

## Implementation Curriculum Innovation at MTs Negeri 1 Kebumen

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### ABSTRACT

This research is based on the current conditions which have experienced various development knowledge modern knowledge and science is very rapid. Therefore, institutional education must answer the challenges, one of which is namely through curriculum innovation. This study attempts to analyze the implementation curriculum innovation at MTs Negeri 1 Kebumen. This study uses a qualitative research type with a descriptive approach. phenomenological. Researchers as instruments main data collection techniques through interviews, observation, and documentation. Checking The validity of the data in this study is by using triangulation. sources and triangulation technique. The data analysis technique in this study is through data reduction, data presentation, and drawing conclusions. The study's results showed that the implementation of the curriculum at MTs Negeri 1 Kebumen when learning in class began with prayer activities. together, apperception as well as learning contract. The learning methods used are lecture, discussion, ask questions answer, and games. Planting his character that is polite, honest, habitual religious

## **INTRODUCTION**

Education is one of everyone's needs. In this case, everyone has the right to get a service good education starting from education basic, intermediate, up to education high. This is because education plays an important role in life. After all, with education, the nation can advance knowledge and technology as well as push civilization more human forward (Hamka, Agusman, & Nur, 2024). To achieve more educational progress, it must be supported by management good and effective education. Educational institutions need to implement proper management to manage the source of the power available to achieve results and goals effectively and efficiently.

One of management institution education is curriculum management. The curriculum occupies a position central to the entire educational process, therefore the curriculum needs to be managed with consideration (Hidayah, Wangid, & Wuryandani, 2022). This can be interpreted that in controlling the course of the educational process, the curriculum is something very strategic. In some literature, it was stated that the success of curriculum management is inseparable from the implementation of School-Based Management (SBM), namely a management model that provides autonomy bigger on school and encourages decisions joint or participatory from all school residents and the community manage the school to increase quality education (Anif, 2023). School-based management is a system that grants rights or authority specifically for schools to manage schools according to conditions environment, and demands or needs of the community where the school is located. This aims to improve quality education (Silabay & Alegre, 2023).

One of the urgent matters about the increased quality of education Apart from good school management, there is improvement source Power human beings. This means that with the increased source of Power man, we will not let go of educational activities. Education itself for man is one of the primary needs in life. With education, a person can improve the quality of his life in this world and the hereafter.

As goes time by, the number of madrasahs currently thousands throughout Indonesia are still the mainstay and hope part big Muslims who want their children to be happy in this world and the hereafter. In other words, mastering worldly and afterlife knowledge at the same time is something that they think is not or has not been provided in public schools. Madrasah as an organization needs a level high coordination. The success of the madrasah is not only seen from the success of the madrasah principal alone but is also influenced existence of change in curriculum quality (Abidin, Hilmiyati, & Zohriah, 2024).

## LITERATURE REVIEW

One of the madrasas in Kebumen has implemented curriculum innovation which is certainly following current developments and conditions environment namely MTs Negeri 1 Kebumen. At a time when other madrasas and even public schools of the same level Not yet came up with the idea of a program that accommodates various fields according to the talents and interests of students, MTs Negeri 1 Kebumen has done it. The innovations implemented at MTs Negeri 1 Kebumen are in the form of superior programs including the Islamic boarding school program, full-day school program, and special program scholar (Wazdy, Ningsih, & Yahya, 2024).

This turned out to be inviting interest from various circles community. Currently, MTs Negeri 1 Kebumen has experienced very rapid progress. Many achievements engraved from students of MTs Negeri 1 Kebumen are good in both fields of academic and non-academic (Wazdy & Fauzi, 2023). The achievements that have been achieved range from level Sub-district to level International. Some performance field academic achievements ever obtained by MTs Negeri 1 Kebumen, namely 1st place KSM level Regency in 2023, 2nd place KSM level Province 2023, 1st Place Olympiad Indonesian Science 2023 (OSI 2023) level Province in 2023, 1st Place in the National SIGMA Olympiad in 2023, 2nd Place in the 6th National Arabic Language Olympiad in 2023, 3rd Place in Creative Research National level in 2023, and still Lots performance other academic achievements. non-academic achievements ever achieved by MTs Negeri 1 Kebumen include: that is 1st Place in 2023 National Judo Championship, 1st Place in 2023 National Judo Championship Swimming DANDIM CUP 1 level students Regency in 2023, 1st Place in Jogjakarta Taekwondo International Open in 2023, 2nd Place in National Level 2 Language Speech Competition in 2023, 1st Place in Da'i Young Generation Islamic Competition and Gebyar Bahasa in 2023 Province 2024, 1st place MTQ level Province in 2024, and various championship other non-academic ones.

