

**LEARNING INNOVATION MANAGEMENT  
THE QUR'AN AND HADITH IN SCHOOLS IN BEKASI CITY, WEST JAVA,  
INDONESIA**

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**ABSTRACT**

This study aims to analyze the management of learning innovations in the AlQur'an and Hadith subject at a school in Bekasi City, West Java, by evaluating the integration of planning, process, and evaluation in the development of students' potential. Using a qualitative approach with a phenomenological paradigm through participant observation, indepth interviews, and document analysis, this study found that the standardization of inputs, the development of a differentiated curriculum, and the creative use of digital technology have a significant impact on students' cognitive, affective, and psychomotor development. The implementation of these innovations has been proven to not only improve academic achievement but also strengthen virtuous character and practical skills relevant to societal needs. Thus, integrative and adaptive management of learning innovations in response to the demands of the digital age is a crucial determinant in improving the quality of madrasah education to produce graduates who are religious, competitive, and globally competitive.

**Keywords:** Management, Learning Innovation, Qur'an and Hadith

**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis manajemen inovasi pembelajaran mata pelajaran AlQur'an Hadits di Sekolah Kota Bekasi, Jawa Barat, dengan mengevaluasi integrasi perencanaan, proses, dan evaluasi terhadap pengembangan potensi peserta didik. Menggunakan pendekatan kualitatif dengan paradigma fenomenologi melalui observasi partisipan, wawancara mendalam, dan telaah dokumen, penelitian ini menemukan bahwa standardisasi input, pengembangan kurikulum berdiferensiasi, serta pemanfaatan teknologi digital secara kreatif memberikan dampak signifikan terhadap perkembangan kognitif, afektif, dan psikomotorik siswa. Implementasi inovasi ini terbukti tidak hanya meningkatkan prestasi akademik, tetapi juga memperkuat karakter akhlakul karimah serta keterampilan praktis yang relevan dengan kebutuhan masyarakat. Dengan demikian, manajemen inovasi pembelajaran yang integratif dan adaptif terhadap tuntutan era digital merupakan determinan krusial dalam meningkatkan mutu pendidikan madrasah untuk menghasilkan lulusan yang religius, kompetitif, dan berdaya saing global.

**Kata Kunci:** Manajemen, Inovasi Pembelajaran, AlQur'an Hadits

## INTRODUCTION

Education in schools, madrasahs, and Islamic boarding schools (pesantren) is a systematic effort to develop human nature through Islamic teachings in order to realize a prosperous and happy life<sup>1</sup>. Teachers play a crucial role as facilitators who guide students' potential, particularly in the subject of the Qur'an and Hadith, to meet the need for knowledge as a foundation for life<sup>2</sup>. In the context of Islamic education quality management, learning innovation is a central issue that requires special attention to ensure that the quality of education remains relevant amid the dynamics of the times.

However, quality management in Islamic religious education still faces various complex challenges<sup>3</sup>, such as the absence of clear quality standards, limited human

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<sup>1</sup>Mollaw Abraha, "Female students' learning momentum in the aftermath of the war: the case of upper primary schools of Habru Woreda, Ethiopia," *Education 3-13* 54, no. 2 (2026): 337–50, <https://doi.org/10.1080/03004279.2024.2311114>; Wisam Kh. Abdul-Jabbar, "The ethics of disagreement (adab al-ikhtilaf): religious education for intercultural competence in Arabo-Islamic pedagogy," *British Journal of Religious Education*, 28 Januari 2026, 1–16, <https://doi.org/10.1080/01416200.2026.2619036>; M. H. T. Abdullah, "Open and Distance Learning during the COVID-19 Pandemic: University Students' Learning Experiences and Academic Achievements," *Asian Journal of University Education* 18, no. 1 (2022): 106–17, <https://doi.org/10.24191/ajue.v18i1.17177>; Zainal Abidin, "Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Berwawasan Ekologi (Analisis Empiris 'Konservasi Alam' di Bukti Prambanan Dalam Perspektif Hadis)," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 3, no. 2 (2024), <https://doi.org/10.14421/al-bidayah.v3i2.8997>; Almaydza Pratama Abnisa, "Adab Murid Terhadap Guru Dalam Perspektif Hadits," *TARQIYATUNA: Jurnal Pendidikan Agama Islam dan Madrasah Ibtidaiyah* 1, no. 2 (2022): 92–103, <https://doi.org/10.36769/tarqiyatuna.v1i2.261>; Sisilia Ni Wayan Dina Natasya Adelia dan Putu Eka Purnamaningsih, "Tata Kelola Sarana Serta Prasarana di Lembaga Pendidikan Dasar," *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 2 (2024): 781–781, <https://doi.org/10.35931/am.v8i2.3469>; Fuad Mafatichul Asror, "Implementasi Metode Inquiry dalam Pembelajaran Pendidikan Agama Islam," *DAYAH: Journal of Islamic Education* 5, no. 1 (2022): 75–75, <https://doi.org/10.22373/jie.v5i1.11230>.

