

Curriculum Innovation Management in MAN Middle Tapanuli District

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ABSTRACT

The aim of this research is to discuss curriculum innovation management in Man, Central Tapanuli Regency (Multi-Site Study in MAN in Central Tapanuli Regency). This research uses a multi-site qualitative method where data collection techniques include interviews, observation, and document study techniques. Meanwhile, to strengthen the validity of the data found and the authenticity of the research, the researcher refers to the use of data validity standards suggested by Lincoln & Guba, which consist of credibility, transferability, dependability, and confirmability. The results of this research are: Curriculum innovation planning at MAN Central Tapanuli Regency has several aspects, including: a) always improving the quality of education both from an academic and non-academic perspective; b) being a superior madrasah with unique skills. c) Having new ideas or ideas related to the emergence of curriculum innovation local load (MULOK); d) Having a goal so that students are able to live and have life skills, an entrepreneurial, national, and religious spirit; and e) Having graduates and opportunities that are accepted by the community based on the foundation of ahlussunnah wal jama'ah; 2). The implementation of Curriculum Innovation at MAN in Central Tapanuli Regency has several similarities, namely: a) Both use the same curriculum base, namely referring to BSNP, b) Carry out curriculum development in religious subjects, c) Collaborate with other institutions to improve the quality of students in in the field of skills, d) Conducting study comparisons with Madrasahs or other institutions as a consideration for improving education, e) Organizing structured worship practices for students to improve quality in the religious field, f) Encouraging students to remain disciplined in their behavior and administration, and g) Hold direct practice in activities related to skills and sports; 3). The evaluation of curriculum innovation in MAN Central Tapanuli Regency is carried out gradually, either every semester or every month. B). The evaluation agenda is carried out by the Madrasah leadership with the theme of Madrasah self-evaluation (EDM) in the educational staff area. Curriculum waka evaluation is carried out incidentally with the theme of curriculum activity materials (review) in each department. Teacher evaluation is carried out in stages for educational curriculum innovation in madrasahs.

Keywords: Management, Innovation, Curriculum, Madrasah

A. INTRODUCTION

Increasing human resources is a very urgent problem that cannot be separated from educational activities. Because being a skilled innovator requires knowledge. Education is a very important thing in human life. Even for Muslim communities, the first thing that Allah taught the Prophet Muhammad was through the First Revelation, or Surah Alaq. Moreover, education is what people always need to make a difference and gain better knowledge, creativity, and life skills. To achieve all their specific goals, people first want the opportunity to get a quality education. Therefore, in this modern era, it is time for Indonesia to improve not only the quantity but also the quality of education.

Knowledge allows a person to improve the quality of his life in this world and the hereafter. Indeed, Allah SWT makes it easy for people who learn knowledge to enter heaven. This is in the hadith of the Prophet. If you follow the scientific path, Allah will find it. "Make his way to heaven easy. (H.R. Muslim) (Nabawi: 529). As time goes by, thousands of madrasas in Indonesia are still the foundation and hope of many Muslims who want their children to be happy in this world and the hereafter. Gaining knowledge about this life and the next is what is or is not taught in public schools (Furchan, 2004).

The success of a madrasa is not only influenced by the success of the madrasa head but also by qualitative changes in the curriculum. The madrasa head will be successful if he understands the existence of the madrasa as a complex organization and fulfills his duties as the person responsible for managing the madrasa (Muslimin, 2016).

"If madrasas want to increase public confidence, they must be able to present a curriculum that does not dominate religious knowledge. To meet the growing needs of society, there is still a tendency to attend madrasas, which does not deny the provision of a representative curriculum for these madrasas (Muslimin, 2016).

