



Transformative Leadership: The Principal's Role in Curriculum Innovation for Student Talent and Interest Development

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ARTICLE INFO

Article history:

Received July 16, 2024

Accepted October 10, 2024

Available online October 25, 2024

Kata Kunci:

Perencanaan Kurikulum, Inovasi Pendidikan, Pengembangan Siswa, Bimbingan Akademik, Kegiatan Ekstrakurikuler

Keywords:

Curriculum Planning, Educational Innovation, Student Development, Academic Guidance, Extracurricular Activities.



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ABSTRAK

Masalah utama dalam penelitian ini adalah kurangnya pengembangan bakat dan minat siswa secara efektif dalam kurikulum pendidikan dan perlunya inovasi untuk meningkatkan kualitas pendidikan. Penelitian ini bertujuan menganalisis elemen-elemen kunci dari perencanaan kurikulum inovatif dan mengevaluasi efektivitasnya dalam mengembangkan potensi siswa. Jenis penelitian ini adalah deskriptif kualitatif dengan desain studi kasus. Subjek penelitian terdiri dari kepala sekolah, 10 guru, 5 staf administrasi, 5 anggota komite sekolah, dan 20 orang tua siswa. Data dikumpulkan melalui wawancara semi-terstruktur, observasi partisipatif, dan analisis dokumen. Data dianalisis menggunakan metode analisis tematik untuk mengidentifikasi pola dan tema utama. Hasil penelitian menunjukkan bahwa elemen kunci perencanaan kurikulum inovatif meliputi kebijakan dan komitmen sekolah yang kuat, penambahan jam tatap muka, program bimbingan akademik, dokumentasi keterampilan siswa, program les bahasa tambahan, kegiatan ekstrakurikuler, dan pelatihan komputer. Simpulan dari penelitian ini menunjukkan bahwa, perencanaan kurikulum yang terstruktur dan inovatif dapat secara signifikan meningkatkan pengembangan bakat dan minat siswa. Implikasi penelitian ini menekankan pentingnya kolaborasi seluruh pemangku kepentingan dalam proses perencanaan dan evaluasi kurikulum untuk mencapai hasil pendidikan yang optimal.

ABSTRACT

The primary issue in this study is the lack of effective development of students' talents and interests within the education curriculum and the need for innovation to improve the quality of education. This research aims to analyze key elements of innovative curriculum planning and evaluate its effectiveness in fostering students' potential. The study employs a qualitative descriptive approach with a case study design. The research subjects include the school principal, 10 teachers, 5 administrative staff members, 5 school committee members, and 20 parents of students. Data were collected through semi-structured interviews, participatory observations, and document analysis. Thematic analysis was used to identify patterns and key themes within the data. The findings indicate that key elements of innovative curriculum planning include strong school policies and commitment, additional instructional hours, academic guidance programs, student skills documentation, supplementary language tutoring, extracurricular activities, and computer training. The study concludes that structured and innovative curriculum planning can significantly enhance the development of students' talents and interests. The implications of this research underscore the importance of collaboration among all stakeholders in the curriculum planning and evaluation process to achieve optimal educational outcomes.

1. INTRODUCTION

Education is essentially a process by which humans develop their personality and abilities both internally and externally. Education plays an important role in improving the quality of human resources that support the development and progress of the country (Cikka, 2020; Arifin, 2017). Human resources equipped with knowledge and character can be formed through education. From early childhood education to higher education (Dana, 2023; Setiawan et al., 2023). The 1945 Constitution of the Republic of Indonesia

and a number of other laws and regulations relating to the fulfillment of rights regulate citizens' rights to education, and education is a means of improvement. Education has an important role in human life (Isnaeni & Widiana, 2020; Sosiawan, 2020). The principal as a leader in an educational institution is the key to the school's success (Santika, 2017; Banun & Usman, 2016). The principal must be able to unite all stakeholders in the school, including teachers, employees, students, and parents (Kasmawati, 2021; Deep lashway (Ridho, 2019). It is important for the principal to complete this task in accordance with the principal's management function, including managing educational institutions. The task of managing human resources in educational institutions must also be improved for the benefit of educators, students, and everyone who works there. In addition, students need to be considered in terms of their physical and mental improvement. with the assistance of teachers and principals must implement management programs to improve students' physical abilities, such as talents (Yuswanti, 2022; Julaiha, 2019). Education helps prepare the younger generation for work. Skills are needed to prepare someone to be ready to enter the world of work (Yuswanti, 2022; Hasan, 2020). Additional activities in formal education, often referred to as extracurricular activities, function to improve students' skills (Supiani et al., 2020; Dahliyana, 2017). Students' talents and interests can be improved to prepare them for the future. Many people succeed in the future with the skills they have. Each school offers a variety of different extracurricular activities (Aziz et al., 2023; Dahliyana, 2017).

