English from home. So learners have various backgrounds in English". The maths textbooks used are all in English. P1 revealed "Our Maths learning uses a book called My Pals, although the book is from an overseas curriculum we still use the learning flow in Indonesia".

Maths learning is conducted for three meetings per week. Each meeting is 2 lesson hours (JP). One lesson hour is 30 minutes. The English programme is conducted in the form of English class room instruction, English lessons twice a week and once a week with an ESL teacher. Maths, Science and ICT lessons are delivered in English. Twice a week (Tuesday and Thursday) all teachers and learners communicate in English in the school area with the use of I Speak English pins.

The balance between intellectual, social, religious and aesthetic in the curriculum emphasises the four pillars of education. P1 revealed "The school puts forward four pillars, namely globalisation, leadership, Islamic and academic. Most importantly, the four pillars are included in the curriculum as a global citizen with an Islamic learning context". The cultivation of Islam is carried out integrated in intracurricular with the development of learning hours, learning materials and subjects as well as habituation of worship practices and good deeds.

The learning strategies employed within the curriculum are adapted to the students' conditions, taking into consideration the Basic Competencies (KD) and learning objectives (TP). P1 explained, 'Teachers utilize a range of learning strategies that are aligned with the Basic Competencies and Learning Objectives (TP), and in addition, we also assess the students' condition. Children go through phases, and sometimes, at the beginning after a break, students may be lethargic, so we employ teaching methods that can ignite students' enthusiasm. When approaching the end-of-semester assessment (PAS) the method is more serious, for example percentages.

Evaluation of Curriculum Organisation

Curriculum evaluation is a systematic endeavor directed at enhancing both the curriculum in its developmental phase and the curriculum that has already been implemented, with the aim of making it more effective and prepared for the future. One of the school's initiatives in curriculum development is to conduct an annual curriculum evaluation. Curriculum organization plays a pivotal role as a guide in the execution of the learning process. P1 said, "So far we continue to strive and evaluate in achieving the optimisation of the potential (fitrah) of students". The school nurtures learners holistically and integratively, including intellectual and spiritual learning, attitude formation, basic skills development, and interest and talent development, which is realised in every learning process, both intracurricular, co-curricular and extracurricular. Each class of students is accomanied by two teachers so that they can monitor students well.

The organisation of the curriculum in achieving the optimisation of the potential (fitrah) of students has several roles. The role of curriculum organisation includes, providing guidance on the type, scope of material, and sequence of content, as well as the educational process that must be followed by teachers in carrying out learning. Improving the quality of graduates in academic achievement (academic competence). Increased Islamic religious competence through the achievement of indicators of learner behaviour based on the Qur'an and Assunnah (Islamic religious competence). Increasing the competence of learners to be ready to become global players (international insight competence, especially English). Equipping students with leadership competence as a provision to become future leaders (leadership competence). Prepare relevant supporting activities to support the achievement of the four competencies. Thus, the curriculum can help teachers in developing learning plans that are in accordance with the needs and potential of students.

DISCUSSION

Organising the Curriculum

Analysis of the Correlated Curriculum by McNeil highlights the importance of organizing an effective curriculum in the context of mathematics learning in elementary schools. McNeil emphasizes that no single theory of curriculum organization can be considered a perfect solution, but the Correlated Curriculum approach offers an interesting alternative (Coşkun Yaşar & Aslan, 2021). In many field studies, the importance of curriculum organization continues to be emphasized as the key to maximizing students' potential, especially in optimizing their natural potential (Yunaini et al., 2022).

The Correlated Curriculum allows teachers to integrate religious values with mathematics learning, creating a more meaningful and relevant learning experience for students (Mutiara et al., 2021). This provides an opportunity for students to understand mathematical concepts in the context of Islamic values, creating a more holistic and integrated understanding. In addition, this approach allows teachers to present learning material more thoroughly, enriching students' learning experiences, and facilitating deeper understanding of complex mathematical concepts (Fawaidi, 2021).

