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Curriculum Management in Deep Work Model at English Education Department Universitas Panca Sakti Bekasi

Rita Aryani [1], Leroy Holman Siahaan [2*]

[1, 2] Universitas Panca Sakti Bekasi, Indonesia

[*] leroyholmansiahaan@gmail.com

Abstract

The problem that often occurs in this era of technological progress is gadget addiction, a student cannot be separated from a gadget and is always spoiled with features/applications on the gadget, making it difficult for many students to concentrate, and their thinking is not critical like the young people of old. Indonesia's educational needs in terms of increasing excellent graduates needed by developing a Deep Work model curriculum is the goal of this research. This Deep Work model curriculum refers to how students can work focused by avoiding distractions around them. In this Deep Work model curriculum, students are expected to have high skills according to their ability to produce new values in higher education, especially English Education. In this study, researchers used the Research and Development (R&D) method, which refers to the 4-D model (Define, Design, Develop, Disseminate). This method is expected to produce a product, namely the In-depth Work Model Curriculum. The instruments used in this study were validation instruments, student response questionnaires before and after using the module, observation sheets, and test questions to determine students' abilities and focus tests. From the 4 stages carried out, the results obtained were 72.5%, it was stated that the Deep Work curriculum had a high success rate in increasing graduation in English education study programs.

Keywords*: Curriculum, Deep Work, English Education, Research and Development, Gadget*

Introduction

The development of the English education curriculum in Indonesia has changed from ancient times to today's modern times. This change is, of course based on aspects of people's lives. The development of the educational curriculum will experience changes in the social dynamics of society (Guo et al, 2020). Thus, the innovation of special education in universities in Indonesia is very much needed, especially in overcoming the increase in superior graduates in universities in Indonesia. Of course, innovation is a solution to problems that will hinder the education process (Borredon et al, 2011). The phenomenon of gadget addiction in children is at least increasingly visible in the last five years. Although there is no exact figure for the percentage and number of children showing signs of gadget addiction or addiction, from a number of community cases, the results of investigations, surveys and studies show that this phenomenon is not uncommon. now in an alarming situation. In addition to being a victim, children also participate in several situations that are classified as criminal acts (Angelo et al, 2015).

Head of the Mental Health Medical Department, Faculty of Medicine, University of Indonesia, Cipto Mangunkusumo National General Hospital (FKUI-RSCM) Kristiana Siste Kurnia Santi said that not all children who play games are immediately called addicted or addicted to

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games. The use of gadgets in children and adolescents for more than 3 hours a day makes them vulnerable to gadget addiction (Purnamasari et al, 2020). Kristiana's experience in caring for an 18-year-old teenager was threatened with dropping out because she never attended lectures. All day long this teenager only plays online games for 18 hours a day. In order to stay awake while playing games, the young man consumed methamphetamine and methamphetamine. From his history, the young man owned a gadget since he was 6 years old, played online games since he was 13 years old, and started getting addicted at 17 years old, and was very addicted at 18 years old (Kecanduan Gawai Hingga Sakau, Dua Remaja di Bondowoso Dirawat di Poli Jiwa RSU - kbr.id, n.d.) (Fan et al, 2018; Taylor et al, 2018).

In terms of age, children who are vulnerable to gadget addiction are in the age range of 13-18 years. At the age of children, the part of the brain, namely the dorsolateral prefivntal cortex, which functions to prevent someone from being impulsive so that someone can plan and control behavior properly, is immature (Mater et al, 2019). "When this part is disturbed, a person is prone to being impulsive, including when using a device," said Kristiana. The use of gadgets in children and adolescents for more than 3 hours a day can make them vulnerable to gadget addiction. Game addiction on gadgets is currently getting worldwide attention. The World Health Organization (WHO) recently issued the 11th edition of the International Classification of Disease (ICD) which mentions addiction to playing games as a mental health disorder, which is included as a gaming disorder or gaming disorder (Tirado et al, 2016).

Last January, the Koesnadi Regional General Hospital, Bondowoso, East Java, treated two middle and high school students who were addicted to gadgets at a severe level. He wanted to kill his parents who forbade using gadgets. The phenomenon of children being addicted to gadgets, according to Dr. Tjhin Wiguna, a child and adolescent psychiatrist at the Mental Health Medical Department FKUI-RSCM. started to increase in the last three years. The number of parents who come to ask for consultations with child protection agencies or take their children to psychologists and psychiatrists has also increased (Sholihuddin, 2020).