The government gives each school the freedom to develop learning by presenting guidelines that become standards for learning development according to the circumstances and characteristics of students. This is in accordance with Law No. 32 of 2004 concerning regional government. "Most of the central government's powers are delegated to regional governments." One of the strengths provided is education. One aspect that influences the success of national education is the curriculum aspect. The curriculum is a component that plays a strategic role in the education system. The curriculum is a framework designed to achieve the institutional goals of an educational institution, and therefore, the curriculum plays an important role in creating a quality school. The role of the curriculum and the importance of activities in the national education system are recognized at a high level. This is because the curriculum is an important

tool for implementing formal and non-formal education programs, which is clearly reflected in the Education System Curriculum Scheme. The curriculum is a very important tool for educational success. The desired educational goals and objectives will be difficult to achieve without an adequate and appropriate curriculum (Wijayani, 2016: 435).

Gerry Vidyastono said in a statement: “The place of the curriculum in education is as a structure for preserving, transmitting, and developing past events for the next generation. He plays a role in solving various social problems related to education. Realizing future life by using present life and various national development and development plans as the basis for building future life (Mundiri and Hasanah, 2018).

According to the 1999 Human Development Index report, it can be concluded that the development of Islamic education in Indonesia is still lagging behind other countries. Compared with Southeast Asian countries, Indonesia is ranked 105th, far below Singapore (22nd), Brunei (25th), Malaysia (56th), Thailand (67th), and Sri Lanka (90th). In addition, according to the results of a 2005 study, the quality of education in Indonesia fell to 109th. According to the results of the 2008 United Nations Development Program (UNDP) survey, the quality of human resources (HR) in Indonesia was ranked 109th out of 174 countries surveyed (Republika: 2016). Despite the 2017 results, Indonesia is still ranked 111th out of 182 countries, still far behind neighboring countries. Based on the description above, it can be concluded that education in Indonesia, where the majority of the population is Muslim, is still lagging behind compared to other countries. Of course, it also covers the field of Islamic education in Indonesia. Starting from the growth of teachers, students, curriculum, and learning, so that the government can play a role in paying more attention to formal and informal Islamic education institutions in Indonesia, so that the results are better, it is important to manage them well, both in terms of processes, facilities, educational infrastructure, finances, and relationships. comprehensive society. Indonesian education has the following functions and responsibilities:

“National education for life is capacity building in the context of forming the right ethnicity and civilization. The aim is to influence students to become believers, have faith in Allah SWT, have noble character, be healthy, educated, knowledgeable, and faithful. Be competent, creative, independent, and citizens of a democratic and responsible country.

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According to Indra Sidi, there are 12 national strategies for educational development. "(1). Implementation of plans based on local capacity. (2). Increasing educational equity. (2). Establishing a comprehensive quality management system. (4). Periodic curriculum evaluation and continuous development of curriculum implementation. (5). We design approaches, methods, and processes to introduce educational content that provides students and learning citizens with ample opportunities to develop their full potential. (6). Promote a more equitable

and appropriate educational resource management system and the effective use and mobilization of resources. (7). Develop flexible policy guidelines for the development of educational programs. (8). Create laws and regulations that comprehensively regulate the balance between government and non-government roles in education. (9). Reducing inefficient bureaucratic units and less useful (10). Continue to seek appropriate financial support, especially for education programs that are prioritized as public goods. (11). 3. Maintaining and internalizing national education values consistently and continuously between the three education centers: family, madrasah, and community; and (12). Study of learning approaches that focus on life skills (Sidi, 2011).

A quote from Baharun and Nurul Huda states the importance of improving education; achieving this education is difficult and requires serious effort and thought because education aims to improve human dignity and prepare humans with intelligence, spirituality, and morality, which is their goal (Baharun, 2016: 96). Improving the quality of education aims to improve quality through reason, spirit, taste, and sport so that Indonesian people are competitive in facing global challenges.

Quality education also develops thinking skills to know (science and technology) and creates quality human resources who are able to track developments and benefits. Schools as places for character formation are expected to be able to prepare character formation based on national values without rejecting new concepts in the modernization process to foster universal character.

Living in a global society, they have broad life interests, a desire to work, intelligence that matches their talents or interests, and a sense of responsibility towards the environment. Educational innovation is an innovation created to solve problems in education. Innovation in education is a major effort to improve the real world of education. According to Tilaar, as quoted by Vinathapura (2013), educational innovation must be supported by informing the public about changes. Innovation in the world of education can be anything from products to systems. For example, products shape the way teachers create learning materials, and systems shape the way teachers deliver learning materials (Rusdiana, 2014).

