



Basic Concepts Of Education Policy And Innovation In Mtsn-2 Tapanuli Tengah

¹Putra Mahendra Gunawan Nasution, ²Wandana Simatupang, ³Syafaruddin, ⁴Makmur Syukri

Universitas Islam Negeri Sumatera Utara

E-mail: masgunword@gmail.com, akhuka80@yahoo.co.in, syafaruddinsiahaan@uinsu.ac.id, makmursyukri@uinsu.ac.id

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ABSTRACT

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The government has regulated the quality assurance of education in Law Number 19 of 2005 concerning National Education Standards as an educational policy and innovation that must be applied to all levels of education. This research applies qualitative descriptive methods and approaches to examine social conditions, and phenomena by means of description. The data analysis used by researchers is the analysis of initial data in the field, data analysis while in the field, and data analysis after in the field. The data collection procedure in this study went through 3 stages, namely observation, interviews, and documentation. The source of the data was obtained by researchers directly from the madrasah leaders, both madrasah heads and deputy heads of madrasahs and administrative departments which can be categorized as primary data and secondary data. The results of the study revealed that MTsN-2 Tapanuli Tengah has implemented national education standards properly, optimally, and optimally. The curriculum innovation used is also in accordance with government policy, namely the 2013 curriculum which focuses on students interests, talents, and abilities, this aims to improve self-development in students and prepare high-quality students.

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1. Introduction

According to (Muhammad Kristiawan, 2017, p. 1) education means association with children which is translated from the Greek "paidagogia". (Barni, 2011, p. 3) argues that education is a coaching process applied by adults to children to be able to survive according to the demands of the times, education is carried out in a planned and systematic manner, and this activity aims to develop student's talents and abilities to have religious spiritual experiences, self-development, pleasing personality, intelligence, and intelligence, have a charitable character, and can be skilled in all fields, in certain situations and environments guidance and coaching is done in a certain way.

Education is essentially a gateway to produce individuals to change for the better with a foundation on the harmony of individual relationships, surrounding areas, and God. Education is a forum as a light for human life in the past, present, and future for the future (Hidayat, 2016). The education system in Indonesia has been regulated in Law Number 20 of 2003 concerning the National Education System (Peraturan Pemerintah RI, 2003). It can be seen that the government pays great attention to the education system in Indonesia because the government always makes changes to existing policies so that all levels of education are required to follow the rules and changes in government policies to be able to improve the quality of education that will affect customer satisfaction.

The concept of policy in education is the rules and provisions of institutions or organizations that are binding and regulate all activities of actors to achieve goals, policies can be used as a reference to take and take action, policies are the formulation of problems that arise in education, especially in improving the quality of education (Arwildayanto, Arifin Sukung, 2018, pp. 6-7). Therefore, education has the meaning of



being a component in human life that functions very importantly, namely to produce quality, superior, physically and spiritually healthy, highly dedicated, and a good personality, so the government needs to increase attention to the education system in Indonesia to compete globally.

Innovation needs to be implemented in education to create a new atmosphere so that the education system that is run is not monotonous. (Syafaruddin, 2012, p. 53) said innovation is an idea, idea, method, method, or strategy that can be researched and chewed for all human beings as something new that has the function of obtaining achievements, especially in solving educational problems. Meanwhile, according to (Jannah, 2015) educational innovation can be implemented from various aspects, one of which is the aspect of the learning system, in learning there must be evidence that the learning system implemented is different and uses new models and methods, in innovation, educator's ideas and ideas need to compile new programs and are required to have high creativity as a characteristic that is different from previous learning models and methods. Therefore, innovation is one of the supports for school success because something new will bring out a new spirit in educational institutions.

