
INNOVATION OF ISLAMIC EDUCATION (MULTISITE STUDY AT MADRASAH ALIYAH AL-AMIN BOARDING SCHOOL AND MADRASAH ALIYAH DARUL HIKMAH)

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ABSTRACT

Quality educational institutions produce graduates who are superior and useful to society. Excellent graduates are produced from a quality learning process. To improve the quality of educational institutions, creativity and innovation are needed in the learning process. This study aims to identify and analyze Islamic Education Innovation (Multisite Study at MA Islamic Boarding School Al-Amin and MA Darul Hikmah, Mojokerto Regency). data collection techniques through in-depth interviews, observation, and documentation Data were analyzed iteratively through single-site and multi-site analysis. credibility, transferability, dependability, and confirmation. This study resulted in: (1) Innovation programs in the form of developing student potential through the Leadership Program, Religious Programs, Multistrategy Programs, Intrapreneurship Programs, Bilingual Programs, integration programs, TPQ teacher candidate training programs, (2) Innovation design in a) includes four critical thinking skills, creative, communicative and collaborative, b) implementation of the concept of khoirunnas anfauhum line; (3) Innovation steps in the learning process include knowledge and implementation; (4) the Islamic education innovation model, namely the bottom-up model that applies an integrated curriculum and experiential learning. This research is an Islamic Education Innovation, namely learning based on the benefits for students, where the formulation combines an integrated curriculum with experiential learning.

Keywords: education, islam, innovation.

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INTRODUCTION

Education is the main capital for the realization of competent human resources (HR) in constructing a knowledgeable and ethical civilization (Permatasari, 2013). Education occupies an urgent position in ensuring the continuity and development of human life. Talking about educational issues, there are certainly various forms or models in its development. Islamic education is one of them. Islamic education has a big role in accompanying education development in this country (Zebua et al., 2020). Challenges in the development of Islamic education are getting bigger and more complex daily. This is evidenced by various forms of scientific and technological progress that are increasingly developing and unstoppable. To maintain its existence, Islamic education needs to be reformed or innovated to survive and compete with others. This needs to be done so that Islamic education is not left behind by other education, and it is hoped that it will be stronger and able to compete and surpass the progress of other fields of education.

Educational renewal can start from the existence of several educational problems or awareness of the challenges of a change in a better society (Permatasari, 2013). This greatly affects

an educational institution, which also affects the quality of the graduates of educational institutions, which will be assessed directly by the public. The scope of education consists of several educational components, including educational goals, educators, students, educational interactions, materials, educational tools and methods, and educational environment (Mollah, 2015).

Educational innovation is very basic and a necessity that needs to be realized immediately so that the world of education, especially Islamic education, can meet the needs of society and realize nation-building in all aspects of education (Huda & Ariffaturakhman, 2021). With this innovation, a new idea, concept, or concept will emerge that can revitalize Islamic education through educational elements so that later it can develop existing HR (Human Resources) (Chaer, 2017). With this innovation process, nation-building through adequate human resources will soon be achieved and will impact the further development of Islamic education.

Observational researchers have extraordinary enthusiasm for developing Islamic institutions in several Islamic educational institutions, especially those in Mojokerto Regency. The first such institution is Madrasah Aliyah (MA) Al-Amin Islamic Boarding School. This madrasa is one of the institutions characterized by salaf pesantren, which have transformed into modern ones (Syafe'i, 2017). MA Islamic Boarding School Al-Amin also has learning facilities that are complete starting from a magnificent building, library room, computer room, futsal/volleyball court, food court and many other facilities. There is no doubt about the teaching staff at this institution because one of the teachers has won the exemplary teacher award at the National Championship. Then the second is Madrasah Aliyah (MA) Darul Hikmah, Mojokerto Regency. This madrasa is purely characterized by the characteristics of a salaf Islamic boarding school, but the enthusiasm to become a bona fide Islamic boarding school is extraordinary. This madrasah has an entrepreneur building ready to accommodate graduates from institutions for entrepreneurship. Also, according to the researchers' initial observations, namely related to student's academic achievements in the last three years of competition by the two institutions, they are very proud. In addition, the community's enthusiasm to send their sons and daughters to these institutions has increased. On the other hand, there was a surge in prospective students who wanted to attend MA Islamic Boarding School Al-Amin and MA Darul Hikmah, Mojokerto Regency. This achievement shows that the spirit to be creative and innovative in developing Islamic education competencies is enormous.

