

Management of Learning Innovation at Mtsn 2 Maros and Darul Istiqamah Maccopa Middle School, Maros Regency

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ABSTRACT

Learning innovation is one form of effort in giving birth to quality graduates of Islamic educational institutions. The existence of this learning innovation can increase the competitiveness of Islamic educational institutions in building its popularity as an Islamic educational institution that can be taken into account in the community. To improve competitiveness, it is necessary to do new things in the form of learning innovations with proper management. For this reason, this study aims to find: 1) Learning management, 2) Implementation of learning innovation management, 3) Implications of Learning Innovation Management. The research uses a phenomenological paradigm with a qualitative approach, as well as a case study approach. Data collection techniques using in-depth interviews, observation and documentation. Data analysis techniques using data correction, data reduction, data presentation and conclusions. The technique of checking the validity of the data is done through credibility, transferability, defendability, transformability and triangulation. Research results that: 1). Learning Management with functions a). Learning planning by setting enriched curriculum standards, process standards and output standards, b) Organizing learning carried out in accordance with the roles and duties of educators, and learning resources, c) Implementation of learning with a curriculum that is integrated with the Olympic program, class arrangement through moving classes, teachers standardized, IT-based and spiritual learning method and media management d) learning evaluation using test and non-test approaches with IT-based and project-based assessment standards 2) implementation of learning innovations with enriched curriculum innovations. Innovation of learning methods with comprehensive methods and innovation of IT-based learning media. 3). The implications of Learning Innovation Management include an increasingly integrative learning management system, better teacher qualification standards, and an increasing school reputation.

Keywords: Management, Learning Innovation, Islamic Educational Institutions, E-Learning

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I. INTRODUCTION

Education has a very important role in improving the quality of human resources and as a forum for preparing a quality generation, starting from childhood to adulthood. The implementation of education and learning is distinguished at each level and stage, seen from age, mental and intellectual development. The portion of each must be distinguished wisely. The development of the world of education cannot be separated from the development of the world globally. Advances in technology and information that are so rapidly realized or not have contributed to the development of education. Developed countries can be measured by their progress in the field of mastery of technology and information. Currently the world of education is being rocked by various changes in accordance with the demands and needs of the community, and is being challenged to be able to answer various global problems that are happening so rapidly. An educational unit can be said to be of high quality if it can deliver students to be able to develop their potential, so that they can become human with broad insight, skills in technology, high work ethic, have awareness of social life, have good morals, are physically and mentally healthy. Among the indicators of success in education are producing graduate outputs that increase their economic welfare, are able to compete with local and global communities, and are dedicated with high morals. Education with management is always associated with a systematic way or method through the process of planning (planning), organizing (organizing), directing (directing), and controlling (controlling) various activities carried out by the school by utilizing all the resources owned by the school. Therefore, schools need innovation in management. In general, it can be stated that innovation is a thought, practice, or object that is considered something new that is considered capable of overcoming the problems at hand. To get the innovation program can be obtained by using the adoption process. We are in the middle of an ocean of

innovation. There are innovations: knowledge, technology, economy, education, social, and so on. Innovations can also be grouped into big innovations and small but very many innovations.

Innovation doesn't have to be expensive, it can be done by anyone, anytime, anywhere. If our ancestors weren't innovative, we would all be living in caves, in the dark, naked. Education management as a whole process of joint activities in the field of education by utilizing all existing facilities, both personal, material, and spiritual to achieve educational goals. Management in the educational environment is to utilize various resources (humans, facilities and infrastructure, as well as other educational media) in an optimal, relevant, effective and efficient manner to support the achievement of educational goals. Educational innovation in schools is a program of change that should occur in the school environment, including changes and renewals in education personnel, curriculum innovations, and learning innovations. All acts of innovation are carried out through a series of procedurally implemented programs. The low quality of schools is caused, among others, such as lack of budget, lack of innovation in school management, lack of teacher creativity and also lack of support from the community, government and agencies or foundations that manage educational institutions such as schools. One of the concrete steps to improve the quality of education in schools is to innovate in education. In this case, the author examines 2 schools which incidentally are Islamic schools, namely Madrasah Tsanawiyah Negeri (MTsN) 2 Maros with IT SMP Darul Istiqamah Maccopa in Maros Regency. Agus Maimun and Agus Zaenal Fitri (2010:7) argue that Madrasahs as institutions that are given a mandate, of course, are faced with such complex challenges, not only coming from internal but also external. Internal challenges, for example, institutional management, education staff, curriculum, learning strategies, quality of graduates, funds, coaching programs, inability of schools to build solid team work in building and managing learning, inability to build strong interpersonal relationships, instability of work climate, inability to monitor the learning process. Meanwhile, the external challenges are the inability of madrasahs to build synergies with various parties, resistance to change, inability to adapt to the demands of social change, development of learning technology and many other challenges. Madrasah Tsanawiyah and Junior High School as part of formal schools which are held to educate a generation of qualified faith and piety to Allah SWT and have noble character. This means that schools that have a religious basis in particular are expected to be able to have the ability and insight about religion and have a good personality, in entering the world of education. In the learning process a teacher / educator is required to have creativity to innovate learning. Learning innovation is something that is important and must be owned or done by teachers. This is because learning will be more alive and meaningful. The willingness of teachers to try to find, explore and seek various breakthroughs, approaches, methods and learning strategies is one of the supports for the emergence of various new innovations. Without the support of the willingness of the teacher to always innovate in their learning, learning will be boring for students. In addition, teachers cannot develop their potential optimally. Given the very importance of innovation, innovation is something that every teacher should try to do. Therefore, a teacher must always innovate in learning. Steps that can be taken are improving the way teachers teach by using innovative new methods. Mastery of material that is managed and displayed professionally, from the heart and without coercion, logically, and pleasantly, and combined with a personal-emotional approach to students will make the learning process easier. Learning to be achieved is realized. In addition, learning must also be varied by creating a new learning method or in other words innovation. Talking about innovation, actually this word is often associated with change, but not every change is said to be an innovation. Innovation is an idea, invention or method that is felt or observed as something that is completely new to someone who is relative. While the learning innovation referred to here is the method or tips of a teacher in teaching students with various specific goals.

