ICD REPORT

MAY 2020 - APRIL 2021

digital learning media are crucial in this pandemic era.
Schools are forced to use distance learning media from their own homes. Of course, this situation triggers various problems in the education field. The Islamic boarding school education is no exception, which must be relevant to the challenges of the 21st century while still adhering to the principles of a peaceful religion.

Islamic Curriculum Development is a curriculum development program for education at the junior high school level, consisting of curriculum development in schools, Learning Material Management, and assessment tools to improve the quality of the learning process. This program develops an Islamic religion-based learning curriculum system which consists of:

WebApps Development

Curriculum & activity development

Measurement instrument development

Teacher training

Program Structure

with each program having the following stages.

WEBAPPS DEVELOPMENT

1. Mock up
2. Front-end development
3. Back-end development

CURRICULUM & ACTIVITY DEVELOPMENT

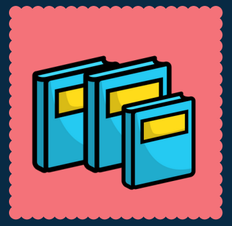
1. Writing guideline development
2. Writing process
3. Editing
4. Layouting
5. Evaluating (FGD)

TEACHER TRAINING

1. Dissemination
2. Participants identification
3. Training

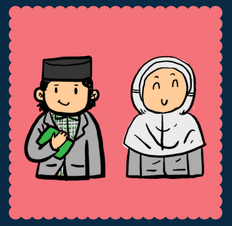
Learning Topics

Designing
Islamic curriculum



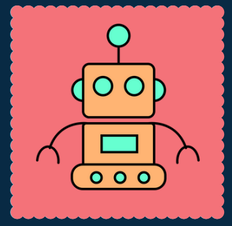
learning modules
development

Student evaluation
instruments



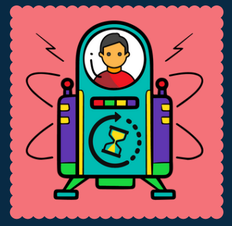
21st century
teacher training

Design
thinking



Game-based
learning

Blended Learning



Social-Emotional
Learning

Positive Discipline

Learning Products

Syllabus Map

Module

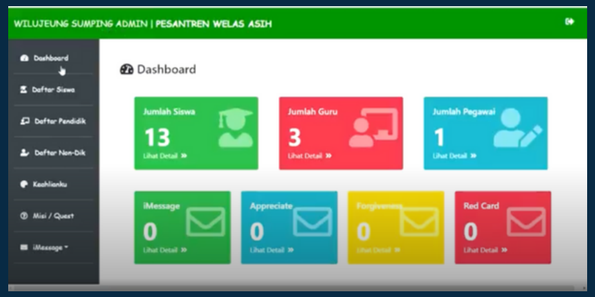
Videos

Podcast

Board game

training video

Offline teacher training



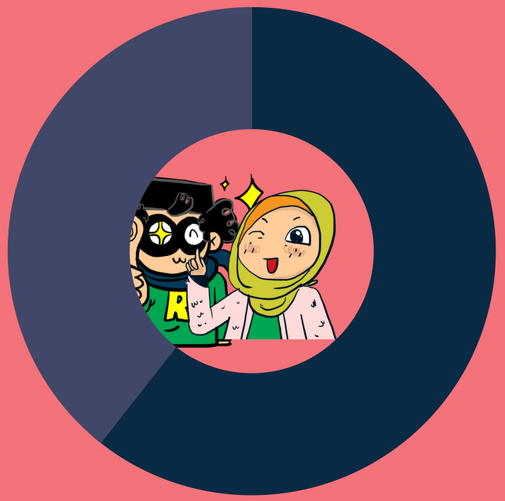
Raport (report) 21st century

WORKSHOP PARTICIPANTS

Female Teachers:
20 orang

Male Teachers:
13 orang

Male
39.4%



Female
60.6%

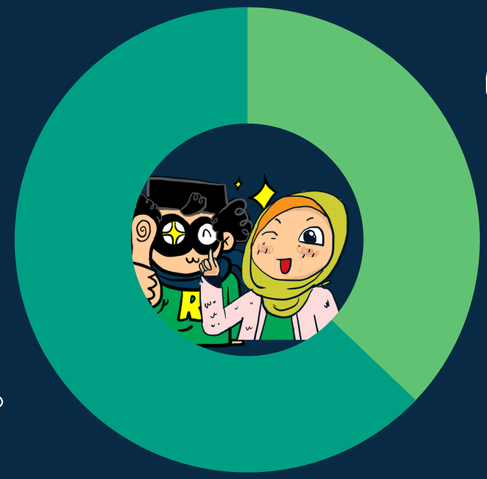
Number of Beneficiaries

STUDENT

Peacesantren Welas Asih — 62 people

Class 7:
32 people

Class 8:
30 people



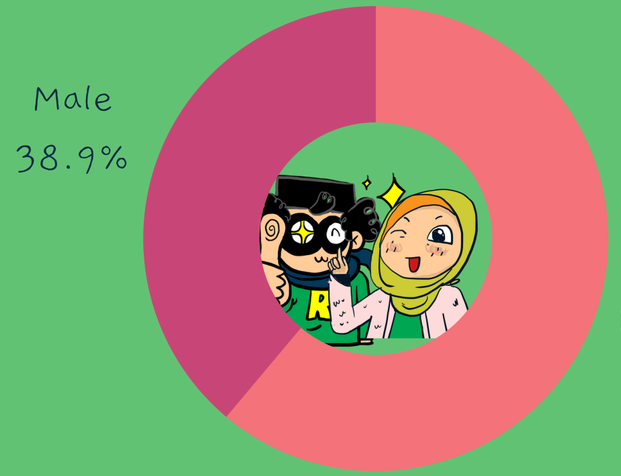
Number of Beneficiaries

CONTENT CREATOR

Author:
11 orang

Designer & Layout:
2 orang

FGD participants :
5 orang



Number of Beneficiaries

impact survey

We asked participants to complete an impact survey after following training sessions and implementation. This survey aims to understand their key learnings and input for modules and Webapps.

66.7%

Participants have a better understanding of 21st-century skills through simple and practical examples in a school setting.

62.5%

participants can easily trace the students' learning progress through Webapps.

20.8%

Participants understand to correlate religious values to 21st problems and needs.

70.8%

Participants satisfied and benefited from module and Webapps

54.2%

Participants benefited in identifying relevant learning structure needed from students.

As a teacher, I realized that all this time, it was just delivering textbooks. However, after joining the training, I fully understand the importance of measuring students' progress and incorporating game-based learning to create a better learning environment.

I am thrilled because I get inspiring knowledge and supportive friends. I hope I can apply all of this knowledge and deliver a better impact on others.

I feel motivated by the topic of "Design for Change (FIDS)." I am considering the materials to be implemented in my school. The program inspired me to spread the concept to my colleagues in my schools.

summary

35 learning media (module, videos, board game, and podcast) created

11 workshops (online & in-person) conducted

1 interactive WebApps created

113 individuals benefited from this program

66.7% Participants have a better understanding of 21st-century skills through simple and practical examples in a school setting.

20.8% Participants understand to correlate religious values to 21st problems and needs.

Welas Asih
BERAKHLAK, BERDAMPAK.

apVENTURES

سلام
peace generation

thank you!

salam@peacegen.id