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Implementation of Educational Innovations in Student Management, Facilities, Curriculum, and Public Relations in Integrated Science-Social Studies Learning at MI Al-Islamiyah Bangil: A Case Study

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ABSTRACT

Education in Madrasah Ibtidaiyah plays a crucial role in shaping students' character and competencies. This study aims to identify and analyze educational innovations implemented at MI Al-Islamiyah Bangil, focusing on student achievement, literacy, character development, facilities, curriculum, and community engagement. A qualitative descriptive method was employed to gain in-depth understanding through interviews with the Vice Principal. The findings reveal that MI Al-Islamiyah actively implements various innovations, such as tailoring teaching approaches to students' learning styles, establishing reading corners to enhance literacy, and fostering strong community relationships through parent-teacher associations. Despite limitations in facilities, the school strives to improve overall educational quality. This study is expected to serve as a reference for developing educational innovations in other institutions.

INTRODUCTION

Education plays a crucial role in shaping students' character and competencies, especially in religious-based educational environments like Madrasah Ibtidaiyah (Iqbal & Junaidah, 2022). In an increasingly competitive global context, innovation in education is not only necessary to improve learning quality

but also to equip students with skills and attitudes relevant to contemporary demands (Aslamiyah & Abun, 2023). This need for innovation is even more pressing in Madrasah Ibtidaiyah, which bears the dual responsibility of educating students academically and spiritually (Hanani et al., 2021).

Educational innovation in madrasahs is essential as they must address the challenges of the times, marked by advancements in information technology, globalization, and shifting social values (Rosyad & Ma'arif, 2020). Madrasahs are not merely places for education but also institutions for building students' character and morals (Iqbal & Junaidah, 2022). Therefore, the implementation of innovation in teaching methods, curriculum, and infrastructure is critical to creating a conducive and effective learning environment. These institutions face the challenge of implementing relevant and effective innovations in various aspects, including teaching methods, facilities, curriculum, and community relations (Rahman & Akbar, 2021). The urgency of these innovations is heightened by rapid technological advancements and social changes that demand educational institutions remain adaptive (Hakim et al., 2021).

MI Al-Islamiyah, as one of the educational institutions in Bangil Regency, faces unique challenges in fulfilling its function as an institution that not only educates students academically but also shapes their character and social skills. Educational literature highlights that diverse approaches to delivering materials, such as incorporating visual, auditory, and kinesthetic learning styles, can enhance the effectiveness of teaching and student outcomes (Azizah et al., 2023). Moreover, innovations to improve literacy, such as setting up reading corners (Diza, 2023) and fostering reading interest (Rokmana et al., 2023), alongside simple yet meaningful practices to develop students' character, such as greeting teachers respectfully, have positively impacted students' overall development (Iqbal & Junaidah, 2022).

In terms of infrastructure, MI Al-Islamiyah faces constraints due to limited space and facilities that do not fully meet minimum standards. This calls for concrete development plans, such as constructing additional floors, to address growing educational needs (Fauzi, 2020). Meanwhile, the curriculum has been adjusted to accommodate students' needs without overburdening them with excessive assignments, while still engaging them actively through projects and extracurricular activities (Kurniati et al., 2022).

Community relations also serve as a significant focus of innovation at MI Al-Islamiyah. Through the establishment of parent-teacher associations, the school can manage activities more efficiently, allowing teachers to concentrate on teaching and mentoring students (Rahim, 2022). Strengthened community participation in madrasah activities fosters positive synergy between the institution and its surrounding environment (Astarina & Asnafiyah, 2019).

The rationale behind these innovative efforts stems from the need to continuously improve the quality of education at MI Al-Islamiyah, ensuring that graduates excel not only academically but also in character and social skills. These innovations in various fields are expected to contribute significantly to improving the quality of education at Madrasah Ibtidaiyah Al-Islamiyah and serve as a model for other educational institutions.

The objective of this initiative is to evaluate and identify the innovations implemented by MI Al-Islamiyah across various fields and analyze their effectiveness in achieving educational goals. By understanding these innovations, better strategies can be developed to overcome existing challenges and sustainably enhance the quality of education at this madrasah.

METHOD

This study employs a qualitative descriptive method aimed at describing and understanding the educational innovations implemented at MI Al-Islamiyah Bangil, focusing on aspects such as student achievement, literacy, character, facilities and infrastructure, curriculum, and community relations. The qualitative descriptive method was chosen because this research focuses on an in-depth exploration of the phenomena occurring in the field without intervening or manipulating variables.

The subjects of this study are the Vice Principal of MI Al-Islamiyah Bangil, Mr. Andri Sutrisno, S.Pd.I, who possesses extensive knowledge and experience regarding the implementation of educational

innovations at the madrasah. Additionally, the researcher also involves several teachers as additional informants to gain a more comprehensive perspective on the innovations being applied. The criteria for participant selection are based on their positions within the madrasah's organizational structure and their direct involvement in the implementation of educational innovations.

Data collection was conducted through semi-structured interviews with the Vice Principal and selected teachers. The choice of semi-structured interviews was made because they allow the researcher to explore information in-depth while also providing flexibility in how questions are answered. With this approach, the researcher can further explore information regarding the background, implementation, and impact of these innovations based on the responses provided by the informants. Semi-structured interviews also allow the researcher to adjust questions according to the context that develops during the interview, making the information obtained richer and more valuable.