According to Prawiradilaga in Nurdyansyah. N. and Andiek Widodo (2015: 25) state that there are several aspects that influence innovation, namely novelty, reinvention, uniqueness, relative benefits, appropriate, complex, testable and observable. Innovation is also a new discovery that is different from the existing or previously known related to an idea, method, or product. As data from the Ministry of Religion of Maros, in 134 Madrasah (RA, MTS, MA) out of 43 MTS, only 2 state madrasahs are in Maros district. The State Madrasah Tsanawiyah as the focus of the research location are Madrasah Tsanawiyah Negeri 2 Maros and SMP IT Darul Istiqamah, but researchers look at one of the State Madrasah Tsanawiyah, namely MTsN 2 Maros which is located 7.3 KM from the city center and the Integrated Islamic Junior High School (SMP IT) Darul Istiqamah Maccopa, Maros Regency, which since 2019 has changed its status to the Ministry of National Education with accreditation A and is located 5.44 KM from the center of Maros City, to see the efforts made by Educational Institutions at least this has changed in improving the learning achievement of students at the school . As well as wanting to raise the image of Madrasah and SMP IT to be superior schools in the field of academic achievement in the religious field as well as in the general field. Education in the future will belong to those who can make use of technology (educational and teaching/instructional). The use of educational technology is necessary in the context of teaching and learning activities. Because with a scientific, systematic and rational approach, as required by educational technology, effective and efficient educational goals will be achieved.

However, with the rapid development of technology in the era of globalization that is used to increase effectiveness and efficiency in education, it also has an impact or consequence on the socio-cultural world of society, including: shrinking space and time so that almost no groups of people or parts of the world live in isolation. The social differences that prevail in society are meaningless on the internet. State boundaries are no longer information boundaries. The existence of positive and negative impacts in technological developments, of course, can have an influence on the learning process of Islamic religious education in the future, which has been considered traditional in its learning methods or systems. Therefore, it is very urgent for Islamic religious education learning to innovate both from the method and the learning system so as to give birth to creative, innovative and effective learning. The development of information and communication technology has brought major changes in various fields of life, including education. A simple observation describes the dynamics of behavior and tendencies of this millennial generation enthusiast when interacting with the internet world in relation to the world of education. They prefer visual-based information (via Youtube, online games) rather than through narration and texts (reading printed books/teaching materials or listening to the teacher deliver material). They are good at surfing and exploring in cyberspace, receiving and curating information rather than passively trapped in conventional libraries. They are more comfortable to learn collaboratively in real practice or peer to peer through social networks (using social learning platforms) and they prefer to use interactive gaming (gamification). The constraints in question include, among others, the school in this case and the teachers do not understand much about learning innovations. The spirit of teachers in teaching themselves still needs to be improved regarding the development of teaching quality. Teachers' knowledge and skills about the increasingly sophisticated world of technology are still lacking. Binding institutional rules make it difficult to develop learning innovations. This title was chosen because of the importance of management in education, especially in Islamic education institutions, in this case the Madrasah Tsanawiyah Negeri 2 Maros and also the Integrated Islamic Junior High School (SMP IT) Istiqamah Maccopa located in Maros Regency. Based on the response and public interest, it can be explained that the two schools are Islamic schools that seek to innovate in Islamic Religious Education learning in their respective schools.

