

The Implementation of Design Thinking in the Management of Curriculum Development Based on *Fitrah* Education at Sorowako Nature School in East Luwu Regency

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ABSTRACT

This research aims to describe and analyze the implementation of the Design Thinking approach in the management of curriculum development based on *fitrah* education at Sorowako Nature School in East Luwu Regency. The study focuses on the management of planning, implementation, and evaluation in curriculum development. Design Thinking was chosen for its ability to understand the needs and challenges faced by students, foster creative processes in developing innovative solutions, and create a holistic and adaptive learning experience. This study employs a qualitative method with a case study design. Data collection techniques include observation, interviews, and document analysis. Respondents consist of the school principal, educators, students, and parents. Data validity is maintained through triangulation techniques. The research shows that the application of Design Thinking in managing curriculum development based on *fitrah* education is carried out through five main phases: empathy, definition, ideation, prototyping, and testing. (1) During the planning stage, the empathy phase is used to understand the needs of students by referring to the natural developmental and age stages of children. Subsequently, the definition and ideation phases are used to formulate programs and learning targets in line with the principles of *fitrah*. (2) In the implementation stage, the prototype phases are utilized to encourage adaptation in teaching methods and learning activities. (3) In the evaluation stage, the testing phases are applied by assessing the curriculum effectiveness through activity journals, observation rubrics, projects, tests, portfolios, and progress discussions with parents, which are then used for continuous iteration and refinement of the curriculum. Despite challenges such as resource limitations, Design Thinking has successfully enhanced student engagement, motivation, and independence, as well as developed critical thinking, creativity, and collaboration skills. The study concludes that Design Thinking is an effective approach to managing curriculum development based on *fitrah* education and recommends its broader application with appropriate contextual adjustments.

Keywords: Design Thinking, Curriculum Development, *Fitrah*-Based Education, Nature School, Educational Innovation

1.) INTRODUCTION

Education must recognize and develop the unique potential of every child through a holistic and integrative approach that encompasses cognitive, social, and spiritual aspects. Ki Hajar Dewantara stated that education is a guide in the life and growth of children to direct the natural forces within them so they can achieve the highest level of safety and happiness. This concept is relevant to the fitrah-based curriculum approach implemented at Sorowako Nature School, Luwu Timur Regency. Holistic education does not only focus on knowledge transfer but also on the formation of character and integrity. It aims to create balanced individuals who are capable of critical thinking, adapting to changes, and understanding their social responsibilities. Ken Robinson emphasized the importance of personalization in education to address the loss of enthusiasm for learning in many children. Personalized education helps to develop the unique potential of students and creates more relevant and meaningful learning experiences.

Design Thinking, as a human-centered approach, offers a creative and collaborative method for problem-solving. In the context of education, this approach allows educators to design a curriculum that is more responsive to the needs of students. The process involves five phases: empathy, problem definition, ideation, prototyping, and testing. The implementation of Design Thinking in education not only encourages students to think critically and creatively but also prepares them to quickly adapt to changes.

Sorowako Nature School implements a fitrah-based curriculum that recognizes the natural potential of each child and encourages holistic development. Fitrah, in Islamic teachings, refers to the innate goodness within humans from birth, which must be preserved and developed. This curriculum is designed to meet the diverse needs of students by integrating academic, social, and emotional aspects into education.

The implementation of a fitrah-based curriculum at Sorowako Nature School involves applying Design Thinking in the planning, execution, and evaluation of the curriculum. However, challenges remain, including limited resources and educators' understanding of this approach. Nevertheless, its implementation has shown positive impacts on the academic, social, and emotional development of students. They not only gain academic knowledge but also develop the character and skills needed to contribute effectively to society.

This research focuses on analyzing the implementation of Design Thinking in the development of a fitrah-based curriculum at Sorowako Nature School. It aims to understand how the five main phases of Design Thinking are applied in the curriculum planning, execution, and evaluation processes. Design Thinking is a creative, human-centered approach used to develop innovative solutions in education. This approach helps educators and policymakers develop a curriculum that is more responsive to the needs of students. A fitrah-based curriculum is based on the belief that every child has a unique natural potential that needs to be developed holistically. This research explores the key principles of the fitrah-based curriculum and the importance of meaningful learning experiences.

