



## The Madrasah Excellent Class Learning Innovation Management with Student-Centered Approach Base in Improving Learning Achievement

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### Abstract

**Keywords:**

Learning Innovation;  
Excellent Class;  
Student-Centered Learning;  
Learning Achievement.

This article aims to find and analyze the planning, implementation, and evaluation of learning innovations in excellent classes to improve learning achievement. This study applied a qualitative approach designed descriptively through a case study research type with a multicase research design. The research sites were conducted at MI International Sabilillah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan. As a key instrument in the data collection, the researcher went directly to the field by applying previously planned techniques through participant observation, in-depth interviews, and documentation. Data analysis applied a case study with a multicase design which was analyzed through single data and data across cases. The study results show that the Excellent Class Learning Innovation lesson plan improves Learning Achievement at MI International Sabilillah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan is built through input, excellent learning processes, and excellent output. Second, the implementation of excellent class learning innovations in improving learning achievement at MI International Sabilillah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan, namely through a curriculum enriched with Olympiads, class management, standardized teachers, media management, and boarding schools. Third, evaluating learning outcomes using a test and non-test approach includes aspects of knowledge, attitudes, and skills with high competition standards so that student achievement and the reputation of the madrasah is increasing. In comparison, evaluating learning innovation programs uses the CIPP model by developing four components: context, input, process, and product.

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**Kata Kunci:**

Inovasi Pembelajaran;  
Kelas Unggulan;  
Pembelajaran Berpusat pada Siswa;  
Prestasi Belajar.

**Abstrak:**

*Artikel ini bertujuan menemukan dan menganalisis perencanaan inovasi pembelajaran kelas unggulan, pelaksanaan inovasi pembelajaran kelas unggulan, evaluasi inovasi pembelajaran kelas unggulan dalam meningkatkan prestasi belajar. Penelitian ini menerapkan pendekatan kualitatif yang didesain secara deskriptif melalui jenis penelitian studi kasus rancangan penelitian multikasus. Berkaitan dengan lokus penelitian dilaksanakan di MI Internasional Sabilillah Sampang dan MTs Negeri 3 Sumber Bungur Pamekasan. Peneliti sebagai instrumen kunci (key instrument) dalam proses pengumpulan data terjun langsung ke lapangan dengan mengaplikasikan teknik-teknik yang telah direncanakan sebelumnya melalui pengamatan*

*berperanserta (participating observation), wawancara mendalam (in-depth interview) dan dokumentasi. Analisis data menerapkan draf studi kasus dengan rancangan multikasus yang dianalisis melalui data tunggal dan data lintas kasus. Hasil penelitian menunjukkan bahwa: Pertama, Perencanaan Inovasi Pembelajaran Kelas Unggulan dalam meningkatkan Prestasi Belajar di MI Internasional Sabilillah Sampang dan MTs Negeri 3 Sumber Bungur Pamekasan dibangun melalui input, proses pembelajaran unggul, output unggul. Kedua, Pelaksanaan inovasi pembelajaran kelas unggulan dalam meningkatkan prestasi belajar di MI Internasional Sabilillah Sampang dan MTs Negeri 3 Sumber Bungur Pamekasan yaitu melalui kurikulum diperkaya dengan olimpiade, manajemen kelas, guru berstandart, pengelolaan media dan boarding school. Ketiga, Evaluasi hasil belajar menggunakan pendekatan tes dan non tes meliputi aspek pengetahuan, sikap dan keterampilan dengan standar high competition, sehingga prestasi belajar siswa dan reputasi madrasah semakin meningkat. Sedangkan Evaluasi program inovasi pembelajaran menggunakan model CIPP dengan mengembangkan empat komponen yaitu; context, input, process, dan product.*

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## 1. Introduction

Madrasahs are formal institutions as a place to develop knowledge (general and religious sciences) and integrated learning processes in the national education system. As schools with religious (Islamic) characteristics, Madrasahs are defined as all educational activities whose existence and history have attributes and characters colored by Islamic values.

Education in Madrasahs is the essence of the strategic role of pesantren. Madrasahs and other Islamic educational institutions operate as the creation of 'ulama' cadres who study religion and simultaneously know, are skilled, and care about community issues.<sup>1</sup> Madrasa is a formal education unit under the auspices and guidance of the Ministry of Religious Affairs, which organizes general and vocational education with Islamic specificity. Islam, which is characterized by *rahmatan lil alamin* and *akhlakul karimah*, is the social paradigm in viewing the uniqueness of Madrasahs so that the role of Madrasahs in contributing to social problems in society will significantly affect their lives, especially for Madurese people who tend to be religious-paternalistic.

In the context of education management, madrasah, as part of the national education sub-system, still revolves around routine learning activities to achieve short-term targets. However, the madrasah is less reliant on the students' substantive needs by looking at their long-term needs. Educational management with short-term results, for example, is prominent and, at the same time, an exciting phenomenon in any madrasah. The phenomenon referred to, among other things, is that students can go to class, pass the National Examination, and stop there. Even though they are not only required to go to class, pass the exam and get high marks, but how students have the learning character, sense sensitivity to their needs, and responsible for themselves as a learning community. This is what the students' substantive needs for long-term achievements mean.<sup>2</sup>

<sup>1</sup> Sri Haningsih, "Peran Strategis Pesantren, Madrasah dan Sekolah Islam di Indonesia," *EL-TARBAWI* 1, no. 1 (2008): 27–39, <https://doi.org/10.20885/tarbawi.vol1.iss1.art3>.

<sup>2</sup> Ahyar, "Peningkatan Kinerja Madrasah Melalui Pendekatan Kultur," *Jurnal Taskif*

Nevertheless, Madrasahs should be aware of the existing situation. Madrasahs are expected to be pioneers of change and innovators with all their potential. A pioneer of innovation, for example, can be studied from several research results. It may involve a study of innovation in the learning environment. It emphasizes that in the case of reforming the madrasah agenda can be built through three main pillars, first; research on learning and teaching, second; considering the experience of learning innovation and the environment being studied, and third; expanding educational studies and non-educational trends in several contexts regarding future uncertainties and challenges.<sup>3</sup>

Karwanto's research in 2009 highlighted that managerial skills for improving learning Excellent refer to actions that lead to progress; first, learning Excellent includes discipline enforcement in the teaching and learning process and earnestness in curriculum development and learning. Second, the school principal's skills in planning to improve Excellent that his abilities can see in organizational change management, monitoring any changes, good design skills, and allocating human resources appropriately. Third, the skills in implementing Excellent improvement evidenced by their performance through the acquisition of academic and non-academic achievements realized by students such as outstanding skills in learning, implementing the latest learning theories, creating adequate advancement programs for school personnel, and injecting computer and foreign language skills. Fourth, the school principal's skills in evaluating the results of improving Excellent. Fifth, the strategies adopted by school principals to improve their skills in improving learning Excellent are conducted by: increasing human resources, organizing technical guidance, creating workshops toward school development plans, collaborating with outsiders, alumni, and parents of students as well as conducting comparative studies to high achieving schools to find the Excellent.<sup>4</sup>