Chairman of the Indonesian Child Protection Agency, Seto Mulyadi, stated that since 2013 his institution has handled 17 cases of children addicted to gadgets. Likewise the National Commission for Child Protection, which since 2016 has handled 42 cases of children addicted to gadgets. The trend of increasing cases of children addicted to gadgets is related to the high internet penetration in Indonesia. Based on the 2017 Survey of the Association of Indonesian Internet Service Providers (APJII), as many as 143.26 million people or 54.68 percent of Indonesia's population use the internet. The largest penetration of internet users is aged 13-18 years (75.50 percent). Gadgets are the devices most used to access the internet (44.16 percent) (Chang, 2021; Zhang, 2022). Minister of Communication and Informatics Rudiantara at the Safe Internet for Children event in Jakarta, 6 February 2018, revealed that as much as 93.52 percent of social media use by Indonesian individuals is aged 9-19 years and 65.34 percent of internet use by individuals is aged 9 -19 years old. In general, children use the internet to access social media, including YouTube and online games (Alias et al, 2018).

Based on a Study on the Use of Social Media by Children and Adolescents published by the Center for Communication Studies (Puskakom). University of Indonesia 2017, children and youth are interested in accessing social media because they reunite themselves with friends and families who are separated by distance, to share messages. Meanwhile, they access online games to fulfill their desire to play in cyberspace. Explains that students experience failure concentration caused by unhealthy body conditions, fatigue and hunger, sleepy, got into a problem, did not like the teacher, learning materials uninteresting and boring. Cause

students are difficult to concentrate namely due to neurological disorders or perceptual disorders, namely unable to processing the meaning heard and seen which resulted in students not being interested and understand orders and are influenced by genetic factors (As' ad et al, 2020). If a student cannot concentrate without being accompanied by an autistic disorder then it is a distraction.

This concentration is said to be normal. In general, concentration disturbances only a deviant student behavior. Factors causing learning concentration disorders according to among others, the mind is focused on new things, things you want done, daydreaming, too many activities, tired of learning, facing problems, weakened mental state (Alkahtani, 2017). State that difficulty concentrating occurs due to having many thoughts, experiencing distraction, don't know how to do something, want something others, fatigue, some are boring, not feeling well, eating a lot and drink and eat a little. It can be concluded that the concentration of student learning can be influenced by within the individual and can be influenced by the individual's environment. Technological advances such as cell phones are growing rapidly. Cellphones that used to be only for sending messages and receiving calls now have many application features or can be called gadgets. In today's era, almost everyone has a gadget, even teenagers to minors (Biswas, 2013). The positive impact on teenagers from the progress of this gadget is very much, for example, as a means of finding the latest scientific references quickly, even all information about everything in this world can be easily known, so a student can learn at any time and need not be afraid to run out of new learning knowledge because all easily accessible through the help of communication tools (gadgets) (Safder et al, 2021).

The biggest negative impact of using sophisticated gadgets in the current era is the lack of children's focus on learning (concentration). The use of gadgets can also reduce children's activities in the outside world. Today's young generation tends to be more difficult to solve existing problems, many are seen in this era many young people are more easily stressed, even easily depressed just by learning activities at school, because there are so many conveniences obtained from gadgets that make teenagers today have a lack of critical thinking, especially the price of gadgets which are cheap and can be owned by everyone (Ramanau, 2016). Community groups make it easy for all levels of society to buy gadgets. In the era of today's generation, it can't be separated from using gadgets. We can see in the surrounding environment that everyone can't get their hands off the gadget, and it even becomes one of the daily necessities (Posillico et al, 2022). Of course, there are many features/applications from gadgets that put forward innovative knowledge for young people. Still, there are also many features/applications that make youth focus less and only put forward a trend that is less educative.

Therefore, the author is very interested in making new curriculum innovations to change education in Indonesia, especially in English education. In the current era, many teenagers are now very spoiled with increasingly sophisticated technology (Skiba et al, 2016). Before the existence of advanced technology, such as gadgets, teenagers in Indonesia had to open an English dictionary to compose a good sentence. Still, in today's era, the English dictionary is only a heavy burden in their bag because they can access features/applications, such as google translate, to help them make a sentence using English. The development of google translate is getting more sophisticated. We initially needed to type one by one to get the results of the English translation (Ritter et al, 2018). Now it is only enough for a photo. Then the google translate feature can detect an article. It can be concluded that there are two differences between the two eras, where today many teenagers are too spoiled with

technology and even the more negative impact is also with technology, teenagers are very less critical thinking and very less concentrated on learning. This reason also encourages the author to want to implement a new educational innovation based on the "Deep Work" model so that technological development in Indonesia is not a threat to young people who are addicted to gadgets. Still, this innovation can make a solution to create superior graduates and have high value competence (Hararap et al, 2023).