Innovation in education can be implemented in several components, one of which is through the education system components. Not everything in innovative learning needs to be new, but there needs to be evidence that the results of the innovation are superior to previous models.

This educational innovation aims to develop a comprehensive understanding of religious sciences and shape the character of each student who is able to put their knowledge into practice. He ended up fighting in society.

Management Innovation Curriculum of MAN Central Tapanuli The Management Results of the MAN Central Tapanuli Curriculum are almost the same as the National Integrated Management Curriculum, offering a dynamic institutional system and high results. The three Madrasas, namely MAN 1, MAN 2 and MAN 3 Central Tapanuli, have very complex and unique management which not only focuses on government regulations but also on the policies of the institutional managers.

In terms of curriculum management, these three madrasas are well organized and always strive to improve the quality of education by innovating the curriculum according to the characteristics of students. Of course, in terms of curriculum management, the three madrasas do not use simple management.

This autonomy in managing the curriculum is reflected in the independent approach of the institution which always innovates in line with the vision and mission of the three institutions. Like these three institutions, they are independent in terms of educational complexity and methodology and have a variety of educational materials adapted to the needs and developments of society.

Here the researcher turns his attention to the reality of MAN Central Tapanuli implementing a developed and innovated curriculum. Each curriculum has its own parameters which are responsible for continuously improving the quality of students in achieving learning outcomes. And competitive in this modern world of education.

Curriculum Innovation Management is a special task to improve the quality of education, therefore it is very necessary to implement innovative education management to improve the quality of education. Based on the framework provided by the researcher, the researcher is interested in conducting research with the theme "Curriculum Innovation Management in Improving the Quality of Learning (Multi Site Study at MAN, Central Tapanuli Regency)".

B. LITERATURE REVIEW

Curriculum Innovation Management

Management is the effective use of business management, management, and human and natural resources to achieve desired organizational goals. According to George Rocheti, management is the core process of planning, organizing, implementing, and controlling the use of human resources and other means to achieve predetermined goals.

In Syafaruddin, Mullins explains the meaning of management, which includes special roles and people who are responsible for achieving goals in an organizational structure. This means that management is interested in the organization and has a clear structure with a division of labor and formal authority in an effort to mobilize employees to carry out tasks to achieve goals. (Syafarudn et al., 2011).

Management goals are what a person wants to achieve. Goals describe specific areas and indicate what the manager wants to achieve by directing the efforts. According to Handoko, management objectives include: To achieve organizational and individual goals, Balancing conflicting goals, Achieving efficiency and effectiveness (Handoko, 2002)

The two views above show that the goal of management is to achieve goals that have been set or planned together with the organization and human resources. In addition, principals can relate conflicting goals. In other words, the goals of management are work efficiency, work efficiency as a measure of success, and work organization. According to Henri Fayol, Kamaluding and Alfan established general principles of management : division of labor (division of labor), authority and responsibility (authority and responsibility), command (command), command unit, steering unit, prioritize the interests of the organization, employee salaries, centralization, hierarchical structure (levels), ordersk), honesty and integrity, stability of workers' conditions, initiative n) spirit of unity. (kamaluddin and alpan, 1994).

The controlling elements are people, money, methods, materials, machines, and the market, or 6M. Humans, especially human workers and administrative and operational/implementation staff, Money, especially what you need to achieve your desired goals, Method, meaning the method used to achieve a goal, Materials, namely materials used to achieve a goal., Machines, especially machines or tools that are needed or used to achieve a goal, Market, namely the market where goods and services produced are sold. (Suhardan et al., 2010)

"Management" is also defined as management, administration, or administration (Echols and Shadily, 2005: 372). An institution functions well if it is managed and administered

well. In the Islamic view, the concept of management is more of a "management" process or activity. as Allah mentions in the Koran Surah, As Sajadah, verse 5. Allah is the ruler of the whole world, or Allah's creation. The science that rules is the ruler, and nature and everything in it are a part of that which the supreme ruler, Allahurabbi, rules.

