SCHOOL COMMITTEE PERFORMANCE IMPROVEMENT MANAGEMENT MODEL IN SUCCESSFULLY IMPLEMENTING THE INDEPENDENT CURRICULUM IN PRIVATE SCHOOLS IN BATAM CITY

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Abstract

The school committee is an independent institution consisting of parents/guardians of students, school communities, community leaders, education experts who care about education. This study is targeted to identify and analyze the planning, implementation, and evaluation strategies for the progressiveness of the School Committee's performance as a manifestation and implementation of the independent curriculum. The techniques and methods used in completing this study focus on a qualitative perspective through observation, interviews, and documentation and are targeted to identify linear research findings on the planning, implementation, and evaluation strategies for the progressiveness of the School Committee's performance as a manifestation and implementation of the independent curriculum. Based on the target findings, the research focuses on three stages of management, namely planning, implementation and evaluation and analysis of the school committee's performance progressiveness strategy as a manifestation and implementation of the independent curriculum. The research findings are expected to have a management model implemented in the independent curriculum obtained from the collaboration of the School Committee's performance for four years which is constrained by a number of main challenges, namely the school committee's agenda for the success of short-term, medium-term and long-term targets in the school year that has been set.

Keywords: *School Committee. Independent Curriculum*

1. INTRODUCTION

Schools as formal educational institutions, in their implementation are expected to be able to establish relationships with the community as users of school education services. The relationship between schools and the community is aimed at improving the progress of learning and child growth which is manifested to strengthen the goals and improve the quality of life of the community including encouraging the community to establish relationships with schools.

Education is a fundamental aspect in the development of a country and the success of a country is largely based on the quality of education provided to its people. Quality education not only has a significant impact on individuals but also contributes to the progress of the country as a whole. One of the factors that influences the quality of education is the curriculum implemented in the Indonesian linear curriculum and has undergone a number of changes that are targeted to adjust to technological developments and community demands. However, curriculum changes that are often made in Indonesia are sometimes limited to name changes without any substantial changes that affect the quality of learning.

The basic objective of curriculum change is to help students balance individual and community needs in forming their identity. Regardless of these conditions, the curriculum must also develop linearly with socio-cultural developments. However, curriculum changes must be based on the Pancasila and the 1945 Constitution as the foundation of the state so that the changes remain relevant to the nation's basic values. It is concluded that an effective curriculum must include a number of fundamental components, namely objectives, learning materials, methods, and evaluations designed to achieve educational goals.

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The school committee is an independent institution whose members are parents/guardians of students, the school community, and community leaders who care about education and based on the Regulation of the Minister of Religion of the Republic of Indonesia Number 16 of 2020, the madrasah school committee is an independent institution whose members are parents/guardians of students, community leaders who care about education and education experts.

Support for educational progress in linear schools in implementing learning, both linear curriculum and learning facilities and infrastructure and other school policies, need to be continuously coordinated with the school committee. Thus, it can be understood that the formation of a school committee is intended to provide support for educational progress in schools, both directly and indirectly. Merdeka Belajar is based on the idea of having a consistent curriculum, fostering a pleasant learning atmosphere, and supporting teacher creativity (Fathan, 2020).

The independent curriculum is a new curriculum introduced by the Minister of Education and Culture and the curriculum is considered as a teaching that provides opportunities for students to learn in a fun, easy, stress-free way, and allows them to demonstrate their innate abilities. Independent Learning focuses on individuality and original thinking. The Ministry of Education and Culture announced the start of a driving school program as one of the initiatives to introduce the independent curriculum learning.

The goal of the education initiative is to help all schools produce a new generation of lifelong learners with the character of Pancasila students. The role of teachers is needed for all of this to succeed. The School Committee is a body formed in the school environment with the aim of carrying out monitoring, supervision activities, and providing input and suggestions to schools in order to improve the quality of education in schools. The body is a forum to accommodate community participation in developing schools to be better.

The school committee is a non-profit and non-political body or institution formed based on democratic deliberation of guardians as part of education/school stakeholders, as a representation of a number of elements responsible for the progressiveness of the quality of the learning process and outcomes. The school committee management is determined based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016 Article 1 Number 2 which states that the school committee is an independent institution whose members are parents/guardians of students, school communities, and community leaders who care about education or also based on the Regulation of the Minister of Religion Number 16 of 2020 CHAPTER I Article 1 Number 2 which states that the madrasah committee is an independent institution whose members are parents/guardians of students, community leaders who care about education and education experts. The formation of the school committee begins with the formation of a preparatory committee formed by the principal and the community. The preparatory committee consists of education practitioners such as school elements, education observers, community leaders, religious leaders and parents of students.