At this time, many educational institutions do not prioritize the quality of education so government policies are not implemented, this results in the quality of education in Indonesia still relatively low and the learning system is implemented just that so that students experience boredom and boredom, this can be seen from the lack of attention of teachers in improving their competence so that they are unable to create breakthroughs in terms of learning. Therefore, a state must have education with national standardization so that the quality of education can improve, the Indonesian government is trying to make updates on education policies, so it is hoped that all levels of education can follow and implement them. Especially innovation in education, teachers are required to have high creativity to be able to create new things in learning, because it is in the hands of teachers that the quality of students will be created, elements in educational institutions are also required to be able to master science and technology to be able to find new information about world developments, especially in the field of education. Thus, educational institutions can face the challenges and rapid development of the times. Seeing these problems, the author will more deeply discuss the basic concepts of educational policy and innovation in MTs-N-2 Tapanuli Tengah.

2. Methods

In this study, a method was used through a qualitative descriptive approach that describes phenomena, social circumstances, and real events encountered in the field by means of description. In this study, the author was the subject of research as a key informant. The data analysis used by researchers is the analysis of initial data in the field, data analysis while in the field, and data analysis after in the field. In the case study research, data analysis was carried out through 3 stages, namely data reduction, data presentation, and data verification. The data collection procedure in this study went through the stages of observation, interviews, and documentation. The source of the data was obtained by the researcher directly from the informant, namely the head of the madrasa and the administrative department which can be categorized as primary data and secondary data. It can be done in 3 ways to test the validity of findings, namely by triangulation, member checks, and doing detailed descriptions. This research was carried out at MTsN-2 Tapanuli Tengah and the data to be collected to describe the basic concepts of education policy and innovation in MTsN-2 Tapanuli Tengah.

3. Results And Discussion

The results of research conducted at MTsN-2 Tapanuli Tengah are the basic concepts of policies and innovations in education applied in MTsN-2 Tapanuli Tengah which are guided by the National Education Standards that have been set in government policies which contain 8 standards, namely content standards, educational process standards, graduation competency standards, teacher and educator standards, standards for facilities and infrastructure, management standards, financing standards, and assessment standards on education that must be improved periodically and continuously. Then the head of the madrasa focused on educational innovation on changes in the curriculum used, MTsN-2 Tapanuli Tengah currently uses the 2013 curriculum which originally used the Education Unit Level Curriculum, this was done in order to create quality education in MTsN-2 Tapanuli Tengah, because in fact curriculum innovation must still be carried out in accordance with government policies even though it often undergoes changes, so that MTsN-2

Tapanuli Tengah can create new ideas, new breakthroughs that refer to the existing curriculum in order to become an agent of change in today's increasingly rapid era. To be clearer, the researcher will provide a description/related discussion about the basic concepts of policy and innovation in education applied in MTsN-2 Tapanuli Tengah :

3.1 Basic Concepts of Education Policy in MTsN-2 Tapanuli Tengah

Education policy has the meaning of a rule related to the field of education by formulating the vision and mission of education in order to achieve educational goals using educational implementation strategies (Elwijaya et al., 2021). Education policy is an assessment of the form of values and components of the needs of the right circumstances carried out in an educational institution as a design as a guide for decision making so that goals can be achieved. In Indonesia, education policy refers to laws and policies regulated by the government so that education policy can improve sustainably due to frequent changes in leaders ranging from the highest to the lowest policies (Setiawan et al., 2016). Other opinions by (Saifuddin, 2016) education policy is a systematic process to produce various educational information, where data is one of the important things to formulate a policy as a decision making that aims to solve educational problems so that the scope of the education policy environment is an education system both at the national and regional levels. The scope of education policy at the national level includes all components within the State while the regional level covers certain areas.

For a State that has gained independence, the main thing that becomes the specificity of welcoming to become a developed state from the social, economic, and political components is the concentration on the implementation of the education system of a State. The unit of educational activities implemented in a country is a very urgent matter, in addition to the policy function, students are taught to be individuals who obtain results and know the culture and the surrounding environment but can be used as a place in conveying state ideology to the community through the implementation of understanding and positive values to unite students (Aslindah, 2015). However, education policies issued by public or private educational institutions and the government are inseparable from the pros and cons. Thus, each policy requires a policy analysis that has the aim of being able to study and understand the objectives of the education policy created and determined (Giantara & Amiliya, 2021). Therefore, it can be explained that education policy is a provision designed by educational institutions or the government to solve educational problems through decision-making in order to improve the quality of education, policies can change according to the conditions and situations of the country.