Azkiyani, through her research, views the essence of excellent class management as marked by the formulation of excellent class goals compiled by a team consisting of the principal, teachers, and tutors. The Excellent class regulations were formulated carefully by involving essential elements: the madrasa's principals, all teachers, counseling teachers, and committees. The development of excellent class learning services is characterized by learning approaches, learning methods, learning media, learning tools, and solutions to overcome obstacles in the learning implementation. The development of excellent-class facilities and infrastructure is characterized by planning. It needs analysis, procurement of facilities and infrastructure, maintenance of facilities and infrastructure, and solutions in overcoming the management of Excellent class infrastructure. The development of excellent class teachers is designated by recruitment, coaching, and training, as well as providing solutions to overcome obstacles in teacher competencies. Supervision of superior class management is characterized by the supervision of learning devices by the school principals.<sup>5</sup>

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*Fakultas Tarbiyah* 11, no. 1 (2012), 83.

<sup>3</sup> Benavides, *The Search for Innovative Learning Environments Innovating to Learn, Learning to Innovate* (United Kingdom: OECD, 2008), 22.

<sup>4</sup> Karwanto, "Keterampilan Manajerial Peningkatan Keunggulan Pembelajaran (Studi Multi Kasus Pada Tiga SMA Unggulan di Kota Semarang)" (Disertasi, Malang, Universitas Negeri Malang, 2009).

<sup>5</sup> Rahmatun Nida Azkiyani, Novan Ardy Wiyani, and Ahmad Sahnani, "Manajemen Kelas Unggulan di MTs Negeri 3 Pematang," *Leader: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (May 22, 2023): 1–13, <https://doi.org/10.32939/ljmpi.v1i1.2250>.

This research supports Masyni's research (2020)<sup>6</sup> with the title "Effective Learning Innovation Management at SMP Negeri 4 Samarinda" the research produces the following points: (1) the concept of effective learning innovation is constructed by *input* and *midle* by generating effective learning processes and effective outputs. (2) the implementation of effective learning innovation management assisted by) planning design by setting input selection standards, effective process standards, and effective output standards, b) organizing learning innovation through time allocation, teacher roles and tasks, and learning resources, c) implementing learning innovations by, a class arrangement like moving classes, standardized teachers, management of IT-based media and full day school, d) evaluation of learning innovations using test and non-test approaches with mastery learning standards, and high competition class assessment, and (3) the implications of learning innovation management include an increasingly integrated learning management system, improved teacher qualification standards, and increased school reputation. (4) The implementation of effective learning innovation management at SMPN Samarinda faced several obstacles that should be overcome.

This research supports Siswanto's dissertation entitled "Management of Quality Improvement of Superior Madrasahs in Islamic Boarding Schools (Multicase Study on MA Nurul Jadid Paiton Probolinggo, MA Al-Amien 1)". He provides an overview of the management of excellent Madrasahs as this study concerns. The following are the research results: (1) the education quality in Excellent Madrasahs is categorized as 'good' with the following indicators; student academic achievement in exams, competitions, alumni absorption, being a reference, accreditation value A, and the number of students is increasing. (2) Implementation of excellent madrasah quality through visionary, innovative, futuristic leadership, human resource development, curriculum based on Islamic values, innovative and varied learning strategies, utilization of interactive and contextual learning resources, and optimization of continuous supervision, development facilities, and infrastructure by involving parents, madrasah committees and students, building partnerships, and (3) factors that influence the implementation of quality management are commitment, leadership climate, Islamic boarding school values as the soul, development motivation, parental involvement, and community expectations, while the constraining factors, teacher support has not been maximized, resistance in building a quality culture, and inadequate funding.<sup>7</sup> While, the difference lies in the learning concept that focuses on student-centered learning to improve learning achievement, which is discussed comprehensively.

From the various explanations above, we are interested in providing further understanding and analysis that the innovation management of superior class-based learning programs from the process of planning, implementing and evaluating learning innovations in Madrasahs needs to be combined with a student-centered learning approach, so that it will have an impact on improving learning achievement.

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<sup>6</sup> Masyni, "Manajemen Inovasi Pembelajaran Efektif di SMP Negeri 4 Samarinda (Studi Kasus di SMP Negeri 4 Samarinda)," *CENDIKIA* 5, no. 1 (2020): 59–72.

<sup>7</sup> Siswanto, "Manajemen Peningkatan Mutu Madrasah Unggulan di Pesantren (Studi Multikasus pada MA Nurul Jadid Paiton Probolinggo, MA Al-Amien 1 Putri Pragaan Sumenep dan MAN Tambakberas Jombang)" (Disertasi, Surabaya, IAIN Surabaya, 2013).

## 2. Methods

This study applied a qualitative approach designed descriptively through a multicase study research design. Two selected research locus were *Madrasah Ibtidaiyah International Sabilillah Sampang* and State Islamic Junior High School (MTsN) 3 Sumber Bungur Pamekasan within a predetermined period.

Researchers collected data by employing several essential items: (1) field notes, (2) records, and (3) oral history. Data were collected through reliable sources from primary and secondary sources (bundle), not bits of data. Primary sources included elements of the school community involving the principal, vice principal, the committee, chair of the Excellent class program, teachers of the excellent class program, and students who became the learning target. Secondary sources were obtained from archives, manuscripts, and photos related to madrasah profile documents, madrasah work programs, and conceptualization of excellent class learning innovations, especially alternative curriculum development.

As a key instrument in the data collection process, the researcher goes directly to the field by applying previously planned techniques, completed participant observation, in-depth interviews, and documentation. Furthermore, the data obtained were then analyzed using a case study draft with a multicase design which was analyzed through single and cross-case data.

## 3. Results and Discussion

### 3.1 Results

Planning for learning innovations in Excellent class at the Madrasah Ibtidaiyah International Sabilillah Sampang organized by the madrasah, including the teacher's efforts to formulate a mapping of learning innovation plans developed there. Management of education which was initially centralized turned into decentralized. The decentralization of education management by giving schools the authority to develop their curriculum refers to Law Number 20 of 2003 concerning the National Education System, namely Article 3 concerning the functions and objectives of national education and Article 35 concerning national education standards.

Planning for learning innovations in excellent classes is implemented through setting goals, developing curriculum, organizing teacher roles and tasks, organizing classes, organizing time allocations, and learning resources. The curriculum of *Madrasah Ibtidaiyah International Sabilillah Sampang* was developed in connection with several legal foundations:<sup>8</sup>

- a. Law Number 20 of 2003 concerning the National Education System;
- b. Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards;
- c. Regulation of the Minister of Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Elementary and Secondary Education;
- d. Regulation of the Minister of Education and Culture Number 20 of 2016 concerning Competency Standards for Graduates of Elementary and Secondary Education;
- e. Regulation of the Minister of Education and Culture Number 21 of 2016 concerning Elementary and Secondary Education Content Standards;

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<sup>8</sup> Profile of MI Internasional Sabilillah Sampang, Academic Year 2021/2022.