Management is considered an applied science that has several understandings, one of which explains the unique techniques and arts in managing all resources with strategies and objectives that have distinctive characteristics. Apart from the understanding of management, its terminology is also known as an effort or process that is closely related to organizing, planning, implementing or controlling which is carried out by empowering the resources owned in order to achieve the expected targets together.

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School committee performance management is the basis for realizing student learning outcomes and teacher performance in implementing the independent curriculum. Meanwhile, management from an empirical theory perspective is part of science whose application requires supporting variables. Related to the paradigmatic thinking, the linear understanding explains that management requires several complementary supporting resources, including individuals, materials, techniques and methods. Discussion related to the progressiveness of School Committee Performance in Succeeding the Implementation of the Independent Curriculum in Private Schools in Batam City requires a comprehensive and holistic understanding of concepts, problems and problem-solving abilities.

The use of observation is to provide insight into the effectiveness of the implementation of an effective curriculum to support the implementation of the Merdeka Curriculum and understand the challenges and solutions implemented in Private Schools in Batam City, the study is expected to be a reference for other schools that are or

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will implement a similar curriculum. Regardless of these conditions, the results of the observation can provide recommendations for policy makers to improve the implementation of the curriculum at the national level.

Private Schools in Batam City previously used the 2013 Curriculum in the learning process. The curriculum, although revised, has a number of limitations in its implementation, especially in providing freedom for students to develop their potential. With the linear implementation of the Independent Curriculum for the 2021/2022 academic year, Private Schools in Batam City face new challenges, including adapting to a more flexible curriculum structure that is more based on student needs. The school is committed to ensuring that despite major changes in the curriculum, the learning process continues to run smoothly and has a positive impact on students. The main challenge faced by the school is ensuring that all parties, including teachers and students, are ready for the changes and can take advantage of opportunities to improve the quality of education.

2. METHOD

The study used a qualitative approach and literature review method with the target of knowing the role of curriculum management in the implementation of the Merdeka Curriculum in Private Schools in Batam City. The qualitative approach was chosen because the focus of the study was to understand the phenomena that occur in depth in a real context, not just to measure or calculate variables.

There are a number of fundamental problems identified in this study related to Identifying the role of curriculum management in curriculum development in schools; Reviewing the theory of the role of linear curriculum management in curriculum development in schools; Seeing the relevance of theory and field facts of curriculum management in curriculum development in schools. Through this method, it is considered sufficient to obtain a divergent description.

In order to obtain the necessary data, the study used a number of data collection techniques, namely interviews conducted with the main source, namely the Vice Principal for Curriculum. The interview was targeted to obtain information related to the policy and implementation of the Independent Curriculum in the school, as well as the challenges faced in its implementation. The interviews were conducted in a semi-structured manner, allowing researchers to explore certain relevant topics during the conversation.

Observations were conducted in classrooms of Batam City Private Schools with the target of directly observing the implementation of the Merdeka Curriculum in the learning process. The observations included observations of interactions between teachers and students, the use of teaching materials, and the learning techniques implemented. The observations were conducted in a participatory manner and researchers not only observed but were also involved in a number of ongoing learning activities.

Documentation is used to collect a number of written information related to learning activities, school activity reports, and documents related to the implementation of the Merdeka Curriculum in Private Schools in Batam City. The documentation data is used to complement the data obtained through interviews and observations.

The selection of resource persons was carried out by considering the role and influence of the implementation of the Merdeka Curriculum in Private Schools in Batam City. The main resource person is the Vice Principal for Curriculum who has in-depth knowledge regarding the policies and implementation of the curriculum in the school. The observation location, namely Private Schools in Batam City, was chosen because the school has implemented the Merdeka Curriculum since the 2021/2022 academic year, and the changes are still ongoing until now, thus providing a relevant context for this study.

The main instruments in the study were interview guidelines and observation formats that had been prepared previously. The interview guidelines contained a list of questions relevant to the research topic, while the observation format contained a number of indicators that needed to be observed in each learning activity. Documents related to the Independent Curriculum were also used as instruments to obtain the necessary documentation data.