Innovation can be associated with development. Innovation can be interpreted as a renewal effort, so it can be assumed that innovation is an original, creative, and unconventional thought. Innovation is an idea, practical thing, method, or manufactured good that is observed or perceived as new for a person or group of people (society) (Sutirna, 2019). Curriculum innovation as part of an essential factor in education. It has a strategic position in coloring and determining the quality of scholarly output. The quality of education is very much determined by the existence of the curriculum (Muniasamy et al, 2020). The curriculum is a set of learning experiences obtained from students during the educational process. The curriculum covers from subjects to activities inside and outside of school

In this study, the author must understand several components. First, the objectives. The Curriculum objectives must be described from the general goals of education, which can be formulated based on the development of demands and then the needs and conditions of society, as for the two types of general instructional objectives and specific instructional objectives. Second, Curriculum Material. Curriculum material is the content of knowledge, attitudes, skills, and learning experiences. Criteria in curriculum content (1) Curriculum content must look at society's demands/real reflections. (2) The content of the curriculum has a comprehensive purpose. There are intellectual, moral, and social aspects. (3) The content of the curriculum contains test-resistant knowledge (4) The content of the curriculum must contain explicit learning materials, theories, principles, and concepts, not just basic information. Third, the strategy for implementing the curriculum or how a learning experience achieves its goals. Curriculum implementation strategies must pay attention to (a) levels and levels of education, (b) teaching and learning processes, (c) guidance and counseling, (d) administrative supervision, (e) curricular facilities, and (f) evaluation or assessment. Fourth, curriculum evaluation is to assess an educational program to determine the efficiency, effectiveness, relevance and productivity of the program (Hermes et al, 2018).

In this research on innovation in the English education curriculum, the author uses the Deep Work model. Deep work can be defined as a professional activity carried out with distraction-free concentration that pushes cognitive abilities to the limit. This effort creates new value, enhances skills, and is difficult to imitate. This research will refer to how the Deep Work Curriculum model is effective and beneficial for higher education institutions in English Education (Jena et al, 2018). An interesting idea from this Deep Work model curriculum, students will be required to produce the best results in terms of their abilities because the concept of deep work is one of them working to focus intensely without obstacles or distractions. High value. The principle of this Deep Work model is to develop a deep work habit and always move on to good activities and add routines and rituals to everyday life. The core components of the Deep Work model exercise are identified as follows: (1) your attention should be closely focused on the particular skill you are trying to improve or the idea you are trying to master; (2) You receive feedback so you can be right where you are most productive. Deep Work Rules cover 4 Execution Disciplines (4DX)(Cal Newport, 2013): (1) Focus on what matters, (2) Act on Key Actions, (3) Maintain an attractive scoreboard, dan (4) Create a Rhythm of Accountability. Execution Discipline (4DX) will be applied and tested in developing

an English education curriculum with the Deep Work model. 4DX has two types of metrics for the purpose of measuring lag and measuring leads.

The Deep Work curriculum can be a solution to the problems of technological development, such as the rapid progress of gadgets. Based on the results of the above explanation, gadget addiction is a problem that has become a trend in our country("Deep work: rules for focused success in a distracted world," 2016). Deep Work curriculum development research is expected to positively change education in Indonesia. This study on the deep work curriculum emphasizes how students, especially at universities, can focus without distractions on a skill they have. The key to Deep Work is also implementing a tool that has a huge positive impact. The use of tools for our daily needs is a core factor in determining success. The study on Deep Work applies a rule that students must be able to identify and make a list of activities that have goals for the personal field to the professional field. This will be one of the best solutions and implementations in the educational environment in Indonesia, which is expected in this development research will produce excellent graduates in the world of Indonesian universities.

Method

Development Stages The Deep Work Curriculum

This research will be carried out at Panca Sakti University in Bekasi, this research focuses on the Faculty of Education, especially in the English Education Study Program and this research will be carried out in 2023. In the study "Curriculum Management In Deep Work Model At English Education Department, Universitas Panca Sakti Bekasi" researchers will use the Research and Development (R&D) method as a method that will later produce a product. Research and Development Methods (R&D). This development research model uses the R&D research model through the 4-D model. Referring to the 4-D model, it consists of four research stages, namely; (1) Define, (2) Design, (3) Develop, (4) Disseminate. The final product that researchers hope for is an in-depth work model curriculum that can be a positive reference for increasing excellent graduates. The instruments used in this study were expert validation instruments, student response questionnaires before and after using the deep work model curriculum, observation sheets, and test questions to determine student concentration levels.

Define

The define stage is the stage for establishing and defining the requirements needed in the development of learning. Determination of the requirements needed is carried out by taking into account and adjusting the learning needs of students at Panca Sakti University in Bekasi. The define stage includes five main steps, namely preliminary analysis, learner analysis, concept analysis, task analysis and formulation of Purpose Specification.