- f. Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Process Standards for Elementary and Secondary Education;
- g. Regulation of the Minister of Education and Culture Number 23 of 2016 concerning Education Assessment Standards
- h. Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies in the 2013 Curriculum in Elementary and Secondary Education
- i. Regulation of the Minister of National Education Number 24 of 2007 on Standards of Facilities and Infrastructure for Elementary School/Madrasah Ibtidaiya (SD/MI), Junior High School/Madrasah Tsanawiyah (SMP/MTS), and Senior High School/Madrasah Aliyah (SMA/MA);
- j. Regulation of the Minister of National Education Number 19 of 2007 concerning Education Management Standards;
- k. Minister of Religion and Culture Education Regulation Number 3 of 2017 concerning Assessment of Learning Outcomes by the Government and Assessment of Learning Outcomes by Education Units;
- l. Decree of the Minister of Religion of the Republic of Indonesia Number 183 of 2019 concerning 2013 Madrasah Curriculum Guidelines for Religious Education and Arabic Language Subjects.

The stages of curriculum planning qualify the students to join olympiads and produce graduates who excel in their fields according to their talents of interests. Planning for excellent class learning innovations at *Madrasah Ibtidaiyah International Sabilillah Sampang* includes setting input, process, output standards, institutional goals, strategies, project policies, programs, procedures, methods, systems, and other standards needed to achieve goals. The standards enforcement required to achieve goals is essential in the excellent class program because the standards become a reference, plot, and basis for the sustainability of the excellent class program to achieve the madrasah's vision, mission, and objectives.

Implementation of learning innovation in Excellent class in curriculum aspects at *Madrasah Ibtidaiyah International Sabilillah Sampang* assisted by Class Management based on student interests. Furthermore, the use of media is based on the urgency level. Classroom learning activities are characterized by classroom management, use of media, learning resources, and methods and learning strategies. Classroom management with study load settings and study time allocation as shown in the table below:

Table 1. The setting of the study load<sup>9</sup>

Class	One-Hour Face-to-Face Learning/ Minute	Number of Study Hours / Week	Effective Week / Academic Year	Learning Time / Hours Per Year
I	35	34	34-38	1156-1292 JP
II	35	34	34-38	
III	35	36	34-38	1224 -1368 JP
IV s.d VI	35	43	34-38	1462-1634 JP

The learning activities at *Madrasah Ibtidaiyah International Sabilillah Sampang* include integrated religious and general subjects to meet the educational needs of students with bilingual-based teaching and learning.

<sup>9</sup> Profile of MI Internasional Sabilillah Sampang, Academic Year 2021/2022

Educational activities, which are the flagship program of *Madrasah Ibtidaiyah International Sabilillah Sampang*, include:

- a. Character Building
- b. English First
- c. Islamic Building
- d. Academic
- e. Life Skills
- f. Tahfidz Class
- g. Champion Class is special learning for high abilities students in Mathematics and Natural Sciences.
- h. Multimedia Class.<sup>10</sup>

The existence of an excellent class at *Madrasah Ibtidaiyah International Sabilillah Sampang* called a *champion class*, has improved student achievement by implementing excellent programs. It has resulted in many positive impacts on the learning process, influencing their students' achievements at the district, provincial and national levels. With the existence of this excellent class, the school quality will also increase.

Evaluation in the context of implementing the Excellent class program was evaluated by applying the CIPP model. The model is applied through an evaluation of the context, inputs, processes, and products that have been created.

a. Context Evaluation

Context evaluation is implemented by alerting opportunities for students with talent and creativity. They are supported and facilitated to develop their potencies optimally. This program is advised and formed to create excellent students, and later, this excellent class program becomes a madrasah icon and shows that Madrasahs have excellent students in specific fields.

b. Inputs

Input evaluation is performed by screening new students. Afterward, a placement test was administered to map the students' talents, interests, and learning styles. These activities aim to find professional educators with different additional curricula from regular classes in certain subjects. The targets have been determined under curriculum development and IT-based learning systems.

c. Process Evaluation

Process evaluation provides the performance or feedback regarding activities of the program, and it can be claimed to be good but not optimal. The relationship between implementers and students is good, and the trust of students' parents is entirely left to the madrasah.

d. Product

Product evaluation has an outstanding achievement of 100%, considering that the resulting output is competitive and widely accepted in favorite schools.

Learning innovation planning at MTs Negeri 3 Sumber Bungur Pamekasan is carried out according to each subject class's character, identity, and needs. The curriculum in the education unit contains several components, including intra-curricular learning content, projects to strengthen Pancasila Student Profiles, and extracurriculars.

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<sup>10</sup> Profile of MI Internasional Sabilillah Sampang, Academic Year 2021/2022.

Planning was initiated by developing the madrasah curriculum, where the curriculum at MTs Negeri 3 Sumber Bungur Pamekasan developed by recognizing six domains, namely 1) strengthening *akhlaqul karimah*, 2) fostering intellectual abilities based on subject classes, 3) fostering abilities, interests, and talents (academic/non-academic), 4) Instilling love for the environment as a tool, means and source of learning, 5) fostering an entrepreneurial spirit by capturing all forms of opportunities in the world around, 6) disseminating a research-oriented personality.

In document analysis, the curriculum at MTs Negeri 3 Sumber Bungur Pamekasan is implemented in the form of learning, including:<sup>11</sup>

- a. Theme-based or integrated curriculum
- b. Learning is accomplished based on subject classes (Research, Robotic, Tahfidz, Science, Mathematics, Arabic, English, Social, Arts, Sports)

The ten subject service classes served by MTs Negeri 3 Sumber Bungur Pamekasan were then developed to provide the students with a development curriculum system designed with subject class development. The implementation model for this subject class is conducted by scheduling a particular day, where on that day, the subjects are fully scheduled according to the class identity of each subject.

The curriculum implementation developed by the school is part of the Innovation of MTs Negeri 3 Pamekasan. At this stage, the school is expected to accommodate students' various potential, abilities, interests, and talents in certain subjects by providing subject class programs. These programs are implemented correspondingly to the previous curriculum planning and supported with the required facilities.