II. RESEARCH METHODS

Research methods are indispensable in scientific research because the method is a way or a tool to achieve the goal. Therefore, the general purpose of research is to uncover the problem, so the steps to be taken must be relevant to the problem that has been formulated. According to Nazir (2014:43), the descriptive method is a method of examining the status of a group of people, an object, a condition, a system of thought, or a class of events in the present. The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena under investigation. Meanwhile, according to Sugiyono (2019: 18), qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined).), the data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning of generalizations. To obtain a complete, in-depth and comprehensive understanding of the focus of this research, the researcher uses a phenomenological paradigm with a case study approach. Data were collected in a natural setting as the direct data source. This research is expected to be able to reveal phenomena and symptoms in depth, find out thoroughly and completely and describe the management of learning innovation at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa, Maros Regency. Researchers do not only stop at substantive findings according to the research focus but also formal findings.

The consideration of researchers using this qualitative approach is because researchers want to understand (how to understand) in depth what is being studied, not explain (how to explain) causal relationships as quantitative researchers do. Another consideration is also wanting to fully explore (bundle) the focus being researched, not just looking at the fragments of the focus being researched. (Mudjia Rahardjo, 2012) Thus, the research approach process begins with a preliminary study as an exploratory study at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa, Maros Regency to obtain initial information about the program being developed. In the results of this exploratory study, researchers found that the two locations had their characteristics, both in terms of the components of the development program and the packaging of the curriculum packages at the school. In this context, the researcher decided that these two locations were the research locations, and since then the researcher began to slowly and morally take responsibility and carefully observe, collect, and analyze data related to the three focuses to be studied.

Single Data Analysis

At this stage, the researcher examines all the data that has been collected from observations, interviews, and document reviews. Furthermore, to facilitate data analysis, researchers used the Analysis Interactive Model technique from Miles and Huberman (Miles, Matthew B., & Huberman, A. Michael: 1984) which divided the

analysis activities into four parts, namely: data collection, data reduction, presentation data, and drawing conclusions or verifying data.

- 1) Data collection: Researchers collect data in accordance with the research focus with the techniques previously mentioned. All results of interviews, observations and documentation at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa, Maros Regency were collected to be followed up in the data reduction process.
- 2) Data reduction: Researchers perform data reduction by sharpening, classifying, categorizing, and removing unnecessary data and organizing or organizing data according to focus so that conclusions can be formulated, making summaries and summaries. Researchers do this activity continues until this research ends.
- 3) Data presentation: Data is presented separately from one stage to another, but after the last category is reduced, all data are summarized and presented in an integrated manner. By looking at the presentation of the data, the researcher can understand what is going on and what to do.
- 4) Conclusion: The conclusion is meant to search for the meaning of the data and its explanation and the meanings that emerge from the data obtained in the field to draw the right and correct conclusions.

Cross-Site Analysis

At this stage, the researchers tried to compare and combine the findings obtained from each sites 1 and 2. The researcher took steps by, a) formulating findings based on the findings of the first site at MTsN 2 Maros and then proceeding to the second site of SMP IT Darul Istiqamah Maccopa, Maros Regency, and b) describing and combining the temporary theoretical findings from the two sites, c) formulates theoretical conclusions based on cross-site analysis as the final findings from the two research sites at two research sites namely, MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa, Maros Regency. Likewise, the researchers present data related to the management of learning innovation at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa, Maros Regency using the steps taken in cross-site data analysis adapted from Yin as follows: a) Using a conceptual inductive approach that This is done by describing and combining the conceptual findings of each case at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa, Maros Regency, b) These results are used as the basis for describing and combining each case which is used as the basis for compiling a multi-site conceptual statement at MTsN. 2 Maros and SMP IT Darul Istiqamah Maccopa Maros Regency, c) Evaluating the suitability of the findings with the facts referred to, d) Reconstructing the findings according to the facts of each case, e) Repeating this process.

III. RESEARCH RESULTS AND DISCUSSION

Learning Management at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa

a. Learning Planning

Learning Planning at MTsN 2 Maros and SMP IT Darul Istiqamah are both on the pattern of learning through IT. Learning Planning Design at MTsN 2 Maros which is under the auspices of the Ministry of Religion in the process of teaching and learning activities still uses conventional learning strategies, methods, and media, namely using lecture, discussion, question and answer methods, LCD, Projector, Laptop, Speaker and PowerPoint. But along with the times where the Covid-19 pandemic has had a major impact on the psychology of learning. So as a thing that must be done by teacher actors is the transformation of learning models that initially use conventional models to become IT-based. This surprising existence without any prior preparation results in a lack of thorough preparation so current IT learning cannot be optimal. This is a challenge for teachers and students so that they can immediately adapt to conditions where expertise in operating technology systems has become an important requirement at this time because what is needed by all is mental readiness. increasingly modern technological advances encourage all aspects to be IT literate, especially at MTSN 2 Maros.