Sorowako Nature School implements a fitrah-based curriculum through a Design Thinking approach, covering planning, execution, and evaluation. This research documents how this approach is applied and the challenges faced in the process. This research also analyzes the impact of implementing Design Thinking on student development at Sorowako Nature School. The results are expected to make a significant contribution to improving the quality of education and serving as a model for other institutions that wish to adopt a similar approach.

Based on the background and focus of this research, the main issue is how the implementation of Design Thinking in the development of a fitrah-based curriculum at Sorowako Nature School is carried out, with sub-issues including the stages of planning, execution, and evaluation of the curriculum. This research is expected to provide deep insights into how to integrate this approach into education to optimize the potential of students.

2.) METHODS

This research is a qualitative research with a Case Study approach. The case study was chosen because this research focuses on one specific school, namely Sorowako Nature School, and aims to understand in depth how Design Thinking is implemented in the development of a nature-based curriculum at the school.

This research was conducted at Sorowako Nature School, Sorowako Village, Nuha District, East Luwu Regency, South Sulawesi Province. This school was chosen because it is known for its unique and innovative educational approach, which emphasizes nature-based and nature-based learning, as well as the integration of Design Thinking principles in its curriculum development. Site characteristics that support this research include: a beautiful and rich natural environment, including lakes, mountains, and forests, ideal for a nature-based education approach; a diverse local community with

different cultural and economic backgrounds, creating a collaborative and participatory learning environment; learning methods that include nature exploration, collaborative projects, and experiential learning.

This research uses a combination of three main approaches:

- a) **Participatory Approach.** Involves the active participation of various stakeholders, ensuring their perspectives and needs are accommodated in the research. This approach empowers participants to contribute to the interpretation and use of the research results.
- b) **Thematic Approach.** Focuses on identifying, analyzing, and reporting themes or patterns in qualitative data. This approach allows for in-depth analysis of how Design Thinking principles are applied at Sorowako Nature School.
- c) **Integrative Approach.** Combines multiple perspectives, methods, or theories to provide a more comprehensive understanding of the phenomenon being studied. This approach requires the integration of data from interviews, observations, and document analysis.

Data Source:

- a) **Population.** The research population includes the principal, all educators, students, and parents at Sorowako Nature School, who are involved or influential in the development and implementation of the fitrah-based curriculum using Design Thinking.
- b) **Sample.** The sample was selected purposively based on criteria of relevance to the research objectives. The sample includes: Principal, four educators who play a direct role in curriculum development, four students (two from PAUD and two from SD), six parents (three from PAUD and three from SD), and school documents related to the curriculum.

Data Collections Methods:

- a) **Interviews.** In-depth interviews will be conducted with the principal, educators, students, and parents. Interview questions are designed to explore teaching methods, student involvement, and parental perceptions of the Design Thinking approach. Data from the interviews will be recorded, transcribed, and analyzed using thematic analysis.
- b) **Classroom Observations.** Direct observations of teaching and learning activities in the classroom will be conducted to see how the principles of Design Thinking are applied. This observation will use a previously prepared guide and the results will be analyzed to identify relevant patterns.

- c) Data Analysis Method. The data collected will be analyzed using a thematic, integrative approach, and triangulation of data from interviews, observations, and documents. This analysis aims to ensure that the findings accurately reflect the experiences of participants and can be used to improve the quality of the nature-based curriculum at Sorowako Nature School.

3) RESULTS AND DISCUSSION

a. General Description of Sorowako Nature School

Sorowako Nature School is an alternative educational institution in the form of a Community Learning Center (PKBM) located in Sorowako Village, Nuha District, East Luwu Regency, South Sulawesi Province. Established on June 12, 2022, the school aims to provide holistic education based on nature and focused on developing the natural potential of children. It originated from the initiative of four families practicing Home Education during the Covid-19 pandemic and grew in response to the need for an educational approach more aligned with children's development and needs.

The educational approach at Sorowako Nature School is rooted in the concept of Home Education, emphasizing the primary role of parents as the main educators of their children. Fitrah-based education is implemented to awaken and nurture the natural potential of children in aspects of faith, learning, and talents. This principle views education as a natural process tailored to the developmental stages of the child without coercion and integrates spiritual and moral values into daily life.

Parents choose Sorowako Nature School for its fitrah-based and inclusive curriculum, as well as its approach that differs from conventional schools. The school offers a joyful learning experience that aligns with the child's developmental stage, without excessive academic pressure. The partnership between the school and parents in supporting the growth and development of children is also a major draw, as several parents have noted positive changes in their children after joining the school.