The results of the research conducted show that the use of the Correlated Curriculum in mathematics learning in elementary schools has a significant positive impact. Students show an increased understanding of more integrated mathematical concepts, as well as the development of better natural potential due to the connection with religious values. This confirms that effective curriculum organization, especially through a correlated approach, plays a key role in achieving more effective and efficient learning goals at the primary school level, while simultaneously optimizing the natural potential of students (Baderiah, 2018).

Factors in curriculum organisation

In organizing the curriculum, there are several factors that must be considered so that the curriculum can be prepared correctly and effectively in achieving educational goals. First, the scope of the curriculum refers to the overall, depth and boundaries of the subject matter that will be presented to students. This is important for determining what should be taught and how deep the student's understanding of the material is. Second, the learning sequence is about delivering learning material to students so that the learning process can run smoothly. This includes the sequence of learning material content and learning experiences that must take into account student development. Third, continuity is the continuity of subject matter from one school level to the next, as well as within the subjects concerned. This continuity is important for building integrated understanding over time. Fourth, the balance between the content of the subject matter to be conveyed to students and the balance of the learning process must also be considered. Time allocation in curriculum organization is critical in achieving this balance (Maulida, 2022).

The research results show that the use of the Correlated Curriculum in mathematics learning in elementary schools provides significant benefits for students in understanding mathematics concepts in a more holistic and integrated manner. This emphasizes the importance of effective curriculum organization, especially with a correlated approach, in optimizing mathematics learning while considering students' natural potential (Sania Alfaini, Afifah Vinda Prananingrum, Rizqina Elok Hidayati, 2021).

Type of Curriculum Organisation

Organizing a curriculum that combines the national curriculum with the 2013 curriculum, with the addition of four pillars of learning (academic, global, Islamic and leadership) and using the Correlated Curriculum, reflects efforts to optimize the potential or nature of students (Prastowo, 2018). This approach refers to the integration of various aspects of learning to create a holistic and

Volume 9, No. 2, December 2023
DOI: https://doi.org/10.19109/jip.v9i1.21175

integrated learning experience. By integrating Islamic values into the learning process, the organization of this curriculum not only emphasizes academic aspects, but also the formation of students' character and morals (Sania Alfaini, Afifah Vinda Prananingrum, Rizqina Elok Hidayati, 2021).

The use of two languages, namely Indonesian and English, as well as the development of programs such as field trips, Islamic holiday celebrations, super camps, and cultural schools, aims to provide a diverse and in-depth learning experience. This helps students to understand and appreciate the diverse cultures and values around them. By focusing on developing 4 pillars of education, such as field trips, Islamic holiday celebrations, super camps, and cultural schools, this curriculum supports holistic student development, covering academic, social and leadership aspects. The Correlated Curriculum concept also emphasizes the importance of the relationship between various fields of knowledge and subjects. This helps students to see the connection between the subject matter studied and everyday life, strengthening their understanding of these concepts (Hasan et al., 2022).

Thus, the organization of this curriculum aims to optimize students' potential by providing a comprehensive, enriching and integrated learning experience, so that they can develop optimally according to their nature and potential.

National Curriculum Development Plus

The development of a national plus curriculum by combining the national curriculum and international curriculum, such as the Cambridge International Examinations (CIE), reflects a very significant effort in optimizing students' potential. By introducing additional subjects and extracurricular activities, the curriculum is geared towards providing a richer learning experience for students. These additional subjects not only serve to expand academic knowledge, but also to foster students' interests and talents in various fields. Meanwhile, extracurricular activities are expected to contribute to the development of students' interpersonal skills, creativity and self-confidence (D. F. Lestari, 2022).

The use of the 2013 curriculum with enrichment of the four pillars of learning (academic, Islamic, global and leadership) shows the school's seriousness in aligning education with the vision, mission and developments of the times. The integration of Islamic values in learning aso reflects attention to the formation of students' character and morals in accordance with religious principles (Jusar et al., 2022).