Front-End Analysis: Initial analysis was carried out to find out the basic problems in the development of deep work curriculum media. At this stage, facts and alternative solutions are raised to make it easier to determine the initial steps in developing the appropriate deep work curriculum to be developed. (a) Student Analysis: Student analysis is very important to do at the beginning of planning. Student analysis was carried out by observing the characteristics of students. This analysis was carried out by considering the characteristics, abilities, and experiences of students, both as a group and individually. Student analysis includes the characteristics of academic ability, age, and motivation for courses. (b) Task Analysis: Task

analysis aims to identify the main tasks to be carried out by students. Task analysis consists of an analysis of the Semester Learning Plan and expected Competencies (Course Learning Outcomes) which will be developed through the deep work curriculum. (c) Concept Analysis: Concept analysis aims to determine the contents of the independent learning curriculum which is developed into a deep work curriculum. Concept analysis is made in semester learning plans which will later be used as a means of achieving certain competencies, by identifying and systematically compile the main sections of material and activities in the deepwork curriculum. (d) Specifying Instructional Objectives: Analysis of learning objectives is carried out to determine indicators of learning achievement based on material analysis to activities and independent learning curriculum analysis. By writing down learning objectives, researchers can find out what studies will be displayed in the deep work curriculum content, determine the grid of semester learning plans, and finally determine how much learning objectives have been achieved.

Design

After getting the problem from the definition stage, then the design stage is carried out. This design stage aims to design a deep work curriculum that can be used in learning. This design stage includes: (a) Constructing Criterion- Referenced Test: The preparation of instrument tests is based on the preparation of learning objectives which are a benchmark for students' abilities in the form of products, processes, psychomotor during and after learning activities, (b) Format Selection: Format selection is done in the first step. Format selection is done so that the selected format is in accordance with the learning material. The choice of presentation form is adjusted to the learning media used. The choice of format in development is intended by designing learning content, choosing approaches and learning resources, organizing and designing deep work curriculum content, making deep work curriculum designs which include layout designs, pictures, and writing, (c) Initial Design: Initial Design, namely the design of the deep work curriculum that has been made by researchers and then given input by the supervisor. Input from the supervisor will be used to improve the contents of the deep work curriculum before production. Then make revisions after getting suggestions for improving the contents of the curriculum from the supervising lecturer and later this design will be carried out at the validation stage.

Develop

This development stage aims to produce popup media that has been revised based on expert input and trials for students. There are two steps in this stage, namely as following: (a) Expert Appraisal Validation: This expert validation serves to validate the independent learning curriculum content on the development of the deep work curriculum before testing and the results of the validation will be used to revise the initial product. The deep work curriculum planning that has been prepared will then be assessed by material expert lecturers, so that it can be known whether the deep work curriculum is feasible or not. The results of this validation are used as material for improving the perfection of the curriculum used at Panca Sakti University. After the first draft is validated and revised, draft II is produced. Draft II will then be tested on students in the limited field trial phase, (b) Development Testing: After expert validation, limited field trials were carried out to find out the results of implementing the deep work curriculum in classroom learning, including measuring student learning motivation, and measuring student learning outcomes. The results obtained from this stage are in the form of a revised deep work curriculum.