The practice of management by management undoubtedly includes several basic functions: planning, organizing, implementing, and controlling. At least five functions are considered sufficient for management activities that combine the use of human and material resources through cooperation to achieve organizational goals.

Quality of Learning

Quality, according to Goestch and Davis, is a dynamic state in which products, services, people, processes, and environments meet or exceed expectations. Ishikawa said, "Quality is customer satisfaction," so quality cannot be separated from customer satisfaction (Engkoswara and Komariah, 2010: 304).

In general, according to Umeidi, quality is "the general characteristics of a good or service that show its ability to meet the expected requirements." (Umeidi, 2001, 25) In the educational context, the concept of quality includes input, process, and educational results. According to Ace Suriyadi, educational quality is "the ability of an educational institution to use educational resources to maximize learning" (Suriyadi, 1992).

According to this definition, quality education is defined as a system that can produce outstanding students in both academic and non-academic settings, as well as a system that can transmit knowledge as a way of life and allow for growth and development. Life skills are developed in everyday life. (Mukamini, 2007)

According to Ahmad Baedovi in "Effective School Management," the development of school quality is based on the principles of shared vision, adherence to goals, stability, involvement, and reliability. (Bae Do-wi, ddk, 2015: 4) Based on the five principles of school quality, it is hoped that schools can develop school quality well in accordance with existing principles. The principles of quality management are customer focus, leadership, people involvement, process approach, improvement, evidence-based decision-making, and relationship management. Because the quality of education adheres to the concept of comprehensive quality, the quality of education is closely related to the concept of comprehensive quality.

Dedi Mulyasana contends that good teachers, particularly those with good educational components, and good planning, materials, and management systems are the foundations of

quality education. (Mulyasana, 2011). The quality of education consists of three elements, namely teachers, students, and curriculum.

The scope of quality includes quality management, which includes quality planning, quality implementation, and quality management, followed by quality-aware people and systems or processes that implement quality management.

Quality improvement is achieved through the school quality management stage, which manages all school resources, trains all participants to carry out their work according to standards, and shows enthusiasm and commitment to improve performance in accordance with the wishes of graduates. from interested parties.

C. METHODS

This study is based on multi-site qualitative methods. The aim is to describe aspects related to the observed phenomenon and to describe the nature of the existing phenomenon or problem. The research design used in this research is multisite. A multi-site study has been chosen to conduct this research because this is a kind of qualitative study that can be used to develop theories based on various similar studies.

The data that researchers used to compile this study was obtained from key individuals. The role of key people in research is very large because the assistance and information they provide are the researcher's capital in obtaining data and research materials. These sources include:

1. Head of MAN Central Tapanuli Regency
2. Teachers and Education Personnel of MAN Central Tapanuli Regency
3. MAN, students from Central Tapanuli Regency

Research data collection methods include observation, interviews, and documentation studies. To strengthen the validity of the data produced and the validity of the research, researchers refer to the four verification criteria proposed by Lincoln and Guba in 2003. These standards consist of 1) reliability, 2) portability, 3) reliability, and 4) specificity.

D. RESULTS AND DISCUSSION

Curriculum Innovation Planning in MAN Central Tapanuli Regency

MAN 1 Central Tapanuli focuses more on efforts to improve the quality of education, both in terms of academic, non-academic and service (management). The MAN 1 Central Tapanuli curriculum is prepared in accordance with real conditions in the field, so the

curriculum is structured in such a way as to realize the vision of moving towards a Madrasah of local excellence, and pioneering to National excellence, some of the curriculum development has been adapted and is in the pilot process towards becoming Local, National or even superior Global.