Madrasah leaders strive to create quality education in MTsN-2 Tapanuli Tengah by formulating education policies that refer to government policies. Education policies regulated by the government are contained in Law Number 19 of 2005 concerning National Education Standards which contains 8 standards, namely content standards, process standards, graduate competency standards, standards for educators and education personnel, standards for facilities and infrastructure, management standards, financing standards, and assessment standards in education (Pemerintah et al., 2013; Peraturan Pemerintah RI, 2005, 2021; RI, 2007, 2015). MTsN-2 Tapanuli Tengah has implemented the 8 National Education Standards, which can be seen from the enthusiasm of the head of the madrasah together with all elements of education who have built cooperation in order to create quality education in MTsN-2 Tapanuli Tengah in a sustainable manner.

According to H. Alfian Surya Hutagalung, MM, "to welcome quality education in MTsN-2 Tapanuli Tengah, there is actually a long-term standard plan. So, to realize this, at the end of each semester an evaluation is carried out to see performance based on the plan that has been prepared. In the long-term plan for each beginning of each semester, we draw up an operational plan. The importance of this operational plan is because the situation faced is not the same as the previous year, especially MTsN-2 Tapanuli Tengah, which prepares operational plans on four aspects, namely education, formal education, non-formal education, and informal education. On each agenda of the structural meeting to compile the planning, the madrasa structural and stakeholders are involved. To create quality education in MTsN-2 Tapanuli Tengah, madrasah leaders and all madrasah residents are trying to implement national standards of education that refer to government policies, because of this the education system carried out in MTsN-2 Tapanuli Tengah becomes systematic, directed, and structured, although not all of these standards can be implemented properly because the facilities at MTsN-2 Tapanuli Tengah are still inadequate such as insufficient security facilities because they have not yet had fences, lack of laboratory facilities, and incomplete library facilities, thus the head of the madrasa and all teachers do not subside enthusiasm and will even continue to evaluate and improve for the future."



Based on the interview conducted with the head of the madrasah above, it can be concluded that in the early stages the madrasah leadership carried out educational planning which was carried out through a formative meeting involving madrasah structuralists and stakeholders. Planning is carried out in the long term, namely five years and at the beginning of each year. Based on the agenda of the meeting in preparing the planning, the first to be determined is the management in the field of managerial affairs which generally includes 3 things, namely the academic field of education, the field of administration and finance, as well as the field of facilities and infrastructure and development. The three fields are led directly by the head of the madrasa, the deputy head of the madrasa in charge. 8 national education standards have been well implemented in MTsN-2 Tapanuli Tengah to improve the quality of education, but with all that the head of the madrasah and all elements of education still have obstacles so there are standards that have not been implemented perfectly, as the head of the madrasah will continue to improve the quality by conducting evaluations and improvements for the future.

The implementation of education in MTsN-2 Tapanuli Tengah basically refers to activities that create educational activities and encourage the fostering of cooperation between fellow madrasah residents and supervise activities to achieve educational goals so that they are optimal, so management must fully function in every educational organization that takes place in MTsN-2 Tapanuli Tengah. National education standards applied in the implementation of MTsN-2 Tapanuli Tengah education, its management is more associated and focused on the head of madrasahs, educators, and students to improve the quality of education.

