



Reflection of the Curriculum of the State Education System 21 (SPN 21) at the Senior High School Level in Brunei Darussalam

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ABSTRACT

The SPN 21 Curriculum (21st Century National Education System) in Brunei Darussalam is an educational reform implemented in 2009. Its aim is to equip students with 21st-century skills, such as critical thinking, creativity, problem-solving, and technological literacy. This research employs a qualitative descriptive analysis approach through literature study to understand the implementation and impact of the SPN 21 curriculum. The focus of the research includes educational objectives, teaching methodologies, and student learning outcomes. Data was collected from policy documents, research reports, and academic articles. The findings indicate that the implementation of SPN 21 in education has goals and philosophies aimed at creating relevant, high-quality, and adaptive education, as well as developing a flexible curriculum that focuses on core competencies and 21st-century skills. The challenges faced include human resource readiness, infrastructure limitations, and the need for support from various stakeholders.

Keywords: Reflection, Curriculum, 21st Century National Education System (SPN 21), Brunei Darussalam..

ABSTRAK

Kurikulum SPN 21 (Sistem Pendidikan Negara Abad ke-21) di Brunei Darussalam adalah reformasi pendidikan yang diterapkan pada tahun 2009. Tujuannya adalah mempersiapkan siswa dengan keterampilan abad ke-21, seperti berpikir kritis, kreativitas, pemecahan masalah, dan literasi teknologi. Dalam penerapan Kurikulum SPN 21, Penelitian ini menggunakan pendekatan analisis deskriptif kualitatif melalui studi literatur untuk memahami implementasi dan dampak kurikulum SPN 21. Fokus penelitian mencakup tujuan pendidikan, metodologi pengajaran, dan hasil pembelajaran siswa. Data dikumpulkan dari dokumen kebijakan, laporan penelitian, dan artikel akademis. Hasil penelitian ini adalah Penerapan SPN 21 dalam pendidikan memiliki tujuan dan Filosofi untuk menciptakan pendidikan yang relevan, berkualitas, dan

adaptif, serta mengembangkan kurikulum fleksibel yang fokus pada kompetensi dasar dan keterampilan abad 21. Tantangan yang dihadapi mencakup kesiapan sumber daya manusia, keterbatasan infrastruktur, dan perlunya dukungan dari berbagai pihak.

Kata Kunci: Refleksi, Kurikulum, Sistem Pendidikan Negara 21 (SPN 21), Brunei Darussalam.

1. INTRODUCTION

The reflection of the National Education System Curriculum 21 (SPN 21) at the Senior High School level in Brunei Darussalam is a continuation of the education reform implemented in 2009 (Rozaiman et al., 2011). The SPN 21 project is designed to prepare students to face the challenges of the 21st century with an emphasis on critical thinking skills, technology, and lifelong learning (Rozaiman et al., 2011). In addition, this curriculum has philosophical roots from Melayu Islam Beraja (MIB), which is the basis of social, cultural, and religious values in Brunei Darussalam in order to create education that is relevant to local and global contexts (Mail, 2020b).

The SPN-21 curriculum policy is the latest curriculum policy in Brunei, which was launched in order to create people who are faithful, pious, have noble character and master technology. (Susiba et al., 2022a). There is an emphasis in the SPN-21 curriculum policy in Brunei reflecting the government's efforts to create a generation that is not only skilled in technology, but also has strong spiritual and moral values. Because by emphasizing the importance of faith and noble morals, this curriculum seeks to form individuals who are intellectually and emotionally balanced.