One of the things that makes this madrasa interesting is its curriculum which has been made into an interest and also the addition of Islamic Boarding School and Full Day School at MTs Negeri 1 Kebumen. Even now MTs Negeri 1 Kebumen has received a decree from the Ministry of Religion, namely becoming a Research, Science, and Technology Madrasah and get a superior madrasah decree academic. Therefore, the author is interested in researching implementation curriculum innovations at MTs Negeri 1 Kebumen.

## **METHODOLOGY**

This research uses an approach qualitative to describe research problems. Qualitative research is a study that aims to understand phenomena experienced by research subjects, for example behavior, perception, motivation, actions and others holistically with descriptions in the form of words and language, in a natural context and utilizing method natural (Creswell & Creswell, 2022). The approach in this research uses the approach phenomenological namely research that prioritizes and understands the meaning behind a events or phenomena in detail described (Williams, 2021). Phenomenological research aims to understand Respondent on the existence of each individual in society and provide an understandable experience in running interaction with others.

This research was conducted at MTs Negeri 1 Kebumen which is located on Jl. Tentara Student No. 29, Panggel , Panjer , Kebumen District , Kebumen Regency . The researcher's reasons choose location this is implementation the curriculum is different from madrasas and secondary schools' other levels in Kebumen district. MTs Negeri 1 Kebumen has implemented system interest for the class, by adding eye lesson interests according to class outside of core subjects. There are sports classes available and additional lessons in sports. Then, there is a research class that is added with research material outside of general lessons and so are the other classes. In addition, the Islamic Boarding School program at MTs Negeri 1 Kebumen also has Power pull separately, so that not seldom there are students who come from outside the area.

Election informants in this study used purposive sampling techniques. Purposive sampling is a technique considering data sources certain (Husband, 2020). For example, someone considered to be the most knowledgeable about the research problem. The informants in this study were the principal, vice principal, teachers, and the team. curriculum developer at MTs Negeri 1 Kebumen. The purpose of the existence election the informants in this study was intended for researchers to obtain as much data as possible following the research objectives so that later we can take the correct data represented.

In a study, there was the source of data obtained to strengthen the research carried out. There are 2 types of data sources namely primary data sources and secondary data sources. The data sources that will be used in this study, namely primary and secondary data sources. The primary data sources in this study were the head of the madrasah, the deputy head of the madrasah for curriculum, the team of curriculum developers, and teachers. Secondary data can be important documents related to the focus of research and discussion, namely in the form of data from madrasas, books, journals and documentation in the form of photos related to this research such as planning activities regarding management curriculum innovation, meetings, special learning in interest classes, student habituation activities in the environment madrasah, and other activities.

Data collection techniques will be used in this study including interviews, observations, and documentation (Creswell & Creswell, 2022). These interviews are used to find data on how management curriculum innovation at MTs Negeri 1 Kebumen which includes the planning, organizing, implementing, and also evaluating processes. The sources in this study were the head of the madrasah, the deputy head of curriculum, the teachers, and the team. curriculum developer. Observations were conducted to collect data related to management curriculum innovation at MTs Negeri 1 Kebumen and also to see firsthand the conditions in the madrasah. Documentation was conducted to find data on school conditions, madrasa profiles, curriculum structures, number of students, student achievements and other data related to management. curriculum innovation at MTs Negeri 1 Kebumen.

In this study, researchers will take the technique triangulation to test data validity. Triangulation is technique checking validity of data from various sources with various ways and various time (Moleong, 2014). Function triangulation that is save researcher qualitative from various the initial shortage from depends on data sources, researchers, theories and methods single. Checking the validity of the data in this study was carried out using triangulation. sources and triangulation techniques.