Implementation of government policies through 8 national education standardizations applied to create quality education in MTsN-2 Tapanuli Tengah, namely:

a. Content Standards

Education, Indonesian, Arabic, Mathematics, Natural Sciences (IPA), Social Sciences (IPS), English, Cultural Arts, Physical Education, and Local Content. The Effective Week of a school year (2 semesters) is 48 hours of lessons in one week. MTsN-2 Tapanuli Tengah provides local content subjects, namely, Write Read the Quran and Tahfidzul Quran and Hadith. The implementation of this local content subject aims to make students able to better understand the content of the Quran and it is hoped that students can become Quranic and Hadith hafidz. In addition, self-development activities are also provided by madrasahs which aim to provide opportunities for students to develop themselves according to their needs, talents, and interests of each student. Self-development activities (extracurricular) that are facilitated and are characteristic of MTsN-2 Tapanuli Tengah are Tahfidzul Quran, Scouts, Intra Madrasah Student Organizations (OSIM), Science Olympiads, Pencak Silat, Drum Band, Futsal, Football, and Dance Arts. The content standards applied in MTsN-2 Tapanuli Tengah have so far been able to follow existing competencies and only need to be carried out according to procedures. MTsN-2 Tapanuli Tengah students have actively participated in all subject areas set out in MTsN-2 Tapanuli Tengah including participating in existing extracurricular activities to develop themselves and the talents that exist in students.

b. Process Standards

Process standards are standardization which includes the implementation of learning at each level of education to obtain graduation competency standards. To achieve educational goals students and educators are required to have high standards of competence because these two aspects are determinants in the implementation of education that influence the success of the education system in the field, related to the standard of the educational process for educators is useful as a reference in preparing learning program plans, both programs that are for a certain period and daily and weekly programs and as well as a reference for the implementation of the program in real activities in the field.

c. Graduate Competency Standards

Graduate Competency Standards are standardizations that include graduate competencies that include behavior, insight, and can be skills. Graduation competency standards as a benchmark to see the abilities that students have so that students can be approved or not. The criteria for class advancement and graduation in MTsN-2 Tapanuli Tengah refer to the provisions stipulated by the decision of the teacher council meeting. The completeness of learning of students in MTsN-2 Tapanuli Tengah is determined by the KKM mechanism which has previously been discussed and kkm determination meetings by the entire Mu'allim/ah board in MTsN-2 Tapanuli Tengah. The KKM that must be achieved by students is 7.50. Madrasah has a target so that the minimum

learning completion rate will increase continuously. Therefore, every element of education is required to work earnestly so that the quality of madrasa education can improve for the longer term.

d. Standards of Educators and Education Personnel

The standards of teachers and education personnel are standardizations that include eligibility and mentality, as well as in-service education. Teachers are required to be able to have educational competencies and qualifications as a learning center, as well as physically and spiritually healthy so that in education students can be maximized. The total number of teachers in MTsN-2 Tapanuli Tengah is 54 people, consisting of 42 educators, 1 administrative head, 1 treasurer, 6 administrative staff, 1 library staff, 1 security guard, 1 school guard, and 1 janitor. Of the existing teachers and employees, 56.36% were found to be civil servants, then 27.27% of non-permanent teachers (GTT), and 16.37% as non-permanent employees (PTT). So far, the data obtained that educators and employees in MTsN-2 Tapanuli Tengah have sufficient competence as a support for success in implementing the National Education Standards (SNP) in MTsN-2 Tapanuli Tengah students.

e. Standards of Facilities and Infrastructure

Standardization includes classrooms, sports fields, mosques, library rooms, computer and science laboratories, playgrounds, and learning resources to support the learning process including the use of digital media. The MTsN-2 Tapanuli Tengah building has been said to be in good condition, there are many adequate classrooms to provide effectiveness in learning activities, but there are some inadequate facilities such as insufficient security facilities because they do not have fences, lack of laboratory facilities, incomplete library facilities, although there are some inadequate facilities, the head of the madrasah still makes improvements to the existing facilities so that the facilities at MTsN-2 Tapanuli Tengah the middle can be adequate and increase from year to year.

f. Management Standards

Management standards are standardizations that include planning, implementing, and evaluating educational activities which are management functions in education units at the national, provincial, and district/city levels so that the implementation of the education system can be carried out effectively and efficiently. The management of MTsN-2 Tapanuli Tengah is based on the planning of a work program consisting of the vision and mission of MTsN-2 Tapanuli Tengah, the objectives of MTsN-2 Tapanuli Tengah, curriculum structure, curriculum content, and educational calendar.