The next findings in planning curriculum innovation to improve the quality of education at MAN 1 Central Tapanuli are several main targets or objectives that place emphasis on students, including:

1. Mastery and understanding of the material that has been taught.
2. cultivating good morals and religious attitudes.
3. Able to compete in the academic field among fellow MA Madrasahs

Equally under the auspices of the Ministry of Religion In terms of curriculum planning at MAN 2 Central Tapanuli, there is a special team that designs the curriculum, including the head of the madrasah, the curriculum team, and certain subject teachers. So the results of the findings have slight differences in terms of curriculum innovation.

In line with the results of the decisions of these important actors, it was decided that MAN 2 Central Tapanuli implemented a 3-in-1 program. This means that every student who enters MAN 2 Central Tapanuli will get three things at once: religious knowledge, science, and skills.

The findings of the research at MAN 3 Central Tapanuli demonstrate that the institution is implementing a number of curriculum management plans as part of its efforts to improve learning and institutions.

Curriculum management planning includes internal and external curriculum planning. Firstly, internally, namely by holding coordination meetings (with leaders and subordinates). In this meeting, matters relating to curriculum management planning will be discussed, namely: a) preparing learning tools; b) creating an academic calendar; c) analyzing teacher needs; integrating the science and religion curriculum; and adapting to the syllabus set by the National Education Department. Second, externally, namely by inviting supervisors for outreach regarding learning tools.

Based on the findings above, it is supported by the theory put forward by Beane James, namely curriculum management planning as a process that involves various elements, participants at many levels, making decisions about learning goals, how to achieve these goals through teaching and learning situations, as well as reviewing the effectiveness and meaningfulness of these methods.

Curriculum management planning involves setting goals and estimating how to achieve them. According to Rusman (2009), curriculum planning is planning learning opportunities that are intended to guide students towards desired changes in behavior and assess the extent to which changes have occurred in students.

Oemar Hamalik (2009) also stated that in curriculum planning, the first thing that is put forward is the fact that there is a gap between the strategic ideas and approaches contained in a curriculum and its implementation efforts. This gap is caused by the problem of personal involvement in curriculum planning, which depends a lot on the curriculum planning approach adopted.

There are two approaches to curriculum planning, namely the "administrative approach," where the curriculum is planned by superiors and then handed down to subordinate agencies and then to teachers. The approach is a "grass roots approach," that is, starting from the bottom. This approach emphasizes curriculum planning that involves subordinates, even at the teacher level, to be able to jointly think of new ideas regarding the curriculum and be willing to implement them to improve the quality of lessons.

Curriculum planning is planning learning opportunities that are intended to guide students towards desired changes in behavior and assess the extent of changes that occur in students. Curriculum management planning objectives are developed in the form of a theoretical framework and research on social forces, community development, needs, and student learning styles.

- a. Based on the research results, in accordance with the theory put forward by Oemar Hamalik (2009), in curriculum planning there are several foundations that must be considered, namely: social power. Changes in the education system in Indonesia are very dynamic. Education in Indonesia uses an open system, so it must always adapt to changes and social dynamics that occur in society, be they political, economic, social, or cultural.
- b. Knowledge Treatment. Curriculum planning reacts to the existence of data or information related to learning. In traditional schools, there is usually more information structure than the information itself.
- c. Human growth and development. This information about human development is very important. Teachers are required to plan a curriculum or learning program that is related to student needs and development. This data is important, as madrasas always provide data for the development of new madrasa programs; earlier children learn special education, alternative madrasa education, and accelerated education.

Based on several theories above, it explains that in curriculum planning to improve the quality of education, madrasahs must involve teachers. In practice, they are the implementers of the curriculum that has been prepared together; therefore, in curriculum planning, teachers always hold meetings to discuss what programs are being implemented. will do it in one semester to support the success of the madrasah.