The integration of technology in education also shows a response to global developments, ensuring that students are ready to face future challenges. Through this holistic approach, it is hoped that students can contribute positively to society and the country. This policy also emphasizes the importance of character education in building a prosperous society. Thus, SPN-21 is a strategic step to create quality and competitive people. (Susiba et al., 2022a) The Brunei Government's policy in realizing the SPN-21 curriculum, including the need for teachers and education personnel to have English language skills in order to master technology. Although persistent efforts have been made in mastering English. However, it is difficult for Islamic educational institutions and teachers and education personnel to adapt to the SPN-21 curriculum policy, on the grounds that Islamic educational institutions focus more on teaching religious subjects, but are weak in technology (Susiba et al., 2022b). Likewise, several other gaps were found in the Implementation and reflection of the SPN 21 Curriculum which are explained in the discussion section. In the implementation of the SPN 21 Curriculum, the first gap occurs in the readiness of teachers who are still limited in adopting 21st century skills-based teaching methods, such as the use of technology and critical thinking. Unequal school infrastructure is also an obstacle, especially in providing access to technology that supports modern learning (Norwati Abu Bakar et al., 2015). In addition, students' ability to adapt to the new curriculum varies, with some students facing difficulties. The evaluation system is not yet fully effective in measuring non-academic skills, and the integration of Malay Islamic Beraja (MIB) values needs to be adjusted to the context of globalization (Norwati Abu Bakar et al., 2015).

Then the gap regarding academic and non-academic performance in implementing the SPN 21 curriculum includes various interrelated elements to support the overall development of students. In the context of academic performance, the SPN 21 curriculum emphasizes an integrated learning approach, which means that various disciplines are taught simultaneously. This allows students to understand the relationship between subjects and apply knowledge in a broader

context. In addition, continuous evaluation is one of the characteristics of this system. Assessment is not only carried out through final exams, but also through assignments, projects, and daily activities, so that students can show their development more comprehensively. In the implementation of SPN 21, the use of technology is also very important in academic performance. By integrating technology into the learning process, students are given greater access to interactive learning resources and learning materials. This not only increases learning motivation but also helps students develop digital skills that are important in the modern era. On the other hand, non-academic performance in the SPN 21 curriculum focuses on developing student character. Existing programs are designed to instill values such as honesty, responsibility, and cooperation. This is important so that students not only excel academically, but also become individuals with integrity and are able to contribute positively to society.

In addition to the use of technology, extracurricular activities are also an integral part of non-academic performance. Various activities, such as sports, arts, and student organizations, provide a place for students to explore their talents and interests. These activities not only help students develop social and leadership skills, but also strengthen a sense of togetherness and solidarity among them. Then also the involvement of the community and parents is highly emphasized in the SPN 21 curriculum. By inviting parents and the community to participate in school activities, strong social relationships can be established. This creates a more supportive learning environment, where students feel valued and cared for both inside and outside of school. Overall, academic and non-academic performance in the SPN 21 curriculum support each other to create a holistic learning environment, where students not only focus on academic achievement, but also on developing character and life skills that will be useful in the future.

The integration of Malay Islam Beraja (MIB) in developing the SPN 21 curriculum aims to create a balanced education, with an emphasis on cultural, religious, and governmental values. This approach recognizes the importance of local identity and traditional values in shaping students' character (Asbol et al., 2022).

First, in terms of the academic curriculum, MIB can be integrated through teaching that emphasizes Malay history, language, and literature. Learning materials not only convey facts but also instill an understanding of the culture and traditions of the Malay community. Students are taught to appreciate their cultural heritage while understanding their role in a global context. Furthermore, the aspect of religious education is very important in the integration of MIB. The SPN 21 curriculum can include learning about Islamic teachings, ethics, and moral values that underlie good behavior. By teaching students to apply these values in their daily lives, it is hoped that they will become individuals with noble and responsible morals.

In terms of government, MIB emphasizes the values of leadership and social responsibility. The curriculum can include learning about the government system and the role of individuals in society. Students are encouraged to participate in social activities and understand the importance of their contribution to the community. Extracurricular activities can also be designed to support MIB integration. For example, clubs or organizations that promote Malay culture, traditional arts, and religious activities can be a means to strengthen students' cultural identity. Involvement in MIB-related events, such as Islamic holiday celebrations or cultural festivals, can strengthen a sense of community and pride in their heritage.