And currently learning planning at MTsN 2 Maros is only implementing *IT/E-Learning-based learning*. When initially teaching and learning were carried out based on IT as a solution so that students did not get bored in learning and could acquire new skills. IT-based learning can increase the effectiveness, efficiency and attractiveness of the learning process can develop students' higher-order thinking skills, and can develop skills in IT literacy so that they can answer global challenges.

Curriculum planning is enriched based on curriculum design standards that are based on national standards or the preparation and development of the 2013 Curriculum refer to Law Number 20 of 2003 concerning the National Teacher System. Article 36 Paragraph (2) emphasizes that the curriculum at all levels and types of teachers is developed with the principle of diversification according to the teaching unit, regional potential, and students.

Based on the above standards, the two schools have developed a curriculum that is based on the respective Islamic Teacher Institute units. With the existence of Information and Technology (IT), the curriculum development design was developed with a curriculum enriched with Islamic content and the Olympic curriculum. Teacher standards at the two schools were not only seen from the aspect of teacher

qualifications but also other aspects such as experience, pedagogic competence, and social and personal. One of the efforts is to place teachers according to their respective field groups. Students are not only focused on interacting with the teacher but how students can interact with various other learning resources such as laboratories, libraries, and situations outside the classroom.

The involvement of teachers in the two schools has become the main instrument in producing superior processes and outputs. The teacher's role in the design of lesson plans is an important step to achieving maximum learning outcomes because the teacher's main function is to design, manage, implement and evaluate learning. Teachers must be able to position themselves and create a conducive atmosphere, which is responsible for the growth and development of the child's soul.

Media standards or learning resources become an important element in guarding the learning process. MTsN 2 Maros in planning learning media involves several learning devices that have been prepared and other learning tools, such as LCDs, laptops, computers, digital *e-learning* and learning aids.

To provide maximum service to students. MTsN 2 Maros which is the location of the research applies six study days, where from morning to noon regular learning and in the afternoon are used for strengthening, and coaching in facing the Olympic curriculum.

Furthermore, at the research location of SMP IT Darul Istiqamah Maccopa or SPIDI with the concept of *boarding school* taking into account the interests of talents and aspirations as well as differences in student learning speed, two programs were opened at SPIDI with Semester Credit System (SKS) arrangements, namely the Academic Concentration Program and Tahfizhul Qur 'an. With four majors in teaching, namely Science, Language, Tahfidz, and Tarbiyah, Time for regular study from Monday to Friday and Saturdays specifically for learning *life skills*, where students understand the importance of the value of learning, so it appears that time is not only measured by quantity but is measured by quality.

Learning Planning at SMP IT Darul Istiqamah or SPIDI which is under the auspices of the Department of Education. Teachers from the beginning of learning use ICT. All media or learning resources both in the school environment and those based on ICT have become an inseparable part and have been integrated with the ICT Center learning service unit. Head of *Information and Communication Technology (ICT)* Amal Hasan is the one who oversees technology-based learning (*Google for Education*) and the current learning development support system at SPIDI, namely the *Chromebook*, which has advantages because it is considered more secure and maintains privacy, besides that, data can also be stored for a long time and also safe from the access of others.

In essence, electronic media and technological automation require everyone to adapt to a wide-ranging global environment as if technology plays a major role in human life. Humans have evolved with the presence of technology. Media ecology theory is centred on the principle that society cannot escape the influence of the media and that the media will remain the centre for all areas of life, including students as a learning community. This means that the meaningfulness of learning can not only be measured by how capable the teacher is in delivering learning material but it can also be measured by how advanced the media used in teaching students is. Teacher skills in using learning media can accelerate and encourage the achievement of learning objectives.

As for the standard of output, both schools have set the standard of output with the achievement of learning outcomes according to graduation standards, Olympic champions, and admission to favourite schools. This standard has spurred the school community to play a maximum role, even though based on field findings, MTsN 2 Maros does not charge students, while SMP IT Darul Istiqamah or SPIDI charges a school entrance fee of Rp. 60,000,000 and the monthly fee is Rp. 4,300,000 rupiah per student. This finding is a dynamic that researchers consider unique that deserves further study. Studying at Spidi does seem exclusive. For some people, it feels expensive. But according to others, it doesn't matter if it's expensive or cheap as long as the quality is good.

b. Organizing learning

Organizing learning at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa is placed in a strategic position. Starting from organizing clusters of fields of study or subjects to organizing the duties and roles of teachers. Based on field findings, the two schools organized several components which included; an enriched curriculum, teacher roles and duties, time allocation and learning resources.

The organization of the curriculum at the two schools uses the Olympic program subject group. Based on this program, wants to put students in their real positions, namely seeing the tendency of their talents and interests. Organizing this learning starts from accepting each other's assignments, the emergence of communication and decision making, motivation and productivity until to maintain the effectiveness of the learning process, an Olympic program picket is formed.