Madrasah Aliyah Al-Amin Islamic Boarding School was established in 2008. The first initiator was Drs. KH. Mas'ud Yunus, M. Pd, is the chairman of the Maarif NU Mojokerto branch of the board; he was born on January 1, 1952. Drs. KH. Mas'ud Yunus, M. Pd, had a dialogue with KH. Drs. Muthoharun Afif Lc. and KH. Abdul Aziz (founder of Al-Khadijah Mojokerto Islamic Boarding School). The meeting resulted in several agreements with the head of the orphanage on Jl. RA. Basuni, H. Bambang Prayitno, will convert the orphanage into an educational and social foundation that houses Islamic boarding schools and Madrasah Tsanawiyah.

Madrasah Aliyah (MA) Al-Amin Islamic Boarding School combines the national education curriculum with the standard pesantren curriculum. Not only that, but the Al-Amin Islamic Boarding School also implements a hidden curriculum. Namely, students are provided with organizational skills, leadership, and sustainable ASAWAJA (Ahlussunnah Wa Al-Jamaah) development. ASAWAJA values and the latest expertise in IT technology (Information Technology) through the Madrasah

Tsanawiyah and Madrasah Aliyah levels which will be programmed for six years to be completed. For the MA Al-Amin Islamic Boarding School, the first madrasah head was Kyai H. Mutohharun, who served for two terms at the Al-Amin Islamic Boarding School Madrasah Aliyah institution. Then he was replaced by Muhammad Ali Fahrudin, SPdI, who served only one period. After that, he was replaced by Ustadz Syaiful Huda for two years because, at that time, he collided with the rule that he was not allowed to hold multiple positions, so he was replaced by Drs. Sukisno in 2016, but not even one year later, he died and was immediately replaced by his deputy Muhammad Imaduddin, S. PDI, MM, until now. He was born on March 19, 1983.

During his term of office, he sparked many innovations built by the institution to become a higher quality, superior, desirable institution. Of course, according to what is stated in the vision and mission of the institution, namely "Science of 'Amaliyah, Amal'Ilmiyah, and Akhlaqul Karimah" based on the Islamic teachings of Ahlussunnah Wal Jamaah an Nahdliyah." The initial establishment of MA Al-Amin Islamic Boarding School was to have the main goal of regeneration of young people who will continue the Nation, especially Nahdlatul Ulama' (NU) cadres in the Mojokerto region. When it comes to NU, in amaliyah diniyah, the main thing is learning the yellow book, where the average learning is done outside of learning hours. According to the initiator of the Al-Amin Islamic Boarding School, if learning the yellow book is done outside of learning hours, it is as if it is something that is discriminatory or is looked down upon. Madrasah Aliyah Al-Amin Islamic Boarding School tries to find a solution to overcome this discriminatory problem. Although basically, Madrasah Aliyah Al Amin Islamic Boarding School follows the curriculum imposed by the Ministry of Religion.

With various innovations in educational elements, the Al-Amin Islamic Boarding School institution is one of the quality and popular institutions in the Mojokerto Regency area. This is evidenced by a series of academic and non-academic achievements obtained in local or interlocal and even national championships. Starting from the Science Olympiad to religious and sports activities, including second place in the Art Creation of Nadzom Kitab Alfiyah Ibnu Malik in Mojokerto Regency/City, first place in the madrasa science competition at the Mojokerto Regency level, third place in East Java banjari festivals IKOMA ITS / Ten Institute of Technology November Surabaya, overall champion of KSM throughout Mojokerto Regency and many other achievements. Not only that but many alums from MA Al-Amin Islamic Boarding School have also been accepted at state universities, including Surabaya State University, UIN Maliki Alang, Semen International University, UIN S. Kalijaga, IAIN Kediri, UINSA Surabaya and other private universities. This proves that graduates can compete with other institutions outside of Islamic education.