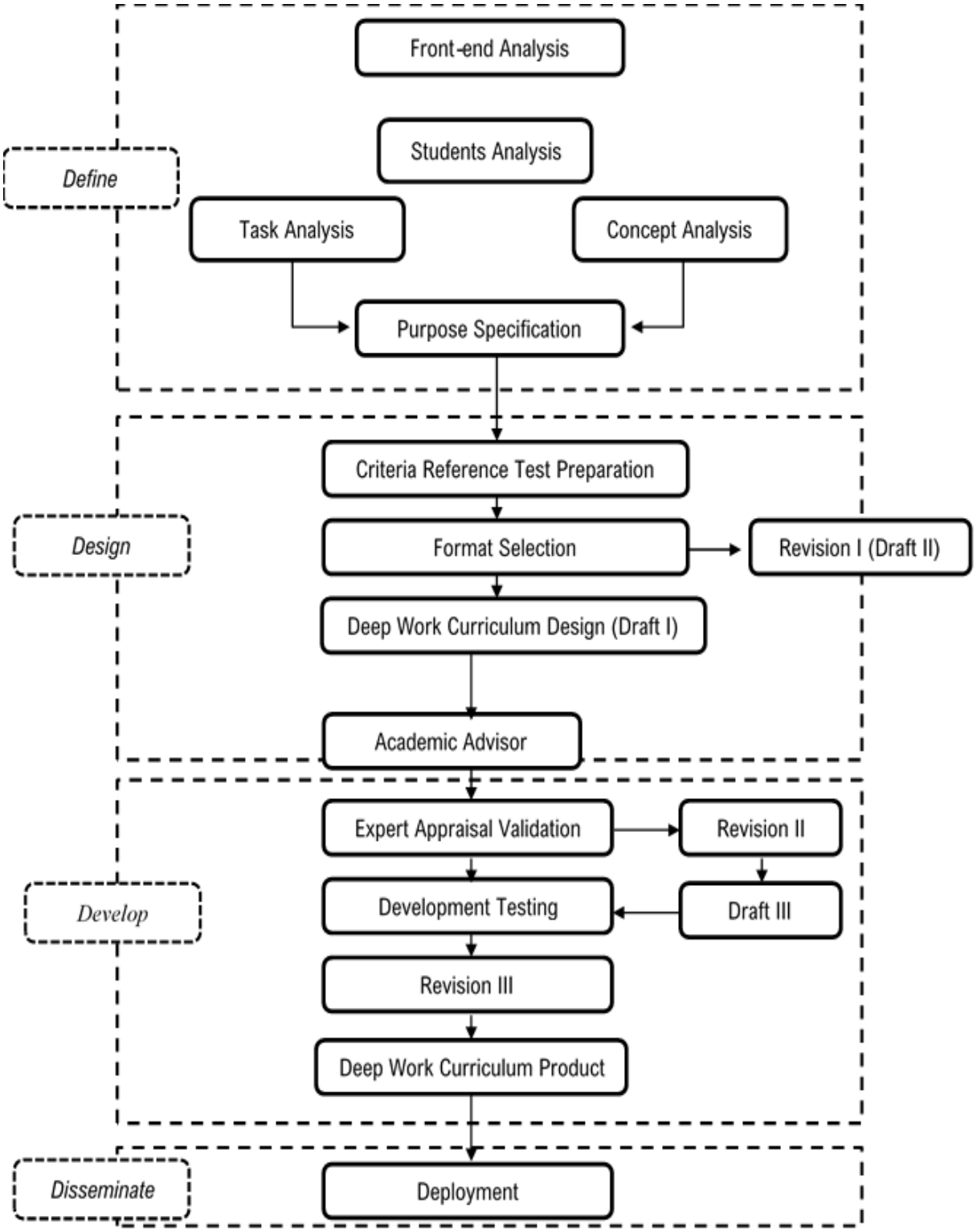


Figure 1. Four D Stages (Deep Work Curriculum Development)

Diseminate

After the limited trial and the instrument have been revised, the next stage is the dissemination stage. The goal of this stage is to disseminate the deep work curriculum. In this study, only limited dissemination was carried out, namely by disseminating and promoting the final product of the curriculum design on a limited basis to lecturers at Panca Sakti University, Bekasi.

Data Collection Techniques

Data collection techniques in developing the deep work model curriculum at this university use 2 types of techniques, namely questionnaires and interviews. (1) Interview: In the interview process, the lecturers and students of Panca Sakti University, Bekasi, especially in the English language education study program, were asked to find out the use of the Deep Work model curriculum used in learning in lectures, and (2) Questionnaire: The questionnaire is part of a data collection technique that contains various lists of questions given to educators/lecturers and students/I at Panca Sakti University in Bekasi, and functions to get responses in accordance with research requests and can facilitate validation from several experts and trials. Validation is shown to academic validators and expert lecturer validators, using a questionnaire to find out whether the product that has been developed is appropriate or not. Trial of the Deep Work curriculum by giving questionnaires to students through small group tests and large group tests as well as response questionnaires given to educators/lecturers.

Research Instruments

The research instrument is a measuring tool in research. The instruments used in this study were interviews and questionnaires. Preliminary Study Instruments: (a) Interview guidelines: The interview guide was shown to the English education lecturer at Panca Sakti University, Bekasi. Interview guidelines were used to collect data in analyzing student characteristics and the use of the curriculum in lectures. This interview guide is used at the analysis stage, (2) Questionnaire: Questionnaires were distributed to the lecturers of the English language education study program and academics at Panca Sakti University, Bekasi, regarding the independent learning curriculum which will be developed into a deep work curriculum. This questionnaire is used to find out how educators such as lecturers and campus academics respond to innovation in deep work curriculum development.

Expert Validation Instrument: (a) Assessment Instrument For Linguists: Instruments for linguists are in the form of validation questionnaires and assessment aspects, which are related to the feasibility of writing and the feasibility of the language presented in the product being developed. Furthermore, the analysis of the data obtained can be used as a consideration or input in revising the product to be developed, (b) Assessment Instrument for Material Experts: Instruments for material experts are in the form of validation questionnaires and assessment aspects, which are related to the feasibility of the content and the feasibility of presentation in the product being developed. Furthermore, the analysis of the data obtained can be used as a consideration or input in revising the product to be developed, (c) Media Expert Assessment Instrument: The assessment instrument for media experts is in the form of a validation questionnaire with an assessment aspect, related to the feasibility of the draft learning media, namely the deep work model curriculum, (d) Product Trial Instruments: The instrument for product trials is in the form of a questionnaire to see the attractiveness of the product that has been developed and declared feasible by experts. Product trials were carried out in 2 ways, namely small group trials and large group trials, and (e) Deep Work Curriculum Draft Validation Sheet: This instrument is used to obtain data about the assessment of experts on the development of the Deep Work curriculum. The results of this assessment are used as a basis for product improvement before being tested. The Deep Work Draft Curriculum validation sheet is filled in by expert lecturers and academic advisers. The Deep Work curriculum draft validation sheet consists of a feasibility assessment sheet compiled using a

Likert scale. The preparation of this validity sheet was developed based on the Deep Work curriculum draft assessment instrument grid for material experts and media experts.