The primary instrument in this study is an interview guide, which was developed based on indicators of innovation in the areas of students, facilities and infrastructure, curriculum, and community relations (Table 1). This interview guide serves as a framework to ensure that the interviews remain focused on relevant and in-depth topics.

Tabel 1. Indikator pedoman wawancara

Category	Indicator
Students	Improving student performance Enhancing students' reading literacy Improving students' character
Facilities and Infrastructure	The Madrasah has met the minimum criteria for learning and teaching facilities The school avoids potential dangers threatening health and safety Buildings are equipped with electrical installations and sufficient energy resources
Curriculum	Implementation of the latest curriculum in the Madrasah Effectiveness of the planned curriculum innovation No delays during the learning period
Community Relations	Implementation of innovative community relations Participation of the surrounding community in the Madrasah

The data obtained from the interviews were analyzed using thematic analysis techniques. The analysis process involved several stages, starting with transcription, where all the interview results were transcribed verbatim to ensure data accuracy. Next, each transcript was analyzed to identify themes or categories relevant to the focus of the study. The identified themes were then grouped and analyzed to find patterns or relationships between them, before the results were presented in a narrative form describing the innovations implemented at MI Al-Islamiyah Bangil and their impact on teaching and learning at the madrasah.

To ensure the validity and reliability of the data, the researcher employed source triangulation by comparing interview data with field observations and related documents. Additionally, the researcher also conducted follow-up checks with the informants to verify the accuracy of the information gathered.

The research method used in this study enables the researcher to obtain a comprehensive picture of the educational innovations at MI Al-Islamiyah Bangil and to understand how these innovations have impacted the improvement of education quality at the madrasah.

RESULTS AND DISCUSSIONS

After conducting a series of interviews and analysis on the innovations implemented at MI Al-Islamiyah Bangil, several key points have been identified. This study summarizes various innovations carried out in the fields of education, facilities and infrastructure, curriculum, and community relations. The findings provide a comprehensive overview of the efforts made by the madrasah to improve the quality of learning and support the holistic development of students. The following is a detailed discussion of the results from the interviews with the Vice Principal, Mr. Andri Sutrisno, S.Pd.I.

Regarding educational innovations for students, the Vice Principal explained that the teaching approach at MI Al-Islamiyah emphasizes understanding students' learning styles. This approach includes the use of visual, kinesthetic, and auditory methods. By recognizing and adjusting teaching methods to students' learning styles, it is hoped that it will enhance understanding and retention of the material (Athiyah, 2019). This is also evident in the consistent achievement of students, particularly in events like PORSENI and AKAMI. To improve reading literacy, the madrasah has developed reading corners in each classroom. Students are encouraged to bring unused books from home and store them in the reading corner. This innovation not only boosts students' interest in reading but also creates a more interactive and engaging learning environment. Although there has been a decline in students' humility, the Vice Principal noted that innovations such as the tradition of greeting teachers (*salim*) are still maintained, with an emphasis on good communication to help students understand the values of manners and etiquette in interactions. This approach is in line with previous research showing that teaching methods aligned with students' learning styles can improve motivation and learning outcomes (Bennett, 2018).

In terms of facilities and infrastructure innovations, although the madrasah strives to meet the minimum criteria for facilities and infrastructure, there are still shortcomings, particularly regarding land and teaching aids. With the number of students exceeding the ideal limit in a single class, this becomes a challenge in the learning process (Hidayati, 2019). In terms of safety, the madrasah is free from potential hazards, with a safe location and tight supervision during break times, creating a secure learning environment for students. In terms of electrical facilities, the madrasah has adequate installations with two power sources supporting daily operational needs. The good physical condition of the school contributes to the improvement of education quality (Hakim, 2021).

Regarding curriculum innovation, the madrasah has adopted the Merdeka curriculum, although not all educational institutions under the Department of Education have fully implemented it. With this curriculum, students are encouraged to be more active in the learning process, although there are some challenges in terms of material load management (Meliani et al., 2021; Mu'aziyah & Isnawati, 2023). From an effectiveness standpoint, the Vice Principal noted that the achievement of the teaching material at the madrasah is quite satisfactory. However, the diversity of students' abilities presents a unique challenge in ensuring that all students understand the material being taught (Amin, 2013; Prajana & Astuti, 2020). This aligns with Purnawanto's (2023) research, which emphasizes the importance of flexibility in curriculum management to meet the diverse needs of students.

In terms of community relations innovation, the increased participation of the committee and community groups shows better collaboration between the madrasah and the surrounding community. Activities that were previously managed by the teaching staff are now handled by the community groups, allowing teachers to focus on education. In this way, the collaboration between the madrasah and the community has become stronger, and the activities held are more organized. Research by Irwan dan Masruddin (2023) shows that collaboration between schools and communities can improve the quality of education and parental involvement in students' learning processes.

CONCLUSION AND SUGGESTION

The educational innovations at MI Al-Islamiyah Bangil have had a positive impact, ranging from improved student achievements to more effective learning management. Programs such as grouping students by learning styles, reading corners, and the tradition of greeting teachers reflect innovations

focused on enhancing literacy, character, and discipline. However, challenges in facilities and infrastructure remain an obstacle, with plans for a third-floor construction as a strategic step. The curriculum implemented combines elements of the Merdeka Curriculum with internal innovations, while good relations with parents through community groups and activities also support the success of the madrasah's programs.

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