At times, the identity of the subject class is allocated according to the needs of the subject class development curriculum. The schedule was arranged based on the difficulty level and breadth of the material outlined in the essential competency development by the Subject Teacher Consultation (MGMP) for each subject group at MTs Negeri 3 Pamekasan. The following are the subject documents according to the subject class identity and time allocation:<sup>12</sup>

Table 2 Subject Classes and Time Allocation

Subjects	Subject Identities	Time Allocation
Research	<i>Riset</i>	185lh/year
Robotic	<i>Robotik</i>	185lh/year
Tahfidz	<i>Tahfidz</i>	185lh/year
Sains	<i>Sains</i> +	185lh/year
Mathematics	<i>Math</i> +	185lh/year
Arabic	<i>Arab</i> +	185lh/year
English	<i>English</i> +	185lh/year
Social	<i>Social</i> +	185lh/year
Arts	<i>Arts</i> +	185lh/year
Sports	<i>Sports</i> +	185lh/year

\*lh = lesson hour

MTs Negeri 3 Pamekasan is not yet an inclusive Madrasah, but they afford justice in education. MTs Negeri 3 Pamekasan accepts students with

<sup>11</sup> The Curriculum of MTsN 3 Sumber Bungur Pamekasan, Academic Year 2021/2022

<sup>12</sup> The Curriculum of MTsN 3 Sumber Bungur Pamekasan, Academic Year 2021/2022



various backgrounds and abilities. In facilitating this program, MTs Negeri 3 Pamekasan provides an inclusive program and individual guidance to students with special needs, both academic and non-academic, involving various parties, including parents and psychologists. The expectation is clear that students with special needs can develop their abilities.

In addition, MTs Negeri 3 Pamekasan cooperates with other institutions to meet the social needs who experience difficulty in access, space, and place. MTs Negeri 3 Pamekasan collaborates with Padepokan Kyai Mudrikah Kembang Kuning Lancar Village, Larangan District, Pamekasan Regency, by opening parallel classes as a form of partnership. In practice, this class was held at Padepokan Kyai Mudrikah Kembang Kuning, Lancar Village, Larangan District, Pamekasan Regency, with internal MTs Negeri 3 Pamekasan teaching personnel who were integrated with the multimedia class.

Evaluation of learning innovations in Excellent class at MTs Negeri 3 Sumber Bungur Pamekasan also uses the CIPP model evaluation, which covers the evaluation of context, input, process, and product, which in practice is almost the same as the *Madrasah Ibtidaiyah International Sabilillah Sampang*. In case the orientation of the implementation of the evaluation has been described in the previous school.

### 3.2 The Results of Multiple Case Studies

#### 3.2.1 Planning Innovation for Excellent Class Learning in Improving Student Achievement

Learning innovations at the two research locations have been gathered with innovative learning concept models in excellent classes through *input* and *middle* with excellent learning processes and producing excellent outputs. This model is a breakthrough in learning management. By developing the excellent class program, the public perception trend is improving, the popularity of Madrasahs is increasing, and the student's achievements are progressing. As evidence, the public's interest in enrolling their children in those two Madrasahs is increasing yearly. For example, *Madrasah Ibtidaiyah International Sabilillah Sampang* and MTs Negeri 3 Sumber Bungur Pamekasan, in the 1989-1996 academic year, had achievements as Models of 54 Madrasahs throughout Indonesia and five Madrasahs in East Java, so that improvement after improvement in terms of both quality and quantity of students could achieve the expectations as stated in the Strategic Plan developed that year. This empirical data shows that there is an improvement in public interest. The Madrasahs have a selling point and a strategic bargaining position. The madrasah community immediately captured this position to improve themselves and develop excellent programs too, such as the Olympics, language, religion, and extracurricular programs as currently being developed at MTs Negeri 3 Sumber Bungur Pamekasan which then began to improve by adding several educational support facilities. The Excellent class offers a concept for building an academic culture by prioritizing competitive and comparative advantages with the characteristics of Madrasahs that have competitiveness in the fields of *imtaq* and *iptek*. To achieve this competitiveness, MI Sabilillah and MTs Negeri 3 Sumber Bungur Pamekasan have prepared several adequate software and hardware devices.

The findings from these two sites changed the paradigm of Excellent class, as stated by Renzulli, where Excellent class is built on a foundation starting with superior input, process, and output. The appearance of excellent classes is what most people perceive negatively in a social context; students will be selfish, individualistic, unhelpful, and ignorant.

The teachers are eager to change. Shields asserts that the teacher's attitude and approach are the keys and the most significant factors in the student's grouping. Shields' view is closely related to the concept of spiritual learning, which emphasizes the existence of teachers' awareness that they are also a creation of God, who obligates them always to improve themselves and foster empathy, values, and principles that can affect their relationship with students. Moreover, ultimately, the teachers are able to unlock his experiences every day where and whenever they are needed. Based on a few researchers' findings, several problems are encountered, especially related to non-technical factors, such as mental fatigue, boredom with routine, and laziness, affecting students' learning styles. This is where the teacher's role is significant and central to developing excellent classes. They are the ones who compile, design and evaluate the extent of the coaching program's success. Many of these roles become a challenge for teachers in the two schools above, such as; the teachers involved in the Excellent class have not all provided services under developments in technology and information, some teachers have not maximized their use of learning resources, there is a teacher stereotype between Excellent classes and regular classes. The superior class is considered an all-around class, while the regular class is seen as mediocre.

The excellent class program is an innovation conceivably adopted by any madrasah and any school, as Everett M. Rogers suggests that innovation creates an adopted model. Researchers state that when something is adopted, it must be beneficial. Field findings show that several models of developing students' talents and interests have pointed in that direction, as with the Science Olympiad program, bilingualism, and religious coaching with facilities that support it. Several programs developed are teachers' ideas, insights, and creativity and cannot be separated from one of the learning processes, as seen by Moh. Ansyar and H. Nurtain, cited by Hermanto<sup>13</sup> include: a) knowing and finding problems; b) identifying and selecting alternative solutions to problems; c) determination of alternative solutions; d) implementation; e) rating; f) product innovation improvement". The entire series of interrelated activities results learning product that can serve solution to build the quality of learning. Based on research findings and theoretical studies, researchers sort learning innovations into three types or clusters, as presented in the following table:

Table 3 Concept Mapping of Excellent Class in Three Typologies

Type 1	<i>High Input</i>	Excellent Process	<i>Excellent Output</i>
Type 2	<i>Intermediate Input</i>	Excellent Process	<i>Excellent Output</i>
Type 3	<i>Low Input</i>	Excellent Process	Possible <i>Excellent Output</i>

The concept mapping in the table above is relevant to Robbins' opinion that innovation places more emphasis on invention or *tajdid* programs. And this is also in line with the Qur'anic indication that Allah will not change a people if they do not want to change themselves<sup>14</sup> and make improvements.<sup>15</sup> Renewal of the program design with an excellent standard design process has positioned the madrasah as a pillar of change which is currently seen as a "second class madrasah" when compared to other favorite schools. In order to support and

<sup>13</sup> Ahyar, "Peningkatan Kinerja Madrasah Melalui Pendekatan Kultur."

<sup>14</sup> QS. Arra'du: 11 Departemen Agama RI, *Al-Qur'an Terjemahan* (Bandung: Sigma, 2007).

