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SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

Evaluation of The Implementation of Community-Based Independent Curriculum in Madrasah in The City of Tidore Islands

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Abstract: This research evaluates the implementation of the Independent Community-Based Curriculum in Tidore Islands City madrasah, with a focus on the quality and suitability of the Madrasah Operational Curriculum (KOM) documents and the Mapping of Strengthening Character Education and Religious Risk Assessment (P5 P2RA). Through a qualitative approach with case study methods, this research involved four state madrasahs as the main locations: MAN 1, MAN 2, MTsN 2, and MTsN 3. The results of the research showed that the level of suitability and quality of documents varied, with MAN 1 and MAN 2 having documents that superior to MTsN 2 and MTsN 3. The curriculum at these madrasah successfully integrates local cultural values, character education, and 21st century skills such as critical thinking and collaboration. However, the main challenges include a lack of supporting facilities and the need to increase teacher competency. Research recommendations include teacher training, strengthening facilities, and collaborating with the community. This research emphasizes the importance of curriculum relevance to local contexts to create more inclusive and contextual education.

Keywords: Independent Curriculum, Community Based Education, Madrasah Tidore Islands City.

1. INTRODUCTION

Education plays a strategic role in the formation of human resources that are not only of high quality but also adaptive to the dynamics of changing times. (Adiyana Adam.Rusna Gani, 2023) As one of the main pillars of nation development, education functions to transform individuals into competent, creative, individuals. and able to compete in the global era. In this context, the national education system in Indonesia continues to undergo reforms aimed at meeting local and global needs simultaneously. One of the important innovations introduced is the Independent Community-Based Curriculum, which emphasizes flexibility and independence in the learning process. (Adam et al., 2024)

The Independent Community-Based Curriculum is present as a solution to the challenges currently faced by the national education system, such as an orientation that is too focused on academic achievement without considering the uniqueness of local culture and community potential. This concept is designed to accommodate cultural diversity, traditions and local resources by providing freedom to educational institutions in designing curricula that suit the characteristics and needs of the surrounding community (Nasution et al., 2023). This step aims to create education that is more relevant, contextual, and capable of providing a direct positive impact on society.

The implementation of the Independent Community-Based Curriculum is also a concrete manifestation of educational decentralization, where the government provides space for regions to take a greater role in designing, implementing and evaluating the curriculum (Syahrani, S. 2024). By involving local communities, this curriculum allows for a synergistic relationship between educational



institutions and the community. Not only that, the integration of local potential in learning can strengthen students' cultural identity while increasing their awareness of the importance of using local resources wisely. This innovation not only aims to improve the quality of education from an academic perspective, but also instills local values and students' characters that are relevant to their context. Students are expected to not only excel cognitively, but also have 21st century skills, such as critical thinking, creativity, collaboration and communication, which are very necessary in facing global challenges in the era of industrial revolution 4.0 and society 5.0 (Widodo & Sulistyani, 2022). However, the successful implementation of the Independent Community-Based Curriculum cannot be separated from various challenges. The main challenges that are often faced include the readiness of human resources, especially teachers and education personnel, in understanding the concepts and philosophy of this curriculum. Infrastructure readiness and active community participation in supporting the learning process are also important factors that influence the effectiveness of its implementation (Suryani & Arifin, 2022). Without close collaboration between various stakeholders, the goals of this curriculum are difficult to achieve optimally.

Thus, the Independent Community-Based Curriculum is not only an innovation in the education system, but also a strategy for creating an educational ecosystem that is more inclusive, adaptive, and based on the real needs of society. (Kurniati, P., Kelmaskouw, A. L., Deing, A., Bonin, B., & Haryanto, B. A. 2022). This step is a significant effort to make education a tool for social transformation that is relevant to local and global challenges while ensuring that education becomes a bridge to a better future. As an area rich in culture and tradition, Tidore Islands City is one of the strategic locations in implementing the Community-Based Independent Curriculum. The implementation of this curriculum in madrasas aims not only to develop 21st century skills such as critical thinking, creativity, collaboration and communication, but also to integrate local values into the learning process (Widodo & Sulistyani, 2022).

