



Planned Innovation in Improving the Quality of Islamic Education Management

Suprpto^{1*}, Islah², Giyoto³

^{1,2,3}UIN RMS Surakarta, Indonesia

*Author Correspondence. Email: solotegaliy@gmail.com, Phone: +6281548528742

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Abstract: This study analyzed planned innovation to improve the quality of Islamic education management at SMA MTA Surakarta boarding school. It was conducted using a qualitative approach and a case study method to explore and understand information from taking steps to improve strategies of quality education management. The information was analyzed by (a) processing and preparing information for analysis; (b) reading all the data; (c) describing the setting (domain), people (participants), and categories; (d) presenting descriptions in qualitative narratives/reports; and (e) making interpretations. This study showed that 1) to increase teachers' competency. 2) educational innovations at SMA MTA Surakarta include: a) strengthening boarding school governance b) Strengthening the character of the school community c) Innovation in education management, d) Innovation in increasing the competence of teachers and schools e) Innovation in facilities and infrastructure f) Innovation in developing students' soft skills to provide students with provisions so they can adapt to the demands of developments in science and technology. The forms of activity are very varied. As an Islamic Educational Institution, it should implement strategic management that is systematic, consistent, programmed, comprehensive, and sustainable.

Keywords: evaluation, strategy, quality, service, Islamic education

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INTRODUCTION

Government policy regarding teacher certification has many consequences for teachers, both directly and indirectly. Teachers must be quality and high-performing teachers and meet established standards of competency and professionalism (Azhar, 2023). The government has taken various steps to fulfil the law's mandate regarding national education standards, especially in increasing teacher professionalism. Teachers have a central and strategic role in managing education, so efforts to improve teacher quality are crucial (Setiawan et al., 2023).

The Ministry of Education and Culture has launched a Continuous Professional Development program to accelerate the increase in teacher competency. In line with this policy, the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform (MENPANRB) implemented Regulation Number 16 of 2009 concerning functional teacher positions and their credit points (Sholeh et al., 2023). This regulation states that, in principle, continuous professional development is carried out to achieve teachers' professional competency standards and improve their competence. In Law No. 14 of 2005 concerning Teachers and Lecturers, article 8 states a set of knowledge, skills, and behaviors teachers must possess, internalize, and master in carrying out their professional duties. (Amet, 2023).

Based on MENPANRB regulations, teacher professionalism development includes three main aspects: increasing self-development, scientific publications, and innovative



works (Fandir, 2024). Teacher self-development includes following functional training and collective teacher activities (Sholikhin, 2023). Scientific publications include publishing research results and writing books. In contrast, innovative work includes finding appropriate technology, creating works of art, modifying learning tools, and following the development and preparation of standards, guidelines, and questions. One of the most essential professional development activities for teachers is the scientific publication of research results, especially Classroom Action Research, which aims to improve the quality of learning processes and outcomes and to develop teachers' professional competence. (Muljawan et al., 2023).

Improving the quality of teacher education not only aims to meet competency standards set by the government but also to ensure that teachers can teach effectively and efficiently (Nuriyah, 2024). Increasing teacher competency will directly impact classroom learning quality, ultimately improving students' learning outcomes. In addition, competent teachers will be better able to adapt to changes and innovations in the world of education (Shofiyyah et al., 2023).

Innovation in education also includes using modern technology to improve learning (Susanti et al., 2024). Technology can help teachers design and deliver more interesting and interactive learning materials (Hidayah & Murtafiah, 2023). In this way, students will be more motivated to learn and understand the material. Therefore, teacher technology training is essential to educational innovation (Tabroni et al., 2023). Apart from that, innovation in education also includes developing a curriculum that is more relevant to the needs of the times (M et al., 2023). An innovative curriculum will help students in academics and life skills (Hasanah et al., 2023). A well-designed curriculum will cover various aspects of learning, including character development and social competence (Arifin et al., 2023).