Content Eligibility Aspects: (a) Suitability of semester learning plans, (b) Complete formulation of specific course learning outcomes (CPMK). (c) Completeness of the formulation of sub-CPMK indicators as the final standard of ability in each lesson, (d) The suitability of the learning stages with the basis of Deep Work on the depth needs of the material, and (e) Appropriateness of Deep Work curriculum development and application of formative and summative evaluations. Linguistic Aspect: (a) Compliance with Grammar rules, and (b) Language effectiveness and efficiency. Aspects of Presentation: (a) Clarity of goals and indicators in the media, (b) Completeness of information, (c) Presentation of material logically and systematically, and (d) Presentation of material motivates students.

Data Analysis Techniques

Data analysis techniques in this research and development use a Likert scale. The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people. Likert scale in the form of a questionnaire has 4 answer choices. Assessments by language experts, material experts and educators show the feasibility of the media being included in the table. Then the data becomes a guideline for revising the media that has been developed, then it is analyzed to determine the feasibility of the media. The total assessment score can be calculated using the following formula:

$$P = \frac{\text{The total score of data collection results}}{\text{Maximum ideal score}} \times 100$$

Expert Validation Data Analysis

The validation questionnaire related to the suitability of curriculum content and design of the product being developed has 4 answer choices according to the question content. The suitability data is used to determine the feasibility level of the resulting product. Assessment score: 4 = Very good, 3 = Good, 2 = Fair, and 1 = Poor. The values obtained in the validation questionnaire assessment of material experts and media experts are then averaged and converted in the form of questions to determine the validity and feasibility of the product being developed. Converting scores into statements: Very Valid (80-100%), Valid (61-80%), Less Valid (41-60%), and Very invalid (0-40%). Based on the feasibility table, it shows that the product to be developed ends when the media reaches the feasibility percentage with a valid or very valid category.

Product Trial Data Analyst

The product trial questionnaire is used to determine the response of lecturers and students to the product being developed. This lecturer and student response questionnaire has 4 answer choices according to the question content. The rating score of each answer choice: 4 = Very good, 3 = Good, 2 = Fair, and 1 = Poor. The product trial assessment scores from students and lecturers are sought for the average and then converted into questions to determine the success of the developed deep work curriculum content. The conversion: Very Succesful (80-100%), Succesful (61-80%), Less Succesful (41-60%), and Very Unsuccesful (0-40%). Based on the success table, it shows that the product to be developed ends when it reaches a percentage of success in the very successful or very successful category.

Results and Discussion

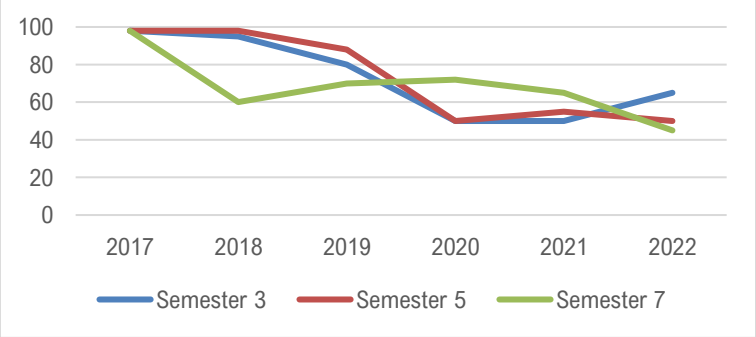
Research and Development (R&D) which carried out referring to the procedural development of the 4-D model (Four D Models) according to. This includes 4 stages, namely the stage of define, design, develop and disseminate. The Draft Deep Work Curriculum that has been validated by the validator and tested will be discussed in this chapter.

Development of a Deep Work Curriculum for English Education Study Programs

The deep work model curriculum developed in this study refers to the 4D development model as described previously. The development of learning media in this study refers on two quality requirements, namely valid and effective (Leyendecker et al, 2022). The results obtained in each phase of the intended learning media development is described below this:

Define

Front-End Analysis: Front-End Analysis aims to identify common problems faced by educators in improving student learning achievement associated with problems of concentration in students, and the lack of support for an optimal learning environment (Du et al, 2021). Student analysis: Student analysis was carried out by observing/observing the ongoing learning process in the class where the research took place. Concept Analysis: The activities carried out in this step are identifying, detailing and systematically compiling the main factors that influence the lack of student concentration. The factors influencing the lack of student concentration are the learning environment. Based on the reality in the field that many students have difficulty concentrating due to gadget addiction, in using gadgets students can activate their gadgets for 9-15 hours. It can be concluded that students spend all their time on gadgets rather than focusing on their lectures. Therefore, the theory of deep work included in curriculum development at universities, especially in English education, can be used as a reference as a basis for strength in education to achieve the desired learning goals. Task Analysis: In this Task Analysis, it can be seen from the observations from the Semester Learning Plan that many educators have been able to fulfill all learning plans, but the results of achieving student competency results can be seen in graph 4.1 which has decreased in the last 6 years, this observation was taken from semester 3, 5, and 7 student data in 5 consecutive years. This also encourages the development of a deep work curriculum to be carried out so that there is an increase in excellent and competent graduates.