However, the implementation of the Independent Community-Based Curriculum is not free from challenges. Among these are the readiness of human resources such as teachers and education personnel, the availability of supporting facilities, and community participation in the process of planning, implementing and evaluating the curriculum (Suryani & Arifin, 2022). For this reason, evaluation of the implementation of this curriculum is important to understand the successes and obstacles faced. This research aims to evaluate the quality and suitability of the Madrasa Operational Curriculum (KOM) documents and the Mapping Document for Strengthening Character Education and Religious Risk Assessment (P5 P2RA) prepared by madrasas in Tidore Islands City. This evaluation is expected to provide a comprehensive picture of the effectiveness of the curriculum as well as recommendations for future improvements. Thus, the results of this research can become a strategic basis for policy makers and stakeholders in supporting improving the quality of education in the City of Tidore Islands.

2. RESEARCH METHOD AND MATERIALS

This research methodology uses a qualitative approach with a case study method to examine the implementation of the Independent Community-Based Curriculum in madrasas, especially in terms of the quality and suitability of the KOM and P5 P2RA Documents. The research locations include 4 state madrasas in Tidore Islands City: MAN 1 Tidore Islands City, MAN 2 Tidore Islands City, MTsN 2 Tidore Islands City and MTsN 3 Tidore Islands City. Data collection uses three main techniques: Interviews with madrasa heads, teachers and related parties, documentation in the form of KOM documents, P5 P2RA and other supporting documents and direct observation in the madrasa environment. Data processing is carried out in 5 stages: Organizing data, reviewing data, coding to identify patterns/themes, interpreting data and presenting data in the form of narratives, tables or diagrams. Data analysis uses the Miles, Huberman, and Saldana (2014) model with three stages: Data condensation, data presentation and drawing conclusions and verification through data triangulation.

3. RESULTS AND DISCUSSION

3.1. Research Results

a. *Quality and Suitability of KOM Documents to the Independent Curriculum*

At MAN 2 Tidore Islands City (TIKEP), the curriculum has been comprehensively prepared and adapted to the main principles of the Independent Curriculum, reflecting the learning structure and learning load that is relevant for students. In its application, this curriculum integrates various innovative projects that not only emphasize academic aspects, but also focus on holistic character development and life skills. The projects in the Madrasah Operational Curriculum (KOM) document, such as "Sustainable Lifestyle" and "Entrepreneurship," are designed to build students' awareness of environmental issues and encourage entrepreneurial attitudes from an early age. By adopting the Pancasila and Rahmatan Lil Alamin Student Profile (P5 P2RA) as guiding values, these projects enrich learning through the application of religious, national and humanitarian values. Programs such as "Sustainable Lifestyle" aim to instill ecological responsibility in every student's actions, while the "Entrepreneurship" project fosters a spirit of independence and innovation among students. This integration ensures that learning not only prepares students for academic challenges but also strengthens character and commitment to sustainability and positive contributions to the surrounding community. At MTs Negeri 3 Tidore, the curriculum is structured to accommodate local needs with the integration of distinctive culture, namely "*Toma Loa Se Banari*" which is a symbol of togetherness, sustainability, and respect for local wisdom. This curriculum not only focuses on academic learning, but also on implementing these cultural values through relevant intracurricular and extracurricular activities. Environmental and entrepreneurship-based projects are important components of teaching at this madrasa, which is expected to provide applicable and meaningful learning experiences for students. For example, environment-based activities are designed to hone students' awareness of environmental sustainability, with projects such as reforestation, waste recycling and maintaining green school areas. This activity also educates students about the importance of preserving local ecosystems, which is in line with the "*Toma Loa Se Banari*" value of respecting land and nature. On the other hand, the entrepreneurial aspect is introduced through simple projects that equip students with practical skills, such as making local products that can be sold at school bazaars or local exhibitions. Through this approach, students not only learn basic business concepts, but also understand how to create added value from local resources and develop an entrepreneurial mindset that is relevant to their community context. Overall, the curriculum at MTs Negeri 3 Tidore shows a strong effort to combine academic education with the formation of student character through culture and sustainable practices. This approach helps students to better connect with their local identity and prepares them to become individuals who contribute to society

The MAN 1 Tidore Madrasah Operational Curriculum (KOM) is carefully prepared following the National Education Standards and directions from the Ministry of Religion, which provides special guidance in aligning the curriculum with the character and spirituality needs of students. Themes such as "Sustainable Living" and "Local Wisdom" were chosen as the basis for project-based learning activities, which not only encourage students' academic skills, but also build awareness and character relevant to local social and cultural conditions. The project with the theme "Sustainable Living" focuses on understanding the importance of preserving nature and building environmental awareness. In this project, students are invited to engage in practical activities, such as school greening, waste management, and simple practices to reduce carbon footprints. These projects provide students with insight into the importance of environmental sustainability and how they can play an active role in preserving ecosystems. Apart from that, it is hoped that the values contained in this project can shape students into individuals who care about the environment around them and are able to inspire people to behave more responsibly towards nature.