Education management also needs innovation (Permana et al., 2023). Good management will ensure that all aspects of education run smoothly and efficiently. This includes good planning, effective implementation, and thorough evaluation (Mabrur & Mubarak, 2024). Innovative management can face challenges and changes better and ensure that educational goals are achieved effectively (Pratama et al., 2024). However, the research results show that elementary school teachers' understanding of Continuous Professional Development is still unsatisfactory. Only around 37% of teachers can implement Continuous Professional Development even though they have been trained to plan, implement, and report the Continuous Professional Development (Abidin, 2024a). Based on the results of interviews with teachers at MTA High School, there are several problems related to increasing teachers' competence, including inadequate training, inadequate teachers' skills in writing scientific articles and conducting research, and unequal participation of teachers in scientific activities according to their fields and expertise (Putera et al., 2024).

This condition is in line with the research results of Helmon & Sennen (2016), which state that there are still some teachers who teach with inadequate abilities, have not prepared for learning in a well-programmed manner, and have not been able to master information technology in learning optimally (Zailani et al., 2024). Apart from that, there are teachers who have adequate academic qualifications and competencies but their performance is still low (Farihin et al., 2022). Regarding educational qualifications, MTA Surakarta High School teachers consist of 68 people: 10 people with master's degrees, 57 bachelor's degrees, and 1 person with a Diploma 3. Even though the qualifications have met educational standards, teachers' competence must be improved through various innovative training activities (Setyowati et al., 2024).

The Ministry of Education and Culture has formulated various policies to improve

teacher competency in Indonesia. One of these policies is implementing the Continuous Professional Development program to ensure that teachers continuously improve their abilities and skills (Ansyah, 2024). This program includes training, workshops, and seminars to develop teachers' pedagogical, professional, social, and personality competencies (Pahrudin et al., 2023). In addition, the Ministry of Education and Culture is also developing a teacher certification program to ensure that all teachers have adequate qualifications and competencies (Zubaidi, 2024). This certification includes assessing various aspects of teacher competency, including teaching ability, knowledge of subject matter, and classroom management skills (Usman et al., 2024). Teacher certification also aims to increase teacher professionalism and provide recognition of their competencies (Murni & Adiyono, 2024).

Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers emphasizes the importance of developing teacher professionalism (Efendi & Narimo, 2023). This regulation states that every teacher must participate in education and training organized by the government or authorized institutions to improve their competence (Erfiana et al., 2023). This regulation also regulates the rights and obligations of teachers, including the obligation to continue learning and developing themselves (Bulkis et al., 2024).

The Ministry of Education and Culture also implements the Teacher Professional Education and Training (PLPG) program, which aims to improve the quality of teachers through intensive training (Fuad et al., 2023). This program allows teachers to enhance their knowledge and skills in various aspects of education. PLPG also emphasizes the importance of innovation in learning and the use of technology in the teaching process (Sodikin et al., 2024). In addition, the Ministry of Education and Culture collaborates with various educational institutions and universities to organize Master of Education programs for teachers. This program provides continuing education for teachers to increase their competence in specific fields (Margatama et al., 2023). The Master of Education program also aims to create more professional and knowledgeable teachers who can face the challenges of education in the era of globalization (Rofiq et al., 2024).

With various policies and programs designed by the Ministry of Education and Culture, teacher competency in Indonesia is expected to increase significantly. Increasing this competency will improve the quality of learning in schools and positively impact the quality of national education (Abu Bakar et al., 2023). Therefore, the active role of teachers in participating in various development programs organized by the Ministry of Education and Culture is significant to achieve this goal (Anam et al., 2022).

Through innovation to increase competency, a teacher will become more professional and innovative in implementing learning at school (M. Anshori et al., 2022). Education and learning can create the nation's next generation, who can compete and adapt to technology and the environment (Nurcholis et al., 2023). To increase teacher competency in Islamic education as a missionary institution, innovation needs to be carried out by paying attention to the existence of other components that support the success of the institution, such as governance, institutional status, school programs, infrastructure, environment, educational staff, and student needs (I. Anshori & Elvina Sahara, 2020).