By developing the curriculum structure, including the addition of lesson hours, teaching materials, and learning activities in two languages (Indonesian and English), this curriculum seeks to provide a diverse and in-depth learning experience. In this way, students can gain a broader understanding and be ready to face global challenges (Sari, 2020).

The development of co-curricular activities such as field trips, Islamic holiday celebrations, super camps, and school culture also supports holistic student development. This involves academic, social and leadership aspects, all of which are an integral part of efforts to optimize students' natural potential. Overall, the organization of this curriculum focuses on providing a comprehensive and integrated learning experience, aimed at ensuring that each student can grow and develop according to his or her potential and nature (Basyaev et al., 2021).

Organisation of the National Curriculum Plus in Mathematics Learning

The use of the Correlated Curriculum in teaching mathematics in elementary schools and the Cambridge Primary Mathematics and Cambridge IGCSE International Mathematics approaches reflect efforts to optimize students' potential (fitrah) in learning mathematics. The Correlated Curriculum allows teachers to combine several subjects into one unit, so that students can understand mathematical concepts more comprehensively and relevant to everyday life. This emphasizes the importance of understanding the relationship between mathematical concepts and real-life contexts (Cambridge Assessment Group, 2020)..

Meanwhile, the Cambridge approach offers a structured framework to support mathematics learning at various age stages (Cambridge Curriculum, 2020).. Cambridge Primary Mathematics and Cambridge IGCSE International Mathematics encourage students to think analytically and develop mathematical skills as key life skills. Additionally, these programs recognize differences in the neuropsychological processes underlying each mathematics skill, which implies the need for different interventions for each student (Black et al., 2010). It emphasizes the importance of inclusive mathematics learning and supports the development of mathematics skills according to individual needs. The syllabus contained in both curricula emphasizes developing students' competence, self-confidence and fluency in using mathematical techniques, as well as conceptual understanding and the ability to apply these techniques in real-life contexts. This is directly related to the theme "Optimizing Students' Potential (Fitrah)" by emphasizing the importance of maximizing students' potential in learning mathematics, both in terms of understanding concepts and application in everyday life (Martin-Requejo et al., 2023).

The influence of curriculum organisation on education quality

The elementary school emphasizes its determination to develop students through four pillars of education: academics, Islam, leadership and globalization. Driven by students' ever-changing developmental needs, they strive to create a learning environment that resembles a second home, a place where students can grow, develop and learn comfortably. In this warm and friendly environment, basic learning such as reading, writing and arithmetic is guided by cheerful, creative and innovative educators. They act as mentors who are ready to accompany students through their golden years with enthusiasm (Turohmah & Hanif, 2024).

The role of the curriculum is very important in achieving school goals in optimizing the potential of students. Curriculum organization provides direction regarding the type of material, scope and sequence of learning that teachers must follow. This helps improve the quality of graduates in academic achievement, strengthens Islamic religious competence, and prepares students to be ready to become global players. The school not only focuses on academic aspects, but also on developing students' character and independence. They instill basic values such as honesty, responsibility, and effective communication. This aims to form individuals who are virtuous, have independence, and are ready to become leaders in the future (Anwar, 2012).

One example of implementing the globalization pillar is the program to use the "I Speak English" pin every Tuesday and Thursday. This is a symbol for all school members to communicate in English, building a learning environment that supports the development of global language skills. With all these efforts, the school creates a learning environment that allows each student to grow and develop according to his or her potential and nature. Through a holistic approach, the school helps students to optimize their abilities and prepare to face the challenges of an increasingly complex world (Ponorogo, 2018).

CONCLUSION

The curriculum organization for mathematics education in international Islamic primary schools utilizes a correlated curriculum. The implementation of this correlated curriculum in educational patterns maximizes students' potential, enabling them to become individuals who perceive themselves as valuable, meaningful, and content global citizens within the context of Islamic learning. The correlated curriculum facilitates a more comprehensive and integrated understanding of mathematical concepts, harmonizing them with Islamic values. Moreover, it fosters the development of critical and creative thinking skills in primary school mathematics education. This approach serves as an alternative for teachers to integrate multiple subjects into a unified unit, thereby optimizing the learners' potential (fitrah).