<sup>15</sup> QS. Hud: 88 Departemen Agama RI, 250.

strengthen the conceptualization of learning innovations in the two MTsN above, the two MTsN have developed learning innovations in several elements. The elements referred to include;

#### 3.2.1.1 The innovation of the learning approach

Field reports disclose that the implementation of innovative learning approaches at MI Sabilillah and at MTs Negeri 3 Sumber Bungur Pamekasan used the Student-Centered Approach (SCA) innovation. This approach is based on the considerations that a) students have a fairly good learning motivation and have high average abilities compared to those from regular classes or ordinary classes, b) students are more manageable, have their initiatives for learning, can take advantage of time study well, more controlled, and compiled the assignments on time. As evidence, students often confront their teachers about what they read at home with what they hear directly from their teachers. Excellent class teachers try to reduce the lecture method by prioritizing student learning activities.

This approach's impact is providing services that adjust students' learning abilities. Students can interact with each other with their own friends. The closer the communication with the teacher, the more lives they can design the learning, such as setting student seats from row to liter U and circle. This method is very positive for the progress of this approach.

#### 3.2.1.2 The enriched curriculum innovation

The enriched curriculum innovation in the Excellent classes of those two Madrasahs still refers to the national curriculum standards. The field finding showed that the two Madrasahs had more excellent class curricula when compared to the regular class curriculum. The portrait of the curriculum in the morning day is similar between the Excellent class and the regular class. The viable difference is in the afternoon programs, which include a curriculum based on the Science and Language Olympiad program and additional extracurricular activities with supporting facilities.

The findings on Madrasa 1, the science and language Olympiad curriculum innovation, were employed in one program. The program is managed and integrated by an excellent class management system supervised by a responsible unit at the vice principal level and assisted by supervisor teachers. This program is designed for science, language, and religious groups so that this program can run well. For example, *character building* forms character from an early age. Some programs *such as English First, religious learning theory and practice, academic, life skills, tahfidz class, champion class, and multimedia classes* must be taken. The enriched curriculum innovation models are left to each teacher. Like the language program, it is developed through the *muhadharah* (public speaking) coaching program, namely English or Arabic speech, and tahfiz al-Quran juz 30. Likewise, to see the standard of learning achievement in superior classes is higher when compared to regular classes. For example, KKM 70: 65; KKM 75: 70. This Innovation is designed to provide services to students with the standard of learning abilities they possess.

Meanwhile, the enriched curriculum innovation at Madrasa 2, similar to Madrasa 1, still refers to the national curriculum standards. The curriculum innovation model developed at *MTs Negeri 3 Sumber Bungur Pamekasan* is grouped into two groups, first; olympiad class group, the curriculum of the olympiad class group is conducted by developing standard olympiad grids taken based on the level of student needs. The

curriculum structure is not standard because it is taken from several sources as references. Some high school-level materials are even learned, such as probability theory material. Second, the students in the Excellent class who were not selected entered the Olympic class group. This group is known as the enrichment class. The curriculum in enrichment classes uses a curriculum based on the existing syllabus. This class group received learning material based on material that had yet to be completed when they attended lessons in the morning. This model was developed based on the ability level of the students themselves and the inputs of the student's parents.

The only advantage of this program is that the students are continuously trained and accustomed to interacting in Arabic and English. Furthermore, at the *MTs Negeri 3 Sumber Bungur Pamekasan*, the curriculum is also based on grade levels. For class VII, the curriculum is the same for all class groups, while for class VIII or grade 2, classes have been separated based on their interest and talent groups. The curriculum in the morning follows the regular program. However, the curriculum developed in the afternoon and evening is based on science and language olympiads and additional extracurricular (religious) activities.

The enriched curriculum of learning innovation with science and language Olympiads is formed in one program. This designed program is managed and integrated by an excellent class management system supervised by responsible units, the chair, a secretary, and several members who double as subject supervisor teachers in the olympiads and language groups, so this program runs well. As an illustration that curriculum innovation is enriched, the actual innovation intended here lies in efforts to strengthen learning content and improve learning, for example, with the existence of this Olympic program to build program innovation.

Based on the above standards, the two Madrasahs have developed a curriculum based on the Excellent classes' characteristics. With this existence, curriculum development designs are developed with a curriculum enriched with science, language, and religion. This process standard implemented is known as participatory planning because it is prepared by involving parents and guardians of students. Not only financially, but they also provide constructive input in the form of ideas or recommendations about patterns of learning programs. Furthermore, at *Madrasah Ibtidaiyah International Sabilah Sampang* and *MTs Negeri 3 Sumber Bungur Pamekasan* compiling four excellent types of study groups arranged and developed in excellent classes as part of the parents' ideas to strengthen the existing learning process, even the idea of having print attendance for students come from the student's guardians.

In terms of time allocation standards, to provide maximum service to students. *Madrasah Ibtidaiyah* and *MTsN* have implemented a full-day school system. With this system, there is a change in the concept of learning planning design by applying the principles of by to learn (how they learn), by doing (how they do), by become (how they become), and by value (and how they learn and can internalize it). Full-day school is a learning need. They systemize time in which every time the students are in Madrasahs means it is time to study, work/achieve, become a learner, and understand the importance of learning value. So, time spent by students is not only measured by quantity but is measured by quality. This

finding has strengthened what was conveyed by Imam Syafi'i by saying that time is like a sword. This means time will only crush people if they can make the best use of their time.

As for the output standard design, the two Madrasahs have set output standards with high learning outcomes, winning science olympiads and entering favorite schools or Madrasahs. This standard has spurred madrasa residents to play a maximum role in guarding Excellent classes, even though field findings reported that MI International Sabilillah Sampang does not charge student fees. In contrast, MTs Negeri 3 Sumber Bangur charges a fee of 150,000 rupiahs per student per month. This finding is a dynamic that researchers consider unique that deserves to be studied and emulated without apologizing to the two madrasahs.

### 3.2.2 *Implementation of Learning Innovation in Excellent Class in Improving Achievement*

#### 3.2.2.1 Curriculum Organization

The curriculum organization at the two schools (MI and MTsN) uses the curriculum of the family of science, language, and religion. This model is intended to place the students in their actual position to see the tendencies of their talents and interests. This organizing model aligns with the concept initiated by Brenrd Bass, who put forward a model of group development, assuming that certain groups go through stages of development starting from mutual acceptance, the emergence of communication and decision-making, motivation and productivity, and controlling.<sup>16</sup> Mutual acceptance is part of the initial stages of the group, which initially did not know each other. The group builds communication and makes decisions, motivates each other, and generates productivity to achieve group goals. Finally, group affiliation is assessed and bound by several mutually agreed norms or rules.

The grouping model through study groups is made to influence the organization's effectiveness, in this case, the learning organization. This is in line with Gibson's opinion,<sup>17</sup> there are four main characteristics of individuals that affect organizational effectiveness. Those characteristics involve perception, attitude, personality, and learning.