Sorowako Nature School has a vision to cultivate a generation with noble character, productivity, and independence according to their potential. The school's mission includes partnering with parents in guiding children's growth and development, building awareness of living to seek Allah's pleasure, developing a curriculum based on character and potential, fostering awareness of environmental conservation, and organizing learning activities that are in harmony with local wisdom. The core values upheld by the school are gratitude, growth, responsibility, good deeds, and noble character.

The curriculum at Sorowako Nature School is developed based on the operational framework of Fitrah-Based Education, Aqil Baligh Education, and the four pillars of nature school education, which are character, logic, leadership, and business, as well as referencing the curriculum of the Ministry of National Education. The learning approach emphasizes direct experiences through interaction with nature and the surrounding environment, enabling students to understand concepts through hands-on activities like doing, seeing, and feeling directly.

At the kindergarten level, the education program includes faith education, individuality, emotional literacy, and psychomotor development through activities such as read aloud, storytelling, fun cooking, gardening, outing classes, and more. At the elementary level, the program expands to include faith and character education, Qur'an-Hadith studies, cognitive-emotional development, talent development, environmental conservation, cultural awareness, leadership, entrepreneurship, and academics through various integrated learning activities.

Daily activities are structured according to the educational level. For the kindergarten level, activities are held on Mondays, Wednesdays, and Fridays within specified time durations, while Tuesdays and Thursdays are designated for home activities. For the elementary level, activities run from Monday to Friday with longer durations. Students are categorized based on age, starting from kindergarten level (4-6 years old) to elementary level grades 5-6 (11-12 years old).

Students at Sorowako Nature School come from various backgrounds but share a common enthusiasm for learning through direct experiences and exploration of nature. They are encouraged to become independent, creative, and responsible individuals towards themselves and their environment. The educators and staff are dedicated individuals with a strong commitment to holistic and nature-based education, serving as facilitators, mentors, and inspirations for the students.

The implementation of the fitrah-based curriculum at Sorowako Nature School encompasses five main aspects:

1. Holistic. Integrating the physical, emotional, social, and spiritual development of children.
2. Personalized Learning. Learning tailored to the needs and interests of each child.
3. Experiential Learning. Learning through direct experiences, experiments, and nature exploration.
4. Character Building. Focusing on the development of character and noble values.

5. Environmental Education. Instilling environmental awareness and care from an early age.

Learning activities are designed according to detailed curriculum guidelines, covering various programs such as Qur'an education, character development, academics, literacy and numeracy, psychomotor development, talent and interest cultivation, self-responsibility, territorial exploration, waste management, physical education, and family lineage understanding.

Sorowako Nature School applies the Design Thinking approach in the teaching process, consisting of five phases: empathy, definition, ideation, prototyping, and testing. This approach encourages students to think critically, creatively, and solution-oriented in facing real-world problems, as well as work collaboratively and learn from mistakes. Educators act as facilitators who guide students through each phase, ensuring an interactive and meaningful learning process.

Learning activities at Sorowako Nature School are synergized with local wisdom and the use of the surrounding environment as a learning resource. Programs such as territorial exploration, waste management, and nature conservation instill values of sustainability and appreciation for local culture. This approach not only enriches students' learning experiences but also shapes a character that cares for and is responsible for the environment and their community.

The educational approach implemented at Sorowako Nature School has shown positive impacts in developing students' potential and character. Children have shown improvements in independence, creativity, and responsibility, and enjoy a learning process that is fun and relevant to their daily lives. The hope is that this educational model can become an effective alternative in creating a generation with noble character, productivity, and independence, and can be replicated in various other educational contexts to build a better civilization.

b. Curriculum Development Planning Stage

In the development of a fitrah-based curriculum at Sorowako Nature School, the planning stage is a crucial step that determines the direction and educational goals aligned with the natural potential and individuality of each student. This stage not only focuses on the preparation of learning materials but also encompasses the development of character, life skills, and social responsibility in students. Using the Design Thinking approach, planning is carried out iteratively, centered on the needs of the students, involving educators and parents to ensure that the curriculum developed is relevant, contextual, and capable of addressing contemporary challenges.