Volume 9, No. 2, December 2023
DOI: https://doi.org/10.19109/jip.v9i1.21175

This research was conducted within a constrained timeframe, which could have potentially impacted the thoroughness and scope of the research. Additionally, this research exclusively focused on a single site or location. Future research endeavors could be expanded to involve various and multiple locations. Furthermore, future research could explore the utilization of quantitative methods, which could yield more precise and quantifiable data. Such data could be employed to assess the interactions and relationships between two or more variables.

REFERENCES

Antara Harve. (2023). The Importance of Curriculum Planning for Effective Learning. *Hurix*.

Anwar, Z. (2012). Pelaksanaan Pembelajaran Matematika Di Sekolah Dasar. *Jurnal Penelitian Ilmu Pendidikan UNY*, *5*(2), 124669. https://journal.uny.ac.id/index.php/jpip/article/view/4747/4106

Arikunto, S. (2011). *Prosedur Penelitian* (Edisi Revi). Rineka Cipta.

Baderiah. (2018). Buku Ajar Pengembangan Kurikulum. In *Lembaga Penerbit Kampus IAIN Palopo*.

Basyaev, M. H., Diens, N. A. A., & Suwandi, M. F. K. (2021). Implementasi Pembelajaran dengan Teknologi Video Based Learning. *Inovasi Kurikulum*, *18*(1), 82–94. https://doi.org/10.17509/jik.v18i1.42670

Black, K., Haese, M., Humphries, M., Black, K., Humphries, M., Hons, B. S., & Ed, D. (2010). *IGCSE Cambridge International Mathematics*.

Cambridge Assessment Group. (2020). Curriculum framework: Cambridge primary Mathematics 0845. *Cambridge University Press & Assessment 2023, September 2021*.

Cambridge Curriculum. (2020). *What is the Cambridge Primary Mathematics Curriculum Framework ?* 2–5.

Castro Miguez, L. A. (2021). Continuous Training of Mathematics Teachers to Attend Populations in Contexts of Diversity. *IEEE Revista Iberoamericana de Tecnologias Del Aprendizaje*, *16*(4), 355–364. https://doi.org/10.1109/RITA.2021.3137367

Chori Miftahul Kosidatul Natus, Ari Anshori, M. A. (2023). *Integrasi Kurikulum 2013 Dan Kurikulum Cambridge (Studi Kasus Di SD Muhammadiyah 1 Ketelan Surakarta)*. Universitas Muhammadiyah Surakarta.

Coşkun Yaşar, G., & Aslan, B. (2021). Curriculum Theory: A Review Study. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, *11*(2), 237–260. https://doi.org/10.31704/ijocis.2021.012

Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, *21*(1), 33–54. https://doi.org/10.21831/hum.v21i1.38075

Fawaidi, B. (2021). Model dan Organisasi Pengembangan Kurikulum. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, *12*(1), 33–46. https://doi.org/10.47766/itqan.v12i1.186

Fenty Setiawati. (2022). Dampak Kebijakan Perubahan Kurikulum terhadap Pembelajaran di Sekolah. *Braz Dent J.*, *33*(1), 1–12.

Firdaus, C. B. (2019). *Analisis Faktor Penyebab Rendahnya Minat Belajar*. *02*(01), 191–198.

Gafoor, K. A., & Kurukkan, A. (2015). Learner and teacher perception on difficulties in learning and teaching mathematics: Some implications. *National Conference on Mathematics Teaching-Approaches and Challenges*, 232–243.

Gardesten, M., & Palmér, H. (2023). Students' participation in mathematics in inclusive classrooms: a study of the enacted mathematical and relational knowing of teachers. *Mathematical Thinking and Learning*, 1–21. https://doi.org/10.1080/10986065.2023.2258485

Hasan, A., Devianti, A. I., & Nulhakim, L. (2022). Analisis Organisasi Kurikulum dan Struktur

Kurikulum Sekolah Dasar. *Jurnal Pendidikan Dan Konseling*, *4*(6), 1349–1358.