<sup>2</sup>Saipul Hadi dan Selvia Anggraini, "Implementasi Pendidikan Karakter pada Sekolah Dasar Islamic Center Samarinda," *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 4 (2024): 1904–1904, <https://doi.org/10.35931/am.v8i4.3818>; Abnisa, "Adab Murid Terhadap Guru Dalam Perspektif Hadits"; Ibadurrahman Al-Khatib, "Implementasi sertifikasi guru dalam membangun lembaga pendidikan Islam," *Tawazun: Jurnal Pendidikan Islam* 15, no. 1 (2022): 109–109, <https://doi.org/10.32832/tawazun.v15i1.7111>.

<sup>3</sup>Aminah Aminah, "Upaya Meningkatkan Prestasi Belajar Pendidikan Agama Islam Dengan Menerapkan Model Pengajaran Kolaborasi Pada Siswa Kelas III Tahun Pelajaran 2016/2017," *JUPE: Jurnal Pendidikan Mandala* 5, no. 5 (2020), <https://doi.org/10.58258/jupe.v5i5.1344>; Icha Fara Diba dan Abdul Muhid, "Pentingnya Inovasi Kurikulum Pendidikan Agama Islam di Era 4.0," *Attanwir: Jurnal Keislaman dan Pendidikan* 13, no. 1 (2022): 44–60, <https://doi.org/10.53915/jurnalkeislamandanpendidikan.v13i1.145>; Rosyida Nurul Anwar dkk., "Implementasi Moderasi Beragama pada Ekstrakurikuler Rohani Islam di Satuan Pendidikan," *Ideas: Jurnal Pendidikan, Sosial, dan Budaya* 10, no. 4 (2024): 875–875, <https://doi.org/10.32884/ideas.v10i4.1839>; Muchlis Bahar, "Internalisasi Moderasi Beragama Perspektif Islam dalam Dunia Pendidikan: Sebuah Analisis Relevansi Pendidikan dengan Pembangunan Karakter Beragama Peserta Didik," *ijd-demos* 4, no. 2 (2022), <https://doi.org/10.37950/ijd.v4i2.279>; Imas Baguna, "Implementasi Moderasi Beragam pada Madrasah Tsanawiyah Al-Khairat Kwandang Kabupaten Gorontalo Utara," *Jurnal Manajemen dan Pendidikan Agama Islam* 1, no. 6 (2023): 1–9, <https://doi.org/10.61132/jmpai.v1i6.111>; Asror, "Implementasi Metode Inquiry dalam Pembelajaran Pendidikan Agama Islam"; Dedi Andrianto, "Asosiasi Antara Spiritualitas, Agama, dan Manajemen

resources and facilities, a curriculum that is not yet fully adaptive to technological developments, and a lack of teacher competence. Furthermore, contextual challenges such as globalization require Islamic educational institutions to adapt without losing their religious identity. Therefore, comprehensive measures are needed, ranging from the development of quality standards and the enhancement of teacher competencies to the effective integration of technology into the learning process.

National education, as emphasized in regulations, is a conscious effort to develop students' potential so that they possess spiritual strength, selfcontrol, character, intelligence, and noble moral values. From an Islamic educational perspective, this aligns with the concept of fostering individuals with "divine" and "scientific" character, where educators are required to possess both a firm faith and professional sensitivity in carrying out their duties. The current implementation of the Merdeka Curriculum in madrasahs grants institutions greater autonomy to create and innovate in developing operational curricula that strengthen students' character in their relationships with God, fellow human beings, and nature<sup>4</sup>.

Islamic educational institutions should not be a priori opposed to learning innovations from outside, as long as their substance is constructive for the good and progress of the ummah. Indeed, the reorientation and renewal of the educational institutional system are imperative so that Muslims do not fall behind in modern civilization. The Bekasi City School is an interesting research subject due to its status as

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dalam Lembaga Pendidikan Islam," *TAUJIH: Jurnal Pendidikan Islam* 4, no. 1 (2022): 93–113, <https://doi.org/10.53649/taujih.v4i1.108>.