Educational innovation is a new idea, product, or work that can be used as a reformer to achieve academic goals or solve problems in education. According to (Rahmawati, 2023), five teacher competencies must be prepared to enter the industrial revolution 4.0 era: internet-based learning competencies, competencies for technology commercialization, globalization competencies, future strategy competencies, and counselor competencies. This competency includes the ability to master technology,

understand various cultures, predict the future, and overcome students' moral and psychological problems due to developments over time.

Innovation in education improves the quality of education and the quality of graduates. According to (Desmaniar et al., 2022), innovation is an interesting new inspiration that can be developed deliberately for interesting development and strategy purposes. This means that innovation must be planned because it is created intentionally. Educational innovation is a topic that is always hotly discussed occasionally because it always appears when people talk about things related to education (Rusdi et al., 2022).

Educational innovation covers issues related to the components of the education system, both in the narrow sense, namely the level of academic institutions, and in the broad sense, namely the national education system. Innovation in education is crucial to solving existing problems and producing a better-prepared generation to face the times' challenges. Thus, planned innovation in improving the quality of Islamic education management must be observed and implemented effectively (Akbar et al., 2023). Lastly, the active participation of all stakeholders in education is essential for the success of educational innovation. This includes teachers, students, parents, and society (Zakariyah, 2024). Collaboration between all parties will help create a better and more supportive educational environment. Thus, innovation in education is not only the responsibility of the government but also the collective responsibility of all parties involved.

METHOD

The research was conducted using a qualitative approach and a case study method to explore and understand the meaning of information by taking steps to improve evaluation strategies and enhance the quality of service (Creswell, 2016). This research was conducted at Majelis Tafsir Al Qur'an High School (SMA MTA) Surakarta, an Islamic Boarding School. The data used in this research are primary and secondary data. Primary data was obtained through observation and interviews with school principals, deputy heads, and teachers. Secondary data was obtained from school documents (school reports, meeting minutes, and evaluation minutes) to obtain more in-depth information regarding the strategy evaluation process, implementation, and results, such as planning and performance report documents. The information obtained was about school governance, education management innovation, innovation to strengthen education management components, and improvement of teachers' competency to enhance the quality of education management. The data were analyzed using the following steps: (a) processing and preparing the information for analysis; (b) reading all the data; (c) describing the setting (domain), people (participants), and categories analyzed; (d) presenting the descriptions in qualitative narratives/reports; and (e) making interpretations in qualitative research or making sense of data (Creswell, 2016). Data were interpreted according to their context.

RESULTS AND DISCUSSION

Results

Based on interviews and observations with education managers at SMA MTA Surakarta, the data regarding innovative programs' conditions and activities in improving school management quality were obtained. The data were collected to increase teachers' competency and innovation programs in education management. Each program to enhance the quality of education management is presented as follows;

Starting from the competency requirements for the teachers, SMA MTA Surakarta has carried out 1) various teacher competency training activities as follows: a) optimization of

the independent teaching platform involving all teachers who own learning accounts. b). training in using Canva involving all teachers (especially learning account owners). c) Informatics teacher training increases teacher competency in utilizing information technology. 2) educational innovations at SMA MTA Surakarta include: a) strengthening boarding school governance through integrated management within the Islamic Boarding School (IBS). b) Strengthening the character of school residents, carried out in an integrated manner, c) Innovation in education management, d) Innovation in increasing teacher and school competency. e) Innovation in facilities and infrastructure, f) Innovation in developing students' soft skills, and provision to adapt to the demands of developments in science and technology.