Data analysis is an effort made by working through data, organizing data, sorting it into manageable units, synthesizing it, searching and finding pattern, find what is important and what is learned, as well decide what can told to others. Data analysis in this study was carried out during data collection and data collection at one time. period certain completion. At the time of the interview, the researcher must conduct an analysis of the answers given by respondents. If the respondents' answers have been analyzed and are found to be less satisfactory, then the researcher will return ask to the point certain until obtain credible data. Data analysis activities include data reduction, data presentation and drawing conclusions. After collecting data from results interviews, observations and documentation completed, researcher Then will conduct data analysis through several stages, namely data condensation, data presentation, and drawing conclusions (Miles & Huberman, 1994).

## **RESULTS AND DISCUSSION**

The process of implementing or carrying out curriculum innovation at MTs Negeri 1 Kebumen begins with the formation of a grade-level curriculum. unit education which is then relegated to schedule lessons, assignments, and so on. Before implementing the curriculum in the field, it must be formed First of all, the Madrasah Operational Curriculum (MOC). So, everything that has been planned in the COM is organized, scheduled, and applied at the right time, namely when the school year has started. After that, in the implementation process, the curriculum will be reduced to various madrasah programs. This was conveyed by Mr. MH, the principal of MTs Negeri 1 Kebumen. He stated:

"The implementation of this clear curriculum, firstly formally begins with the formation of a curriculum at the school level unit education or in the independent curriculum. It begins with the formation of the operational curriculum of the madrasah. Then it is lowered in its operational everyday life exists timetable lessons. There are activity programs. There are service programs additional. There is a development program talent student interest. There are special programs, service programs special."

To reach learning objectives, implementation of the curriculum at MTs Negeri 1 Kebumen compiles a grid specifically the indicators lowered from the vision madrasah mission. The vision and mission of the madrasah are the reference in making a curriculum implementation grid to achieve the goals expected by the madrasah. The indicators are also visible from the results documentation researchers on the curriculum document of MTs Negeri 1 Kebumen. Strengthening education, the characters described in the COM are one of them are indicators or values of religious character. This religion is found in the first point which shows that religion is a prioritized character at MTs Negeri 1 Kebumen. The second point is followed by character discipline honesty, a caring environment, care social, and love of homeland. Religious character has been proven to bring students to eternal success (Rifki, Sauri, Abdussalam, & Supriadi, 2022). They managed to achieve good achievements. They can also do life as well as possible because they get guidance from God.

In its implementation, one formation character religious following the vision the mission of the madrasah is also visible from the results of the researcher's observations show that students at MTs Negeri 1 Kebumen carry out one of the habituations namely the Duha prayer. This was seen during the first break. In the next observation, the researcher also still sees students performing the Duha prayer. This shows that the habit of performing the Duha prayer is a habit that will to form a character religious at MTs Negeri 1 Kebumen. Previous research results obtained similar results (Rodiyah, Mispani, & Amirudin, 2024). According to them, students who routinely perform Dhuha prayers have high spiritual intelligence and have Istiqomah, active, and enthusiastic personalities. This spiritual intelligence includes attitudes of trustworthiness, honesty, discipline, responsibility, patience, and tolerance. This is reinforced by the existence of documentation preparation prayer Duha.



Figure 1. Documentation of Ablution in Preparation for Duha Prayer

In addition, from observation results, researchers also saw those students at MTs Negeri 1 Kebumen had carried out 3 S habituation, namely smile, greet, and say hello. Where the habituation of the 3 S's is also an indicator of character religious students and included in polite. Everything looks good when students meet teachers and guests. They bow their heads and smile when pass visitors from outside the madrasah environment. Then when meeting with the teacher, the students are not reluctant to shake hands. The habituation carried out in this study was agreed upon by previous researchers. Usiono (2023) said that the habituation of greetings began with teachers who always greeted students, both when entering the classroom and when meeting outside of school. This gave rise to a positive response from students, because they observed and imitated what educators did at school in real terms. This is also in accordance with the goals of Islamic education, namely the formation of religious character in students.