<sup>4</sup>Ulfa Adilla, "Analisis Konsep Manajemen Kurikulum Merdeka Belajar untuk Meningkatkan Mutu Pendidikan di Madrasah Ibtidaiyah," *NUR EL-ISLAM: Jurnal Pendidikan dan Sosial Keagamaan* 10, no. 2 (2024): 240–62, <https://doi.org/10.51311/nuris.v10i2.502>; M. Aditama dkk., "Peningkatan kompetensi guru SMP dalam implementasi 3 bentuk asesmen Kurikulum Merdeka," *Community Empowerment Journal*, advance online publication, 2023, <https://doi.org/10.61251/cej.v1i2.7>; Novela Aditiya dan Siti Fatonah, "Upaya Mengembangkan Kompetensi Guru Penggerak di Sekolah Dasar Pada Kurikulum Merdeka Belajar," *Scholaria: Jurnal Pendidikan dan Kebudayaan*, advance online publication, 2023, <https://doi.org/10.24246/j.js.2023.v13.i2.p108-116>; Syarifuddin Idris dan Rabiatul Adawiah, "Implementasi Kurikulum Merdeka Pada Madrasah Ibtidaiyah di Indonesia," *Tawshiyah: Jurnal Sosial Keagamaan dan Pendidikan Islam* 19, no. 1 (2024): 30–43, <https://doi.org/10.32923/taw.v19i1.4512>; Muhamad Syafiq Mughni, "Desain Kurikulum Merdeka Belajar dan Transformasi Evaluasi Pendidikan Agama Islam," *JURNAL ILMIAH PENDIDIKAN KEBUDAYAAN DAN AGAMA*, advance online publication, 2023, <https://doi.org/10.59024/jipa.v1i2.169>; Munawir Munawir dkk., "Analisis Penerapan Kurikulum Merdeka Dalam Pembelajaran Pendidikan Agama Islam Di Madrasah Ibtidaiyah," *Jurnal Pendidikan Dasar dan Keguruan* 9, no. 1 (2024): 49–54, <https://doi.org/10.47435/jpdk.v9i1.2785>; Dendi Wijaya Saputra dan Muhamad Sofian Hadi, *Persepsi guru sekolah dasar jakarta utara dan kepulauan seribu tentang kurikulum merdeka*, no. 3 (2022); Dasa Oktaviani Br Ginting dkk., "Analisis Kualitas Buku Teks Bahasa Indonesia Kurikulum Merdeka Belajar," *Kode : Jurnal Bahasa* 12, no. 1 (2023), <https://doi.org/10.24114/kjb.v12i1.44399>.

a model public madrasah, a pilot project for the WBK/WBBM Madrasah program, and a Research Senior High School. With the support of ComputerBased Test (CBT) facilities and progressive leadership, this madrasah represents a model of learning innovation management that integrates the national curriculum, skills, and the reinforcement of religious values. Given this urgency, this study focuses on analyzing “Innovative Learning Management of the Qur’an and Hadith in School in Bekasi City, West Java, Indonesia.”

## RESEARCH METHOD

This study employs a qualitative approach with a phenomenological paradigm to describe and deeply understand the management of innovation in AlQur’an and Hadith learning at schools in Bekasi City. The researcher acts as the key instrument, employing a singlesite case study design in a natural setting. Data sources include primary data obtained through indepth interviews and participant observation, as well as secondary data in the form of official madrasah documents. Data collection techniques combined participant observation, indepth interviews, and document analysis. Data analysis followed the interactive model of Miles and Huberman, which includes data reduction, data presentation, and inductive conclusion drawing. Data validity was tested using the technique of extended participation as well as source and method triangulation<sup>5</sup>.

## RESULTS AND DISCUSSION

### Conceptualization of Quran and Hadith Learning Innovations in Schools in Bekasi City

The conceptualization of learning innovation at the educational institution under study is rooted in teachers’ comprehensive efforts to formulate a conceptual map of innovation integrated into the madrasah ecosystem. Innovation here is not understood as a standalone change but rather as a systemic formulation encompassing the entire educational process, from the standardization of inputs to the projection of expected outputs. The madrasah views the term “learning innovation” as a driving force to motivate the entire academic community to work in synergy and share a common vision in building a higher quality of education.

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<sup>5</sup>Matthew B. Miles dan A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications Ltd, 1984).

Strategically, this innovation management initiative is driven by the institution's desire to enhance its reputation in the eyes of the public. This is considered crucial given the intense competitive challenges posed by public schools under the auspices of the Indonesian Ministry of Education and Culture. By implementing innovation management in the Qur'an and Hadith curriculum, the institution aims to position itself as a benchmark or model for other educational institutions, both within the city of Bekasi and on a broader scale.

During the intake phase, the conceptualization of this innovation is realized through a rigorous and measurable student selection system. Admission standards are not only based on cognitive academic ability but also prioritize religious competence as an absolute requirement. The established criteria include: (1) a minimum average grade of 8.0 on the 9th grade report card from junior high school (SMP) or its equivalent (MTs); (2) the ability to read the Qur'an with good and correct understanding of tajwid; (3) memorization of a juz' of the Qur'an; and (4) memorization of at least 50 hadiths (from the collections of Bukhari and Muslim). In addition to cognitive and religious aspects, the institution also pays attention to the prospective students' soft skills, such as the ability to serve as a khatib, lead religious events, and other practical skills.