Igarashi, T., & Suryadarma, D. (2023). Foundational mathematics and reading skills of Filipino students over a generation. *International Journal of Educational Development*, *96*, 102688. https://doi.org/10.1016/j.ijedudev.2022.102688

Jusar, I. R., Gistituati, N., & Bentri, A. (2022). Penerapaan Kurikulum 2013 Pada Pembelajaran Matematika Di Sekolah Dasar. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, *11*(6), 2007. https://doi.org/10.33578/jpfkip.v11i6.9254

Kalogeropoulos, P., Russo, J., & Roche, A. (2023). How grade levels shape underperforming elementary student preferences about learning mathematics in the classroom. *International Journal of Mathematical Education in Science and Technology*, *54*(8), 1380–1392. https://doi.org/10.1080/0020739X.2022.2158143

Karalı, Y. (2022). Difficulties Classroom Teachers Encounter in Teaching Mathematics: A Phenomenological Study. *International Journal of Progressive Education*, *18*(5), 75–99. https://doi.org/10.29329/ijpe.2022.467.5

Kelanang, J. G. P., & Zakaria, E. (2012). Mathematics difficulties among primary school students. *Advances in Natural and Applied Sciences*, *6*(7), 1086–1092.

Kunwar, R., Education, M., & Campus, M. M. (2020). *Mathematics Phobia : Causes ,*. *8*(8), 818–822.

Lestari, D. F. (2022). Problematika Implementasi Kurikulum 2013 dalam Pembelajaran Matematika di Tingkat Sekolah. *Jurnal PEKA (Pendidikan Matematika)*, *6*(1), 66–76. https://doi.org/10.37150/jp.v6i1.1588

Lestari, T. (2021). Pengaruh Implementasi Kurikulum 2013 Terhadap Perkembangan Belajar Siswa. *Universitas Muhammadiyah Sidoarjo*, 2013–2016.

Lexy J. Moleong. (2018). *Metodologi penelitian kualitatif* (Edisi revi). PT Remaja Rosdakarya.

M. Silva, J., H. Hunt, J., & Welch-Ptak, J. (2023). From (and for) the Invisible 10%: Including Students With Learning Disabilities in Problem-Based Instruction. *Journal for Research in Mathematics Education*, *54*(4), 260–278. https://doi.org/10.5951/jresematheduc-2020-0117

Martin-Requejo, K., González-Andrade, A., Álvarez-Bardón, A., & Santiago-Ramajo, S. (2023). Implicación de las funciones ejecutivas, la inteligencia emocional y los hábitos y técnicas de estudio en la resolución de problemas matemáticos y el cálculo en la escuela primaria. *Revista de Psicodidáctica*, *28*(2), 145–152. https://doi.org/10.1016/j.psicod.2023.06.003

Masykur. (2020). *Teori Dan Telaah Pengembangan Kurikulum Kirim*. AURA.

Masykur, R. (2019). Telaah Kurikulum. In *CV. Anugrah Utama Raharja*.

Maulida, R. (2022). Improving Curriculum Organization In The Education System In School. *Indonesian Journal of Education (INJOE)*, *2*(2), 77–84. https://doi.org/10.54443/injoe.v2i2.13

Mayo Clinic Staff. (2023). Children's health. *Mayo Clinic*.