Overall, the integration of Malay Islam Beraja in the SPN 21 curriculum aims to form students who are not only academically intelligent, but also have strong characters, understand and appreciate their culture, and contribute positively to society. This approach supports the development of balanced, knowledgeable, and moral individuals, ready to face the challenges of the times (Zahari & Abdul Razak, 2020).

Several previous studies have examined various aspects of the SPN 21 curriculum. These studies include analysis of curriculum implementation, its impact on student learning outcomes, and comparisons with other education systems. showed that this curriculum has succeeded in increasing students' cultural awareness and moral values. However, these studies focused more on academic outcomes and less on examining social and emotional impacts. Weaknesses Found. Although many studies have been conducted, there are several significant weaknesses that have not been answered. (Tengku Kasim et al., 2017b)

Ongoing research with a more comprehensive approach. Using a descriptive qualitative method, this study will explore and evaluate the long-term impact of the curriculum on the development of students' character and moral values, and consider the broader context across Brunei Darussalam. By reviewing the weaknesses in previous studies, this study seeks to provide new, deeper insights into the implementation of the SPN 21 curriculum. This is important not only for academic development, but also to shape individuals with character and are ready to contribute to society. This study is expected to be a reference for the development of educational curriculum in Brunei and improve the quality of education as a whole.

2. RESEARCH METHODE

In the study entitled "Reflection of the Curriculum of the State Education System 21 (SPN 21) at the Senior High School Level in Brunei Darussalam," a qualitative descriptive analysis approach with a literature study was used to explore and understand the implementation and impact of the SPN 21 curriculum in the context of education in Brunei. Qualitative descriptive analysis aims to provide an in-depth description of the phenomenon being studied, in this case, the SPN 21 curriculum. This study focuses on how the curriculum is implemented in senior high schools, considering various aspects such as educational objectives, teaching methodology, and student learning outcomes.

In addition, qualitative descriptive analysis also allows researchers to capture various perspectives and experiences related to the curriculum. Through a deeper understanding of educational perceptions and practices, this study is expected to provide constructive recommendations for improving the curriculum and teaching in senior high schools (Wahid & Konvensional, 2004). Data collection for this study Through a literature study, researchers collected and analyzed various relevant sources, including education policy documents, previous research reports, academic articles, and other sources that provide insight into the curriculum and educational practices in Brunei. This process allows researchers to understand the historical and cultural contexts that influence the development of the SPN 21 curriculum as well as the responses of educators and students to the curriculum. (L,J Moleong, 2022).

3. RESULT AND ANALYSIS

Objectives and Philosophy of SPN 21

Objectives of SPN 21:

a. Creating Quality Human Resources:

SPN 21 aims to prepare students with relevant skills in the 21st century, such as critical thinking, problem solving, creativity, and innovation. This education focuses on forming individuals who are able to adapt quickly to technological and economic changes (Zelzy Shahar Al-Johary & Muhamad Suhaimi Taat, 2019).

b. **Improving Global Competence:**

This program seeks to produce students who are globally competent, with an emphasis on language skills, information technology skills, and cross-cultural understanding. This is to ensure that Brunei graduates can compete in the international job market and contribute to the global stage.

c. **Integrating National and Religious Values:**

One of the main objectives of SPN 21 is to maintain local cultural, national, and religious values, especially Islam, in the curriculum. Education is directed not only to improve academic competence, but also to form a strong character, which is based on ethics and morality.

d. **Increasing Participation and Access to Education:**

SPN 21 also aims to increase access to quality education for all groups in Brunei. The system is designed to be more inclusive, by providing relevant education for all levels, including children with special needs (Zaidatul Akmar Zahar & Khadijah Abdul Razak, 2020).

e. **Advancing Sustainable Education:**

In the context of sustainable education, SPN 21 targets the creation of an education system that continues to evolve in line with global changes. Students are encouraged to learn throughout life, so that they can continue to develop in their careers and personal lives.