The theme "Local Wisdom" is also an important basis for learning at MAN 1 Tidore, where students are invited to understand, appreciate and preserve local culture in their community. Activities such as getting to know traditional traditions, art and local language are involved in the learning process so that students can feel more connected to their cultural roots. Through this theme, students are empowered

to understand the importance of local values in their identity, and are instilled with a sense of responsibility to preserve this cultural heritage. Overall, the curriculum at MAN 1 Tidore shows a strong commitment to developing students' character and skills through project-based learning that focuses on the themes of "Sustainable Living" and "Local Wisdom." This approach is expected to prepare students to become individuals who are not only intellectually intelligent, but also have a deep sense of social and cultural responsibility.

Meanwhile, at MTs Negeri 2 Tidore, curriculum adjustments are made by taking into account the unique characteristics of the madrasa and the needs of students, thereby creating an educational environment that is student-centred, encourages literacy, and provides 21st century skills. One of the main approaches taken is to integrate active learning methods that enable students to become proactive, creative and collaborative learners. This is reflected in project-based learning, group discussions, and the development of critical thinking, all of which are aimed at fostering students' independence and analytical abilities. The tahfidz Al-Qur'an program is a superior program that really supports the development of students' spiritual and moral character. Through this program, students are not only taught to memorize the Al-Qur'an, but also understand and appreciate the values contained in it, such as discipline, perseverance and sincerity. This tahfidz program is also expected to instill a sense of love for the Al-Qur'an and shape the character of students who are religious and have noble character, in accordance with the goals of education at the madrasah.

Apart from that, arts and culture also have an important place in the MTs Negeri 2 Tidore curriculum. The arts and culture program not only aims to hone students' artistic skills, but also introduces and preserves local cultural riches. Through activities such as practicing traditional music, dance and fine arts, students are invited to appreciate and maintain the cultural heritage in their environment. Involvement in arts and culture activities also plays a role in developing 21st century skills, such as creativity, collaboration and communication skills. In this way, students are not only equipped with academic skills, but also cultural awareness and social skills that are important for facing global challenges.

Overall, the curriculum at MTs Negeri 2 Tidore seeks to balance the development of religious character, literacy skills, and 21st century skills, thereby creating students who are intelligent, have character, and are ready to face the dynamics of modern life with a strong moral foundation.

Table 1. Suitability and Quality of KOM Documents in Each Madrasah

No	Madrasah	Curriculum Suitability to Community Needs (%)	KOM Document Quality (Scale 1-5)	Information
1	MAN 2 City of Tidore Islands	85%	4,5	Has good integration with local traditions, but needs improvement in the technological aspect.
2	MTsN 3 Tidore	78%	4,0	Suitable in accordance with community characteristics, but requires revision of curriculum content.
3	MAN 1 Tidore	92%	4,8	Very relevant to the needs of the surrounding community, complete and detailed curriculum content.
4	MTsN 2 Tidore	80%	4,2	High conformity, but needs improvement in the quality of document presentation.