Mutiara, O. A., Warsah, I., & Amrullah, A. (2021). Implementation of Islamic Education Curriculum Principles at State Islamic Elementary School. *JIP Jurnal Ilmiah PGMI*, *7*(2), 91–100. https://doi.org/10.19109/jip.v7i2.10207

Ow-Yeong, Y. K., Yeter, I. H., & Ali, F. (2023). Learning data science in elementary school mathematics: a comparative curriculum analysis. *International Journal of STEM Education*, *10*(1), 8. https://doi.org/10.1186/s40594-023-00397-9

Ozsoy, G., Doğan Temur, Ö., & Desoete, A. (2022). Typical and Atypical Mathematics Learning: What Do We Learn From Recent Studies. *Lnternational Electronic Journal of Elementary Education*. https://doi.org/10.26822/iejee.2022.238

DOI: https://doi.org/10.19109/jip.v9i1.21175

Panthi, R. K., & Belbase, S. (2017). Reflections on issues of teaching and learning mathematics in the context of Nepal. *European Journal of Educational and Social Sciences*, *xx(x)*(June), 1–22.

Ponorogo, S. M. A. A. P. (2018). Pengembangan Aktualisasi Diri Peserta Didik Dalam Meningkatkan Mutu Lulusan di Pondok Pesantren Al-Iman Putra Ponorogo. *Muslim Heritage*, *2*(3), 317–338.

Prastowo, A. (2018). Transformasi Kurikulum Pendidikan Dasar dan Menengah di Indonesia. *JIP Jurnal Ilmiah PGMI*, *4*(2), 111–125. https://doi.org/10.19109/jip.v4i2.2567

Quintero, M., Hasty, L., Li, T., Song, S., & Wang, Z. (2022). A multidimensional examination of math anxiety and engagement on math achievement. *British Journal of Educational Psychology*, *92*(3), 955–973. https://doi.org/10.1111/bjep.12482

Sania Alfaini, Afifah Vinda Prananingrum, Rizqina Elok Hidayati, F. R. (2021). Kajian Teoritis Organisasi Dan Pengembangan Kurikulum. *Jurnal Hurriah: Jurnal Evaluasi Pendidikan Dan Penelitian*, *2*(3), 28–40.

Sari, N. L. (2020). Pendekatan Matematika Realistik untuk Meningkatkan Prestasi Belajar Matematika di Sekolah Dasar. *Warkshop Nasional Penguatan Kompetensi Guru Sekolah Dasar*, *3*(3), 1925–1928.

Sekretariat KSPSTK. (2023). *Tantangan Dalam Penerapan Kurikulum Merdeka*. Direktorat Kepala Sekolah, Pengawas Sekolah, Dan Tenaga Kependidikan.

Sonnenschein, S., Gursoy, H., & Stites, M. (2022). Elementary School Children's Home Learning Environments: Mathematics, Reading, Science, and Written Language. *Education Sciences*, *12*(5), 313. https://doi.org/10.3390/educsci12050313

Strickey. (2021). *The importance of curriculum*. Teach With Mrs T.

Sugiana, A. (2018). A Proses Pengembangan Organisasi Kurikulum di Indonesia. *EL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, *12*(1), 91–103. https://doi.org/10.20414/elhikmah.v12i1.229

Turohmah, F., & Hanif, M. (2024). *Al Fitrah Journal Of Early Childhood Islamic Education Mewujudkan Kurikulum Merdeka melalui Penerapan Project-Based Learning*.

UNESCO. (2022). *Glossary Curriculu Terminology*. UNESCO.

UNESCO Institute for Statistics. (2023). *Number of out-of-school children of primary school age*. UNESCO Institute for Statistics.

van Steenbrugge, H., Valcke, M., & Desoete, A. (2010). Mathematics learning difficulties in primary education: Teachers' professional knowledge and the use of commercially available learning packages. *Educational Studies*, *36*(1), 59–71. https://doi.org/10.1080/03055690903148639

William & Mary. (2023). *The importance of curriculum development in enhancing teaching and learning*. William & Mary School and Education.

Yunaini, N., Rukiyati, R., Prabowo, M., Hassan, N. M., & Hermansyah, A. K. (2022). The Concept of the Independent Learning Curriculum (Merdeka Belajar) in Elementary Schools in View Progressivism Educational Philosophy. *JIP Jurnal Ilmiah PGMI*, *8*(2), 95–105. https://doi.org/10.19109/jip.v8i2.14962