Madrasah Aliyah Darul Hikmah Jalan KH. Ismail No.90 Kedung Maling Village, Sooko District, Mojokerto Regency is one of the institutions that was established to be concerned about people's behavior which was increasingly showing bad signs, especially the younger generation at that time. The moral decadence that occurred at that time became increasingly apprehensive daily. One of them is that many children in the area like to stay up in the middle of the night, consuming alcohol, and illegal drugs. Religious teachings are no longer ignored; therefore, KH. Basyaruddin initiated the establishment of the Madrasah Aliyah Darul Hikmah educational institution. He is a native-born in the area of Mojokerto Regency. He is the son of a Kyai H. Ismail and his mother, Siti Aliyah. He served as chairman of the Mojokerto Regency MUI (Indonesian Ulema Council) in 2000. His very strong

desire was to make children the reliable successors of the Nation and to preserve Ahlul Sumnnah wal Jamaah. This can be realized by establishing the Aliyah Darul Hikmah madrasa in 1991. This madrasa was started from scratch and has grown to the present. The number of students at that time started from just eight and now has reached hundreds of students in a permanent building.

The educational curriculum used follows the directions given by the government (Andini, 2018). In developing the madrasa, it is felt that it takes work. Message KH. Basyaruddin is that the educational goals in this institution are organized based on the teachings of Ahlussunnah Wal Jamaah and make sure to attend science and technology education. With this concept, it is hoped that the output of students will have good morals and other knowledge will also be qualified. In the process, the madrasa led by Ir. Vansori S. Pd in 2005 used the KBM (Teaching and Learning Activities) system, which was in line with the expectations of the institution's founders, by forming a curriculum development team consisting of competent people in their fields, especially Islamic, general, science and technology education. Islamic education in its development felt very long. In 2008 the successor to the head of the madrasa was to continue the development that had been carried out.

The development of Islamic education is felt to be more difficult than the development of science or general education. Students are only able to learn theory rather than practice. Moreover, the number of learning hours is only an average of 8 hours at this institution. This then made this institution look for a solution to overcome this problem. Not only once did he formulate the concept of innovations in Islamic education. Various problems arose from some of these processes. In the end, in 2015, after implementing K13, I made a formulation that felt appropriate for innovation in Islamic education and especially related to various learning processes.

The formulation that was carried out was to provide extra books to support learning the books of the Salaf, which are based on Ahlul Sunnah Wal Jamaah or book studies in Islamic education at MA Darul Hikmah, Mojokerto Regency. Not only that, various innovation breakthroughs were made at Madrasa Aliyah Darul Hikmah, Mojokerto Regency, which brought the name of the madrasa to be better and of better quality. The realization of educational programs that are always being upgraded is very relevant to the competencies of students in these institutions, as for some of the achievements of students at Darul Hikmah, namely first place in the banjari festival, LKTI competition at Malang State University, Madrasah Science Competition (KSM), champion in reading the Yellow Book and many of the graduates who were able to compete by getting scholarships to enter State Universities. This shows that the innovations carried out are relevant to the predicate of satisfactory graduate results.

In this connection, the important emphasis in Islamic education is creativity and innovation regarding the development of one's potential, so in the process, the development of Islamic education does not work in place (Duryat, 2021). In an article published in the Al-Muslimun magazine in Damascus written by Sheikh Sayyid Abul A'la Maududi, a Sunni Pakistani theologian, journalist, and political philosopher. He started with a question: "why can a nation dominate other nations?" The answer is that they possess more knowledge and are more advanced than other nations. It was then asked: 'Why can they master these sciences while others cannot?' The answer: because they can develop and utilize their potential, especially the potential of "Assam's" (hearing), "al-bash or" (observation), and "al-Fuad" (reasoning).

When humans optimize all their potential, both for understanding, analyzing and interpreting things, they can compete with other humans (Susanto, 2021). The realm of education is the right place to explore all forms of potential possessed by humans. This can be traced first from the meaning of Islamic education itself as an effort to prepare students to achieve a perfect life, have good morals, think and always have good prejudices as well as all conceptual and technical abilities (Fitriani & Yanuarti, 2018). With this potential, it is hoped to provide a change or innovation in Islamic education that can be offered in society.