Based on the research results, it is in accordance with the opinion of Oemar Hamalik (2009), who states that in preparing curriculum planning, there are the following principles:

- a. Objectivity, namely that curriculum planning has clear and specific goals based on national education goals and real input data according to needs.
- b. Integration, namely curriculum planning that combines types and sources from all scientific disciplines, namely integration of the madrasah and society, internal integration, and integration in the delivery process.
- c. Benefits, namely that curriculum planning provides and presents knowledge and skills as input for decision-making and action and is useful as a strategic reference in the implementation of education.
- d. Efficiency and effectiveness, namely, curriculum planning is prepared based on the principles of efficiency of funds, energy, and time and is effective in achieving educational goals and results.
- e. Suitability, namely curriculum planning adapted to student targets, the abilities of educational staff, advances in science and technology, and changes in societal development.
- f. Balance, namely curriculum planning, paying attention to the balance between types of fields of study, available resources, as well as between abilities and the program to be implemented.
- g. Convenience, namely, curriculum planning provides convenience for users who need guidance in the form of study materials and methods for carrying out the learning process.
- h. continuous, namely that curriculum planning is arranged continuously in line with the stages and types of educational unit levels.
- i. Standardization, namely curriculum planning, is standardized according to the level and type of educational unit, starting from the central, provincial, district, and city levels.

- j. Quality, namely curriculum planning containing quality learning tools, thereby helping to improve the quality of the learning process and the overall quality of graduates.

Based on the theory above, it is in accordance with the findings regarding curriculum management planning, namely adapting learning tools to the province, where in adapting the learning tools, madrasas download them first from the province, after that they are adjusted to the madrasa prota/promissory note and will be uploaded later, which is the level of education per semester, and after that just translated into madrasah prota/promes.

Implementation of Curriculum Innovation in MAN Central Tapanuli Regency

The results of research findings in the implementation of the curriculum at MAN 1 Central Tapanuli still cover two curricula at once, namely the 2006 curriculum and the 2013 curriculum. These two curricula are applied to classes X and XI for the 2013 curriculum and to class XII for the 2006 curriculum. For the implementation of the existing curriculum at MAN 1 Tapanuli Tengah, of course, it still refers to the National Education Standards Agency (BSNP), but in its implementation, it also adopts the Madrasah curriculum, especially in local content lessons and Islamic religious education, so that this Madrasah has different values from Madrasahs. -Other madrasahs.

The aim of implementing integrated curriculum development at MAN 1 Tapanuli Tengah is to create students who master the material and, at the same time, have the ability to read the Yellow Book so that later the students will be able to understand the material provided by the teacher and be able to apply it in life. in society.

In implementation, there is a similarity in case I, namely that the MAN 2 Central Tapanuli curriculum is in accordance with existing regulations, namely BNSP Standards, namely by following the national curriculum and then adopting the madrasah curriculum issued by the Indonesian Ministry of Religion, so that the local content lessons are packaged by the madrasah itself.

Further findings in its implementation to improve the quality of education at MAN 2 Central Tapanuli include:

1. Implement a point system.
2. Optimizing the Quality of Student Council Activities
3. Carrying out various forms of personal development,
4. Skills/Skills Program

5. Excelen Program
6. Study Club
7. Arts, Tambourine, Music, Drama, and MTQ
8. Sports: Football, Takrow, Volleyball, Basketball, Porsigal Martial Arts, and Jujitsu.
9. Scouts and PMR.
10. Job training from BLK and UPTK

The findings of the research at MAN 3 Central Tapanuli demonstrate that a number of institutions are implementing curriculum in an effort to improve learning and institutions. Curriculum implementation is divided into four parts, namely: a) checking teacher readiness; this includes the readiness of learning tools and teacher interaction with students in the teaching and learning process, which will then be briefed and evaluated every week and semester; b) inspection every 3 months, namely by looking at the teacher's report card or teacher's notes during the teaching process; then an implementation plan will be carried out by the madrasa head, distributing questionnaires to students and the head of the curriculum. Hi, this is done 1 week before learning starts and will be discussed in a coordination meeting that will be held by the leadership and subordinates; c) instilling Islamic values, namely in academic and non-academic activities. In academics, it is about applying scientific and religious values to produce knowledge of the world and the hereafter. The comparison between science and religion at MAN 3 Central Tapanuli is: for class 10, science is 30% and 70% for religion; for class 11, science is 40% for non-academic activities; for class 12, the focus is more on science because this class will take the National Examination; therefore, class 12 is more focused on tryout exercises; d) IHT, namely holding training in order to develop teachers so they can work better and collaborate with other schools, as well as holding teacher exchanges to take lessons at the madrasa and apply them at MAN 3 Central Tapanuli so that teacher performance can improve and of course will have an impact on the quality of education.