1) The Empathy Approach in Curriculum Planning

The Design Thinking approach begins with the Empathy phase, which focuses on deeply understanding the needs, aspirations, and challenges faced by students. In the context of curriculum planning, this phase involves observation and dialogue with students, educators, and parents to identify learning needs that align with the children's developmental stages and natural disposition. For instance, the Principal of Sorowako Nature School, Nur Ikrar Aisfar, emphasizes the importance of the empathy process at the start of every academic year as the first step in curriculum planning.

2) The Define Phase in Setting Goals and Objectives

After understanding the students' needs through the Empathy phase, the Define phase is used to formulate specific learning goals and objectives. These goals must address the identified needs and ensure that every planned program has a clear direction and measurable objectives.

3) Implementation in Various Learning Programs

In the curriculum development at Sorowako Nature School, the implementation of this approach is reflected in various programs, including:

- a) Al-Qur'an Program: Focuses on aligning learning with age stages, aiming to introduce the Qur'an engagingly to kindergarten children and dividing Qur'an learning into recitation, pronunciation, memorization, and reflection for elementary students.
- b) Adab/Akhlak Program: Centers on modeling good manners for kindergarten children and disciplining manners in elementary students through a more structured method.
- c) Academic Program: Emphasizes fostering a love for reading and writing activities in kindergarten, while the elementary curriculum is tailored to the learning needs of the students.
- d) Literacy and Numeracy Program: Encompasses more than just reading text but also understanding the surrounding environment.
- e) Psychomotor/Life Skills Program: Focuses on motor skills mastery for kindergarten children and developing more complex life skills in elementary students.
- f) Interest and Talent Program: Involves collaboration with parents to identify each child's unique potential through a variety of designed activities.

- g) Self-Responsibility Program: Emphasizes instilling habits of responsibility from an early age with simple exercises for kindergarten children and habituating personal and social responsibility in elementary students.
- h) Regional Exploration Program: Aims to cultivate children's sensitivity to the environment through exploration activities appropriate to their developmental stage.
- i) Waste Management Program: Teaches environmental responsibility through waste management activities involving the family.
- j) Physical Education Program: Includes healthy movement patterns, eating habits, and sleep routines as part of physical education.
- k) Family Tree Program: The school collects data on students' understanding of family and family values through observation and discussions with parents. The Definition phase involves planning age-appropriate activities to introduce and deepen students' understanding of their family lineage, while the Ideation phase develops various activities, such as family projects.

The school implements participatory management within the Design Thinking approach, where educators, parents, and students are actively involved in the decision-making process. This collaborative approach fosters a sense of ownership and responsibility, leading to more effective and innovative educational practices. Teachers are given the freedom to propose and execute ideas in learning activities.

Parents are also involved in designing a personalized curriculum through the Parent Book, which contains the child's Activity Journal and Portfolio, covering eight areas of innate potential, such as faith, talents, and development. Through discussion forums, parents provide input on the curriculum and collaborate with the school on various long-term activities, such as waste management and cultivating good habits.

The school regularly holds meetings to explain the curriculum, discuss the child's progress, and maintain good communication between parents and educators. The active involvement of parents in every stage of the child's development helps them better understand and support their child's education at home, creating a harmonious and supportive learning environment.

c. Implementation of Fitrah-Based Curriculum Development

The implementation of the fitrah-based curriculum at Sorowako Nature School is designed with a holistic approach that integrates Islamic values, character building, and life skills. This curriculum emphasizes the importance of education that aligns with a child's natural disposition, ensuring that each teaching stage is tailored to the child's needs and natural development. The implementation of this curriculum uses the Design Thinking approach, specifically focusing on the prototyping phase. This approach allows educational programs to be continuously iterated and adapted to remain relevant and effective in educating children.

Programs in the Fitrah-Based Curriculum

1) Al-Qur'an Program:

Kindergarten: Introduction to the Qur'an through the habit of listening to and reciting short verses. This approach does not pressure children to memorize quickly but rather emphasizes fostering a love for the Qur'an.

Elementary School: Teaching of tahsin (correct pronunciation) and tahfizh (memorization) with a more structured method, including practice in reading and memorization according to the child's ability. The focus is on understanding tajweed (rules of recitation) and fluency in recitation, without the pressure of achieving memorization targets.