At present the development of increasingly sophisticated technology, it is feared that technological advances will erode conventional education. Moreover, quality competition exists between educational institutions that want to improve themselves and be more advanced. All of that, of course, is not easy; various problems arise in realizing this. The emergence of new problems in complex societies is very different from the past; the spirit of Islamic education is urgent to be maintained at this time. The meaning of education is not just guiding, but education is a process of internalizing values and forming character and all of its aspects (Syafe'i, 2017). What is more, during the very difficult Covid-19 pandemic, the educational process was not allowed face-to-face; online learning has begun to be implemented, not only in educational institutions. All elements of society in the world are following health protocols due to the current pandemic, namely the spread of the covid-19 virus. 19 (Pamungkas & Sukarman, 2020) . The impact of covid-19 on the global education system is enormous and impacts all learning, research, and service areas. Therefore, covid-19 has become a major cause of disruption in the education system due to the severity of the impact it has had. The economic, health, social and educational crises due to the sudden attack were also caused by the co-19 pandemic.

Educational actors must master the technology to still carry out innovative interactive distance learning so that students, especially teachers, do not feel bored and bored (Audi, 2020) . It should be noted that the educator fulfills a crucial role in education. When everyone is concerned about educational problems, the teacher figure must participate in every discussion agenda, especially on issues of formal education in institutions. With the increasingly difficult challenges, Islamic education must become a vehicle for dealing with all kinds of problems. There are other alternatives for society, but how Islamic education is the main goal of today's society. This requires innovation in the development of Islamic education, especially in one or developing other potentials. When there is an innovation, the interaction between educators and students is more varied and exciting, especially in the learning process. This will make it easier for an educator to transfer knowledge to students, and learning objectives will be easily achieved.

Based on the research context above in the plan for this research, the researcher will examine the phenomena or cases that occur because of the increasing public interest in sending their children to school in these institutions and researchers taking two sites described in the research context, namely Madrasah Aliyah Islamic Boarding School Al- Amin and Madrasah Aliyah Darul Hikmah, Mojokerto Regency. These two institutions, the sites of this research, can represent all Islamic educational institutions, especially Madrasah Aliyah in the Mojokerto Regency area. The two sites the researcher identified as institutions that always make innovations and become references for parents are even able to compete with other institutions, which these institutions are not institutions

established by government/state institutions and are even the main goal of some people to become institutions that the parents give trustworthiness in educating their children. Based on the background above, this study aims to find out and analyze about Islamic Education Innovation (Multisite Studies in MA Pesantren Al-Amin and MA Darul Hikmah Mojokerto Regency)".

METHODS

This research uses a paradigm or framework for interpretive or post-positivistic thinking. The approach here uses a qualitative approach to the type of field research (field research) or case studies and multi-site designs. The design locations for this study were the Madrasah Aliyah Al-Amin Islamic Boarding School and Madrasah Aliyah Darul Hikmah, Mojokerto Regency. Sources of research data are primary data and secondary data. Primary data, namely related to Islamic education innovations, obtained through observations which include: (a) Conditions of schools; (b) Rituals and rituals. (c) Meetings; (d) Learning environment; (e) Other activities related to research focus. The data that can be collected through interviews includes philosophy, ideology, values, vision, mission, aspirations, views on good schools and other topics related to the focus of this research. While the data obtained through documentation, namely relevant data related to the research focus, includes: (a) school history; (b) School policies and rules. (c) School organizational structure. Secondary data, namely the researcher collects data by looking for references related to books that are relevant to what the researcher is studying, as well as notes, pictures, or photos related to the theme of this research, namely innovation in Islamic education at the MA Al-Amin Islamic Boarding School and MA Darul Hikmah (d.) School grades; (e) Curriculum; (f) Students; (g) Educators; (h) Staff/Employees; (h) Infrastructure and others. The data collection technique uses 3 (three) techniques as proposed by Bagdan and Biklen, namely (1) in-depth interviews, (2) participant observation (3) documentation study. The data analysis technique used is single data analysis and cross-site data analysis.