Graph 1. Data On The Average Value Of Student Competence

From the graphic data it can be seen that there has been a decrease in the average student competency scores in 2020, 2021 and 2022. It is known that in these 3 years education in Indonesia was not good due to the covid-19 virus pandemic, so from this

research the focus of students and the learning atmosphere was the focus important from the decrease in the average value of student competence. Specifying Instructional Objectives: The preparation of this curriculum objective is based on deep work attitude skills and indicators listed in the 4 Disciplines of Execution (4DX). The objectives of the deep work curriculum are: (1) Focus on what really matters and create accountability, (2) Stay focused despite distractions, (3) Choose and determine the time for social media, and (4) Determine the target time for the completion of the task

Design

Constructing Criterion- Referenced Test: At this stage the researcher reviewed the draft in the main content of the curriculum, then analyzed the previous Semester Learning Plan that would be developed, this development was adapted from the "Merdeka Belajar" curriculum to the "Deep Work" curriculum. Format Selection: The selection of the format used in the draft deep work curriculum consists of (1) Introduction (Philosophical Basis, Sociological Basis, Psychological Basis, Historical Basis, and Legal Basis), (2) History of English Education, (3) Vision, Mission, Objectives of the English Education Study Program, (4) Profile of Graduates and Learning Outcomes, (5) Study Materials and Courses, (6) Curriculum Structure (Distribution of Courses Per Semester, Curriculum Management, and Planning, (7) Learning Process, and (8) Learning Assessment System. Initial Design: The results of the initial design in this phase include the design of the media used to obtain the data needed in the development process. This phase will produce a product in the form of an initial media curriculum draft that will be developed at the development stage. In the draft, the deep work curriculum module is designed using A4 paper size, with Times New Roman font type, accompanied by an attractive appearance of paper colors and pictures. The scope of the contents of the presentation of the draft also includes guidelines in implementation so that students can understand the contents of the curriculum guidelines (Koszalka et al, 2021; Drexler, 2010).

Develop

This stage is to produce the final form of the draft curriculum after going through revisions based on input from experts and trial data. The steps taken at this stage are as follows: Expert Appraisal Validation. Expert Appraisal Validation, which is carried out after the design stage, namely the validation stage by the validator where the aspects assessed are physical/skill aspects, material aspects, utilization aspects and language aspects and material assessment (Acharya et al, 2017). The results of the validation of experts are used as a basis for revising the draft and contents of the curriculum. In this case the author refers to the suggestions and instructions from experts. From the results of the validator's assessment, corrections, criticisms, and suggestions were obtained which would become a reference in revising the media that had been developed. The suggestions and input given by the validator when analyzing the draft curriculu are as follows:

Tabel 6. Media Revision Results Based on Expert Validation Results

Revised stuff	Before revision	Revision results
Language Aspect	Not listed aspects of language and content evaluation	Listed aspects of language and content evaluation
Grammar rules must repaired	Rule writing grammar not perfect	Rule writing grammar already perfect

Validation results in the form of suggestions and criticism from the next validator used as a reference in revising the media that has been developed. After revising curriculum draft will

produce modules that will be tested in the field with Limited distribution at Panca Sakti University, Bekasi. The results of the assessment of expert validators to the media can be seen as follows:

Tabel 7. Results of the Validator's Assessment of the Developed Curriculum Draft

No	Indicator	Sub Indicator	Rating Result		
			Eva I	Eva II	Average
1.	Content Eligibility Aspects	Suitability of semester learning plans	3	4	3,5
		Complete formulation of specific course learning outcomes (CPMK).	3	4	3,5
		Completeness of the formulation of sub-CPMK indicators as the final standard of ability in each lesson	3	4	3,5
		The suitability of the learning stages with the basis of Deep Work on the depth needs of the material	3	4	3,5
		Appropriateness of Deep Work curriculum development and application of formative and summative evaluations	3	4	3,5
2	Linguistic Aspect	Compliance with Grammar rules	3	4	3,5
		Language effectiveness and efficiency	2	4	3
3	Aspects of Presentation	Clarity of goals and indicators in the media	3	4	3,5
		Completeness of information	3	4	3,5
		Presentation of material logically and systematically	3	4	3,5
		Presentation of material motivates students	3	4	3,5
Average					3,5

Based on table 7, the validation results of the curriculum draft are the average value of validity the curriculum guide given by the media validator is 3.5 which is in the category very valid, from the average of the assessment results it can be concluded that draft media in the form of deep work curriculum guidelinesdeveloped by researchers has been feasible to use and tested in the field on a limited scale. Product Trial Phase: The final stage of this development research is a student trial limited to deep work curriculum products for final year students. This trial is limited to the responses and responses of students as users of the deep work curriculum. The assessment carried out by students includes three aspects, namely aspects physical appearance, aspects of use and aspects of utilization/purpose. Product trials This was carried out at Panca Sakti University in Bekasi, the students who were the respondents were final semester English education students totaling 37 students.