The establishment of this picket is intended to maintain the continuity of the coaching and enrichment program. The learning process can still take place even though there are teachers who cannot attend the schedule so that learning can take place if it is supported by a clear division of labour and roles. The learning resources

are managed based on the needs of students. The concept of IT-based media as a learning resource has had a positive effect on both schools in providing services to students.

c. Implementation of Learning

Based on field findings, it shows that the implementation of learning at MTsN 2 Maros is implemented in a curriculum pattern enriched with the Olympic curriculum, structuring learning in the classroom, standardized teachers, management of IT-based methods and media. The components of the implementation of learning are standardized teachers. The teachers in question are those who have professional, pedagogical, social, personal and even spiritual learning qualifications. The depth of the teacher's understanding of the urgency of learning is important. Teachers are not only required to be smart, emotionally stable, and humorous, but the depth of appreciation of the meaning of learning is a sacred calling.

Meanwhile, the division of teaching tasks is not only based on the qualifications of their expertise but also based on the dedication, sincerity, and discipline they show to raise the image of the madrasa as implied in the vision of the madrasah at MTsN 2 Maros, namely excelling in achievement and being innovative in learning based on faith and piety. Likewise, as a sense of commitment and moral responsibility for the trust of the community to entrust their children to be educated at MTsN 2 Maros

The learning services at MTsN 2 Maros for students apply 6 regular study days and the coaching and enrichment service model is carried out every afternoon after school as a consequence of providing services to those who have interests and talents above the average of their friends, have a high willingness to learn, willing to work hard, tenacious, love to learn, independent, and responsible. The target is how students are provided with learning services based on their needs and desires. The implementation of learning is carried out based on a previously designed mechanism. A set of learning materials such as materials, media, time allocation, and teacher support itself has been regulated in the Olympic program schedule.

Next, field findings show that classroom management at MTsN 2 Maros is running well, as can be seen from the seating arrangement patterns, such as the U-shaped, circle, and lined shapes. Seating arrangements are based on needs and are carried out in turns or alternately to provide equal learning opportunities to students. This arrangement pattern provides many benefits for building a dynamic classroom climate. The biggest obstacle is that not all teachers have the same commitment, but they must be encouraged to continue to make changes.

The implementation of learning is supported by an academic atmosphere or climate that is manifested in various activities, such as at MTsN 2 Maros learning activities are not only in class but when outside class hours. The existence of classrooms with their interiors has shown a concern for creating a learning climate that is not only about learning but also learning about a wider life. For example, interacting with his friends. As a manifestation of the climate in question, such as early in the morning at 07.15, students are already in the madrasa. Before entering class, student activities start from the habit of reading Surah Yasin and praying Duha. Then before learning begins to memorize short suras, and close with the dhuhur prayer in congregation. And every first and third week of habituation of physical fitness and scouts.

Likewise, the use of learning methods, teachers develop very varied learning methods. What is meant by varied here is the method developed based on relevance to the material being taught. For example, PAI subjects apply the drill method (practice), the assignment method has group work assignments, there are independent assignments, daily assignments, there are clippings, there are assignments that must be searched on the internet, and discussion methods with *Problem Based Instruction*. This means that the teacher's perception and understanding of the urgency of the method used are in a good category.

d. Learning Evaluation

Learning evaluation at MTsN 2 Maros applies evaluation techniques with tests and non-tests, as well as tryouts. Test techniques include structured assignments, quizzes, independent assignments, drills, and final semester exams, while non-test techniques include observation and question and answer. The try-out technique is carried out before the Olympics and computer-based National Examination. Implementation of the evaluation in the form of a quiz when the teacher intends to see the achievement of a certain material so that the teacher can continue the next material. Based on field findings, this quiz is carried out by only a few teachers, for example in the fields of mathematics, biology, English, and physics and is carried out 1 (one) or even 2 (two) times a week. Student attendance lists, memorization progress, grade progress, and student learning outcomes reports have been packaged in the real-time or online form.

Another type of evaluation carried out by teachers at MTsN 2 Maros is the evaluation of practice questions (drills); This evaluation tool is given to students every time they receive the subject matter. This form of evaluation is useful in providing information about the extent to which the material studied, especially the Olympiad subject matter, can be mastered by students. Another benefit, the teacher can also find out to what

extent the learning targets and objectives have been achieved or not and this form of evaluation can be directly known by both students and teachers.

Furthermore, the Mid-Semester Examination is a form of evaluation of students as a whole from learning activities for half a semester. The results will be converted to semester grades reported in the form of semester report cards. In the implementation of the Mid-semester exam, the school has determined a coordinated schedule. The form of questions developed is more objective questions. While the Semester Final Examination is a form of evaluation of students as a whole from learning activities for one semester whose results will be reported in the form of report cards per semester. In the implementation of the end-of-semester exams, the madrasa has determined a coordinated schedule. The form of the question is objective with the aim that students are familiar with the form of UNBK questions. With Minimum Completeness Criteria Standards (KKM).