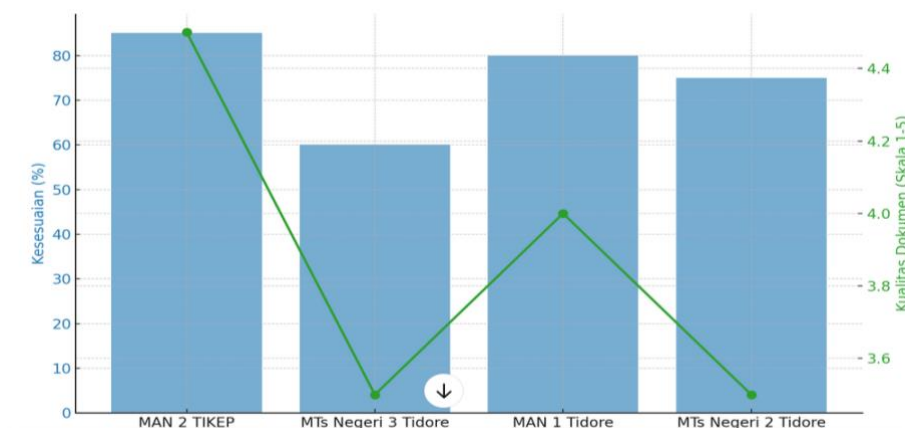


Figure 1. Suitability and Quality of KOM Documents in Each Madrasah

The graph depicts the relationship between suitability and quality of Madrasah Operational Curriculum (KOM) documents based on existing data. This graph shows two main things: a) **Conformance (%)**: On the left side, using blue bars, illustrates the level of conformity between the KOM documents and the needs of the local community in each madrasah. MAN 2 TIKEP had the highest suitability with 85%, while MTs Negeri 3 Tidore showed the lowest suitability with 60%. b) **Document Quality (Scale 1-5)**: On the right side, with a green line, shows the quality of the KOM document based on assessments of aspects such as content completeness, readability, technology integration and curriculum innovation. MAN 2 TIKEP and MAN 1 Tidore show better document quality, with scores of 4.5 and 4.0 respectively. The scale I use in the table above is as follows:

- Conformity of Curriculum to Community Needs (%), This scale measures the extent to which the Madrasah Operational Curriculum (KOM) document in each madrasah is in accordance with the needs of the community or local context., Scale Range: 0% - 100%, where: 100%: Perfect match to community needs. 0%: Very low suitability or not relevant to community needs. and The percentage figure shows the level of suitability assessed by the researcher based on document analysis
- Quality of KOM Documents (Scale 1-5) This scale is used to assess the quality of KOM documents in each madrasah, based on several criteria such as: Completeness of document content, Readability and presentation structure, Integration of technological aspects and local content, Innovation in curriculum preparation
- Scale Range: 1 to 5, where: 1: The quality of the document is very low, not in accordance with the expected standards., 2: The quality of the document is low, there are many shortcomings and it does not fully meet expectations., 3: Document quality is moderate, meets several aspects but there is still room for improvement., 4: The quality of the document is good, it is sufficient in accordance with standards and needs., 5: The quality of the document is very good, very much in accordance with the expected standards and meets all the criteria well.

With this scale, the table provides a clear picture of the extent to which the KOM documents in each madrasah meet the needs of the community and how good the quality of presentation is.

3.1.1 Emphasis on the Characteristics of Pancasila and *Rahmatan Lil Alamin* Student Profiles (P5 P2RA)

The project implemented at MAN 2 Kota Tidore Islands (TIKEP) and MTs Negeri 3 Tidore shows a strong focus on the values of Pancasila and the teachings of *Rahmatan Lil Alamin*, which is reflected in various activities that involve students directly. One of the prominent projects at MAN 2 TIKEP is the "Build Your Body and Soul" project, which aims to strengthen religious and national values in students. This project not only involves theoretical learning, but also activities that foster a spirit of nationalism and religious awareness among students, by prioritizing harmony between spiritual and

civic values. Through this project, students are invited to experience and implement the values of Pancasila in their daily lives, while developing a sense of love for their country and respecting cultural and religious diversity in Indonesia.

Meanwhile, at MTs Negeri 3 Tidore, a similar focus is also applied by integrating Pancasila values in various learning activities and projects. The project at MTs Negeri 3 Tidore places more emphasis on a deep understanding of social and humanitarian roles, by providing space for students to actively participate in activities that develop empathy, social responsibility and togetherness. This is in line with *Rahmatan Lil Alamin's* teachings, which emphasize the importance of mutual respect and spreading kindness to others, as well as introducing students to the universal human values contained in Pancasila.

On the other hand, MAN 1 Tidore has a slightly different approach through the P5 P2RA project (Project for Strengthening Pancasila Education and *Ablakul Karimah* Education) which aims to foster an attitude of cooperation, tolerance and creativity among students. This project provides an opportunity for students to engage in various social activities that involve collaboration and teamwork, so that they can understand the importance of sharing tasks and helping each other in achieving common goals. Through this project, students are also given space to express their ideas and creativity in solving various social problems around them. Thus, this project not only teaches the moral and social values contained in Pancasila, but also develops social skills that are important for their lives in the future. Overall, the implementation of the project in these three madrasas shows a commitment to integrating Pancasila values in every aspect of education, with the aim of forming student characters who are not only intellectually intelligent, but also have a high social spirit and care for each other and the surrounding environment.