The integration of strict selection criteria with the institution's vision demonstrates that the conceptualized innovation aims to create a learning environment that is homogeneous in terms of academic capacity but heterogeneous in terms of talent development. Thus, the management of learning innovation at this institution is not merely an administrative effort but a cultural movement to shape graduates who are religious, possess strong academic competencies, and are capable of adapting to global demands.

### **Implementation of the Functions of AlQur'an and Hadith Learning Innovation Management**

The implementation of the functions of AlQur'an and Hadith learning innovation management at the educational institution under study is outlined through four main management functions: planning, organizing, executing, and evaluating. Planning for learning innovation is designed through the establishment of comprehensive standards, including strict selection criteria for prospective students based on report card grades,

the ability to read the Qur'an, memorization of Qur'anic chapters (juz) and hadith, and soft skills, followed by process standards aligned with the national curriculum and output standards focused on academic achievement and social piety. In terms of organization, management is carried out through a clear division of tasks and authority based on the institutional structure, involving synergy between the madrasah principal, the committee, the vice principals, teachers, and the student organization. The implementation of learning innovations is then realized through disciplined classroom management, the use of digital facilities based on ComputerBased Testing (CBT) and the internet, the application of drill methods, assignments, InHouse Training (IHT), enrichment of learning materials, as well as contextual and collaborative learning strategies. Finally, the evaluation function is carried out continuously and in various ways through written tests, structured assignments via communication groups, observations, and periodic monitoring to ensure the overall quality of learning services.

### **Implementation of Innovative Management in Qur'an and Hadith Education**

The implementation of learning innovations at this educational institution begins with a structured planning process through the establishment of comprehensive standards. Planning includes the design of strict student admission criteria, covering report card grade requirements, the ability to read the Qur'an and apply tajwid, memorization of a juz' of the Qur'an and at least 50 hadiths, as well as an assessment of soft skills. In addition, process standards were also established based on the principle of curriculum diversification according to students' potential, as well as output standards oriented toward a balance of academic achievement and social piety so that graduates would be able to compete at higher levels.

Organizational functions are managed through a clear division of tasks and authority within the madrasah's institutional structure. Synergy is fostered among the madrasah principal as the decisionmaker, the committee, the vice principals in charge of curriculum, facilities and infrastructure, public relations, and student affairs, as well as subject teachers and the student organization (OSIM). This organizational structure ensures a clear division of roles for each staff member in overseeing the learning process, from planning to ontheground implementation.

The implementation of learning innovations is realized through a series of tactical and strategic actions in the classroom. Classroom management is carried out by

fostering discipline, organizing duty rosters, and implementing fair seating rotations to ensure equal learning opportunities. To support the effectiveness of learning, the institution utilizes digital media based on ComputerBased Testing (CBT) and internet facilities, supported by teaching methods such as drill exercises for practical skills, assignments, and InHouse Training (IHT) for teachers to continuously update their teaching techniques. The strategies implemented are contextual and collaborative, with a focus on projectbased learning and the instillation of Islamic character values, as well as indepth enrichment of material beyond the standard curriculum.

As a final step, the evaluation of learning innovations is conducted continuously and through various methods to measure student achievement. Evaluation is carried out not only through written exams but also includes portfolio assessments, process observations, and structured assignments administered both online and offline. Periodic monitoring by program administrators is carried out to ensure the quality of educational services is maintained, so that any shortcomings can be promptly addressed to ensure educational goals are optimally achieved.

## **CONCLUSION**

Based on the research findings and discussion presented, it can be concluded that the management of innovations in AlQur'an and Hadith learning at the studied school has been comprehensively implemented through an integrative management cycle, encompassing planning, organizing, implementation, and evaluation. The success of this system lies in the synergy between strict input selection standards and the development of a differentiated curriculum, which effectively maps students' potential from the very beginning. The implementation of innovations through the use of digital technology based on ComputerBased Testing (CBT), drill methods, and contextual and collaborative learning strategies has proven effective in improving the quality of the teachingandlearning process in the classroom.

Substantively, this innovation management not only focuses on achieving cognitive academic achievements but also holistically fosters students' noble character and practical skills. The integration of religious values with modern teaching methods in the digital age demonstrates that this educational institution has successfully maintained its Islamic identity while addressing the challenges of global competition. Thus,

adaptive and wellplanned learning innovation management is a key determinant in improving the quality of education, which ultimately produces graduates with a balance of intellectual intelligence, spiritual maturity, and social piety that is relevant to society.

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