The tryout evaluation technique is applied to face the Olympic and UNBK competitions. A tryout is a prestigious event with *high competition* as a result of the technology-based learning system. The tryout that has been understood so far is a test of questions that will be predicted by looking at the extent of the results so that they can get an idea of the preparation of students ahead of the computer-based national exam by using a tryout standard with *high competition*. This is evident from the success of the two schools in winning competitions from local to national levels.

In SPIDI learning evaluation has implemented *authentic assessments* or varied assessments. Written exams are not the only means of determining learning outcomes, but the learning process is very important to be assessed as well. So that learning at SPIDI will not continue to be oriented toward learning outcomes, but also the learning process. One form of *authentic assessment* includes character assessment embodied in *mar'atushshalihah*, project assessments (research/research, dioramas, performances/appearances, etc.) explained Mrs Irmayanti Arifuddin, Principal of SMP IT Darul Istiqamah. writing, with this project more contextual in understanding the objectives, taught so far. So it can be seen that those with low academic scores have other talents, leadership or talent in the arts," she said. Mrs Irmayanti Arifuddin explained.

Types of projects created based on each theme. Before making a project, the students visited or did a field trip. "Where is the field trip destination, so that children can take data before making a project." In addition to academic scores, other aspects are assessed in the Learning Exhibition. The Learning Exhibition is an evaluation of the MID semester for SPIDI students. Evaluation of all the material that has been taught by SPIDI students. Where the MID questions are not in the form of a written exam, but through a group project. So that students can understand contextually all of their learning theories so far.

Relevance of Theory to Research Results

1. Learning Management

a. In Learning Management as its function in planning, organizing, implementing and evaluating learning in the two schools, namely MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa both are directed at the enriched curriculum design pattern referring to Law Number 20 of 2003 concerning the Education System National. Article 36 Paragraph (2) emphasizes that the curriculum at all levels and types of education is developed with the principle of diversification according to the education unit, regional potential, and students. The involvement of teachers in MTsN and SMP IT has actually become the main instrument in producing superior processes and outputs. The teacher's role in lesson planning is an important step to achieving maximum learning outcomes.

This finding is relevant to the opinion of Hamzah B. Uno (2008:3) that teachers are at least able to understand the need for lesson planning in order; 1) to improve the quality of learning, 2) to design learning need to use a systems approach, 3) planning learning design refers to how a person learns, 4) to plan a learning design refers to individual students, 5) learning leads to the achievement of goals, 6) the ultimate goal of learning design planning is the ease with which students learn, 7) learning planning must involve all learning variables, 8) the essence of learning design is the determination of optimal learning methods.

b. The organization of learning at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa is integrated from organizing the development of clusters of fields of study or subjects to organizing the tasks and roles of the teachers and learning resources. Organizing Learning with its components at the two schools has strengthened the previous theory, namely the theory of JB Stoner. This theory says that organizing can be understood as a preparation activity, the formation of working relationships between people so that a business unit is realized in achieving predetermined goals. In order to maintain the effectiveness of the learning process, a coaching picket is formed. The formation of this picket is intended to maintain the continuity of the coaching program. This division of labour model is in line with what was stated by Baharuddin and Moh. Makin (210:10) how is the principal's task in managing learning activities in preparing programs and curriculum for one year. In line with Russian (2014: 154) where the role of an educator is very complex from the corrector to the evaluator. This means that learning organizations can run if they are supported by a clear division of labour and roles.

c. Implementation of Learning, implemented in an enriched curriculum pattern (Mar'atushalihah) with an Olympic curriculum with an Islamic Holistic Education process, professional teachers, management of IT-based methods and media. The implementation of learning in the two schools has given birth to positive dynamics. This can be seen from the mental readiness of teachers and students to build the learning process, seen from their way of thinking, values built, learning vision, and learning structures are substantive capital for teachers, this is also in line with the opinion of Thomas Gordon in Vern Jones and Louise Jones in his book *Teacher Effectiveness Training*. He argues that the relationship between teachers and students will be good if it contains several elements: 1) openness or transparency, so that each can interact directly and honestly with each other, and 2) caring when one knows that he is valued by others. others, 3) depend on each other, need each other, 4) separate, allow each to grow and develop uniqueness, creativity, and individuality, 5) mutually beneficial, so there is no attempt to meet one's needs by taking the rights of others.