Data were analyzed using a thematic approach (Braun & Clarke), involving the process of identifying, analyzing, and reporting themes or patterns that emerge from qualitative data. The analysis began by transcribing the results of interviews to obtain data that could be studied in depth and the results of the interviews were then compared with observational and documentation data to evaluate their consistency and linearity. Data triangulation was carried out by comparing the findings of a number of sources to ensure the validity and reliability of the analysis results.

3. RESULT AND DISCUSSION
a. Implementation of the independent curriculum

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Apart from the roles mentioned above, the real role carried out by the school committee is as a partner for the local government and schools. This body plays a role limited to providing considerations or choices that must be made by the local government and schools, as well as providing support, control, and bridging the interests of the community and the implementation of education.

The role of the school committee provides consideration in determining and implementing education policies, supporting the implementation of education, controlling and mediating between the government and the community. Regardless of these conditions, it also functions to encourage the growth of community attention and commitment to quality education, collaborate with the community, accommodate and analyze aspirations, provide input, encourage parents and the community to participate in education, raise funds from the community and conduct evaluations.

In the efforts to progress the quality of education, parents and the community have significant potential to play an active role, including parents participating in learning linear small-scale educational bureaucracy in educational units, encouraging active activities at school, creating a friendly situation, namely through discussions at home, and parents also need to know the development of their children at school and participate in the provision of facilities and infrastructure to support teaching and learning activities.

The entire series of school management development is considered a strategy in improving school performance. School-Based Management has a number of school development system approaches that are able to provide significant changes to improving the quality of school performance. Thus, the existence of MBS is considered as one of the effective concepts of school performance development. Meanwhile, in order to identify school performance, it must be carried out by a number of professional personnel related to the world of education itself. All aspects of the assessment are also able to meet the complexity of the overall assessment. School-based management is considered a technique for improving and developing schools by involving all aspects that are responsible for schools and education. The components involved include the principal, teachers, students, community, committee and other parties who are able to synergize in the progressiveness of the quality of school education. School-based management is considered a form of school performance development which if formulated is to develop the potential and all school resources and is able to provide autonomous rights for schools to develop school performance.

Evaluation is a monitoring factor in order to make the performance of employees and members assess the productivity and quality of their work. Evaluation in educational institutions is very important as a basis for improving and enhancing the quality of teaching that has been set and expected together. The problem faced in the implementation of the curriculum in Indonesia is the frequent changes in the curriculum that are not supported by significant changes in its implementation. This condition causes a gap between curriculum theory and its implementation in the field. Apart from these conditions, other obstacles are the unpreparedness of schools in facing rapid curriculum changes and the lack of understanding regarding the importance of curriculum management in achieving quality education goals. This study is targeted to focus on the basis of empirical analysis of management and discussion of the independent curriculum implemented in Private Schools in Batam City.

Based on the results of observations related to the Role of Curriculum Management in the Development of the Independent Curriculum in Private Schools in Batam City, namely implementing the Independent Curriculum since the 2021/2022 academic year, so it has been running for four years. Since the beginning of its implementation, there have been a number of obstacles because it is a new factor, supported by varying opinions and opinions from teachers who feel uncomfortable. However, change is a factor that must be accepted, and the Independent Curriculum is considered an improvement on the 2013 Curriculum. The Independent Curriculum focuses on safer, more comfortable, more enjoyable, and more inclusive learning. Inclusive is not only for students with special needs but also for students from a number of religious, ethnic, and cultural backgrounds. For example, the Batam City Private School provides a place of worship for Muslim students and religious teachers for non-Muslim students. Learning is designed to be fun with the use of games and icebreakers to keep the learning atmosphere fresh. Despite a number of challenges since the beginning of its implementation, the school has adapted and its implementation has run optimally.

Based on a number of journals, the learning process in the Independent Curriculum in high schools is targeted to provide freedom for teachers and students to create an interactive and enjoyable learning atmosphere. The project-based approach is the main method and students are invited to explore factual issues that are relevant to life and the process, students are encouraged to be more independent, creative, critical, and dare to express their opinions. The interaction between teachers and students is increasingly strengthened, both inside and outside the classroom, with teachers playing a significant role as facilitators who create a comfortable and meaningful learning environment, so that they focus more on the formation of students' character and social skills.