Formation character religious studies at MTs Negeri 1 Kebumen are following the study of One of the theories in chapter 2 regarding the characteristics of an Islamic-based curriculum that prioritizes religious and moral goals good karma in purpose teaching, materials, and movement implementation. Based on the results interview researcher states that teachers integrate characters' religion into daily learning as well as apply it in habituation activities.

The process of implementing the curriculum at MTs Negeri 1 Kebumen in particular when learning in class begins with prayer activities together then apperception. Then at the beginning of the school year, the most basic activity carried out at the beginning of learning is learning contracts and agreements. Making this learning contract will also grow activity and role as well as from students to determine comfortable learning activities. At this stage of application in daily learning naturally, children pray first before studying. After that, apperception and asking about the child's condition. In addition to the various activities that have been explained, another opinion was also conveyed by Mrs. TS, the subject teacher. Biology science lesson, he said that the activities carried out at the beginning of the lesson were, "Contracts. Yes, learning contract for example oh this later we One chapter finished continuously repeat and so on. Then agreement. Anyway, before the lesson starts, the child You must have read the material first." Furthermore, the methods used by teachers at MTs Negeri 1 Kebumen in implementing curriculum innovation during classroom learning use various methods. Starting from method lecture, discussion, ask questions answer, games, and other methods. This is as conveyed by Mrs. SM, an Indonesian language

teacher, said: " Sometimes I adjust to the material. For example, if it's like grade 9, the material is indeed titled discussion, right? That's the method I use. For example, if the experimental material yes jigsaw for example yes. It means in groups, right? Sometimes too, yes depends on what material. Lecture sure, always yes. But only the percentage a little bit. But I adjust. If I teach 7th graders make puzzles for example Yes. But if I teach 9th grade, I more tend to be discussed. Anyway, I tend to be practical. Because later to prepare he goes to high school. If class 9 theory he can learn. but mentally, the character can't."

To use various methods, teachers at MTs Negeri 1 Kebumen also use various media. Such as power points, videos, and direct observations in the environment. The explanation follows the theory from Ralph Tyler regarding curriculum development that learning experiences are all student activities in interacting with the environment (Ashari, Ishomuddin, Tobroni, & Khozin, 2023; IBEH, 2022). In this step, we must determine what kind of learning process is suitable to achieve goals. Among how to determine the appropriate learning process applied to students, namely by using a variety of learning models. Not using one method only. This is done to find out the appropriate learning used for each student's character.

These varied learning methods and media will create fun learning for students. Ki Hajar Dewantara's thoughts regarding learning and acquisition education is a pleasant and non-stressful learning atmosphere, teachers guide students in the learning process with full patience and prioritize learning that is student-centered (Widiyanto & Purnomo, 2023). At MTs Negeri 1 Kebumen itself, teachers have implemented several learning models to make students enthusiastic and excited about learning. According to the results interview researchers with several resource persons. In essence, the most important thing in learning is student-centered.

At the end of the learning activity, the teacher provides advice or motivation that can be increase students' enthusiasm for learning and reflections and also questions related to the newly learned material that day. As conveyed by one of the Indonesian language teachers, Mrs. SM. She stated, "At the end of the lesson, I usually give a message every end of the lesson. as well as reflection. Providing reflection." In addition, the results of observations from researcher shows that students at MTs Negeri 1 Kebumen are indeed good at aspect etiquette, especially towards teachers. Principle from planting the character at MTs Negeri 1 Kebumen is *al adabu fauqol ' ilmi*. This was conveyed by Mr. MH as the head of the madrasah who said that: "If I read here, it's *al adabu fauqol ' ilmi*. This is planting the first character that I read. As smart as whatever children still put manners first. That's what I like here. So, manners are more glorious from science itself. But yes, I feel children here come, shake hands. This morning the children had already shaken hands with their teacher who was in front."

This opinion is strengthened by the results of observations from researchers who showed that students at MTs Negeri 1 Kebumen were indeed good at aspect his manners, especially towards teachers. This was seen when the researcher will interview with the curriculum vice principal. The researcher met a student who passed one of the teachers and immediately shook hands with the teacher.