Teachers, staff, and principals must support extracurricular programs carried out by the school. As the principal, he plays a very important role in the running of extracurricular activities in the school. The managerial role of the principal determines the success or failure of extracurricular activities in the school. Including in terms of school administration, school vision and mission, learning programs, and extracurricular activities. The duties and responsibilities of the principal as a manager in the school include: a) acting as a liaison between the school community and other stakeholders; b) providing information; and c) making decisions. The principal's ability to oversee the entire implementation of the program greatly determines the success of the program in the school. The success of the program in the school is determined based on the managerial ability of the principal in organizing the implementation of the entire program. The implementation of the school program is based on the guidance of all those involved in the school, especially teachers, the maximum utilization of facilities and infrastructure and the development of extracurricular programs as non-academic programs in schools (Julaiha, 2019; Sholeh, 2016). Educational institutions or schools must be able to offer an innovative curriculum (Julaeaha et al., 2021; Sudin, 2014). This condition has become a driving force for the development of reform ideas in empowering the school education system, which is exemplified by model schools that display new innovations and improve the curriculum.

Based on the author's observations, the MTs Nur Iman Mlangi Yogyakarta curriculum is a national curriculum, both from the Ministry of Religion and National Education, which has been modified with new ideas that are relevant to the progress of the times and the challenges of today's society. The types of innovations carried out include several important aspects. First, students are required to live and settle in the dormitory, so that they get a more intensive and controlled learning experience. Second, the school provides facilities and guidance according to the interests and talents of students, ensuring that each student gets attention according to their potential. Third, there is an academic potential development program designed to improve student learning achievement.

Fourth, the school provides foreign language development programs to strengthen students' international communication skills. Fifth, sports or physical education subjects are focused on training students' sports interests and sports that are often competed in, so that students can develop their sports skills specifically. Sixth, arts and culture and skills materials are focused on practice, giving students the opportunity to apply their knowledge directly. Seventh, ICT subjects are also focused on practice, preparing students to face future technological challenges. Eighth, in Indonesian language lessons, students are guided to produce projects, so that they can develop writing and critical thinking skills. Finally, there is a structured documentation effort to record the development and achievement of students' skills.

The program offered is the MTs Nur Iman Mlangi Yogyakarta curriculum which is a curriculum innovation that has not been implemented by most junior high schools in general since the 2017/2018 school year. The planning of the MTs Nur Iman Mlangi Yogyakarta curriculum innovation is a program that cannot be separated from the role of Aminullah as the principal with the staff and all education personnel of MTs Nur Iman Mlangi Yogyakarta. In line with the existence of a promotion program called School-Based Management (MBS) as a form of consequence of the Republic of Indonesia Law Number 22 of 1999 which explains regional autonomy where MTs Nur Iman Mlangi implements a curriculum innovation program in order to welcome the Competency-Based Curriculum program stated in the law above.

The purpose of this policy is to produce graduates who are intelligent, moral, and able to contribute to society with the abilities they have. Meanwhile, this research aims to analyze the key elements of innovative curriculum planning and evaluate its effectiveness in developing students' potential. Curriculum innovation is expected to be implemented in MTs Nur Iman Mlangi Yogyakarta to help students prepare for

the future and use their talents and interests to solve problems in society. Then from this the author is interested in further researching how school curriculum innovation is managed and how MTs Nur Iman Mlangi Yogyakarta finds ideas to innovate the curriculum. The researcher is also interested in conducting a more in-depth study to gain insight into how the school curriculum influences the development of students' talents and interests.

2. METHOD

This research is a field research with a qualitative approach, which does not use quantitative calculations. Data are collected in a natural setting as a direct data source to obtain detailed facts and then analyzed in depth to develop relevant theories. This research applies the case study method by intensively examining certain social units, including individuals, groups, institutions, and communities (Juhaeni et al., 2023; Sari et al., 2022). The subjects involved in this study were the principal, teachers, and all academics of MTs Nur Iman Mlangi Yogyakarta, with a total of 20 participants. Data were collected through observation, interviews, and documents. Observations were conducted by visiting Madrasah Tsanawiyah Nur Iman Mlangi Yogyakarta to observe activities and the surrounding environment. Interviews were conducted directly with the principal and teachers. Secondary data were obtained from official documents of MTs Nur Iman Mlangi Yogyakarta, such as regulations, development history, and documents from newspapers, magazines, or websites about the school. The validity of the instrument was tested through data triangulation by comparing the results of observations, interviews, and documents. The data was analyzed using descriptive techniques by taking three steps that occurred simultaneously, namely: data reduction, data display, and drawing conclusions.

3. RESULT AND DISCUSSION

Result

This study reveals that MTs Nur Iman Mlangi Yogyakarta implements curriculum innovation with a participatory leadership approach. The principal at MTs Nur Iman Mlangi Yogyakarta acts as a facilitator, coordinator, and innovator in curriculum management. As a facilitator, the principal ensures that the operational needs of the program are met, while as a coordinator, he manages all aspects of the program, including finance, personnel, and infrastructure. As an innovator, the principal generates new ideas for curriculum development, in accordance with the theory of participatory leadership that emphasizes the importance of collaboration and contribution from all parties involved (Timpal, 2024; Juhaeni et al., 2023). In implementing the curriculum, MTs Nur Iman Mlangi Yogyakarta shows several excellent programs. First, students are required to live in a dormitory that aims to provide directed guidance. This program has been part of the school's policy and ADART Yayasan since its establishment (Timpal, 2024; Aziz et al., 2019). Identification of students' interests and talents is done through registration forms and extracurricular programs are designed based on the results of the identification. In addition, academic development is done through guidance programs for competitions such as OSN and Madrasah Science Competition, which reflect a curriculum-based approach. competence (Sunaryo et al., 2021; Saragih, 2018).