From the results of observations, interviews, and document analysis, data was obtained regarding educational innovations carried out at SMA MTA Surakarta, including:

1. Strengthening boarding school governance through integrated management within the Islamic Boarding School (IBS).

The existence of dormitory is part of the school program, which is a supporting unit for managing early education and habituating behavior following school regulations. Several self-development activities are carried out at the dormitory, especially habituation activities in character building and proper worship procedures following sharia and other diniyah activities.

2. Strengthening the character of the school community carried out in an integrated manner, the Foundation and the school.

Enhancing the character of school members is the primary concern in realizing personality or *akhlaqul kariman* (personality competence). Many personality and social competencies are carried out through the MTA Foundation's educational programs through (routine) Islamic studies, implementing study results, and community social activities. Schools are a forum and medium for the MTA Foundation's propaganda, so school programs must not conflict with the Foundation's vision, mission, and educational goals. Schools are obliged to make the Foundation's programs a success.

3. Innovation in education management.

Education management is guided by Islamic values from the Qur'an and Al Hadith, which are used to teach general materials in schools. Education policies and management must be based on the MTA Foundation. Education management is based on togetherness, openness, mutual trust, honesty, and responsibility. Its management is carried out by utilizing advances in technology and information with various applications.

4. Innovation in increasing teacher competency

The development of science and technology is very fast, so MTA High School provides facilities for its teachers to continue their education to master's degree (teachers with master degrees; 11 people) and prepares some of the teachers to continue their education to master's degree (S2) and doctoral degree (S3), training in reading the Qur'an correctly, pedagogic competency (updated learning tools, preparation of teaching materials, action research, learning innovation, scientific publication, the use of ICT in learning, soft skills development, counselor competency, Growth Midset Training). The training program is carried out independently and integrated with school partners.

5. Innovation in facilities and infrastructure

To improve the quality of services and comfort in learning, the Foundation and schools are trying to equip school facilities, including learning facilities (computers, laptops, LCDs, LAB equipment, teaching aids, and school software), facilities for developing soft skills (supporting activities extracurricular activities), supporting dormitory facilities, comfortable room conditions, clean environment), administrative service facilities. Other supporting facilities needed in managing education include the availability of transportation (cars, motorbikes) and comprehensive means of self-development.

6. Innovation in developing students' soft skills

To help students adapt to the demands of developments of science and technology, MTA High School students are allowed to develop their talents and interests through soft skills development activities, which are packaged in extracurricular activities and partly through extracurricular activities. The activity forms vary, ranging from Islamic activities, arts, sports, welfare, reasoning, leadership, health, and journalism.

Discussion

Based on the results of interviews and observations with education managers at SMA MTA Surakarta regarding the conditions and activities of innovative programs in improving the quality of school management, it can be seen that various significant efforts have been made. This effort begins with increasing teacher competency through various training. These training programs include optimizing the independent teaching platform, training on using Canva, and informatics training for teachers, all aimed at improving teachers' abilities in utilizing information technology (Setiawan et al., 2023).

Besides increasing teacher competency, SMA MTA Surakarta also provides comprehensive educational innovations (Azhar, 2023). This innovation includes strengthening the governance of boarding schools through integrated management within the Islamic Boarding School (IBS). Apart from that, enhancing the character of the school community is carried out in an integrated manner with various programs specifically designed to develop positive character values among students and school staff (Sholeh et al., 2023).

Innovation in education management at SMA MTA Surakarta also includes increasing teacher competency through various training programs and workshops. This innovation is designed to ensure that teachers have the skills necessary to face the challenges of modern education. Schools also focus on developing adequate facilities and infrastructure to support an effective learning process (Sholikhin, 2023).

Developing students' soft skills is also part of educational innovation at SMA MTA Surakarta. This program is designed to provide provisions for students to be ready to face future challenges in the academic and non-academic fields. Soft skills such as communication skills, teamwork, and leadership are the main focus of this program (Amet, 2023). The existence of innovation in education has distinctive characteristics that must be considered. Innovation must be new, planned, distinctive, and have explicit goals. Innovation has not existed before or is an improvement of something existing (Nuriyah, 2024). Careful and structured planning is the key to successful innovation implementation, ensuring the process runs smoothly and achieves the desired goals (Muljawan et al., 2023).