Planting the main character and characteristic typical of MTs Negeri 1 Kebumen, namely polite, honest, habitual religious such as prayer Dhuha, study of the yellow book, prayer midday congregation, and other habits that support planting morals Karimah to students. This opinion is strengthened back by the statement from Mr. MK explained, "So here it's more about using adoption. style Islamic boarding school. So, the child That child, at least physically, if he meets the teacher, yes bow, shake hands, greet each other greet, smile and so on. Because IBS is in a boarding school. So, the character of Islamic boarding schools. God willing, if you see it early in the morning will see. The teacher came out to child Salim. So, when for example I teach outside yes to pronounce accept love, mention name, and greeting. So, it's not just the last time."

Apart from habituation religious, planting Characters are also implemented through Profiles Pancasila Students and Profile Student Grace lil 'Alamin. When every teacher's learning will to plant characters Profile Pancasila Students and Profile Student Grace lil 'Alamin. So, in every lesson, the teacher includes the values character student Pancasila in the teaching module and during its implementation.

There are six elements in Profile Pancasila student's moral noble, globally diverse, independent, cooperative, reasoning critical, and creative. These elements were agreed upon by previous researchers who discussed the implementation of the Pancasila student profile (Julianto, 2024). Students are expected to strengthen the elements of the Pancasila student profile to the maximum. While mark Profile Student Grace lil 'Alamin consists of out of 10 values that is civilized (taaddub), exemplary (qudwah), citizenship (nationality), taking the path middle (tawassut), balanced (tawazun), straight and firm (i'tidal), equality (musawah), deliberation (syura), tolerance (tasamuh), dynamic and innovative (tathawwur and ibtikar). When learning each teacher will plant characters Profile Pancasila Students and Profile Student Grace lil 'Alamin. So, in every lesson, the teacher includes the values character student Pancasila in the teaching module and during its implementation.

The program initiated by MTs Negeri 1 Kebumen to realize curriculum innovations includes: are flagship programs such as Full Day School, Islamic Boarding School, and Special Programs. Other programs or activities carried out by the madrasah to realize curriculum innovation, namely P5 activity (Project Strengthening Profile Pancasila Students). As expressed by the MK, " Yes, earlier the emergence of There is FDS, there is IBS, then there was PK, that was a program. There are three programs. The name is a special program so there is no difference between FDS, IBS, and normal. So, there is motivation psychological give a name so that they don't feel inferior."

The strategies used by MTs Negeri 1 Kebumen in implementing curriculum innovations include namely by implementing it in learning and communicating first regarding the madrasah curriculum to all parties so that cooperation and support can be established well. This socialization is very important to be carried out so that all parties can actively participate in efforts to advance the school. This statement follows the theory implementation of innovation strategy education that there are a number of a method or ways that provides the opportunity to actively participate in a business change personal or school (Wang, Olivier, & Chen, 2023). Methods that can be used to conduct innovation include stating the reasons existence of innovation. In addition, motivation must be used to provide stimulation to want to accept innovation (Pintrich & De Groot, 2003; Susiani, Amalia, Salimi, Fauziah, & Hidayah, 2022).

Activities carried out by MTs Negeri 1 Kebumen in implementing curriculum innovations include the madrasah program, namely development research, through extracurricular activities and additional hour services. In addition to extracurricular activities and services, the implementation of MTs Negeri 1 Kebumen also implements curriculum innovation in various other activities such as habituation or outing classes. As conveyed by Mrs. TS, "Outing class then We bring in sources like that usually. There are extras." Regarding supporting activities implementation Curriculum innovation is also strengthened by documentation researchers in outing class activities in each special program of MTs Negeri 1 Kebumen.