Tabel 8. Learning Media Validity Level Criteria

Score	Answer Choices
3,5 ≤ V ≤ 4	Very valid
2,5 ≤ V ≤ 3,5	Valid
1,5 ≤ V ≤ 2,5	Less Valid
0 ≤ V ≤ 1,5	Very invalid

Diseminate

Curriculum guidelines are produced at the end of this development stage namely the final result in the form of a Draft curriculum content, then distributed to Academic Lecturer at Panca Sakti University, Bekasi. The Effectiveness of Deep Work Curriculum: When carrying out the learning process, of course the researcher pays attention the level of effectiveness of the draft curriculum product used in the teaching and learning process, and to measure this the researcher used a questionnaire of student respondents. The following are the results of students' limited trials of the draft curriculum in progress implementation of deep work curriculum.

Tabel 9. Product Trial Results by Students

No	Indicator	Response				Presentase (%)			
		1	2	3	4	1	2	3	4
1.	Appropriateness of the implementation of the vision and mission of the deep work curriculum in the campus environment	2	5	10	20	5,4	13,5	27	54
2.	Application of the attitude value of Work Deeply	0	5	7	25	0	13,5	18,9	67,5
3.	Application of the attitude value of Embrace Boredom	0	2	5	30	0	5,4	13,5	81
4.	Application of the attitude value of Quit Social Media	2	2	7	26	5,4	5,4	18,9	70,2
5.	Application of the attitude value of Drain the Shallows	2	3	5	27	5,4	8,1	13,5	72,9
6.	Can do 4 Disciplines of Execution (4DX)	2	5	5	25	5,4	13,5	13,5	67,5
7.	Fulfill the educational, authentic, objective, accountable, and transparent principles	0	0	2	35	0	0	5,4	94,5

The conclusion of the student questionnaire responses is that out of 37 students in Indicator 1 "Appropriateness of the implementation of the vision and mission of the deep work curriculum in the campus environment" there are the highest number of 54% with very good criteria. In Indicator 2 "Application of the attitude value of Work Deeply" there is the highest number of 67.5% with very good criteria. Indicator 3 "Application of the attitude value of Embrace Boredom" has the highest number of 81% with very good criteria. Indicator 4 "Application of the attitude value of Quit Social Media" has the highest number of 27% with very good criteria. Indicator 5 "Application of the attitude value of Drain the Shallows" has the highest number of 72.9% with very good criteria. Indicator 6 "Can do 4 Disciplines of Execution (4DX)" has the highest number of 67.5% with very good criteria. Indicator 7 "Fulfill the educational, authentic, objective, accountable, and transparent principles" with the highest number of 94.5% with very good criteria. From all of the above trials, an average result of 72.5% was obtained which can be categorized as a very good success rate.

Validity of Deep Work Curriculum (Howie et al, 2013): After going through the trial phase, to strengthen the validity of the quality deep work curriculum, it is necessary to test the validity stage in the field. Based on this, the researcher used the interview method with the lecturer. The conclusions from this interview method are as follows: (1) The application of the 4 Disciplines of Execution (4DX) has an effect on improving student learning patterns, (2) Doing one of the "Quit Social Media" attitude assessments is still difficult to do, and (3) Increased student concentration has increased since the pilot implementation of the deep work curriculum.

Conclusion

It may be concluded from the development study that has been conducted and the conversation that has been described. The Deep Work curriculum which was adapted from the "Merdeka Belajar" curriculum has been successfully developed and obtained as a resolution guide in learning activities in the English Language Education study program at Panca Sakti University, Bekasi. The draft curriculum guideline was developed in several stages, including: determining the vision and mission of the deep work curriculum, designing a philosophical, psychological, historical and legal foundation, developing study materials, CPL and CPMK. These stages refer to the 4D development model, namely define, design, development, and disseminate. In the development of the deep work curriculum, it can be expanded as a competency-based curriculum where every student and lecturer attends education by being required to develop high-focused learning motivation by pushing cognitive capacities to the limit by creating an atmosphere of a distraction-free learning environment, as well as implementing the core components of the 4 Disciplines of Execution (4DX).

From the tests conducted by researchers, it can be concluded that the deep work curriculum is very feasible to use. This is based on the results of the assessment of the success rate of trials on 37 final year students, the overall result is a 72.5% success rate of implementing the deep work curriculum. The average results were obtained from the two validators 3.5 from a score of 4 which can be concluded that the application of the curriculum is at a valid level.

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