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# Curriculum Innovation Management in Islamic Integrated Schools

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## Abstract

Education plays a crucial role in Indonesia's national development by investing in high-quality, innovative, and morally upright human resources. The qualitative case study method employs observation, interviews with the principal, teachers, students/alumni, curriculum team, and document analysis including the School Education Curriculum (KSP) and evaluation reports. Research findings show that curriculum innovation management at SMKIT Ibnul Qayyim Makassar implements the vision "Hafizh Qur'an, Jago Komputer" to integrate Software Engineering (RPL) vocational education with Islamic values. This holistic approach combines mandatory Qur'an memorization (minimum 2.5 Juz), Sharia-compliant Teaching Factory (TEFA) such as IQIS Software Factory, 4-6 month Industrial Work Practice (PKL), Project Based Learning (PBL), and hidden curriculum elements like morning dhikr and Dhuha prayer. Management strategies encompass the cycle of planning, organizing, actuating, and controlling, supported by industry partnerships (DUDI), parenting programs, as well as strengthening foreign languages and entrepreneurship. Findings demonstrate successful dual competency integration: RPL hard skills relevant to Industry 4.0 (certifications, real projects) and Islamic soft skills (integrity, discipline), recognized by DUDI as superior to other vocational school graduates. This innovation addresses curriculum-industry gaps. The conclusion affirms this model as a national reference for Islamic vocational schools, with recommendations to strengthen stakeholder collaboration for long-term impact. The research contributes to the Merdeka Curriculum and Indonesia's quality human resource development in the globalization era.
**Keywords:** Curriculum Innovation Management, Integrated Curriculum, Islamic Vocational Education

## 1. Introduction

Education plays a crucial role in nation-building as the primary foundation for progress. Investment in education creates high-quality, innovative human resources. Education is not merely knowledge transfer but also character and skill formation (DR HA Rusdiana, 2021). This serves as the basis for a country's economic, social, and cultural advancement (Lokollo & Rumfod, 2024). In the Indonesian context, education effectively reduces socio-economic disparities. Every individual gains equal opportunities for success through equitable access to education. Improving education quality is a national development priority (Darmawan & Chotimah, 2023). Advanced education systems correlate with strong economic growth and high social stability.

Allah SWT affirms the status of knowledge in Quran Surah Al-Mujadalah/58:11 explicitly. This verse commands tafassahu (expanding knowledge) and inshu zuwa (making space) for broader assemblies (Kementerian Agama, 2022). Allah elevates the degrees of believers and those given knowledge by several levels. Knowledge becomes the key to spiritual and intellectual elevation for humanity. In Islamic education, this verse inspires the integration of religious and general knowledge (Hs et al., 2020). Islam-based education emphasizes balance between Qur'an memorization and


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practical skills. SMKIT Ibnul Qayyim Makassar consistently implements this vision. A generation of righteous, hafizh (Qur'an memorizers), and skilled individuals emerges from this holistic approach.

The era of globalization and Industry 4.0 demands rapid curriculum adaptation in education. SMK graduates must possess practical skills relevant to the workforce (Kahar et al., 2021). Competencies like creativity, adaptability, and collaboration are primary needs. The national curriculum continues to evolve due to new education laws. Changes go beyond the notion of "change ministers, change curriculum" (Sudipa et al., 2023). The Merdeka Curriculum emphasizes flexibility and industry-oriented focus. In Islamic SMKs, integrating Islamic values with vocational training poses a major challenge. Curriculum innovation enhances graduate quality for global competition (Aksenta et al., 2023).

SMKIT Ibnul Qayyim Makassar faces real curriculum-industry gaps. The dense national curriculum burden clashes with high spiritual targets. The vision "Hafizh Quran, Jago Komputer" (Qur'an Memorizer, Computer Expert) becomes the school's operational tagline. Managerial orchestration effectively unites Qur'an memorization and RPL (Software Engineering) proficiency. Teaching Factory (TEFA) and Project Based Learning (PBL) serve as key strategies. Real projects in Software Engineering boost student competencies. DUDI (industry/world of work) partnerships support curriculum relevance to modern job markets. Innovation management solves the duality of Islamic-vocational education (Baro'ah et al., 2023).