SPN 21 Philosophy:

a. **Learner-Centered Education:**

The core philosophy of SPN 21 is a learner-centered approach, where learning is designed to meet the needs, interests, and talents of students. The focus is on empowering students to become independent learners who are able to think critically and creatively, and have initiative in solving problems (Tengku Kasim et al., 2017a).

b. **21st Century Skills:**

SPN 21 emphasizes the importance of teaching 21st century skills, which include:

- **Critical Thinking and Problem Solving:** Encouraging students to analyze information in depth and generate creative solutions (Tengku Sarina Aini Tengku Kasim et al., 2017).
- **Collaboration and Communication:** Students are taught to work collaboratively, both in local and global environments, and to communicate effectively.
- **Innovation and Creativity:** This philosophy encourages students to think outside the box, find new ways to solve problems, and explore new ideas.

c. **Lifelong Learning:**

SPN 21 is also based on the principle that learning does not stop after formal schooling is completed. This philosophy encourages students to continue learning and developing throughout their lives, adapting to changes in the world of work, technology, and social life.

d. **Holistic Education:**

SPN 21 promotes holistic education, which means that student development is not only measured in terms of academics, but also in terms of social, emotional, spiritual, and physical aspects. This comprehensive education aims to form a whole person who is able to contribute positively to society.

e. **Value-Based Education:**

This philosophy integrates religious, moral, and social values into the curriculum. SPN 21 aims to produce individuals who are not only intellectually intelligent, but also have high moral integrity, based on Islamic values and Brunei Malay culture (S. Yahya, 2020).

f. **Responsive to Technology and Globalization:**

In the era of globalization, technology has become an integral part of education. SPN 21 includes information and communication technology (ICT)-based education as an important element in the curriculum. This is to ensure that students are ready to face an increasingly digital and globally connected world.

Curriculum Structure

The Curriculum Structure of SPN 21 in Brunei Darussalam is systematically designed to support the holistic development of learners from primary to secondary levels, with a focus on lifelong learning and preparation for 21st-century challenges. This curriculum combines academic and vocational approaches and integrates 21st-century skills such as critical thinking, collaboration, creativity, and the use of technology.

Primary Education

Primary education in SPN 21 lasts for 6 years, starting from Primary 1 to Primary 6. At this level, the curriculum focuses on developing the basics of literacy and numeracy as well as character building and moral values. Core subjects taught include Malay, English, Mathematics, and Science (Yuliyanti et al., 2022). In addition, this curriculum also includes Islamic Education or Moral Education for non-Muslim students, Social Sciences, Arts, Physical Education, and Information and Communication Technology (ICT). At the end of Primary 6, students take the Lower Secondary Education (PSR) exam as an evaluation to continue to the secondary level.

Lower Secondary Education

After completing primary education, students continue to secondary education which is divided into Lower Secondary (Form 1 to Form 3). At this level, the curriculum becomes broader by adding several new subjects such as Geography, History, and Technology Education, as well as the option to deepen the subjects they have learned at the primary level (Ak Jamaludin, P. Z. & Adam, 2016).

The focus of learning at the lower secondary level is to strengthen basic academic understanding and introduce students to various disciplines. At the end of Form 3, students will take the School-Based Assessment for Progress (SAP) to assess their academic development and non-academic skills. It also serves as a guide in choosing an educational path at the upper secondary level (Ak Hj Jamaludin Pg Zainal & Dr Adam Jaiit, 2016).

