

MAN 2 CURRICULUM INNOVATION

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Abstract. This study aims to: 1) Knowing the curriculum innovation in Madrasah Aliyah Negeri 2 Brebes as an effort to increase the number of graduates accepted at state universities (PTN), 2) Knowing the factors that support the implementation of curriculum innovation in Madrasah Aliyah Negeri 2 Brebes. 3) Knowing the factors that hinder the implementation of curriculum innovation at Madrasah Aliyah Negeri 2 Brebes. This type of research is descriptive analytical. The approach used is descriptive qualitative. The results of this study are that curriculum innovations at Madrasah Aliyah Negeri 2 Brebes are in the form of: The following research results are related to curriculum innovation at MAN 2 Brebes, there are 3 curriculum innovations that are the main factors in increasing the number of graduates accepted at state universities (PTN) , including: 1) Standardization of KKM scores, 2) synergistic coordination with BK, 3) good communication with teachers. The influencing factors are: a) supporting factors including teacher factors (HR), media factors, facilities and infrastructure factors, scientific and technological progress factors, while b) inhibiting factors that become obstacles are teachers sometimes have different opinions to achieve good curriculum innovation for madrasahs.

Keywords: curriculum innovation, MAN 2 Brebes

INTRODUCTION

The curriculum as one of the components of the school also undergoes changes and renewals that must be adapted to the demands of the community, so that schools must be able to adapt to these conditions (Idi, 1999). This is because the curriculum is a very important tool in the success of an education, without a good and appropriate curriculum, it will be difficult to achieve the educational goals and objectives that are aspired. The curriculum also holds a key position in education, because it is related to determining the direction, content and process of education, which ultimately determines the types and qualifications of graduates of an educational institution. Therefore, the curriculum must be managed and developed according to the situation and conditions in which the school is located.

A careful design is needed in curriculum development. In the curriculum integrated philosophy, values, knowledge and actions of education. The curriculum is prepared by education experts/curriculum experts, science experts, educators, education officials, entrepreneurs and other elements of society. This design was prepared with the intention of providing guidance to educational implementers, in the process of guiding student development, achieving the goals aspired by the students themselves, their families and the community.

In the educational process, the curriculum is not a static thing. The concept of the curriculum can be changed according to the development of technology and science as well as the orientation of society. Therefore, in curriculum development, factors that influence it must be considered, such as philosophical, sociological and psychological factors as well as the theories and organizational patterns of the curriculum that are applied.

According to Udin Syaefudin Sa'ud, innovation is defined as something new or anything new or renewal which means the result of human creation (Sa'ud, 2011). Innovation can also be said that discovery is an idea, item, event or method that is felt or observed as something new to achieve certain goals or to solve a certain problem. Thus, from some of the opinions above regarding innovation, it can also be said that something that already exists is then collaborated with others to create something new. Likewise with curriculum development with some of the models above. This is what is called curriculum development innovation implemented by schools.

The process of the emergence of innovation because there are problems that must be overcome, and efforts to overcome these problems through innovation (often referred to as "renewal" although this term is not synonymous with innovation). This innovation must be the result of original, creative, and unconventional thinking. Its application must be practical in which there are elements of comfort and convenience. All of this was raised as an effort to improve the situation/condition facing the problem.

All educational institutions certainly have curriculum innovations. The goal is to provide insight or knowledge that is innovative and of course for the progress of the school itself. Madrasah Aliyah Negeri 2 Brebes is one of the favorite schools in Brebes Regency. Along with the increase in quality and quantity in recent years, it cannot be separated from several good elements so as to improve the quality of the Madrasa itself, one of which is to be discussed is the curriculum that is applied. In contrast to other public schools in the Brebes district, Madrasah Aliyah is a school that provides knowledge as well as religious knowledge. Some of the religious knowledge given is the main material in his education.

With curriculum innovations that have been developed by all elements in MAN 2 Brebes, this results in good grades. Both for students and teachers who teach. In addition, students have not only academic quality in general but also have more religious knowledge than other schools. This is the innovation of madrasa curriculum development that produces reliable student output in the quality of education.

RESEARCH METHOD

In this study, researchers used a qualitative approach. Qualitative research methods are research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically, and descriptively in the form of words and language, in a special natural context. and by utilizing various natural methods (Moleong, 2007).

While the type of research used in this research is descriptive, which is a method to solve the problem being investigated by describing or describing the state of the subject and object of research (a person, institution, community, etc.) exists and as it is.

This is in line with Juliansyah Noor, he explained that descriptive research is research that seeks to describe a symptom, event, event that is happening now. Descriptive research focuses on the actual problem as it was at the time the research took place. This research, according to its characteristics, chooses certain steps in its implementation. Beginning with a problem, determining the types of information needed, determining the procedure for collecting data through observation or observation, processing information or data, and drawing research conclusions (Noor, 2012). Therefore, the researcher wants to describe how the planning of curriculum innovation, forms of curriculum innovation, and the supporting and inhibiting factors of curriculum innovation at MAN 2 Brebes. Subjects are all people who are sources of data or informants who can provide information about research problems (Arikunto, 1989). In this case, later the subject will be able to provide information related to the research that the author did about Curriculum Innovation at MAN 2 Brebes. The subjects of this research consist of: 1) 2nd Deputy Head of Madrasah, MAN 2 Brebes curriculum, 2) Teacher of MAN 2 Brebes, 3) Data Collection Techniques The data.

Analysis technique used in this research is data analysis using the Miles and Huberman model. Data analysis was carried out during data collection and after completion of data collection within a certain period. Miles and Huberman in Sugiyono stated that activities in qualitative data analysis were carried out interactively and continued until they were completed so that the data was saturated (Sugiyono, 2009). Activities in data analysis are data reduction, data presentation, and conclusion/verification.