The integrated Islamic SMK curriculum fuses hard skills and Islamic soft skills. Religious values permeate every learning aspect for noble character (Destriani, 2022). Success factors in innovation include principal commitment, teacher competence, and resources. Learning technology and stakeholder participation enhance effectiveness. Hidden curriculum like tadarus (Qur'an recitation) and Dhuha prayer builds student discipline (Triani et al., 2025). Tahfidz programs and short-term pesantren strengthen daily spiritual dimensions. Strengthening Arabic-English and certifications boosts competitiveness. Leadership camps and market days foster student entrepreneurship (Marsinah, 2024).

Main challenges include large curriculum-industry gaps. SMK graduates often lack crucial technical and soft skills. Communication, problem-solving, and teamwork are common workforce complaints. Innovative methods are hindered by teacher misunderstanding and facilities. Resistance to change and minimal parent-industry involvement persist (Kurniati et al., 2022). Curriculum innovation management overcomes barriers through meticulous planning. Principals provide guidance to support teachers in curriculum adaptation. Regular evaluations ensure memorization and certification targets are met (Muzaki, 2024).

Curriculum innovation management follows the cycle: planning, organizing, actuating. Integrative planning design combines vocational and unified Islamic values. Teacher resource organization allocates time for tahfidz-RPL (Asngad et al., 2023). Implementation of TEFA-PBL applies real Industry 4.0-based projects. Control via evaluation of competency and spiritual achievements. Strategic DUDI partnerships involve routine industry visits (Baro'ah et al., 2023). Parenting programs engage parents in character building. This approach produces competent and Islamic-mannered graduates (Kurniati et al., 2022).

Islamic vocational education demands spiritual-professional balance. Integration failure yields skilled but morally weak graduates. SMKIT Ibnul Qayyim responds with structured flagship programs. Morning dhikr becomes a prerequisite before complex coding lessons. This innovation requires professional management for sustainability. The study dissects innovation management functions systematically. Analysis of four main functions improves holistic education quality. Graduates are industry-ready without losing Islamic identity.

This research deeply analyzes integrative curriculum planning. Teacher and facility organization optimally supports TEFA-PBL. Real project implementation measures actual student work readiness. Regular evaluations target memorization, certifications, and feedback. Mixed-method approach combines interviews, observation, document analysis. Population includes principals, teachers,


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students, involved DUDI representatives. Findings provide effective policy recommendations for similar schools. Contributions enhance national Islamic vocational competitiveness.

Overall, education as the nation's foundation demands sustainable innovation. SMKIT Ibnul Qayyim exemplifies successful Islam-technology synergy. Curriculum management produces highly ethical change agents. Recommendations: strengthen stakeholder and technology collaboration. Future research explores long-term graduate impact. Chapter structure: introduction, literature, methods, results, conclusion. Practical implications support Indonesia's quality human resource development. Integrated Islamic education becomes the superior vocational model of the future.

## 2. Methods

This research constitutes a qualitative study employing a case study approach (Fauzan Almanshur, 2016). The selection of this research type is based on the primary objective, namely to deeply understand the process of curriculum innovation management implemented at SMKIT Ibnul Qayyim Makassar and its implications for improving education quality at the school.

### 2.1 Data Sources

Data sources represent subjects from which data can be obtained. Data sources can include objects, movements, humans, places, and others. The data sources used by the researcher in this study consist of two types: primary data sources and secondary data sources (Fadli, 2021). Primary data in this research includes the school principal, vice principal for curriculum affairs, vocational and tahfizh teachers, curriculum development team, and students/alumni. Secondary data sources needed for this research consist of written documents and school archives such as: School Education Curriculum (KSP) documents, lesson plan devices, school program evaluation documents, academic supervision documents, and education quality improvement reports.