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One of the important elements in the Independent Curriculum is the Pancasila Student Profile Strengthening Project. Through this project, students are involved in research activities or projects that focus on solving real-life problems, encouraging the development of critical reasoning skills and innovation. Despite these conditions, the curriculum also allows teachers to design more flexible learning and assessment methods, so that students' learning processes become deeper and less rushed. However, the implementation of this curriculum still faces challenges, especially because teachers' understanding is not evenly distributed, so there are gaps in its implementation.

In its implementation, the discovery-based learning approach is one of the methods implemented, starting with apperception, discussion, presentation, and evaluation. Initial obstacles include the lack of student activity and unfamiliarity with using technology, including PhET simulations, which can be overcome through further assistance. The use of technology such as PhET has succeeded in increasing student activity and understanding of the material being taught, indicating that technology-based media has begun to be implemented effectively in learning. Teachers play a major role in introducing the technology, while the role of students in the learning process becomes more active over time.

The Independent Curriculum is also implemented with a flexible approach, giving schools the freedom to design and implement the learning process. This process involves the use of a number of resources, including digital technology, laboratories, and collaboration between classes. The interaction between teachers and students becomes more dynamic, encouraging students to actively participate in learning, while teachers play a significant role as facilitators who support the exploration and development of students' abilities. Research indicates that students' abilities in moral, ethical, cooperation, and communication aspects are considered quite good by education partners.

The implementation of the Independent Curriculum in high schools also provides greater flexibility for schools and teachers in designing linear learning in the local context and student characteristics. The learning process is carried out more interactively, with a focus on developing student character and competence and in this process, the use of information technology is also expanded, supporting the objectives of the curriculum which serve as guidelines in designing relevant learning activities, both for academic and character development of students.

b. Challenges and obstacles in implementing the independent curriculum

The implementation of the Independent Curriculum in Private Schools in Batam City faces a number of challenges, especially the linear readiness of human resources, namely teachers. As one of the vice principals for curriculum explained, The key to this change is understanding the needs of all individuals, not just the needs of teachers. Teachers must be aware of the importance of personal motivation, including the need for students to understand the importance of meeting these needs in order to provide the necessary support. Teachers must also identify the background of students, including the need for students to be able to understand the background of students, the importance of the role of teachers in students' lives, and the need for students to be able to understand the importance of the role of teachers in students' lives (Vice Principal, 2024).

The majority of teachers do not fully understand and are not ready to implement the Merdeka Curriculum approach, especially in terms of the use of technology and new learning methods. This paradigm shift requires time for teachers to adapt to the Merdeka Belajar policy. Another challenge is the integration of theory and practice in the curriculum which is still an obstacle and concerns that focusing on practice can override the understanding of basic concepts that are important for students.

Another major challenge is the readiness of teachers to understand and implement more flexible and project-based learning methods. Resources, including technology and infrastructure, are obstacles, especially in areas that do not yet have adequate access. The curriculum requires teachers to act as facilitators, not just traditional teachers, which may require further training for teachers.

Challenges in implementing the Independent Curriculum also include the difficulty of aligning character development with curriculum content. Resistance from teachers who are not familiar with the approach is a challenge in itself, supported by limited time and resources to train teachers in implementing character-based methods. Differences in understanding regarding the character values that must be taught and internalized by students also add to the complexity of implementing the curriculum.

Apart from these conditions, other challenges in implementing the Independent Curriculum involve the readiness of teachers who may not be familiar with the new approach, so proportional training and support are needed to improve understanding and skills. Limited resources, especially in terms of educational facilities and technology, are obstacles, especially in less developed areas. The mismatch between the curriculum and the needs of students and the development of the world of work can hinder the effectiveness of the learning that is desired.