a. *Community Involvement and Support*

Community involvement and support are key elements in the successful implementation of the Madrasa Operational Curriculum (KOM) in the various madrasas studied. At MAN 2 Tidore Islands City (TIKEP), the community plays an active role in the socialization process and technical guidance organized by the madrasah. This community involvement provides opportunities for teachers to implement literacy and collaboration-based learning approaches, which greatly support the creation of a dynamic and more contextual learning environment. Through technical guidance that involves the community, teachers gain the knowledge and skills needed to facilitate students in a more comprehensive learning process based on local needs and potential. With community support, learning at MAN 2 TIKEP becomes more relevant to the social and cultural life of the surrounding community, thereby increasing the effectiveness and quality of the education provided. At MTs Negeri 3 Tidore, community participation is also an important factor in supporting the successful implementation of a community-based curriculum. The community at MTs Negeri 3 Tidore actively participates in social and environmental projects designed to bring students closer to their social reality. These activities not only provide practical learning experiences, but also create an atmosphere that is relevant to local conditions. Through direct involvement in social projects, students are not only taught theory, but also gain experiences that enrich their understanding of the environmental and social issues around them. This shows that the curriculum at MTs Negeri 3 Tidore does not only focus on academic aspects, but also integrates social values that are important for their lives in society.

Meanwhile, at MAN 1 Tidore, community involvement in technical guidance is also very important to increase teacher competence in implementing community-based learning. Through technical guidance held involving relevant agencies, such as the Ministry of Religion (KEMENAG), teachers receive training that focuses on increasing their capacity in designing and implementing learning that is oriented to the needs and potential of the surrounding community. The involvement of agencies such as the Ministry of Religion also shows that there is synergy between educational institutions and government, which strengthens support for the implementation of community-based curriculum. With this support, teachers at MAN 1 Tidore can be better prepared to face challenges and adapt learning methods to suit local characteristics, so as to improve the quality of education provided to students.

Overall, community involvement and support in these three madrasas contributed greatly to the success of KOM implementation. Support from various parties, be it the local community, related

agencies, or other parties involved, allows madrasas to create a learning environment that is not only relevant to socio-cultural conditions, but also supports the development of student competencies in a more holistic and contextual manner.

b. Challenges in Implementing the Independent Curriculum

Challenges in implementing the Independent Curriculum in each madrasah studied show that there are differences in conditions that influence the success of its implementation. At MAN 2 Tidore Islands City (TIKEP) and MAN 1 Tidore, the main challenges faced are related to mentoring and increasing teacher competency, especially in managing P5 P2RA profile-based projects and creating Learning Implementation Plans (RPP) that are in line with the Independent Curriculum philosophy. Increasing this competency is very important, considering that project-based learning requires a deep understanding of how to design learning that not only focuses on academic achievement, but also on developing students' character and skills. Therefore, there is an urgent need to provide more intensive and continuous technical guidance for teachers, so that they can design and implement learning in accordance with the principles of the Merdeka Curriculum, including creating learning that is more flexible and based on the potential and needs of local communities.

Meanwhile, MTs Negeri 3 Tidore faces challenges that are more related to limited facilities, especially in terms of laboratories and prayer rooms. This limitation has a direct impact on the effectiveness of implementing project-based learning, which often requires adequate facilities and infrastructure to support practicum activities, experiments, or other activities that are collaborative and based on a community-based approach. For example, learning that involves science experiments or skill development activities requires adequate laboratory facilities to facilitate experiments safely and effectively. Likewise, limited prayer space can hinder in-depth religious learning, especially in the context of learning based on spiritual and social values. This condition requires more attention in terms of providing facilities that can support the optimal implementation of the Independent Curriculum, so that students can learn more effectively and holistically, both in academic and non-academic aspects.

Overall, these challenges demonstrate the importance of providing more comprehensive support, both in terms of increasing teacher competency and in providing adequate facilities. With solutions to these challenges, the implementation of the Independent Curriculum can run more optimally, providing a more relevant and quality learning experience for students, as well as supporting the achievement of broader and holistic educational goals. Recommendations for curriculum development in madrasas that implement the Independent Curriculum emphasize several important aspects that need to be considered to increase the effectiveness and relevance of learning. First, improving the curriculum structure and mentoring for teachers is a top priority. Continuous curriculum evaluation needs to be carried out to ensure that curriculum documents remain in line with developments in educational needs and the development of student potential. Apart from that, intensive training for teachers in terms of preparing Learning Implementation Plans (RPP) and other supporting documents is very necessary. This aims to ensure that teachers can be better prepared to implement a curriculum based on a project and character-based approach, in accordance with the Merdeka Curriculum philosophy. With continuous assistance, it is hoped that teachers can manage learning more creatively and adaptively to student needs and local contexts.