Based on the findings above, it is supported by the theory put forward by Zaenul Fitri that curriculum implementation is a process of applying concepts, ideas, programs or curriculum arrangements into learning practices or new activities, so that changes occur in a group of people who are expected to change. Curriculum implementation is also a process of interaction between the facilitator as curriculum developer and students as learning subjects.

The program that has been developed is presented in the form of the documents above which are very useful for teachers in carrying out the learning process and learning evaluation (daily tests, assignments, semester exams).

Based on the research conducted, the following findings show that the curriculum implementation program at MAN 3 Central Tapanuli includes: a) annual activity program, b) semester activity program c) All of these programs are made simply with educational calendar guidance and academic activity plans.

In the curriculum implementation program there is an integration of the curriculum implementation program between academic and non-academic, which lies in unifying the educational calendar and academic activity plans as a reference in the academic education activities themselves and at the same time as a reference for Islamic boarding school activities.

The results of research findings regarding integrating general-based and religion-based curricula. This form of integration is not only focused in the classroom but also in everyday life, spiritual values are still instilled as well as the skills of students.

Based on the statement above, the aim of integration in implementing the curriculum at MAN 3 Central Tapanuli is so that spiritual values are maintained so that they can become a tradition or characteristic of learning at MAN 3 Central Tapanuli.

Evaluation of Curriculum Innovation in MAN Central Tapanuli Regency

In particular, the evaluation carried out at MAN 1 Central Tapanuli covers several areas, including teacher evaluation and student evaluation.

1. Teacher evaluation

In evaluating teachers, there are three main points that must be conveyed, including: By using a form, in the administrative evaluation carried out, a teacher must fill in the points specified in the form.

- a. By using clinical supervision.
- b. By holding a review with the teachers at the end of the semester.
- c. Madrasah Self-Evaluation (EDM), which is individual in nature.

2. Student evaluation

From the findings that researchers obtained to evaluate students' learning, namely:

- a. View the results of each semester.
- b. Hold individual meetings.
- c. repetition of material at each meeting
- d. Hold special classes for students who are still lacking

3. Evaluation Objectives

- a. To find out what programs or businesses have been achieved.
- b. Know the problems they face so that the problems they face can be resolved well.

4. Obstacles faced in evaluation

Administratively, there are still some documents that have not been filled in properly, so we cannot monitor more carefully and accurately in assessing whether the achievements are still lacking or whether they are further along as expected. To enhance the standard of instruction for teaching staff and heads of particular fields, MAN 2 Central Tapanuli uses a variety of evaluation methods, including:

- a. By creating program report books, monitoring, and reports.
- b. By holding subject-teacher deliberation activities (MGMP).

Furthermore, the research findings conducted by MAN 2 Central Tapanuli on improving the quality of education for students are:

1. By holding meetings every month and also holding them every semester.
2. Teacher performance assessment aims to measure the extent to which a disciplinary attitude is instilled and to determine the extent to which an educator realizes an attitude of trust.
3. Develop learning tools; the next evaluation is by looking at the results of achievements in compiling and designing learning plans.

The activity of evaluating the need and feasibility of curriculum management is an essential requirement in the context of developing educational activity programs in general and improving the quality of students in particular.

Curriculum management evaluation is a systematic effort to collect information or data to be used as a consideration tool regarding the value and meaning of the ideal curriculum in a particular context.

This evaluation is global and basic. This will take into account what needs to be improved to make educational institutions of higher quality and able to compete with madrasas in the East Java region and nationally.