RESULTS AND DISCUSSION

1) Islamic Education Innovation Program

a. Islamic Education Innovation Program at Al-Amin Madrasah Al-Amin Islamic Boarding School, Mojokerto Regency

Some of the program innovations carried out in "All New Al-Amin" will be described as follows:

Curriculum Innovation

1) Student Leadership Program

The leadership character here refers to cultivating and developing students' leadership spirit in various matters, especially in organizing. The leadership program here is a program that aims to strengthen and develop some of the intelligence possessed by students through various activities created by institutions (Wulandari, 2021). By having a leading spirit in a high organization through relevant activities, the leadership spirit of students will be formed, and the institutional goals of the institution to be achieved from the various activity flows that have been carried out can be carried out easily (Masrur, 2020).

In its realization, one of the programs that have been carried out is cultivating and developing students' leadership spirit. This program is not carried out formally but is adjusted to the allocation of learning time in Face-to-Face Hours (JTM). However, these activities are also carried out outside JTM, namely through daily activity and habituation programs and extracurricular optimization. Apart from being a self-potential development, this extracurricular activity is also a fun activity in honing and cultivating the potential that includes students' cognitive, affective, and psychomotor aspects. In fact, from these extracurricular activities, students often participate in competitions outside the institution and not least win the championships they participate in at regional and national levels. This is following what was stated by the Deputy Head of the Al-Amin Islamic Boarding School Curriculum, namely:

To provide cognitive skills in organizational leadership development, these students are required to participate in extracurricular activities as a form of self-development and potential for fun activities outside the classroom. This activity is realized in the form of LDKS (Basic Student Leadership Training), Public Speaking Recital, Tilawatil Qur'an, Banjari, KIR, Scouts, pencak silat, PMR, Journalism, Volleyball, Futsal, Calligraphy, and table tennis while strengthening amaliyah is madzab must follow the yellow book reading program which is the hallmark of Ahlul Sunnah Wal Jamaah An-Nahdliyah.

The implementation of extracurricular activities is carried out after the formal learning activities are completed. The activity was not only fostered by the Al-Amin Islamic Boarding School's MA teacher board, but some were brought in from outside the teacher council. This is done to maintain the quality that is carried out by educators or trainers who are truly professional. One example of a volleyball and futsal coach was brought in directly from a trainer who has a volleyball and futsal coaching license by working with the management of the PBVSI or PSSI federation in the Mojokerto district. Therefore, Al-Amin Islamic Boarding School representatives often win prizes in every competition.

The reading of the yellow book itself is carried out every evening after the Rotibul Haddad activities are read together. After that, for strengthening, the students deposited it with the coordinator of the ubudiyah teacher council to be listened to. This deposit activity is specifically for students who need extra guidance, so they are kept from other students. This was also done because of the hope of educational institutions that all students get an even distribution of learning, especially reading the yellow book. It is hoped that students will focus more on academic learning in the morning and afternoon so that they can focus on carrying out these activities at night. The institution's commitment so that students can understand Arabic material not only in terms of educational value but the practice of speaking verbally is also special emphasis.

2) PAI subject integration program

Learning material cannot be separated from its principles, namely relevance (appropriateness), consistency (consistency), and adequacy (adequacy) (Aripin et al., 2022). Learning materials or subjects must follow the background that exists in educational institutions. Islamic Education Institutions based on Islam generally have Islamic Religious

Education (PAI) learning. PAI Subjects include Fiqh, Quran Hadith, SKI, Aqidah Akhlaq, and Language. Arab. The subject matter is the planning and implementation of learning content and the information needed to implement it. It is arranged systematically to help and be present to support and present educational and learning activities inside and outside the classroom and present complete material from several competencies that students will achieve.

In this case, the material or content of PAI learning is in the form of subject matter in the learning curriculum that must be taken. PAI subjects in Al-Amin Islamic Boarding School follow the government's curriculum, which includes general and religious subjects following KMA 184 of 2019 concerning the Madrasah Aliyah curriculum. However, the material or content here is related to the different learning experiences students have in the learning curriculum process. Along with integrating the learning material curriculum, this innovation is to replace existing subject matter in madrasas with the material in Islamic boarding schools. This includes PAI subjects, namely the book of At-Tadzhib replacing the fiqh subject, Tafsir verses Ahkam & Bulughul Marom replacing the Al-Qur'an Hadith, kifayatul lay replacing Aqidah Akhlaq, around faroidul bahyah replacing SKI and alfiyah ibn malik & balaghoh wadihah replacing Arabic.