Upper Secondary Education

At the Upper Secondary Level (Form 4 to Form 5), students begin to choose a more specific pathway based on their interests, talents, and assessment results at the lower secondary level. The curriculum at this level consists of two main pathways:

a) Academic Pathway:

This pathway is geared towards students who are oriented towards further education at college or university. Core subjects such as Mathematics, Science, and English are still taught, but students can also choose additional subjects according to their field of interest, such as Chemistry, Physics, Biology, Economics, and Literature. Students on this pathway prepare themselves for the Brunei-Cambridge GCE 'O' Level examinations at the end of Form 5, which are internationally standardized assessments. ("Teaching Styles of Islamic Education Teachers in Secondary Schools in Brunei Darussalam in the SBAFL Era," 2022)

b) Vocational Pathway:

This pathway is aimed at students who are more interested in technical skills and are ready to work after completing secondary education. They can choose skill-based programs such as

engineering, hospitality, graphic design, and so on. The vocational curriculum is designed with a focus on practical skills and real-world experience, so that students graduate with skills that are ready to be applied in the world of work. Students who take the vocational pathway will get relevant certifications, such as National Vocational Qualifications (NVQ), which are recognized both domestically and internationally.

Pre-University Education

For students who successfully complete their GCE 'O' Level with adequate results and wish to continue their education to university level, they can proceed to Pre-University education in the Sixth Form. Here, students follow the Brunei-Cambridge GCE 'A' Level curriculum which is more in-depth in certain academic areas, according to their interests at university. At this stage, students choose several subjects to study in more depth, such as Further Mathematics, Chemistry, Physics, Economics, or Further English. The GCE 'A' Level examination will determine the student's graduation and eligibility to enter universities both in Brunei and internationally (Pitriyati et al., 2023).

Modular-Based Education

One of the key innovations in SPN 21 is the modular-based approach, especially at the senior secondary and pre-university levels. Students can study in a more flexible way, choosing modules or subjects based on their interests and abilities. This modular system provides students with the opportunity to develop skills gradually and focus on specific areas of interest.

Character Education and Moral Values

SPN 21 emphasizes character education through the integration of moral, spiritual, and national values into the curriculum. Islamic Education or Moral Education (for non-Muslims) remains a core subject from primary to secondary levels. In addition, Bruneian cultural values and the principles of Melayu Islam Beraja (MIB) are taught to build a strong national identity (Humaidi & Nasrullah, 2021).

Use of Technology in Learning

Technology plays an important role in the curriculum structure of SPN 21. From primary level, students are taught information and communication technology (ICT) skills to prepare them for the digital era. In addition, at secondary and higher levels, technology is used to support collaborative learning, access to global information, and the development of 21st-century skills (Norwati Abu Bakar et al., 2015).

Implementation and Challenges

The implementation of SPN 21 (21st Century National Education System) in Brunei Darussalam is carried out gradually and comprehensively, including changes in the curriculum, learning methods, and educational infrastructure. Although this program brings many benefits and innovations, its implementation is also faced with a number of challenges. The following is a complete explanation of the implementation of SPN 21 and the challenges it faces.

Implementation of SPN 21

a) Development of 21st Century Skills-Based Curriculum

The implementation of SPN 21 emphasizes learning 21st century skills such as critical thinking, creativity, communication, and collaboration. The curriculum is designed to equip students with relevant skills for the future, both in academic and vocational fields. This includes:

- Modular Curriculum that allows students to choose subjects based on their interests and abilities, especially at the senior secondary and pre-university levels (Humaidi; & Nasrullah, 2021).

- Holistic Education, which not only emphasizes academic aspects, but also moral, social, and non-academic skills development.

b) Use of Technology in Learning

Information and communication technology (ICT) is integrated into learning from elementary to secondary levels. The application of ICT includes the use of computers, educational software, and the internet as a means to enrich students' learning experiences. Students are taught ICT skills to improve digital literacy and prepare them for the world of work that is increasingly connected to technology (M. Yahya & Sa'ari, 2015).

c) Improving the Quality of Teachers and Teaching Staff

The implementation of SPN 21 is highly dependent on improving the quality of teaching staff. The Brunei Government organizes training and professional development programs for teachers so that they can adopt innovative and technology-based learning methods. Teachers are also trained to apply a more interactive and student-centered teaching approach (Sakri & Komarudin Sassi, 2024). One of the innovations in the implementation of SPN 21 is the diversification of educational paths that include academic and vocational paths. Students interested in technical skills can choose a vocational path that focuses more on practical skills training, while academic students can continue their education to college. This aims to prepare students with various interests and abilities to succeed in various fields.