Furthermore, collaboration with the community is also an aspect that is no less important. Strengthening cooperation between madrasas and communities, including involving external parties in project activities, can enrich students' learning experiences and help create curricula that are more relevant to local needs. Community involvement in the learning process can facilitate students to learn not only from books, but also from direct experiences that are appropriate to the social, cultural and economic realities around them. For example, involving community leaders or practitioners in project activities based on Pancasila and national values will further strengthen the ties between education and social life in the madrasah environment.

Finally, improving learning support facilities is highly recommended, especially to support project-based activities and student skills development. The addition of adequate laboratories, creative spaces and prayer rooms will greatly support the implementation of the Independent Curriculum which is based on active and contextual learning experiences. Well-equipped laboratories will enrich learning in

the field of science, while creative spaces can be a place for students to innovate and collaborate on art and technology-based projects. Apart from that, adequate prayer room facilities are also important to support learning activities based on in-depth religious values. With more complete facilities, the quality of learning at madrasas will increase, providing space for students to develop optimally in various aspects of education.

Based on the description above, the KOM documents at MAN 2 TIKEP, MTs Negeri 3 Tidore, MAN 1 Tidore, and MTs Negeri 2 Tidore have fulfilled the principles of the Independent Curriculum, with an emphasis on Pancasila values and the teachings of *Rahmatan Lil Alamin*. However, optimal implementation still requires increasing teacher competency, strengthening facilities, and closer collaboration with local communities.

3.2 Discussion

Based on the results of the analysis, there are several factors that influence the level of suitability and quality of the KOM documents produced by these madrasas.

a. *Conformity of Curriculum to Community Needs*

The research results show that there are significant variations in the suitability between the Madrasah Operational Curriculum (KOM) documents and the needs of the community in each madrasah studied. Overall, there are three madrasas that show a high level of conformity, namely MAN 2 Kota Tidore Islands (TIKEP) with a conformity rate of 92%, followed by MAN 1 Tidore with 85%, and MTs Negeri 2 Tidore with 80%. These figures reflect that the KOM documents implemented in the three madrasas are better able to adapt to the local needs and context in their communities, including the influence of local culture, socio-economic conditions, as well as community preferences and expectations for education. This compatibility is very important, because it shows how the curriculum does not only focus on academic aspects, but also accommodates the values and needs of the surrounding community, which in turn can increase the relevance and quality of education in each madrasah.

A curriculum that is appropriate to local conditions allows students to feel more connected to the learning material, motivates them to be more active in the learning process, and provides direct benefits for their development, both in academic aspects and in the development of character and social values. Therefore, the match between the KOM document and the needs of the local community is a key factor in creating an effective and relevant learning experience for students at each madrasah. On the other hand, MTs Negeri 3 Tidore shows a lower level of conformity, namely 60%. This indicates that the KOM documents implemented in the madrasah may not fully describe or integrate the local needs and context that exist in the surrounding community. A curriculum that is less appropriate to socio-cultural conditions and community aspirations can affect the effectiveness of learning, because students may feel less connected to the material being taught or feel that the curriculum is not relevant to their daily lives. This decline in conformity may also reflect a lack of engagement between madrasas and communities in designing curricula that are more responsive to local needs.

The match between the curriculum document and the needs of the local community is very important in the educational process, because a relevant curriculum can help students to understand the subject matter more easily, feel more motivated, and see a direct connection between what they learn in class and their lives. Therefore, this research highlights the importance of adapting the curriculum to the local context as a determining factor in creating effective and meaningful learning experiences for students in each madrasah. According to Wright (2010), the suitability of the curriculum to the needs of the community is a fundamental aspect of education. The educational community must integrate local values and cultural context in curriculum development to make it more relevant and meaningful for students. In this case, a curriculum that suits the needs of the community will make it easier for students to relate learning material to their daily lives, thereby improving the quality of learning and student engagement. On the other hand, Parker (2008) emphasizes that the suitability of the curriculum to the local context and culture is very important to build identity and love for local culture. This is also in line with the finding that madrasas that better

understand the social and cultural characteristics of students can develop a more effective curriculum, thereby providing a positive impact on the teaching and learning process.