3) Religious Program

In this religious program, an activity is carried out before students start learning activities. The form of activity in this activity is that students perform dhuha prayers and istighosah before learning begins. This is done with the aim that students can be more focused and calmer before learning begins by reciting dhikr and praying first. One thing that the Al-Amin Islamic Boarding School wants to achieve is that students can simultaneously practice what is religiously commanded, of course, by doing dhikr and prayer activities. Students will get used to it and memorize it by using the routines of dhuha prayer activities and reading istighosah/tahlil. Even without memorizing it, they will memorize it by themselves. This routine aims to shape the character or personality of a devout Muslim and instill discipline and responsibility in students.

Not only that, the cultivation of values of faith and piety can also be formed from this activity. Starting from a small thing done consistently will have a tremendous impact, especially on students, because this istiqomah will create a karomah (glory). Optimistically the goals of educational institutions contained in the vision and mission of the institution can be achieved. Of all the dhuha and istighosah prayer activities, this routine is carried out every day before formal learning begins.

Curriculum Innovation

1) Bilingual Program

Bilingual This program is carried out so that students can verbally implement mastery of these two languages, namely Arabic and English. In strengthening the coaching, the students were also given additional tutoring to deepen their abilities in Arabic with additional material in the fields of nahwu and short supported by Guidance on Reading the Yellow Book (BMK). The method used is the same as sorogan. In deepening this activity,

material enrichment was also carried out at night after the "Rotibul Haddad" activity so that students would more quickly master Arabic and English when it was given repeatedly. Undoubtedly, it is highly appropriate for a Muslim to love Arabic and try and master it. Arabic is an important element in Islam, in the expertise of something revealed using Allah SWT.

2) Multiple Learning Strategies

Learning strategies are defined as patterns of learning activities that educators implement both textually and contextually, which adapt to the potential of students and the conditions of the Institution (Panggabean et al., 2021). The learning strategy referred to here is not limited to direct learning activity procedures but also includes indirect efforts to achieve learning objectives. Not only carried out in the form of formal and intra-curricular activities in the classroom and includes activities outside the classroom or extracurricular activities. The strategy used here is to improve the quality of the learning process.

Student-Centered Learning is a learning strategy that places students more actively and independently, with and takes full responsibility for their learning, and can learn outside the classroom (Panggabean et al., 2021). After graduating from the institution, they are expected to have and appreciate the characteristics of lifelong learning by mastering mutually supportive soft skills. The strategy that was specifically carried out by the Al-Amin Islamic Boarding School in its realization in the field was that the study groups at the Al-Amin Islamic Boarding School included students from classes VII to XII. This program is called include class; this is done so that students can understand the material that has been integrated comprehensively and integrally. The books integrated with formal institutions only rule out the possibility that they will be fully understood within three years.

Teacher Innovation Program

Teacher innovation program, namely, in this case, the teacher council is not only given the obligation to teach, but the teacher council must also be willing to learn to improve their competence. What is being done is always providing motivation, coaching and human resource development through cooperative study activities and workshops. From this activity, there is a great hope that the teacher council will be motivated by cooperative study activities. It is not easy to be proud of yourself because many institutions out there are more qualified/bonavite. Another benefit that can also be obtained is that cooperative studies can change their mindset.

b. Islamic Education Innovation Program at Madrasa Aliyah Darul Hikmah, Mojokerto Regency **Teacher Innovation Program**

1) Entrepreneur Program

These activities were carried out under the command of the foundation and internal activities of Madrasah Aliyah Darul Hikmah Mojokerto Regency. The focus on developing student skills through entrepreneurial activities is also the top brand at the MA Darul Hikmah institution. Madrasah Aliyah Darul Hikmah recently developed

entrepreneur/entrepreneurship activities around 2016. Interpreneur activities referred to here are specifically the spirit, potential, mindset, and behavior of students in implementing a business or hobby that leads to efforts to find and create new products to obtain a source of personal or group income.

2) Religious Program

In maintaining its commitment as an Islamic educational institution based on the teachings of Ahlussunnah Wa al-Jamaah, which is oriented towards "NU," MA Darul Hikmah carries out routine activities for all students. In this case, before carrying out in the morning, students must read the Yasin letter and "Sholawat Barokah" and the Yasin/Waqiah Letter before learning. After that, before the end of the learning activity, it is closed by reading the Al-Waqiah letter. This activity is part of the dhikr amaliyah of NU members.