2) Adab/Akhlak (Manners and Ethics) Program:

Kindergarten: Instilling basic manners through the example set by teachers and daily activities. Children are taught to respect others, speak politely, and behave well in social environments.

Elementary School: Strengthening manners and ethics through discussions, storytelling, and reflections integrated into daily activities. Children are encouraged to practice the manners they have learned both at school and at home.

3) Academic Program:

Kindergarten: Introduction to pre-reading and pre-writing through fun and interactive activities, such as learning letters and numbers through play.

Elementary School: Daily academic learning covers various subjects with a thematic and contextual approach, allowing children to understand concepts deeply without the pressure of exams or grades.

4) Literacy and Numeracy Program:

Kindergarten: Developing a habit of reading together and introducing numbers through daily activities. The focus is on fostering enjoyment in reading and counting without coercion.

Elementary School: Monthly or quarterly literacy programs, such as writing stories or creating simple books. Numeracy is taught through games involving basic mathematical concepts.

5) Psychomotor/Life Skills Program:

Kindergarten: Gross motor activities such as running, jumping, and playing outdoors. Children are taught basic skills like handwashing, tidying up toys, and dressing themselves.

Elementary School: More complex life skills are taught, such as simple cooking, planting, and craft projects. Children are involved in the entire process from start to finish to develop a sense of responsibility and independence.

6) Interest and Talent Program:

Kindergarten: Free play activities designed to explore children's interests. For example, children are introduced to various games that hone fine motor skills and creativity.

Elementary School: Interest-based projects such as creating artworks, writing stories, or simple science experiments. This program helps children discover and develop their interests and talents with the support of teachers and parents.

7) Self-Responsibility Program:

Kindergarten: Practicing self-responsibility through simple tasks like tidying up toys and personal belongings. Children are encouraged to understand the importance of responsibility for themselves and their surroundings.

Elementary School: Greater responsibilities such as managing school tasks, helping with household chores, and participating in group activities. This program teaches children to be more independent and responsible in their daily lives.

8) Territory Exploration Program:

Kindergarten: Home visits or visiting friends' homes to learn about family environments and the cultures of their peers. Outing classes to places like farms or markets to learn about the surrounding environment.

Elementary School: More complex field trips such as visits to museums, factories, or government institutions to broaden children's knowledge of the outside world and develop empathy towards various professions and communities.

9) Waste Management Program:

Kindergarten: Introducing the concept of recycling and sorting waste through daily activities at school. Children are taught to understand the importance of cleanliness and caring for the environment.

Elementary School: Recycling projects like making eco enzyme and eco bricks from household waste. This project also involves families at home, encouraging parental participation in environmental education programs.

10) Physical Education Program:

Kindergarten: Physical activities that develop gross motor skills such as light sports games, cycling, and swimming. Children are encouraged to play outdoors to improve their physical health.

Elementary School: More structured sports like archery, swimming, and team games to develop teamwork skills and healthy competition. Physical education also includes concentration and balance exercises through activities like yoga.

11) Family Tree Program:

Kindergarten: Introduction to the concept of family through stories, pictures, and activities involving parents. Children are encouraged to get to know family members and respect their parents.

Elementary School: In-depth exploration of family genealogy with the involvement of parents and grandparents. This program instills the values of filial piety and understanding the importance of lineage in Islam.

d. Evaluation of the Development of a Fitrah-Based Curriculum

Evaluation is a crucial stage in the development of a fitrah-based curriculum at Sorowako Nature School, aligned with the Testing phase of the Design Thinking approach. Here, evaluation focuses not only on academic achievement but also on the moral, spiritual, social, and physical development of the students, providing a comprehensive view of their progress. Evaluation at Sorowako Nature School is conducted qualitatively and contextually, with each activity and achievement of the students being measured through daily observations, interactions, and reflections. This process is carried out

gradually and continuously, adjusted to the age and development of the child, and oriented towards holistic growth. Parents are also actively involved in the evaluation process through regular discussions about their child's development. This ensures that the evaluation encompasses a broader perspective, not only from an academic standpoint but also considering other important aspects in fitrah-based education.