In the context of innovation strategy, Sa'ud explains that there are four types. Facilitative strategies aim to provide facilities that facilitate the implementation of social change. Educational methods include planning, implementation, evaluation, and systematic follow-up (Hidayah & Murtafiah, 2023). Persuasion strategies use promotions and rewards to motivate innovators. Coercive strategies are used to deal with members of

society who find it difficult to accept change through a more firm approach, which is sometimes accompanied by punishment (Hasanah et al., 2023).

Implementing innovation in education also requires changes in several essential components, such as technological, behavioral, organizational, and social changes. Technological changes bring new methods to learning and school systems. Behavior change involves all parties involved in education to adapt to innovation (Tabroni et al., 2023). Organizational change includes restructuring and more effective decision-making. Meanwhile, social change provides for redistributing power, resources, and opportunities in a more equitable education system (Arifin et al., 2023).

In implementing educational innovation, it is essential to carry out needs 6 and competency analysis (Hasanah et al., 2023). Needs analysis helps in formulating relevant educational and training program objectives. Meanwhile, competency analysis assists in identifying a series of competencies that must be mastered to achieve educational goals (Arifin et al., 2023). By breaking down learning objectives into sub-objectives, educational innovation can be more effective, efficient, and productive (Mabrur & Mubarak, 2024).

A science-based approach in training to improve pedagogical and professional competence is also a primary focus. Activities such as observing, asking, reasoning, trying, and communicating are integral to this approach. In this way, innovation in Islamic education can be achieved well, responding to the needs and challenges of modern education (Pratama et al., 2024). Planned innovation to improve the quality of education management at SMA MTA Surakarta has shown positive results. This school can provide a better educational environment with various training programs, strengthening governance, and developing soft skills (Abidin, 2024b). The innovations carried out not only focus on increasing teacher competency but also on developing facilities and infrastructure as well as students' character (Putra et al., 2024).

Using diverse innovation strategies allows SMA MTA Surakarta to effectively achieve the desired changes. Whether through facilitation, education, persuasion, or coercion, each strategy is implemented according to existing needs and conditions. This ensures that innovation does not just remain a theory and can be implemented and provide real results (Setyowati et al., 2024). Technological, behavioral, organizational, and social changes also ensure the innovation is comprehensive. With this change, the education system at SMA MTA Surakarta can adapt to current developments and the needs of students. Relationships with the environment and socio-political forces are also considered, ensuring that innovations impact the school and broader society (Setyowati et al., 2024).

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) is the key to supporting educational innovation in Indonesia (Ansyah, 2024). One of the main initiatives of the Ministry of Education and Culture is the Independent Learning program, which aims to provide greater flexibility to schools in determining curriculum and teaching methods that suit student needs. This program encourages schools such as SMA MTA Surakarta to innovate in the learning process and education management. Government regulations that support educational innovation are also significant. Through the Regulation of the Minister of Education and Culture, various policies have been issued to encourage the development of teacher competency and improve the quality of education (Zubaidi, 2024). For example, regulations regarding national education standards regulate the curriculum, learning process, and assessment. This regulation guides schools in implementing innovative programs (Pahrudin et al., 2023).

The Ministry of Education and Culture also issued teacher certification regulations that aim to increase teachers' professionalism and competence throughout Indonesia (Murni & Adiyono, 2024). With this certification, teachers are expected to be able to develop themselves and take the necessary training to improve the quality of their teaching.

SMA MTA Surakarta has utilized this certification program to improve teacher competency through various training and workshops (Erfiana et al., 2023). The Ministry of Education and Culture also encourages the use of technology in education through various programs and policies. One is the school digitalization program, which aims to provide internet access and technological devices in schools (Bulkis et al., 2024). This policy helps schools such as SMA MTA Surakarta integrate technology into the learning process so students can learn more interactively and interestingly.