Additional challenges are in the readiness of teachers who still do not fully understand the curriculum changes, so intensive training is needed. The availability of books and linear learning media is also an obstacle, especially in

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remote areas and the implementation of the Pancasila Student Profile Strengthening Project (P5), students and teachers have difficulty in planning and assessing linear projects on the specified theme, making the challenge in assessing learning outcomes even greater.

c. Effectiveness of learning outcomes in the independent curriculum

The effectiveness of student learning outcomes in Batam City Private Schools, implemented through the Merdeka Curriculum, is based on the progressiveness of report card scores and the number of graduates accepted through the SNBP pathway. Although report card scores are not the only indicator, they indicate that student learning outcomes have improved compared to previous years. The Merdeka Curriculum is designed to improve the effectiveness of learning outcomes by focusing on more holistic learning outcomes. Formative assessments are carried out through assignments and projects that encourage students to actively participate and student learning outcomes can be measured through the P5 project, although not based on formal learning outcomes, providing opportunities for students to implement knowledge in relevant and real contexts. With this approach, students are expected to be able to indicate mastery of the desired skills and characters.

The Independent Curriculum is targeted to improve the effectiveness of student learning outcomes with a more holistic approach. Formative assessments are carried out through assignments, exams, and P5 projects, assessing students' academic and non-academic abilities. With this approach, students are expected to be able to indicate critical thinking skills, creativity, and independence and the expected learning outcomes are graduates who are not only academically competent but also ready to face challenges in the real world. However, continuous evaluation is needed to ensure the effectiveness of this method in improving student learning outcomes. Through a more integrated and collaborative approach, students are involved in a number of learning activities, both intracurricular and extracurricular. Assessments are carried out formatively through assignments and projects, allowing teachers to measure students' understanding more holistically. The Pancasila Student Profile Strengthening Project (P5) is one of the indicators of success and students can indicate their skills and creativity to the community.

Student learning outcomes under the Merdeka Curriculum are improved through formative assessment methods, allowing for continuous monitoring of learning progress. Students are encouraged to develop higher-order thinking skills, including critical and creative thinking. The implementation of the curriculum also helps students build psychomotor skills needed for the industrial world. This more holistic evaluation ensures that students achieve the expected competencies cognitively, psychomotorically, and affectively.

The effectiveness of student learning outcomes through the Independent Curriculum can be measured from the progressiveness of student involvement and motivation in learning. With the implementation of innovative learning methods, including project-based learning and game-based learning, students have the opportunity to learn actively and relevantly to everyday life. Formative assessments carried out periodically help teachers to provide the necessary feedback, improving students' understanding of the material. However, further research is needed to measure the long-term impact of this approach on students' academic achievement.

d. Relevance of curriculum to the world of work and technology

The relevance of the independence curriculum to the development of the world of work and technology in Batam City Private Schools is because Batam City Private Schools are high schools and not vocational schools so we are not directly involved with the industrial world, the school focuses on the use of technology in learning. These conditions include the progressiveness of school digitalization and the implementation of information technology in teacher learning activities. Apart from these conditions, the school also updates the examination system with Computer Based Testing (CBT) so that the results are more authentic. The implementation of CBT also limits browsing access so that students do not leave the examination platform.

Although there were obstacles during the implementation of the first CBT exam, including annoying ads and low Wi-Fi quality, the school continued to improve its system. The changes were targeted so that students would be familiar with technology before entering the workforce. With the adoption of CBT, students became more honest in seeking answers and more active in learning. Despite these conditions, the use of technology was also seen in the IT-based library application with barcode scanning. The reform is one of the efforts to ensure the relevance of the school curriculum to technological developments. Through CBT and the use of technology in learning, Batam City Private Schools present a linear learning experience that meets the demands of the times. The learning process that integrates IT is expected to be able to equip students with knowledge and skills that are relevant for the future.

The Merdeka Curriculum is designed to prepare students to face the world of work through the development of basic skills such as literacy, numeracy, and character. Literacy is not only interpreted as the ability to read but also the ability to analyze and apply information in real contexts. Numeracy also emphasizes the understanding of mathematics that can be applied in everyday life. The curriculum introduces skills that are relevant to technological

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developments and changes in the world of work, including critical thinking and problem solving skills. Project-based and contextual learning is expected to provide students with experiences that are closer to the world of work.

The Merdeka Curriculum focuses on the development of technological literacy and data literacy, which is very relevant to the needs of today's workforce. Students are taught to think critically and creatively through project-based learning methods, preparing to face the challenges of industry 4.0. Regardless of these conditions, the use of technology in learning makes students more prepared to face technological developments because they are accustomed to using digital technology in the learning process. In order to remain relevant to the workforce and technological developments, Islamic education must be adaptive and dynamic. The curriculum needs to be designed to prepare students with the skills needed in the digital era and the industrial revolution 4.0. These include critical thinking skills, problem-solving skills, and the ability to innovate.