Based on these findings, the implementation of learning innovations in the two schools has strengthened JB Stoner's theory which says that an implementation function is an act of commanding, guiding, giving instructions, and directing to achieve goals. This is evidenced by the existence of curriculum innovations enriched with Olympic study fields, standardized teachers (professional, pedagogic, personal, social, and spiritual learning), classroom arrangement both inside and outside the classroom, IT-based methods and media, which can play a role important in building and maintaining the reputation of the madrasa as an excellent school

d. Learning evaluation functions to see the extent of the level of achievement and success of the program or vice versa to find out the extent of the weaknesses and failures of the program in this case the Olympic program. Evaluation of learning at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa applies paper-based evaluation techniques and varied authentic assessments. at MTSN 2 Maros, the evaluation of learning is still paper-based, such as drills, assignments, quizzes, UH, UTS, and UAS and tryouts. At SMP IT Darul Istiqamah or SPIDI learning evaluation has reduced paper exams, this is because SPIDI has implemented one form of authentic assessment, including character assessment embodied in the mar'atushshalihah report card, project assessment (research, diorama, performance) evaluation with test and non-test, and try out.

This finding is in line with the theory put forward by Stufflebeam that evaluation is a process of describing, and obtaining information about the achievements of the Olympic program. This is also in line with Muhaimin's opinion (2011:288-290) that a fairly open model that can be developed in the implementation of learning evaluation, especially the enriched curriculum is the CIPP model, namely; context, input, process, and product. The context component basically questions whether a learning program with an enriched curriculum portrait is in accordance with the foundation of educational policies, future challenges, and school environmental conditions. The input component basically questions whether educational inputs are ready to be used with indicators of content standards, process standards, graduate competency standards, educator standards, and assessment standards.

2. Implementation of Learning Innovation

a. Curriculum innovation, both at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa, develops a curriculum based on academic and Islamic achievement supported by teacher readiness, media readiness, learning environment, time, facilities and management. The portrait of implementing an enriched curriculum is to provide an educational experience that is tailored to the talents and abilities of students. Therefore, the development and innovation of a differentiated curriculum is an integral part of the student learning environment that provides effective services, so that they can produce quality graduates.

In line with this finding, Muhaimin (2002:13) also emphasized that in this context with a wider reach, curriculum development and innovation are not enough to only be developed through competency-based learning strategies that are based on optimal development and creativity, but also need to be developed technically applicable. with the development of life skills-based professional skills (skills or life skills). In other words, enriched curriculum innovation not only emphasizes more on the cognitive, affective, psychomotor, and intuitive domains but the domain of life skills can be an important concern for teachers. In line with these findings, the portrait of curriculum innovation in the perspective of Islamic education, Hujair AH. Sneaky. (2003: 191) says curriculum innovation that reflects and emphasizes the learning process is oriented towards optimal personality development and is based on divine values. strengthen the opinion of Hujair AH. Relatives, Muhaimin (2001:31) that there is a need for an ikhtiyari curriculum, namely a curriculum that can provide numeracy lessons and work skills (life skills) in order to prepare students to be ready to face the challenges of their era after completing education.

b. In the Innovation of Learning Methods, both at MTsN 2 Maros and SMP IT Darul Istiqamah Maccopa, they developed the Conventional Method to the Active, Creative, Fun, and Islamic (PAKEMI) method. This context is in line with Mulyasa (2013:109) who stated that the characteristics of learning with the scientific method provide students with an understanding of real life. It is necessary to develop a conducive, democratic, and participatory learning climate and culture to create an effective and efficient learning process.

However, none of the most effective methods to overcome and answer learning problems becomes superior, but at least all the advantages and disadvantages that exist in the method can be understood in depth by teachers when the learning interaction process occurs in the classroom and in the classroom. outside the classroom. For example, if the teacher applies the class discussion method, there are weaknesses that occur as Arendt (2008:110) argues that although most teachers agree that class discussion is an important part of the learning process, the actual time for discussion is often very limited. Therefore, the method is an important instrument in learning, any method used by the teacher must have relevance and urgency to the material presented by looking at the extent of its relevance to the needs of students. Moreover, a method that emphasizes more on the integration of scientific academic abilities with religious academics.

c. Learning Media Innovations, most teachers use LCDs, laptops, computers, and teaching aids as well as technology-based learning systems with various learning platforms. The existence of this media innovation really helps students understand the material well. The existence of this media also makes students comfortable in following the materials given by the teacher. So that students recognize that many new things are obtained by using a set of LCD learning tools/media and computers with technology applications. This finding is in line with the opinion of Mahnun, (2012: 27-31). which states that improving teaching with technology is conditioned to increase knowledge and insight, change student attitudes, or increase skills. Then strengthened the opinion above by Sa'ud: (2015: 189). Operationally, the strategy for using E-Learning can be implemented including teaching, discussion, reading, assignments, presentations and evaluations, in general, its implementation depends on one or more of three dialogue methods, namely: (1) communication dialogue between teachers and students; (2) communication dialogue between students and learning resources; and (3) communication dialogue between students.