The government also issues regulations regarding the management of boarding schools to ensure that schools that provide boarding facilities have good management standards (Margatama et al., 2023). These regulations cover various aspects, such as dormitory management, health supervision, and student safety (Sodikin et al., 2024). With its Islamic Boarding School program, SMA MTA Surakarta follows these guidelines to ensure students living in dormitories have a safe and comfortable environment. The Ministry of Education and Culture also has a program to strengthen character education. Schools are encouraged to integrate character education into their curriculum through existing regulations and policies (Mabrur & Mubarak, 2024). This program aims to form students who are not only academically intelligent but also have strong character. SMA MTA Surakarta has implemented this program through various activities designed to develop positive values in students (Rofiq et al., 2024).

To improve the quality of education, the Ministry of Education and Culture also issued regulations regarding standards for educational facilities and infrastructure (Arifin et al., 2023). This regulation sets minimum standards for educational facilities, such as classrooms, laboratories, libraries, and sports facilities. By following these standards, schools like SMA MTA Surakarta can provide a learning environment that supports optimal student development (Abu Bakar et al., 2023). The government also supports innovation in education through various grant and assistance programs (Anam et al., 2022). The Ministry of Education and Culture funds schools that want to develop innovative programs. These grants can be used for various purposes, such as purchasing technology devices, curriculum development, or teacher training (Fandir, 2024). MTA Surakarta High School has utilized this program to support various innovations in managing their education (Nurcholis et al., 2023).

In addition, the Ministry of Education and Culture encourages collaboration between schools and external parties through regulations regarding educational partnerships (Susanti et al., 2024). Schools are encouraged to collaborate with universities, industry, and other institutions to improve the quality of education. This collaboration can include various activities, such as research, internships, or exchange programs. SMA MTA Surakarta has established various collaborations to improve the quality of education and provide a richer learning experience for students (Anshori & Sahara, 2020). The Ministry of Education and Culture also regulates school evaluation and accreditation. This regulation ensures that schools meet established quality standards (Baihaqi et al., 2024). Evaluation and accreditation are carried out periodically to assess school performance and provide recommendations for improvement. With its commitment to innovation, SMA MTA Surakarta continues to strive to meet accreditation standards and improve the quality of their education (Rahmawati, 2023b).

This is supported by Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers, emphasizing the importance of developing teacher professionalism. This regulation emphasizes that every teacher must participate in education and training organized by the government or authorized institutions to improve their competence. This regulation also regulates the rights and obligations of teachers, including the obligation to continue

learning and developing themselves. At SMA MTA Surakarta, this regulation is the basis for various training programs implemented to improve teaching quality (Desmaniar et al., 2022).

The training covers various aspects, from mastering technology to the latest teaching methods (Efendi & Narimo, 2023). Teachers at SMA MTA Surakarta took part in training on using the Merdeka Mengajar platform and the Canva application to optimize learning. This training not only improves technical skills but also equips teachers with the ability to create teaching materials that are more creative and interesting for students (Rusdi et al., 2022). The Ministry of Education and Culture supports the implementation of this regulation by providing various professional development programs for teachers. One of the flagship programs is the Learning Teacher Program, designed to provide ongoing training to teachers (Zakariyah, 2024). This program involves online learning modules that teachers can access anytime and anywhere, ensuring that the self-development process is not hampered by time and space limitations (Akbar et al., 2023).

Apart from technical training, character-strengthening programs are also the main focus. Through the Ministry of Education and Culture's policy, teachers are trained to integrate character education into learning (Desmaniar et al., 2022). This is important to ensure that the education provided not only focuses on academic aspects but also on forming students' character with noble character (Zakariyah, 2024). SMA MTA Surakarta successfully implemented this approach, creating a holistic learning environment. Government Regulation Number 19 of 2017 also regulates teachers' rights to receive fair and equitable professional development opportunities (Anshori et al., 2022). Every teacher has the right to participate in training and further education organized by the government (Anshori & Sahara, 2020). This right ensures that all teachers, regardless of school location or conditions, have equal access to opportunities for personal development. SMA MTA Surakarta has taken advantage of this right by sending their teachers to various relevant training (Fuad et al., 2023).