Schools must actively review character values in the curriculum and adapt them to the needs of the workplace. Integrating the principles of strengthening character education into the learning process is expected to equip students with skills and values that are relevant to the demands of the times. The use of ICT in learning is also one strategy to ensure that students are ready to face rapid technological developments.

Schools also maintain the relevance of the curriculum by collaborating with industry and academics, and integrating technology into the learning process. Through market needs analysis, schools can update the curriculum to be linear with the competencies needed by the world of work. Regardless of these conditions, linear extracurricular activities for skill development are also important to prepare students to face challenges in the world of work. Schools can also ensure that the curriculum remains relevant to the world of work and technological developments through project-based learning that develops the Pancasila Student Profile, with a focus on character and skills. Regardless of these conditions, the curriculum emphasizes mastery of basic skills such as reading and arithmetic, which are important in the world of work. A flexible approach to learning allows students to adapt to the skills needed in the real world and evolving technology.

e. Collaboration with external parties for the progressiveness of education quality

Private Schools in Batam City collaborate with external parties such as universities, research institutions, or companies to improve the quality of education. Private Schools in Batam City have previously collaborated with universities, research institutions, or companies to improve critical and creative thinking skills. Schools that are able to collaborate with external parties such as universities, research institutions, or companies are able to improve the quality of learning by providing more opportunities for student development. Such collaborations can also help fill resource gaps and provide teachers with access to additional training as needed. Industry involvement is essential to ensure that the curriculum remains relevant to the world of work. Thus, it is important for schools to establish relationships with companies that can provide opportunities for students to engage in real projects related to the industrial world.

Schools can also collaborate through internship programs, collaborative research projects, and teacher training. Collaboration with universities and research institutions helps in developing better curriculum and relevant training for educators. Collaboration with companies can provide students with hands-on experience in the work environment, in turn increasing their understanding of the skills needed. Integration of artificial intelligence in big data analysis also allows schools to make evidence-based decisions in curriculum development.

Solid partnerships, schools are able to improve the quality of education through a number of programs, including internships, collaborative projects, and joint research. These collaborations allow students to gain hands-on and relevant experience in the world of work. Despite these conditions, teacher training can be carried out by involving external experts, providing new perspectives in curriculum development and learning methods. These conditions will prepare students for future challenges.

4. CONCLUSION

The Merdeka Curriculum does build character and strengthen students' social skills, the majority of which are oriented towards the Pancasila Student Profile/Characteristics Strengthening Project which utilizes real-life problem solving. However, the main challenge related to the implementation of the linear curriculum is the readiness of teachers to practice more flexible, technology-based, and project-based learning.

Despite these conditions, limited resources including technological infrastructure in remote areas are an obstacle to equal performance. The implementation of the Independent Curriculum in Private Schools in Batam City has been implemented since the 2021/2022 academic year. It was explained that the implementation was carried out using supportive and interesting learning that was project-based and inclusive. Other obstacles include limited mastery of technology and readiness of human resources since the beginning of implementation. Private Schools in Batam City have succeeded in increasing school digitalization and utilizing information technology to

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support the teaching and learning process, thanks to curriculum management that is responsive to technological developments and the needs of the world of work.

Despite some initial challenges including disagreements between teachers and limitations in utilizing technology, the school has managed to overcome these obstacles to implement the curriculum. The curriculum does build character and strengthen students' social skills, which mostly focuses on Strengthening Pancasila Student Profiles/Characters that utilize real-life problem solving. However, the main challenge related to implementing the curriculum is the readiness of teachers to implement more flexible, technology-based, and project-based learning.

Despite these conditions, limited resources including technological infrastructure in remote areas are obstacles to equal performance. Thus, from the perspective of learning outcome effectiveness, students have indicated progressive critical thinking skills and creativity, but formative assessment and budget evaluation are still needed strategies to continue to ensure long-term success. Despite these conditions, the curriculum remains relevant to technological developments and the world of work linear learning and is able to compete in CBT in schools. Collaboration with universities and external institutions has played an important role in improving the quality of education through collaborative research and teacher training and all have the benefit of increasing students' critical thinking skills and creativity in schools and the relevance of the curriculum to the needs of the industrial world.

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