The results of research at MAN 3 Central Tapanuli show that there are several implementations of curriculum management evaluations carried out by institutions in the process of moving towards better learning and institutional aspects. The implementation of curriculum evaluation includes: a) input evaluation, which includes evaluation time allocation where this time allocation can be allocated into three, namely weekly (Monday and Saturday), semester, and annual evaluations; b) evaluation process, which includes discussion of evaluation where the discussion of evaluation is related to unresolved problems regarding learning tools (prota, promes, syllabus, RPP) and distribution of questionnaires to students; c)

output evaluation, which includes future curriculum improvements. Based on the findings regarding input evaluation above, it is supported by theory, according to Hamalik. Input evaluation is an evaluation that can formulate solutions to problems related to obstacles, work skills (of teachers), efficacy, and economic costs. Apart from that, Nasution also stated that input evaluation is a curriculum implementation strategy in terms of effectiveness and economy. So, from evaluating curriculum input, it is hoped that it will produce problem-solving on internal academic and non-academic elements. The human resources performance of MAN 3 Central Tapanuli teaching staff can also be said to be quite selective in accepting new teaching staff. Apart from having to have the skills and good behavior of teaching staff and being able to provide good role models for students, one thing that is of concern to teaching staff is that you must have the same vision and mission as the institution so that the learning process can produce output that meets expectations.

There are two types of evaluation of activities related to curriculum management carried out by MAN 3 Central Tapanuli: direct evaluation based on observations from the head of the madrasah and the head of the curriculum; and indirect evaluation, in the form of a questionnaire distributed to students and asking them to provide assessments of activities that are still related to curriculum management.

Based on the research findings that the researcher described above regarding input evaluation, it is basically in line with the theory put forward by Hamid Hasan (2000), which says there are several objectives of the curriculum, namely:

- a. Providing information regarding the development and implementation of a curriculum as input for decision-making.
- b. Determine the level of success and failure of a curriculum as well as the factors that contribute to an environment.
- c. Develop various alternative problem solutions that can be used in efforts to improve the curriculum.
- d. Understand and explain the characteristics of a curriculum and the implementation of a curriculum.

The final point that is a research finding related to curriculum management evaluation is output evaluation, which includes future curriculum improvements. This output evaluation is where, in the evaluation process, there are improvements so that it will produce good output, namely by implementing the curriculum even better than in previous years.

Based on the findings regarding the output evaluation above, it is supported by Hasan's Stufflebeam theory, which aims to determine the extent to which the curriculum management implemented has been able to meet the needs of the group that uses it.

E. CONCLUSION

There can be a number of conclusions drawn from the research results and discussion that the researcher has presented in accordance with the focus or research formulation, including:

1. Curriculum Innovation Planning at MAN Central Tapanuli Regency has several aspects, including: 1) Always improving the quality of education, both from an academic and non-academic perspective; 2) As a superior madrasah with unique skills 3) Having new ideas or ideas related to the emergence of local content curriculum innovation (MULOK) 4) Has a goal so that students are able to live and have life skills and an entrepreneurial, national, and religious spirit. 5) Have graduates and opportunities that are accepted by the community based on the foundation of Ahlussunnah Wal Jama'ah.
2. The implementation of curriculum innovation at MAN in Central Tapanuli Regency has several similarities, namely: 1) Both use the same curriculum base, namely referring to BSNP. 2) Carrying out curriculum development in religious subjects. 3) Collaborate with other institutions to improve the quality of students in skill areas. 4) Conduct permanent appeals with madrasahs or other institutions as a consideration for improving education. 5) Organize structured worship practices for students to improve quality in the religious field. 6) Encourage students to remain disciplined in their behavior and administration. 7) Hold direct practice in activities related to skills and sports.
3. Evaluation of Curriculum Innovation in MAN Central Tapanuli Regency is carried out by: a). gradually, either every semester or every month; b). The Madrasah leadership carries out the evaluation agenda with the theme of Madrasah self-evaluation (EDM) in the educational staff area. c). Curriculum waka evaluation is carried out incidentally with the theme of curriculum activity materials (review) in each department. Teacher evaluation is carried out in stages to improve the quality of education in Madrasahs.

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