The formulation of objectives is part of the learning strategic plan. This will provide clear direction on when to start and finish the program. Then, the short, medium, and long-term goals are formulated. The formulation of these goals follows the opinion of Edwin A. Locke<sup>18</sup> who argues that Frederik W Taylor uses the specified goals as one of his main scientific management techniques (scientific management). The methods used by people (teachers) to achieve predetermined goals (eg, tools used, work procedures to be followed, stages and steps needed to conduct a work) are described in detail.

#### 3.2.2.2 Organizing Teacher Roles and Duties

The research reveals that teachers in the Excellent class have a dual function. This datum is found in those two observed Madrasahs. They

<sup>16</sup> Bernard M. Bass, *Organizational Psychology* (Boston: Allyn and Bacon, 1965), 197–98.

<sup>17</sup> John M. Ivancevich, James L. Gibson, and Robert Konopaske, *Organizations: Behavior, Structure, Processes* (New York: McGraw-Hill Education, 2011), 122.

<sup>18</sup> Edwin A. Locke, "Toward a Theory of Task Motivation and Incentives," *Organizational Behavior and Human Performance* 3, no. 2 (May 1, 1968): 157–89, [https://doi.org/10.1016/0030-5073\(68\)90004-4](https://doi.org/10.1016/0030-5073(68)90004-4).

were involved in the regular class and also involved in the Excellent class. In Madrasah Sabilillah International School Sampang, from the total number of teachers, only 10 teachers are fully engaged in the Excellent class, while the rest teach regular classes. Related to that case; some obstacles are found as follows; the superior class has not been entirely appropriately managed due to limited teacher resources, there are only a few teachers having qualifications following the science olympiad program, and second; there are still variations in the knowledge and ability of teachers in learning management.

Likewise, what happened at MTs Negeri 3 Sumber Bungur Pamekasan, to strengthen and improve the quality of the process and results, the madrasah signed teachers from several universities, such as the University of Mataram and IKIP Mataram. This happened before the 2013/2014 school year. Next, in the 2013/2014 school year, the teachers were only from the madrasah itself. This was due to the teachers' readiness to foster an Excellent class program.

### 3.2.2.3 Organizing Time Allocation and Learning Resources

Organizing time allocation transforms MI and MTsN into *live learning* Madrasahs. As a direct result of the full-day school system, students experience learning from morning to evening. From 07.00-07.30, students were engaged with the *ubudiyah amaliyah* routines (praying, lecturing, and dhuha). From 07.30 to 13.00, students work regular learning processes. Then, they take a one-hour break, usually taking congregational prayer activities and lunch during that time. Next, from 14.00 to 16.00 and sometimes until 16.30, enrichment program activities, sharpening programs, remedial programs, and coaching programs were programmed. This finding has strengthened Imam Syafi'i's theory that the conception of time "time is like a sword. If you don't cut it, then it cuts you."<sup>19</sup>

Simultaneously, the resources such as science labs, languages, and arts are driven based on the students' needs. The concept of IT-based media as a learning resource positively affected MI and MTsN in providing services to students. Marshall McLuhan reinforces this finding by affirming that electronic media has radically changed society and the global community's perspective. Likewise, Madrasahs, as part of a miniature of global society, of course, the presence of IT media cannot be avoided to strengthen learning innovation.

Therefore, the findings regarding the organization of learning innovation with its components in those two madrasahs have strengthened the previous theory, namely JB Stoner's theory. This theory has proven that organizing can be appreciated as an arrangement activity, establishing working relationships between people to realize the unitary works in achieving predetermined goals. That is, a learning organization can work if it is supported by fair job desk division and a clear role in the preparation of a curriculum design, organizing the roles and tasks of the teacher, and designing the time allocation and learning resources used. A pattern of solid relationships will also benefit and accelerate the implementation of learning programs in Excellent classes.

The implementation of learning innovation programs is designed through full-day school learning. Full-day school includes the olympiad science and language programs and religious programs. In *MTs Negeri 3*

<sup>19</sup> Deni Sultan Bahtiar, *Manajemen Waktu Islami* (Jakarta: Amzah, 2012).

*Sumber Bangur*, the Science Olympiad learning programs (Mathematics, Biology, and Physics) have 13 study groups (groups), consisting of 3 Mathematics classes, 2 Physics classes, 2 Biology classes, 6 MIPA classes, and 9 language classes.<sup>20</sup> While the division of teaching tasks is not only based on the qualifications of expertise of the teachers but also based on the dedication, sincerity, and discipline that they show to elevate the images of the Madrasahs as implied in the vision of the MTs Negeri 3 Sumber Bangur madrasah, namely superior in achievement, skills, and Islamic.

Next, field findings reported that classroom management is running well, as seen in the seating arrangement patterns, such as the letter U shape, circle shape, and row shape. Seating arrangements depend on needs and are conducted in turns or alternately to provide equal learning opportunities to students. This finding reinforces LouAnne Johnson's theory<sup>21</sup> which says that student seating arrangements have a huge impact on motivation, behavior, and interactions between students and the teacher. Furthermore, this structuring pattern provides many benefits in building a dynamic classroom climate. The constraints are not all teachers have the same commitment but must be encouraged to continue to make changes.

Field findings also confirmed that learning activities are designed to follow active learning principles. The learning atmosphere can involve all students actively based on their interests and talents. Teachers can change mindsets and habits by placing students as idea builders. So Excellent class teachers use a variety of approaches, models, and learning methods so that students are more creative, active, cooperative, and fun. The learning process is effective if all students are mentally, physically, and socially involved. Besides that, they will also show a high enthusiasm for learning, be tenacious, diligent, and confident. The teacher encourages how students as learners, not just as a model (transfer of knowledge) but as students' experience (learning by doing).

Implementing learning innovations is reinforced by the atmosphere or academic climate embodied in various activities, such as at MI International Sabilah Sampang. Learning activities are not only in class but also outside of class. Classrooms with proper interiors are designed to create a learning climate that is not merely learning general knowledge but learning about life more broadly, for example, interacting in the sociological dimension with their friends. As to manifest this program, students arrive at the madrasah early in the morning at 07.00. Before entering class, students do *muhadharah* in English, Arabic, or Indonesian for the Duha prayer. The system makes no wasted time because each teacher gives many assignments at the madrasah and even at home. The assignment models are very diverse; those involve group work assignments, independent assignments, daily tasks, clippings, and other assignments that commonly make the students search for the answer on the internet.

Likewise, the implementation of learning innovations is supported by the learning resources. There are at least two categories of learning

<sup>20</sup> The Documentation of the Olympiad and Language Programs of MTs Negeri 3 Sumber Bungur Academic Year 2013/2014

<sup>21</sup> LouAnne Johnson, *Teaching Outside the Box: How to Grab Your Students By Their Brains*, trans. Dani Dharyani, 2nd edition (San Francisco, CA: Jossey-Bass, 2011), 61.

resources, namely; (1) learning resources designed and structured to assist the learning process, such as books, encyclopedias, films, videos, slides, and OHP, (2) learning resources that are aimed to provide convenience to students around the madrasa, such as healthy canteens, library, learning resource building, prayer room, student activity units, sports building.