Foreign language programs, both Arabic and English, begin with a selection of student interests and are continued with intensive training according to the selection results. The focus on sports is carried out with training in student interests and sports that are often competed in and involve professional trainers, while Information and Communication Technology focuses on administrative practices, graphic design, and digital media, with all students involved (Jopang, 2018; Nuryanto, 2017). The arts and culture and skills materials are focused on practices such as batik, sewing, and calligraphy, with art and culture subject teachers involved. In Indonesian language lessons, students are guided to produce projects such as films, poetry videos, and speeches, as part of developing writing and critical thinking skills (Pohan, 2020; Jopang, 2018). Documentation of student abilities is done periodically on the school's social media platforms, to motivate students and appreciate their work.

Evaluation is conducted through regular meetings with various stakeholders, including vice principals, teachers, and parents, to assess the success of the program and the influence of the principal's leadership on teacher performance (Hartati, 2022; Nurgiantoro, 2018). The excellence of MTs Nur Iman Mlangi Yogyakarta in curriculum innovation management is seen from the high work ethic in all parts of the school, the school community's commitment to the vision and mission, good relations with the school board, parents, the community, and other institutions, as well as achievements in science, art, and other competitions. However, there are several limitations, such as a limited budget, low parental support, and limited computer facilities that require the school to rent computers from outside.

The successful implementation of the innovative curriculum at MTs Nur Iman Mlangi Yogyakarta shows the importance of a participatory leadership approach in managing the curriculum. However, challenges such as limited budget and facilities must still be overcome to further improve the quality of education. This study suggests that MTs Nur Iman Mlangi Yogyakarta continue to maintain a participatory and innovative leadership approach in managing the curriculum, while strengthening financial support and improving facilities, especially the computer room. Regular evaluations need to be conducted to meet the needs (Akhyar, 2024; Lutfi et al., 2024).

Discussion

The results of the study on curriculum innovation management at MTs Nur Iman Mlangi Yogyakarta show a very planned and participatory approach. Educational management involves the process of planning, organizing, actualizing, and supervising to transform vision into action (Ansora, 2021; Rosad, 2019). In the context of MTs Nur Iman, the principal plays a key role as a facilitator, coordinator, and innovator. The principal is responsible for planning, implementing, and evaluating curriculum innovations and ensuring effective cooperation across all parts of the school. This is consistent with the Ministry of Education and Culture (1996) in previous research which stated that the principal must be able to build an attitude of cooperation and integration to run the school organization well (Fadhli, 2017; Alamin & Indariyati, 2015).

The findings of this study are in line with previous studies that emphasize the importance of the role of the principal in educational management. The implementation function includes operating the design or plan using the policy strategies and facilities needed to achieve the goals (Tijow et al., 2024; Hidayat, 2021). In addition, this study is also consistent with the statement that innovation is the discovery of ideas, events, goods and methods that are considered new and emphasizes the role of the curriculum in achieving educational goals (Apriliansyah & Khoiri, 2023; Dakir & Husein, 2017).

The results of this study have implications for the emphasis on participatory management models that can be a reference for other schools in managing curriculum innovation. This approach shows how collaboration between principals, teachers, staff, school committees, and parents can improve the effectiveness of educational programs. The main contribution of this study is to highlight the importance of integration and collaboration in the implementation of innovative curricula, as well as providing practical examples of the application of educational management theory in practice.

However, this study has several limitations. These limitations such as the relatively small school budget compared to the planned program and low parental support are the main issues. Limited computer space that forces computer equipment rental is also a challenge. Despite careful planning and good implementation, resource limitations can affect the effectiveness of the program.

To address these limitations, it is recommended to increase the budget to allow for broader and more effective implementation of the program. Increasing parental support in supporting funding and resources for educational programs is also important. In addition, finding long-term solutions to the computer room problem, such as collaborating with other institutions or using alternative technologies, could be a step in the right direction. Overall, this study provides valuable insights into how participatory management and curriculum innovation can be implemented effectively in educational contexts, while identifying areas that require further attention to improve the success of educational programs in the future.

4. CONCLUSION

The conclusion of this study underlines that the planning and implementation of curriculum innovation at MTs Nur Iman Mlangi Yogyakarta has been carried out effectively through a participatory management approach involving all stakeholders. This management model shows that, integration between the principal, teachers, staff, school committee, and parents can create a conducive environment for the development of students' talents and interests. This research innovation confirms that regular communication and evaluation strategies play an important role in the success of curriculum innovation. Despite some limitations, such as budget and parental support, the approach applied offers valuable insights for other educational practices in designing and implementing innovative and student-oriented curricula.

5. ACKNOWLEDGEMENT

Thank you to LPDP and Yogyakarta State University for providing support to the author so that this research can be carried out without any obstacles.

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