In addition, this regulation emphasizes teachers' obligations to continue learning and developing themselves throughout their careers. This obligation encourages teachers to constantly innovate and look for new ways of teaching (Nurcholis et al., 2023). At SMA MTA Surakarta, teachers are encouraged to participate in seminars, workshops, and courses related to their field. School support through time and funds for this training shows commitment to developing teacher professionalism (Efendi & Narimo, 2023). The regulations also guide evaluating teacher performance. This evaluation is done periodically to ensure teachers carry out their duties well and continue developing (Sodikin et al., 2024). At SMA MTA Surakarta, teacher performance evaluations are carried out transparently and constructively, providing useful feedback for teacher career development. This evaluation helps identify strengths and improvement areas (Usman et al., 2024).

The Ministry of Education and Culture also supports educational innovation by issuing education and learning standards regulations. These standards cover the curriculum, learning process, and assessment that all schools must comply with. SMA MTA Surakarta follows these standards by implementing a comprehensive curriculum and innovative teaching methods. In this way, students receive the quality education relevant to the times' needs (Farihin et al., 2022). The government also emphasizes Regulations regarding technology use in education (Permana et al., 2023). The Ministry of Education and Culture encourages schools to integrate technology in the learning process through school digitalization programs. MTA Surakarta High School has adopted this policy by providing students and teachers with adequate internet access and technological devices (Baihaqi et al., 2024). This technology integration allows for more interactive and interesting learning (Susanti et al., 2024).

By following the regulations issued by the government, SMA MTA Surakarta not only improves the quality of educational management but also contributes to creating a better education system in Indonesia (Anam et al., 2022). These efforts align with the school's vision and mission to become a superior and competitive educational institution. Through planned innovation and government policy support, SMA MTA Surakarta provides the best education for its students (Fandir, 2024). Overall, planned innovation efforts in improving the quality of education management at SMA MTA Surakarta show that positive change can be achieved with good planning and the right strategy (Desmaniar et al., 2022). The innovations carried out not only improve the quality of education but also equip students with skills and values that are important for the future. In this way, educational innovation at MTA Surakarta High School can be an example for other schools facing educational challenges in the modern era (Zakariyah, 2024).

CONCLUSION

The importance of needs analysis in any educational innovation cannot be ignored. Through in-depth analysis, schools can identify clear educational goals and competencies students must master. This process ensures that every step follows the student's needs and conditions so that the designed educational program can run effectively and efficiently. This analysis also helps allocate resources appropriately so that maximum results are achieved. Training activities carried out at SMA MTA Surakarta also show that developing teacher competency is one of the critical factors in improving the quality of education. Teachers can continue to improve their skills and knowledge by attending various trainings. It is essential to face the challenges of education in the modern era, which continues to develop. Training based on a scientific approach also helps teachers apply learning methods that are more effective and appropriate to student needs.

Implementation of innovation in education also includes developing adequate facilities and infrastructure. Innovation in education management also involves strengthening school governance. Strengthening students' character is also the main focus of educational innovation. The use of technology in education is also an essential part of innovation. Collaboration with various external parties is a vital strategy for educational innovation. In addition, continuous monitoring and evaluation of each innovation program is crucial. This evaluation helps in knowing the extent to which the program has succeeded in achieving its goals and identifies areas that need improvement. With all the efforts that have been made, SMA MTA Surakarta shows a solid commitment to improving the quality of educational management. Planned innovation and supported by government policy ensures that the programs designed can run well and provide optimal results. Through this innovation, SMA MTA Surakarta strives to provide the best education for its students, creating a superior generation ready to face future challenges.

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