Considering that MI International Sabilah Sampang is an international madrasa, this school is expected to become a leader and a pilot project for developing the surrounding Madrasahs. The differences between MI International Sabilah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan from other surrounding Madrasahs are the existence of an excellent class program, a laboratory room as a multimedia room, a full-day school learning system, and a science and language olympiad programs.

The components of the implementation of learning innovations are “standardized” teachers. They have professional, pedagogic, social, personal, and even spiritual learning qualifications. The expertise of the teacher's understanding of the urgency of learning is important. Teachers are not only required to be smart, emotionally stable, and humorous but also have a deep understanding of the meaning of learning. Learning is a sacred calling. Next, from the emotional readiness of teachers and students to build learning relationships, communication, and physical readiness. This is indicated by how they learn, carrying out practical programs as a demonstration. These strengthen the theory of human dynamics, describing how the interaction of three mental, emotional, and physical elements can build new awareness. It involves the individual personality unit system and system interaction in the family, classroom, workplace, and community. As a result, it can build a synergy of different learning processes to improve dialogue and create more effective teams and organizations. Therefore, human dynamics describes the interaction of three universal principles: mental, emotional, and physical.<sup>22</sup>

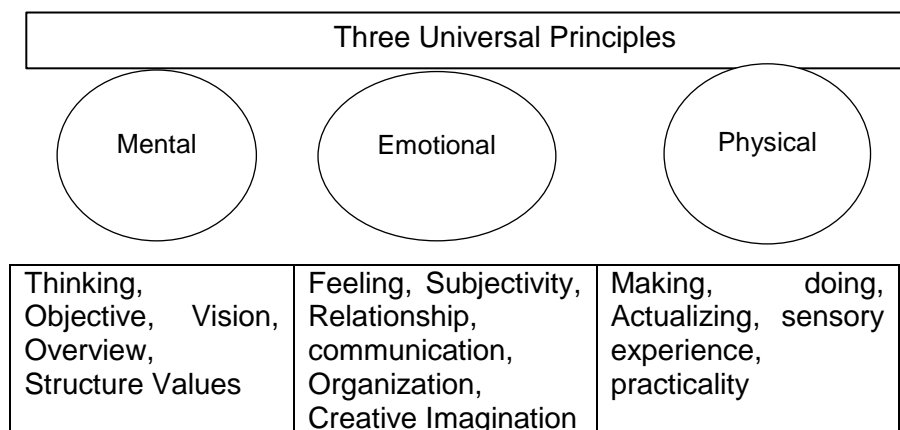


Figure 1: Three Universal Principles diadopsi dari Sabdra Seagal & David Home

The three basic principles stated above are substantive resources for teachers. Those are in line with Gordon's opinion in Vern Jones and

<sup>22</sup> Sandra Seagal, “Human Dynamics: A New Framework for Understanding People and Realizing the Potential in Our Organizations,” in *Reflection on Creating Learning Organizations*, ed. Kellie T. Wardman, 1st edition (Cambridge: Pegasus Communications, 1997), 74.



Louise in their book entitled *Teacher Effectiveness Training*.<sup>23</sup> They assert that the relationship between teachers and students will be good if it contains several elements: 1) openness or transparency. Teachers and students can interact directly and honestly with each other. 2) caring/attention, feeling that they are mean by one to another. 3) mutually dependent on each other, need each other. 4) separate, allowing each to grow and develop uniqueness, creativity, and individuality. 5) mutually beneficial, so there is no effort to fulfill one's needs by violating other rights.

### 3.2.3 Evaluation of Learning Innovations in Excellent Classes to Improve Achievement

Evaluation of learning innovations at MI International Sabilah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan, applying evaluation techniques including tests and non-tests, try out, and mastery learning. Test techniques include structured assignments, quizzes and independent assignments, drills, and final exams, while non-test techniques include observation and question & answer. The try-out technique is conducted to select the students before joining the Olympics and the National Examination. The evaluation in some quizzes is intended to see the achievements of a specific material, and the teacher can continue to the next material. Based on field findings, this quiz is carried out by only a few teachers, for example, in mathematics, biology, English, and physics, and is conducted once or twice a week.

Furthermore, the Mid Semester Exam. This test is to evaluate the student's knowledge and comprehension after undergoing learning activities during the half semester. The results will be converted to semester grades written in semester reports. In conducting the mid-semester exams, the school has determined a coordinated schedule.

The evaluation technique used to assess the excellent class is similar to the regular class. For example, mid-semester and final semester exams or summative and formative evaluations. The Minimum Competency Standards (SKM) between the regular and the excellent classes are the same, but the intensity and the types used differ. The assessment is more intense when compared to the regular class—for example, daily tests, exercises, assignments, notes, and homework.

The evaluation technique applied in the two Madrasahs is part or component mandated by Law No. 20 concerning the National Education System and Government Regulation No. 19 concerning National Education Standards. In that laws, there are eight standards in the administration of schools/Madrasahs. One of these standards is the educational assessment standard. Thus, these evaluation techniques are in line with Muhaimin's opinion, who declares that learning evaluation is carried out by referring to achievement of competency standards, developing and implementing appropriate evaluation tools used to evaluate cognitive, affective, and psychomotor fields, giving values using principles, being responsible, evidence and accountability. Being responsible means that scoring is done carefully by considering various aspects of the assessment. Evidence is authentic proof performed by students either in their behavior, knowledge, and skills, and accountability

<sup>23</sup> Vern Jones and Louise Jones, *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems* (London: Pearson, 2015), 68.

is the provision of trusted values at the standard level of similar fields of study at the same level of school/madrasah.<sup>24</sup>

This finding aligns with the theory put forward by Stufflebeam that evaluation is a process of describing and obtaining information about the achievement of learning programs in Excellent classes. Muhaimin also opined that a fairly open model can be developed to evaluate the madrasah curriculum, especially the curriculum for the Excellent class program, which is the CIPP model.<sup>25</sup> This model produces four components: context, input, process, and product.

#### 3.2.3.1 Component of context

The component of context questions whether the learning innovation program with a curriculum employed in Excellent classes is following the educational policy foundation, future challenges, and the madrasa environmental conditions. The findings are related to evaluation. In the context evaluation at MI Sabilillah Sampang, the opportunity is that many students have talent and creativity that must be supported and facilitated to develop more optimally. This program is intended and formed to create excellent students. Later, this program will become madrasa icon and shows that Madrasahs have excellent students. This is the strength of the program. Many parents respond well to and support this excellent class program, so people's trust in applying to MI International Sabilillah Sampang is growing. Procurement of this excellent class is to achieve the vision and mission of the madrasa.