3) Modification Education Subjects Islamic Religion (PAI)

The curriculum here basically still refers to the existing national education curriculum standards; it is just that several things are of particular concern because the institution is Ahlussunnah Wa al-Jamaah, so the priority is to deepen material related to ASWAJA. The ASWAJA ideology has also become a pesantren guideline because it is considered an ideology that is essentially pure Islamic teachings as taught and practiced by the Prophet Muhammad. with his friends. A formulation is needed so that the existing curriculum in institutions and Islamic boarding schools can work synergistically.

Learning Innovation Program

1) Various Learning Strategies

What is meant by learning strategies varies here, namely learning strategies in general and specifically oriented towards students. This strategy is applied following the students' potential in implementing and developing all the potential in students. The strategy carried out by one of the examples at MA Darul Hikmah is to carry out a mixed strategy using cooperative learning strategies and PBSA, namely emphasizing optimal student activity, which requires a balance between physical, and mental activity and includes intellectual and emotional activity carried out in groups so that time does not run out. Wasted.

2) TPQ Prospective Teacher Training Program for Students

The TPQ teacher training activity is a requirement that must be taken in the final semester of class XII (twelve). The Darul Hikmah MA Institute collaborates with a Qur'an institution that is competent to oversee this, namely Pondok Tahfidz Yanbu'ul Qur'an Kudus, Central Java. With this activity, students are taught how to teach TPQ children using the "yanbua" method. Not only that, after completion, two certificates known as "shahadah" will be given, which can be used as legality as a teacher at the Al-Qur'an Education Park (TPQ).¹⁶⁴ The first certificate for those who graduate from the training will be given a certificate that can be used to teach later at TPQ. The second certificate can only be used for himself.

Teacher Innovation Program

The Teacher Innovation Program is related to competency development and strengthening of the HR (Human Resources) of the teacher council. This is done through coaching from

stakeholders by holding routine recitations of the Minhajul Abidin book, attending workshops, and lesson study after learning is finished.

c. Matrix of findings across sites I and Site II related to Islamic education innovation programs in the learning process

1) Cross-site studies I and II related to Islamic education innovation programs.

Table 1. Findings of the Islamic Education Innovation Program in the Learning Process at Site I and Site II Research

Focus Study	Site I MA Boarding school AL –Amen	Site II MA DarulWisdom	Information
Program innovation education Islam in MA. Darul Wisdom Regency Mojokerto	The educational innovation program Islam in Al- Amen is oriented on establishing pesantren MA Al Amin Islamic Boarding School NU driving cadre, and the student has good <i>leadership</i>. The program is packaged in the form “<i>All New Al Amin</i>.” As for form activity as following • Innovation Curriculum 1) <i>leadership program</i>, participants educate through Optimization activity extra curricular. which are already implemented with the concept of thinking through Pray and sports that as Tilawatil Qur'an, Banjari, KIR, Scout, pencak martial arts, PMR, Journalism, BMK, Volleyball, LDKS, futsal, Calligraphy, and tennis table, which could be used later after passed. 2) <i>Religious program</i> doing activity prayer <i>Dhuha</i> read <i>Istighosah</i> or congregational <i>tahlil</i> before learning started. 3) Integration Program that is Eye Lesson PIE with Boarding school refers to integration PAI subject matters supported with material	innovation program Islamic education in Darul Wisdom oriented on aim founded MA Darul Wisdom besides having religious knowledge based ASWAJA also given provision of skills which can be reliable later after passed; as for the program the that is: • Innovation Curriculum 1) <i>Entrepreneur Program</i>, namely programs Entrepreneurship participant education provided with soft ability <i>skills</i> or <i>life skills</i> through activity design graphics and <i>one day on juice</i>. 2) Religious Program, i.e., read, Letter waqiah and Yasin & sholawat letters blessed with aim Internalize mark-mark teachings <i>ahlul sunnah wal pilgrims</i> through routine activity before implementation learning that does practice amaliyah NU read letter Yasin & sholawat Barokah then after done want to go home read letter Al-Waqiah. 3) Modification program that integrates the PAI curriculum with Boarding school that is in form eye lesson PIE no only.	Both sites do program innovation education Islam through each respective program which, in spark institution.