d) Diverse Assessment

Student assessment in SPN 21 includes formative and summative evaluations. In addition to written exams, assessments also include project assignments, class participation, and group work. This approach aims to provide a more comprehensive picture of students' abilities, both in terms of academics and 21st-century skills such as teamwork and creativity.

e) Focus on Values and Character Education

SPN 21 emphasizes the importance of values and character education. Through the Islamic Education or Moral Education curriculum (for non-Muslim students), as well as the integration of Malay Islam Beraja (MIB) values, this education aims to form a generation that is not only intelligent, but also has moral integrity and strong character (Susiba et al., 2022c).

Challenges in Implementing SPN 21

1. Teacher Readiness to Adopt New Methods

One of the biggest challenges in implementing SPN 21 is teacher readiness to adopt new learning methods. Teachers are required to change traditional approaches to be more interactive, creative, and technology-based. Although there are training programs to improve teacher competency, this transition is not always easy. Some teachers may still find it difficult to adapt to new technologies or learning methods, especially for those who are used to conventional approaches (Aslan & Suhari, 2019).

2. Availability of Facilities and Infrastructure

To support the integration of technology in learning, educational facilities such as computers, internet, and other technological devices must be available in all schools. However, the challenge faced is the uneven access to these facilities, especially in schools in rural or remote areas. Limited infrastructure can hinder the optimal implementation of the technology components in SPN 21.

3. Differences in Students' Academic Abilities

SPN 21 provides flexibility in choosing educational paths (academic or vocational), but differences in students' academic abilities are a challenge in the majoring process. Some students may feel overwhelmed or have difficulty adjusting to a modular curriculum that demands more

independent learning. This can affect their motivation to learn if not given proper guidance (Mohiddin, 2021).

4. Gap in Access to Technology

Although technology plays an important role in SPN 21, there is a gap in access to technological devices. Students from low-income families may not have adequate access to computers or the internet at home, which can hinder their ability to complete assignments or participate in online learning. This can widen the gap between students from different socio-economic backgrounds.

5. More Complex Assessment Management

A more diverse and comprehensive assessment approach brings its own challenges in management. Teachers need additional time and skills to evaluate projects, student participation, and group assignments. This more comprehensive assessment system can be an additional burden for teachers if not supported by adequate tools and training (Mail, 2020a).

6. Resistance to Change

The implementation of SPN 21 requires a change in the perspective and approach to education, both among teachers, students, and parents. The main challenge in this change is resistance or reluctance to new things. Some parents may not fully understand the importance of the 21st century skills approach and may prefer a traditional education approach.

7. Consistency in Monitoring and Evaluation

To ensure the success of SPN 21, consistent monitoring and evaluation are needed. However, the challenge in maintaining consistency in the implementation of the policy across schools and ensuring that all components are implemented to the same standards can be a barrier. Variations in the level of implementation in different schools can affect the results of this program.

4. CONCLUSION

The implementation of SPN 21 in the education system aims to create education that is relevant, quality, and adaptive to the development of the times. The flexible and integrative curriculum structure focuses on the development of basic competencies and 21st century skills, and considers holistic aspects in learning. However, challenges in its implementation include the readiness of human resources, limited infrastructure, and the need for support from all parties. Teachers must also adapt to innovative teaching methods, and an effective evaluation system needs to be developed. Evaluation of the results of the implementation of SPN 21 is an important step to measure the effectiveness of the curriculum and its impact on the quality of education. A comprehensive evaluation process, involving various stakeholders, and the use of technology, is needed to provide constructive feedback and ensure that education can continue to develop according to the needs of society. Overall, SPN 21 has great potential, but its success depends on the collaboration and commitment of all stakeholders to overcome challenges and conduct continuous evaluation..

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