Meanwhile, MTs Negeri 3 Sumber Bungur Pamekasan is one madrasa that has become the "model madrasa" out of 54 Madrasahs throughout Indonesia. They are also in rank five as the best Madrasahs at the East Java level. The improvement in both the quality and quantity of students goes well there. The provision of infrastructure suited to the student's needs offers the opportunity that many students with talent and creativity must be supported and facilitated so that they develop more optimally. This program is intended and formed to create excellent students where this excellent class will become the icon of MTsN 3 and show that MTsN 3 has superior students.

#### 3.2.3.2 The component of the input

The input component questions whether educational *inputs* are ready to use with indicators involving content standards, process standards, graduate competency standards, educator standards, and assessment standards. The findings found that the first step in selecting the students is the entrance test. In the entrance test, every student is asked about their readiness to enter the Excellent class when they meet certain criteria. After that, those selected students are examined, but in this case, it is no longer selected based on IQ. But based on the talents, interests, and learning styles. The two strategies used in achieving

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<sup>24</sup> Muhaimin, Suti'ah, and Sugeng Listyo Prabowo, *Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah / Madrasah)* (Jakarta: Prenada Media, 2015), 183–84.

<sup>25</sup> Muhaimin, *Pemikiran dan Aktualisasi Pengembangan Pendidikan Islam* (Jakarta: Rajawali Press, 2011), 288–90.

the goal are placing professional educators on certain subjects that contain additional curricula that are different from regular classes, targets that have been determined following curriculum development, and IT-based learning systems.

Whereas at MTs Negeri 3 Sumber Bungur Pamekasan, the findings were based on the backgrounds of students with different interests and talents, secondly using a curriculum developed in six domains, namely 1). Reinforcement of *akhlakul karimah* (morals), 2). Development of intellectual abilities based on subject classes, 3). Guidance on abilities, interests, and talents, both academic and non-academic. 4). Cultivation of love for the environment as a tool, means, and source of learning. 5). Foster entrepreneurial spirit by capturing all forms of opportunities worldwide. 6). Installment of a research-oriented personality. After that, the implementation of the learning curriculum is divided into two groups. First, theme-based classes. Second, subject-based classes. There are 10 classes, including research class, robotic class, tahfidz class, science class, math class, Arabic class, English class, social class, arts class, and sports class.

#### 3.2.3.3 The component of the process

The process component basically related to whether the input management process runs as it should be. The evaluation of the process at MI Sabilillah Sampang shows that this Madrasah continues to improve. Regarding quality, 100% of graduates are successfully accepted in public schools or to their favorite schools. Apart from that, the students excel in almost subjects inserted in the curriculum content. The Excellent of the students is absent in regular classes even though the curriculum is the same, but the content is different, where the goal is based on talent and life skills. Process evaluation begins with lesson planning, learning implementation, and learning evaluation.

#### 3.2.3.4 The component of the product

The components of the product basically question the impact of curriculum development on the excellent class program. The effects such as the high possibility of the students being accepted in a favorite Madrasahs/ schools, the popularity of Madrasahs, and the level of public trust to the Madrasahs. The result of product evaluation in terms of implementation of learning innovations in the Excellent class program at MI International Sabilillah Sampang is categorized as very good. 100% of the output produced can continue to their favorite schools. The graduates possess very good abilities.

Evaluation of learning innovations using the CIPP model. This model is oriented toward a decision (a decision-oriented evaluation approach structured). The goal is to assist administrators in making decisions. The CIPP model evaluation components include Context, Input, Process, and Product.

#### 3.2.4 *The implication of learning innovation management*

The implications of learning innovation management in Excellent classes can be grouped into three points of integrated learning systems. This system is reflected in the pattern of part-time to full-day school. It also involves enrichment programs, grinding, remedial, coaching, and groupings of the students based on

their specialty in science, language, and religious study, and moving classes. Second, teacher standardization emphasizes competent criteria in professional, pedagogic, personal, and social aspects and spiritual learning aspects. Spiritual learning refers to the ability of the third educator, the reputation of the madrasah that can be proud of as the champion in various science olympiads.<sup>26</sup> Public interest and public trust have also increased. This is indicated by the number of prospective students increasing every year.

Other implications are viable for the students too. They show; 1) the spirit of competition. 2) the transfer of knowledge. 3) social sensitivity. When smart students are put together in a special/superior class, they are used to getting along with other smart students by using more polite language and kind behavior compared to students from other classes or schools. Excellent class students tend to build an empirical mindset. They would be better prepared to become a specialist than a generalist. There is a tendency that if they keep their mindset up to college, these smart students will become experts in the exact sciences. To become a leader, he must think and act as a generalist; to do that, the prospective leader must have high social sensitivity.

This finding is reinforced by Klingner & Nanbaldian's theory that high productivity will be proportional when the integration between effort and ability goes hand in hand. The more creativity (effort), the more products will be produced and achieved. Conversely, the less creativity, the fewer products will be achieved. The productivity portraits of the two Madrasahs above encourage productivity. They were reflected in the students' performances in participating in competitions, academic achievements, and their creativity. Thus the teacher, in overseeing the process of learning programs in and outside the classroom, makes a significant contribution to student achievement progress.

Nevertheless, these learning innovations only work well if supervised and guided by the right management. They started with lesson plans designed with an enriched curriculum for olympiads in science, language, and religion. The lesson plans go through the design of excellent academic process standards based on spiritual learning towards moderate input and are designed with superior output standards. Furthermore, the structure and management of excellent learning in excellent classes have been conducted through an enriched curriculum (science, language, and religion), appropriate human resources, time efficiency, IT-based learning, and parental support. While the implementation of excellent learning has been in charge of integrating academic Excellent, spiritual learning, moving classes system, IT-based learning, grinding, enrichment, remedial and coaching programs, and a full-day school system. The Excellent learning evaluation in the class has implemented evaluation techniques that prioritize not only summative and formative evaluation techniques but also mastery learning techniques and high competition.

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<sup>26</sup> The complete data can be seen in the document of academic achievement of MI Internasional Sabilah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan

#### 4. Conclusion

Based on an in-depth and comprehensive analysis of the data and the implications, the authors conclude that: First, Planning Innovation for Excellent Class Learning in Improving Learning Achievement at MI International Sabilillah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan is built through input, excellent learning processes, and excellent output. Second, the implementation of excellent class learning innovations in improving learning achievement at MI International Sabilillah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan is conducted through an enriched curriculum with Olympiads, class management, standardized teachers, media management, and boarding schools. Third, evaluating learning outcomes using a test and non-test approach includes aspects of knowledge, attitudes, and skills with high competition standards so that student achievement and the reputation of the Madrasahs increase. At the same time, the evaluation of learning innovation programs uses the CIPP model by developing four components: context, input, process, and product.

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### **Documentation**

Academic Achievements of MI Internasional Sabilah Sampang and MTs Negeri 3 Sumber Bungur Pamekasan

The Curriculum of MTsN 3 Sumber Bungur Pamekasan, Academic Year 2021/2022

Profile of MI Internasional Sabilillah Sampang, Academic Year 2021/2022.