### 2.2 Data Collection Methods

Data collection refers to the ways or techniques that can be used by researchers to gather data. Several data collection methods or techniques employed by the researcher include observation, interviews, and documentation (Sanjaya, 2013).

a. Observation is conducted to directly observe managerial practices in the implementation of curriculum innovation within the school environment.
b. Interviews are conducted by the researcher to enable direct face-to-face questioning with participants.
c. Documents examined to obtain data or information include: school profile data, school history, and information derived from documents related to curriculum management at SMKIT Ibnul Qayyim Makassar.

## 3. Results and Discussion

Curriculum innovation management at SMKIT Ibnul Qayyim Makassar successfully created a holistic integrated Islamic vocational education model through dual competency integration. This innovation is structured across three main dimensions: strengthening Islamic values, industry-oriented vocational training, and interdisciplinary skills, aligned with the vision "Hafizh Qur'an, Jago Komputer" (Qur'an Memorizer, Computer Expert) emphasized by Principal Ustaz Anto. The mandatory Tahfizh Al-Qur'an program (minimum 2.5 Juz) builds spiritual discipline as the foundation for Software Engineering (RPL) developer professionalism, consistent with Quran Surah Al-Jumu'ah:2 regarding the sequence of recitation-purification-knowledge and hadiths praising Qur'an memorizers.

Character strengthening through hidden curriculum and intensive programs effectively builds work ethic. Daily routines like morning dhikr, tadarus (Qur'an recitation), and Dhuha prayer create mental readiness before technical learning, while short-term pesantren/Ramadan programs reinforce moral integrity to prevent professional dishonesty. This habituation approach transfers worship


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discipline to coding focus and project responsibility, positioning spirituality as a competitive soft skill recognized by industry partners (DUDI).

RPL vocational innovation integrates Sharia ethics with Industry 4.0 standards through Teaching Factory (TEFA), Industrial Work Practice (PKL), and Project Based Learning (PBL). The "IQIS Software Factory" operates Sharia-compliant digital services (school SIM, antriki.id, genealogy web) with transparent muamalah principles, ensuring "halal" code and trustworthy client data. Final-year 4-6 month PKL and PBL enhance independent troubleshooting, validated by skill certifications and DUDI matching, aligned with itqan (perfection, HR. Al-Baihaqi) and Quran Al-Isra:36.

Support programs like counseling, parenting, foreign languages, and market days enhance global competitiveness. Counseling maintains emotional stability, parenting synergizes school-home character building, while language strengthening and entrepreneurship create self-reliant graduates beyond conventional work/college paths. Feedback from Industry Relations Coordinator Ustaz Raji Al Kadri affirms graduate superiority in integrity, time discipline, and essential non-technical values crucial for industry.

These holistic findings confirm comprehensive, systemic curriculum management requirements. Synergy among general, religious, and vocational subjects yields dual competency: RPL hard skills (functional projects, industry relevance) supported by Islamic soft skills (honesty, responsibility). DUDI rates graduates superior in work ethics compared to other vocational schools, proving successful management orchestration from vision planning to certification-memorization evaluation.

This innovation bridges curriculum-industry gaps while preserving integrated Islamic identity. DUDI benchmarking and industry visits maintain RPL content relevance to technology dynamics, while hidden curriculum ensures moral internalization without vocational compromise. The model serves as a reference for Makassar Islamic SMKs, supporting Merdeka Curriculum with empirically tested dual competency via PKL and industry feedback.

## 4. Conclusion

SMKIT Ibnul Qayyim Makassar successfully integrates dual competency of Software Engineering (RPL)-Islamic character through mandatory Tahfizh (2.5 Juz), Sharia-compliant TEFA (IQIS Software Factory), 4-6 month PKL, PBL, and hidden curriculum (morning dhikr, Dhuha prayer), producing technically superior developer graduates (Industry 4.0 relevant, DUDI certified) and Islamic ethics (integrity superior to other SMKs), aligned with Quran Surah Al-Jumu'ah:2 and itqan concept, holistically addressing curriculum gaps.

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