b. KOM Document Quality

The quality of the Madrasah Operational Curriculum (KOM) document is assessed based on four main aspects, namely completeness of content, readability and presentation structure, integration of technological aspects, and curriculum innovation. Based on the research results reflected in the table above, there are striking differences in the quality of KOM documents between the madrasahs studied. MAN 2 Tidore Islands City (TIKEP) shows very good document quality with a score of 4.5, which indicates that the KOM documents in this madrasah have a high level of content completeness, presentation that is easy to understand, and quite good integration of technology and curriculum innovation. This score reflects that the KOM document at MAN 2 TIKEP can cover all important aspects needed to support an effective learning process and is relevant to the needs of the local community. Meanwhile, MAN 1 Tidore received a score of 4, which shows that although the quality of the KOM documents in this madrasah is good, there are still several areas that need to be improved, such as integrating technology in learning or developing innovative aspects in the curriculum that are more adapted to current developments. MTs Negeri 2 Tidore, with a score of 3.5, shows a slightly lower document quality than the other two madrasahs, which may be due to a lack of completeness in the curriculum material or difficulties in compiling a document structure that is easily understood by all relevant parties. This score also shows that there is an opportunity to increase the involvement of technology in existing curriculum documents, considering the importance of this aspect in education in the current digital era.

Overall, the quality of the KOM documents in each madrasah reflects how the curriculum not only accommodates academic needs, but also pays attention to 21st century skills, such as the use of technology and innovation in the learning process. Each madrasah has strengths and areas that need improvement, and this is an important consideration for future curriculum development. From Fullan (2011), The quality of a curriculum document is determined by the extent to which the curriculum covers various important components such as educational objectives, teaching materials, learning strategies, and evaluations that suit student needs. In this research, a more complete document shows a better understanding from the madrasah of the elements that need to be in the operational curriculum.

Tyler's (1949) theory regarding educational goals and curriculum emphasizes that the curriculum structure must be clear, organized, and easy to understand by all parties involved, both teachers and students. A curriculum document that is easy to read and has a clear structure will make implementation and monitoring easier. As technology develops, it is important for the curriculum to include technology in the learning process. Koehler and Mishra (2009) in the TPACK (Technological Pedagogical Content Knowledge) theory emphasize the importance of integrating technology in curriculum preparation so that it can support a more effective and interesting learning process. MAN 2 TIKEP shows better integration of technology, such as the use of digital resources in learning, which makes the curriculum more innovative.

Johnson (2002) explains that innovation in the curriculum can include various things, from new learning approaches to the development of evaluation methods that focus more on students' practical skills. In this case, madrasahs with higher quality documents such as MAN 2 TIKEP show that there is an effort to develop teaching methods that are more creative and relevant to the needs of the times. There are several key aspects that differentiate it from previous research: a) Community-Based Approach: This research emphasizes the importance of community involvement in curriculum development. The Community-Based Independent Curriculum concept gives madrasahs the freedom to design a curriculum that suits local needs and characteristics, which is a response to the challenges of education which has so far been centralized and less relevant to the local context. b) Integration of Local Cultural Values: This research highlights how madrasahs in the City of Tidore Islands can integrate local cultural values into the learning process. This not only increases the relevance of education but also strengthens students' cultural identity, which is something new in the context of the educational curriculum in Indonesia. c) Evaluation of Curriculum Documents: Focusing on evaluating the quality and suitability of the Madrasah Operational Curriculum Document (KOM) and the Mapping

Document for Strengthening Character Education and Religious Risk Assessment (P5 P2RA) provide a unique contribution. This research not only assesses curriculum implementation but also evaluates documents that serve as operational guidelines, thereby providing a more comprehensive picture of curriculum effectiveness. d) Impact on 21st Century Skills: This research also explores how the implementation of this curriculum can help develop 21st century skills, such as critical thinking and creativity, among students. This shows that research does not only focus on academic aspects but also on developing relevant skills for the future.

4. CONCLUSION

Based on the results of evaluating the suitability and quality of KOM documents, it can be concluded that the majority of madrasah in Tidore Islands City have implemented a curriculum that is adequate to the needs of the local community, although there are still variations in the quality of the documents produced. Madrasah that scored high in the suitability and quality of KOM documents such as MAN 2 TIKEP have been more successful in integrating technology and innovation in their curriculum.

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