g. Financing Standards

Financing standards are standardizations covering aspects of the size of educational operational costs that are valid for one year. The government budget (DANA BOS) is a budget fund obtained at MTsN-2 Tapanuli Tengah. Funds are spent on extracurricular activities, extracurricular activities, self-development of students, as well as as the fulfillment of the completeness of student learning facilities.

h. Assessment Standards in Education

Assessment standards are standardizations that include systematic, structural, and assessment instruments for the results of student learning processes. The assessment is carried out by educator assessment, education unit assessment, and learning outcome assessment by the government. The assessment carried out at MTsN-2 Tapanuli Tengah is that students must take exams that have been set by madrasahs so that educators can assess the ability of students from the results of the exam. So far, researchers see that the assessment process applied in MTsN-2 Tapanuli Tengah has referred to existing provisions so that students can evaluate learning and improve the results of assessment achievements from the exams faced.

The researcher concluded that the national standards of education following government policies have been implemented in MTsN-2 Tapanuli Tengah which can be seen from the planning and implementation of programs and policies prepared by the head of the madrasah have been running well, but still have obstacles such as the standards for facilities and infrastructure where the facilities in MTsN-2 Tapanuli Tengah are still inadequate so that these standards have not been implemented perfectly, however, the head of the madrasa and all elements of education strive to improve the quality of education continuously, especially the facilities and infrastructure in MTsN-2 Tapanuli Tengah.

3.2 Educational Curriculum Innovation In MTsN-2 Tapanuli Tengah

Based on the government's policy regarding the existing curriculum in Indonesia that the curriculum always undergoes innovation and renewal by adjusting the conditions and situation of education in the

country, this is done to be able to improve quality at every level of education continuously. According to (Fatimah et al., 2021) Curriculum innovation is defined as a breakthrough or creating new things in the field of curriculum, in its understanding curriculum innovation can help in the application of learning rules in educational institutions because curriculum innovation greatly affects the success of education both at the primary and secondary levels. (Hakim & Mohammad Tholhah Hasan, 2020) explained that curriculum innovation cannot be separated from learning because the two have a very close relationship in the educational process. While (Marisa, 2021) revealed that curriculum innovation must be in line with the applicable constitution related to legislation in Indonesia.

In Indonesia, the curriculum has undergone 11 updates, in 2006 educational institutions using the Education Unit Level Curriculum were then innovated and changed so that the 2013 curriculum used by educational institutions was established for the time being, so that at each level of education it was required to follow policy changes regarding the curriculum. Therefore, educational innovation is something that must be prioritized by the government and educational institutions to create quality education in Indonesia to be able to keep up with changes in facing the challenges of the times in the future.

In principle, curriculum innovation in MTsN-2 Tapanuli Tengah is carried out based on government policies after seeing the situation and conditions of MTsN-2 Tapanuli Tengah, then the head of the madrasah emphasizes all elements of education to carry out learning according to the applicable curriculum optimally and optimally. The curriculum used by MTsN-2 Tapanuli Tengah today is the 2013 curriculum which originally used the 2006 Education Unit Level Curriculum. The 2013 curriculum aims to prepare Indonesians to be able to survive as individuals and Indonesians who are devout, have high faith, are productive, effective, innovative, and creative, and are able to contribute to their lives.

The development of the 2013 curriculum in MTsN-2 Tapanuli Tengah has objectives that include:

- a. Educators know and interpret the content standards and competency standards of graduates in madrasahs.
- b. Developing the characteristics of regional potential.
- c. Develop self-improvement activities (Spiritual Islam and Tahfidzul Quran, extracurricular sports, science olympiads, dance arts, and drum bands).
- d. Create minimum completion criteria (KKM).
- e. Understanding life skills education.

The principle of developing a curriculum focuses on the talents, developments, needs, and interests of students and their surroundings in the present and future, learning during life, and being thorough and sustainable. Through this 2013 curriculum, MTsN-2 Tapanuli Tengah, educational programs can be carried out based on the characteristics, interests, abilities, and needs of students. Thus, in increasing it, all elements of education need to be involved by coordinating with people who have interests in the madrasa environment.