Special Program Evaluations

- 1) Qur'an Program: The evaluation of enthusiasm, memorization, and understanding of the Qur'an is conducted through daily observation and recording in activity journals and control books. Each semester, memorization and tajwid achievements are thoroughly evaluated.
- 2) Adab/Morals Program: The evaluation of adab and morals is carried out through observing daily behavior, both at school and at home. Parents and educators record changes and the application of Islamic values.
- 3) Academic Program: The focus is on participation in pre-reading and pre-writing activities at the kindergarten level, while at the elementary level, evaluations are conducted every semester through academic reports.
- 4) Literacy and Numeracy Program: Evaluation is conducted through observation of daily activities and reading journals. Numeracy skills are assessed through projects involving critical thinking and analysis.
- 5) Psychomotor/Life Skills Program: Psychomotor skills evaluation is conducted by observing students in daily physical activities and discussions with parents.
- 6) Interest and Talent Program: Educators and parents record the development of children's interests and talents in activity journals or the MyTalent platform, resulting in a tiered portfolio.
- 7) Self-Responsibility Program: Evaluation is conducted by observing how students handle personal and social responsibilities.
- 8) Exploration Program: The involvement and response of students during outings and field trips are evaluated through observation and discussions with parents.
- 9) Waste Management Program: Evaluation is conducted by observing students' involvement in waste management activities such as making eco-bricks and participating in the waste bank.
- 10) Physical Education Program: Educators record the progress of students' physical abilities through regular sports activities and motor skills games.

11) Family Tree Program: Evaluation is conducted through observing students' participation in recognizing and understanding their family tree.

The evaluation results show that this fitrah-based curriculum is effective in increasing students' motivation and engagement. Students are more motivated, enjoy learning, and can connect learning with everyday life, creating a positive and engaging learning environment. Academically, they demonstrate improved understanding of the material, and non-academically, they exhibit positive developments in behavior, responsibility, and creativity. Educators and parents consider this curriculum to be a holistic, relevant, and effective approach to supporting the overall growth of children. This approach also emphasizes the importance of education that encompasses all aspects of the students' lives, as articulated by holistic education theory. This holistic evaluation reflects the vision of Sorowako Nature School to educate a generation with noble character, productivity, and independence according to their potential.

4.) CONCLUSIONS

This research aims to explore how the Design Thinking approach is applied in the management of fitrah-based curriculum development at Sorowako Nature School in Luwu Timur District. Based on the analysis, the following conclusions can be drawn:

a. Planning of Fitrah-Based Curriculum Development Using the Design Thinking Approach

The curriculum planning phase at Sorowako Nature School begins with the empathy phase, which forms the foundation for the entire curriculum development process. In this stage, a deep understanding of the needs of students and parents is gathered. Findings from the empathy phase are then used to define problems and formulate relevant ideas as solutions.

b. Implementation of Fitrah-Based Curriculum Development Using the Design Thinking Approach

The implementation of the fitrah-based curriculum shows the iterative cycle characteristic of Design Thinking. Prototypes, such as program types, implementation guidelines, and study schedules, are applied to ensure their alignment with the needs of stakeholders. After prototypes are implemented, feedback from students, parents, and educators is collected and analyzed for adjustments and improvements. This approach significantly influences the development of a flexible and adaptive curriculum, ensuring it remains relevant to current field conditions.

c. Evaluation of Fitrah-Based Curriculum Development Using the Design Thinking Approach

The testing phase in curriculum evaluation is conducted periodically and involves all stakeholders. This evaluation process includes direct observations, discussions, and in-depth reflections, which are collectively used to update and refine the curriculum. This evaluative approach supports continuous improvement in the quality of learning.

Based on the conclusions above, several specific implications can be drawn for the development of fitrah-based curricula at Sorowako Nature School, as well as in a broader context:

a. Implications for Fitrah-Based Curriculum Development at Sorowako Nature School

The application of Design Thinking in developing a fitrah-based curriculum at Sorowako Nature School can serve as a model for other schools focused on holistic and sustainable education. The process, which emphasizes empathy and iteration, provides flexibility in addressing the unique needs and challenges faced by students and educators in such environments.

b. Implications for General Educational Practices and Educational Policy

The Design Thinking approach can be adopted in education to design more responsive and adaptive curricula and policies. This method helps educators understand students' needs and encourages innovative policies that align with social changes and local needs, thereby enhancing educational quality.

c. Future Research Development

This research opens opportunities for further studies on the implementation of Design Thinking in different educational contexts. Longitudinal studies observing the long-term impact of this approach on student learning outcomes and fitrah-based curriculum development in various environments could provide deeper insights and enrich educational literature.

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