2) Islamic Education Innovation Design

a. Islamic Education Innovation Design in the Al-Amin Islamic Boarding School MA

The educational innovation design carried out by the MA Al Amin Islamic Boarding School implies four thinking skills. Namely critical, creative, communicative, and collaborative. This design is done Based on research findings in the field, namely the design of learning innovations according to the head of the Al-Amin Islamic Boarding

School MA; namely, learning begins with a curriculum design that is adapted to the curriculum so that students are more active in participating in the activities displayed by the institution.

b. Islamic Education Innovation Design in MA Darul Hikmah

Specifically, the design that becomes the realization of the innovation program implies the concept of "khorunnas anfauhum lines." This design is an institution's wishful thinking that aims to return everything to students. So that any program that is carried out is good for students' competence. One of them is extracurricular optimization, which directly impacts students.

c. The matrix of Islamic education design findings in MA Islamic Boarding Schools Al Amin and Darul Hikmah

Table 2. Findings of Islamic Education Design Innovations in the Learning Process at Site, I and Site II Research

Focus Study	Site I MA Boarding school AL -Amen	Site II MA Darul Wisdom	Focus Study
Design Innovation Education deep Islam process learning	- Design that developed in Islamic education innovation in MA Boarding school Al- Amen starts from Tim Quality Assurance (TPM) internal Institution and Development Team Curriculum (TPK) which in the form of enhancement quality as well as institutional quality Education which customized with design century 21 this. With intensity four prowess, namely, thinking <i>critically, creative, communicative, and collaborative.</i> Design innovation has been done. MA Boarding school Al-Amin also includes the development potency, which covers aspects of <i>Cognitive, affective, and psychomotor</i> students. Development cognitive through experience learner-oriented learning.	- Design done in MA Darul Hikmah started from Head Madrasa, which was later in coordination with whole component institution education. - Design innovation has done MA Darul Wisdom is having an orientation on " <i>Khorunnas Anfauhum lines</i> " that is done on MA Darul Wisdom. It boils down to the intent that graduates from MA Darul Wisdom could utilize potential is Skills- skills later in society. Design is designed to give a through development of students.	Design Innovation Education deep Islam substance and implementation

3) Islamic Education Innovation Steps

- a. The steps of Islamic education innovation in the Al-Amin Islamic Boarding School, Mojokerto Regency
 - a) Form TPM and TPK TEAM in Madrasah
 - b) Analyzing institutional problems or problems
 - c) Process findings

- d) Implementation
- b. Islamic Education Innovation Steps in MA Darul Hikmah, Mojokerto Regency
 - a) Coordination
 - b) Implementation

CONCLUSION

Based on the presentation of the research focus data and the findings of individual sites and interpretation across sites, the researchers concluded the results of this research, namely: 1) The Islamic education innovation program in Madrasah Aliyah Al-Amin Islamic Boarding School and Madrasa Aliyah Darul Hikmah Mojokerto is a Leadership Program, Religious Program, Multi-strategy Program, Intrapreneurship Program, Bilingual Program, program integration, TPQ Program teacher candidate training, through optimizing extracurricular activities. 2) The innovative design of Islamic education in Madrasah Aliyah Al-Amin Islamic Boarding School and Madrasah Aliyah Darul Hikmah Mojokerto is designed so that students have four critical, creative, communicative, and collaborative thinking skills, and students implement the concept of *khairunnas anfauhum linnas*. 3) The steps of Islamic education innovation in Madrasah Aliyah Al-Amin Islamic Boarding School and Madrasah Aliyah Darul Hikmah Mojokerto are carried out through the core stages of knowledge and implementation. Knowledge related to several educational problems leads to innovations with new programs, which are then implemented. 4) The innovative model of Islamic education in Madrasah Aliyah Al-Amin Islamic Boarding School and Madrasah Aliyah Darul Hikmah Mojokerto, namely development (development) of experience-based learning (experiential learning) by integrating the curriculum of PAI material in formal education with the existing curriculum (material) in Islamic boarding schools (integrated curriculum).

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