According to Nurhikmah Sitompul, S.Pd.I, "improving the quality of education in MTsN-2 Tapanuli Tengah can be carried out by innovating the curriculum which refers to the government's policy on curriculum changes from year to year. Previously, the curriculum used was the 2006 Education Unit Level Curriculum which was later changed to the 2013 curriculum, where the application of this curriculum demanded all elements of education from the head of the madrasah, teachers, administrative staff, to students to work together in implementing this curriculum properly, because there were many changes to the current curriculum from the past curriculum, the 2013 curriculum is centered on students' talents, potentials, and abilities. In this curriculum, students are required to develop good attitudes and behaviors and self-development through extracurricular activities that have been provided by madrasahs, because this is an aspect of assessment for students. MTsN-2 Tapanuli Tengah prepares to learn outside the subject area such as the characteristics of regional potential and improvement of self-development and includes an additional curriculum implemented by MTsN-2 Tapanuli Tengah. The local content activities at MTsN-2 Tapanuli Tengah are writing Quran reading, and Tahfidzul Quran and Hadith, while extracurricular activities for self-development are scouts, intra-madrasah student organizations, Olympiads of all subjects, martial arts, drum bands, futsal, football, dance, basketball, and volleyball. It aims to produce qualified students and able to compete with other madrasahs in academic and non-academic fields."

Based on the results of the interview, it can be explained that MTsN-2 Tapanuli Tengah continues to innovate education, especially curriculum innovation according to government policies. MTsN-2 Tapanuli Tengah also provides additional curriculum such as local content and self-development, this has the aim of

fostering student's interests, talents, potentials, and abilities and creating students who can compete globally as in the current era.

All innovation efforts carried out must have obstacles, especially innovation in the curriculum, these obstacles can be caused by factors of the cultural background of the community that are not suitable for the innovation to be developed, even renewal is often opposed by people who cling to the culture that has been done and do not believe in new things before there is evidence of advantages seen by them (Julaeha et al., 2021). That is why educational institutions before innovating first pay attention to the existing situation and conditions, so that the curriculum innovation process does not experience obstacles and obstacles both internally and externally that affect educational institutions and the surrounding community environment (Rasyidi, 2019). Therefore, it is important to conduct a survey of the field before innovating, especially curriculum innovation to avoid disturbances that will hinder all the planning that has been made, so that the curriculum innovation will not be achieved optimally and optimally.

4. Conclusion

Education is a process of efforts made to change human civilization. In Law Number 20 of 2003 concerning the Education System, the government has regulated the education system in Indonesia, then the government guarantees the quality of education as stated in Law Number 19 of 2005 concerning National Education Standards which contains 8 standards, namely content standards, educational process standards, graduate competency standards, teacher and educator standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards on education so that all institutions at every level of education are required to follow and implement the policies that have been set by state leaders to create quality education in Indonesia. The implementation of the 8 national education standards has been implemented in MTsN-2 Tapanuli Tengah, which can be seen from the good cooperative relationship between the head of the madrasah and all stakeholders so that these standards can be implemented properly. However, not all standards can be implemented properly as in the standards of facilities and infrastructure because the facilities provided by MTsN-2 Tapanuli Tengah are still inadequate so the implementation is still not perfect, but the head of the madrasah and all elements of education continue to improve all existing facilities by making improvements for the future. In addition to applying the national standard of education, MTsN-2 Tapanuli Tengah also applies curriculum innovation as an improvement in the quality of education, whereas currently the application of the curriculum already refers to the 2013 curriculum which tends to be centered on improving attitudes, behaviors, and good behavior in students through development and self-improvement activities and extracurricular activities. The activities provided at MTsN-2 Tapanuli Tengah are writing Quran reading, Tahfidzul Quran, Pencak silat, Olympiad of all subjects, football, basketball, volleyball, futsal, dance art, scouting, intra-school student organizations, and drum bands. This is done to create students who have high dedication.

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