Figure 2. Outing Class or Research Class Visit

Regarding the learning principles applied by MTs Negeri 1 Kebumen to realize objective One of the curriculum innovations is that madrasahs implement the principle of learning is lifelong life. In addition to the principles of learning throughout Hayat, the head of the madrasah said that the learning principle emphasized to students at MTs Negeri 1 Kebumen is that the teacher is not a source of knowledge main learning. This means that students can learn anywhere and with various learning resources. Then, the principle of learning is no less important. Important is also independence. The meaning of the principle of this independence is when studying, students should not only rely on teachers and not look for other learning resources (Fauziah & Lubis, 2024). Mr. MA said that the learning principles applied that is: "Yes, principal study it yes we learn by directing children that learning is lifelong learning life. Then learning can be done anywhere, not depending on the teacher. In that sense, teachers are not the main source, learning is not the source of everything. Especially in times like now, there are many learning resources. Because teachers are one of the learning resources

maybe if ranked it would be number one yes, but not only teachers. That means Children should not only study with teachers, but they also have to read a lot. Then be independent. We direct children to be independent in learning.”

Students are also expected to be able to learn independently with various types of learning resources. The principle's understanding is also very important to apply. So, learning is not only about sticking to grades just. The most important thing is how the child has the awareness to stay enthusiastic in learning wherever and whenever they are. Learning is not only from one source but can be from various types of sources (Murwaningsih, Fauziah, & Astuti, 2023). Learning is not always a must-use book, but can also be done by direct observation of the environment around or through other media such as video (Murwaningsih et al., 2023; Ngatman et al., 2025; Salimi, Karsono, Hidayah, Surya, & Fauziah, 2025).

The principles mentioned above follow the results documentation Researchers in COM MTs Negeri 1 Kebumen said that the learning principle in the second point in COM is lifelong learning life. Next, the learning principles in the first point are explained namely meaningful and enjoyable learning according to the stage of child development. This is realized through the use of various teacher-learning models and media. Several previous studies have proven that the use of technology-based media and learning models influences students' achievements and cognitive abilities (Fauziah, 2024; Murwaningsih & Fauziah, 2021; Murwaningsih et al., 2023).

The learning model applied by the teacher in realizing curriculum innovation is one of them through collaborative learning. In addition, the scientific learning model is also used in MTs Negeri 1 Kebumen. Moreover, MTs Negeri 1 Kebumen is a Research, Science, and Technology madrasah. Therefore, students are required to think scientifically. This was conveyed to Mrs. SC that the learning model used namely "As for the method, it's still the same. There are discussions and lectures like that. Yes, it's scientific too. We are a madrasah certain we have also implemented scientific thinking.”

Various other learning models are also used by teachers at MTs Negeri 1 Kebumen. Teachers use various learning models to attract students' interest, such as the method lectures, discussions, games, and other methods. In essence, the learning model used is student-centered. Of course, teachers also use various media such as PowerPoint, video, and other innovative media

## **CONCLUSIONS AND RECOMMENDATIONS**

The implementation of curriculum innovation at MTs Negeri 1 Kebumen began with compiling a grid specifically the indicators lowered from the vision madrasah mission. The vision and mission of the madrasah are the reference in making curriculum implementation grid to achieve The goals expected by the madrasah. The process of implementing the curriculum at MTs Negeri 1 Kebumen in particular when learning in class begins with prayer activities together Then apperception and asking how the child is. The most important activity carried out at the beginning of the learning activity is learning contracts and agreements. The methods used by teachers at MTs Negeri 1 Kebumen in implementing curriculum innovation during classroom learning use various methods. Starting from method lecture, discussion, ask questions answer, games, and other methods. In addition to using various methods, teachers at MTs Negeri 1 Kebumen also use various media. Such as power points, videos, and direct observation of the environment. In the final learning activities, the teacher will provide advice or motivations that will increase students' enthusiasm for learning and reflections and also questions related to the newly learned material.

Planting character main characteristic characteristics of the madrasah at MTs Negeri 1 Kebumen are polite, honest, and habitual religious such as prayer Dhuha, the study of the yellow book, prayer midday congregation, and other habits that support planting morals Karimah in students. Cultivation characters are also implemented through profiles student Pancasila and Profile student Blessings Lil 'Alamin. Activities carried out by MTs Negeri 1 Kebumen in implementing curriculum innovation including through development programs research, extracurricular, and additional hour services. The learning principles applied by MTs Negeri 1 Kebumen to realize objective curriculum innovations include the idea that learning is lifelong life, learning can be done anywhere and with any source diverse, independent, and aware to remain enthusiastic in learning not only because mark.

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