3. Implications of Management of Learning Innovations

Implications of Management of Learning Innovations in the Two Schools Strengthen the theory put forward by Klingner & Nanbaldian that high productivity will be directly proportional when the integration between business and ability goes well. The more creativity (effort) the more products will be produced and achieved, on the contrary, the less creativity, the fewer products will be achieved. The productivity portraits of the two schools show encouraging productivity. This is reflected in the performance of students in participating in competitions, academic achievements and the resulting creativity. Thus the teacher overseeing the learning program process in the classroom and outside the classroom makes a significant contribution to the progress of student achievement.

IV. Conclusion

Based on the discussion presented in the previous chapters, the researcher concludes as follows:

1. Learning Management at MTSN 2 Maros and SMP IT Darul Istiqamah Maccopa Maros Regency is carried out through: a). Learning planning is designed with the standards of the National Curriculum and Islamic Curriculum (Mar'atushshalihah) Olympic program with a process of coaching, enrichment, and Islamic Holistic Education by professional educators in their fields. b). Organizing Learning is carried out according to the roles and duties of credible educators as well as organizing learning resources. c). Implementation of Learning is implemented through the process of coaching, enrichment and Islamic Holistic Education. IT-based learning methods and media, E-Learning at MTsN 2 Maros and Google for Education at SMP IT Darul Istiqamah, classroom arrangement inside and outside the classroom. d). Learning Evaluation with UH, UTS, UAS, IT-based report cards and Non-Test assessments with ICCL and Try Out.

2. Implementation of Learning Innovations at MTSN 2 Maros and SMP IT Darul Istiqamah Maccopa Maros Regency is carried out through a). innovation of National Curriculum and Islamic Curriculum (Mar'atushshalihah) Olympic program b). Innovation of conventional learning methods shifts to IT-based learning methods and Islamic Holistic Education c). Learning Media Innovation with media standards or learning resources is an important element in guarding the learning process. The design of learning media innovation involves a number of learning devices that have been prepared at MTsN 2 Maros and SMP IT Darul Istiqamah have innovated digitally with the application of the E-Learning Platform and Google for Education.

3. The implications of Learning Innovation Management at MTSN 2 Maros and SMP IT Darul Istiqamah Maccopa, Maros Regency have contributed to the development; a) An integrative learning system through a curriculum that has been innovated with academic process standards based on Islamic Holistic education, Olympic programs through enrichment, and coaching b) Standardization of teachers, not only looking at the professionalism, pedagogic, personal and general social aspects as well as spiritual learning aspects. c) The reputation of MTsN and SMP IT is marked by the achievement of student learning outcomes, increased public interest in sending their sons and daughters to school, and the increasing popularity of MTsN 2 Maros and SMP IT Darul Istiqamah, the output of which can continue to favourite secondary schools, for example, at SMAN 1 Maros, MAN Insan Scholar of Gowa Nevertheless, there are a number of obstacles faced, along with the increasing public interest and the popularity of MTsN 2 Maros and SMP IT Darul Istiqamah Maros, the two

schools have not fully provided equal service to all students, even though MTsN's obsession is to make their schools in the future can be further improved or become superior. And an IT SMP that is already superior in order to be able to compete at an international level.

V. Suggestions

Based on several field findings, the researchers propose the following suggestions:

1. Ministry of Religion

In order to improve the quality of learning in MTsN and SMP IT, the Ministry of Religion (Central, Provincial, Regency/City) needs to conduct more intensive or periodic training, especially for Madrasah and IT SMP, the basis is religious. Is coaching directly or indirectly related to classroom management, managerial and curriculum development?

2. MTsN 2 Maros and SMP IT Darul Istiqamah Maros Regency and other schools.

MTsN and SMP IT Maros Regency need to conduct a thorough evaluation of the results of the implementation of learning in their respective schools. Starting from the planning process, organizing innovation, budgeting, implementing learning innovations and evaluating these innovations. MTsN and SMP IT also need to pay attention to the skills and competencies of educators in order to innovate better learning and develop curriculum models, and patterns of innovation implementation. While madrasahs and other schools that want to innovate learning, at least they can prepare the best possible set of resources such as management, the readiness of teaching staff, readiness of facilities and infrastructure and readiness of the learning environment.

3. Creative teachers

There is no uniform understanding of learning innovation so there are differences in readiness and treatment in learning management, it is necessary to have a special mentoring program for teachers who are directly involved in understanding in depth and in full, especially regarding methods, media and approaches as well as the curriculum. developed.

4. The next researcher needs to do further research on how to innovate or develop learning because until now there are still pros and cons to the existence of Madrasahs and other schools, especially in the academic community towards learning innovation under the auspices of the two different Islamic educational institutions.

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