RESULT AND ANALYSIS

In this case the author tries to explain the data and findings from the research entitled "Curriculum Innovation at MAN 2 Brebes in Increasing the Number of Graduates Accepted at State Universities (PTN)" with a descriptive qualitative research methodology. Based on this, the authors took data from interviews from the vice principal in the curriculum field and their representatives, and the counseling guidance teacher (BK) as a coordinator who focused on guiding especially grade 12 at MAN 2 Brebes.

1. Curriculum innovation at MAN 2 Brebes in increasing the number of graduates accepted at PTN.

Based on the data that has been obtained, there are 3 curriculum innovations that are the main factors in increasing the number of graduates accepted at state universities (PTN), including:

- a. Standardization of the KKM value,

in this case the deputy head of the curriculum equalizes the KKM value with other superior schools. It is important to apply because this is an important point for students to be more active in learning to achieve the KKM value that has been determined by the madrasa. In addition, with the increase in the standard of KKM scores in madrasas, it also affects when students want to register for further studies at the tertiary level.

The equalization of the KKM scores with other superior schools, which have a good history in the number of graduates accepted at state universities, has made MAN 2 Brebes to follow in its good footsteps in terms of curriculum innovation. As stated by the deputy head of curriculum,

"Of course there are several things that become curriculum innovations in increasing the number of graduates accepted at PTN, first of course we need to equalize or increase our KKM standard scores, with other superior schools. This will have a positive impact on the madrasa and the students themselves. It has been proven in the last 5 years, since 2016 many of our students have been accepted at state universities (PTN and PTKIN)"

The results of the author's interview with the deputy head of the curriculum, the author received information that since 2016 the number of graduates accepted at state universities has increased significantly. Standardization of KKM scores became their main point regarding curriculum innovation at MAN 2 Brebes in increasing the number of graduates accepted at PTN and PTKIN.

- b. Synergic coordination with BK (Counseling Guidance),

Then the thing that becomes an influence in increasing the number of graduates accepted at state universities is synergistic coordination with BK. The curriculum always cooperates with BK (Counseling Guidance). The curriculum innovation provided is career guidance for grade 12 students.

Career guidance is an annual activity carried out by the BK team which is fully supported by the head of the madrasa, along with the deputy head of the madrasa in all fields aimed at guiding, directing, and guiding students in choose a planned career after they graduate from the madrasa. The following is the statement from the BK coordinator:

"In relation to the increase in the number of graduates accepted at PTN, we, the BK team, work together, especially with the curriculum, and have the idea of holding career guidance

activities. That also includes innovation. We guide and guide students to enter state universities. Guide them from initial registration until they have actually been accepted. Alhamdulillah, this step can be said to be successful, along with the increase in students being accepted at state universities."

The results of the interview, the authors received information that career guidance is also a curriculum innovation at MAN 2 Brebes in increasing the number of graduates accepted at state universities. This activity is an annual agenda for grade 12 students, in order to get the guidance, direction, and guidance they get from the BK teacher. The goal is that students do not choose the wrong choice, and make it easier for them to go to state universities.

c. Good communication with subject teachers.

Furthermore, another important point of curriculum innovation in increasing the number of graduates accepted at state universities is the need for good communication. The curriculum area and all subject teachers are important in terms of communication. This affects the value of students. Of course, as teachers, we don't want our students to get scores that are less than the KKM standard or the standards for entry into state universities. Therefore, the final assessment is not just based on the value of the lesson. Other factors such as attitudes, behavior, and student attendance during school will also have an effect on the final score. For this reason, it is important to determine the final value of curriculum teachers and subject teachers to have good communication. In order not to be wrong in determining the final value for students.

2. Supporting and Inhibiting Factors

a. The supporting factor for curriculum innovation is in the form of teacher factors (HR) human resources at MAN 2 Brebes.

Teachers always support and help their students to continue their education to a higher level. The media factor, with the availability of several existing media such as laptops, cellphones, and other media, makes it easier for us to communicate and get information about universities. Factors of facilities and infrastructure, the availability of laboratories, sound, and other facilities make it easier for us to teach students many things about the procedures for registering in tertiary institutions, as well as helping us in carrying out career guidance activities for grade 12. In the modern era or the millennial era, as now, students can easily learn about technology.

b. The inhibiting

Factor that becomes an obstacle is that sometimes teachers have different opinions to achieve good curriculum innovation for madrasas. And not many students do not want to continue their education to a higher level, and students lack knowledge in terms of existing media and technology. So that supervising teachers have to work extra hard to help students in terms of registering and guiding them

CONCLUSION

Curriculum is one of the instruments that determine the teaching and learning process. Without a good curriculum, the goals of school education will not be achieved. Each curriculum has its own color and characteristics. The colors and characteristics of each curriculum indicate that the curriculum tries to present the figure of students who are most suitable for its era. Education, education quality problems, effectiveness and efficiency problems, limited capacity problems. With educational innovations, especially in the fields of curriculum and learning, it is hoped that later they can provide concrete solutions to existing problems.

In the era of autonomy as it is today, the national education curriculum is not a "fixed price" that must be accepted and implemented as it is, but can still be developed according to the situation and field conditions, as long as it does not deviate from the main points that have been outlined.

national. In this case the teacher is a curriculum developer who is in a decisive and strategic position. If the curriculum is likened to traffic signs, the teacher is the pedestrian. Then after graduating from the madrasa, further education always awaits and becomes the next destination for students. Many of them are competing to get into state universities. The struggle is not over because in fact this is the beginning of a life journey that they have always aspired to be.

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