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Teacher qualifications in the implementation of the Kurikulum Merdeka and ISMUBA

Tarso[1], Deny Hadi Siswanto[2], Aldo Setiawan[3]
[1]Universitas Negeri Yogyakarta, DI Yogyakarta, Indonesia
[2]SMA Muhammadiyah Mlati, Kab. Sleman, Indonesia
[3]Universitas Ahmad Dahlan, DI Yogyakarta, Indonesia
tarso.2024@uny.ac.id[1], denysiswanto11@guru.sma.belajar.id[2], 2207050003@webmail.uad.ac.id[3]

ABSTRACT

Developing flexible and innovative curricula is essential to meet the demands of 21st-century education. This study examines the curriculum's planning, implementation, and evaluation at SMA Muhammadiyah Mlati, focusing on teacher qualifications and the relevance of learning materials to contemporary knowledge advancements. A qualitative descriptive method with an exploratory case study design was employed, involving principals, vice-principals, and teachers as research subjects. Data were gathered through interviews, documentation, and observations. The findings indicate that the school has implemented the Merdeka Curriculum, which is integrated with the ISMUBA curriculum. This approach is tailored to students' needs, environmental potential, and the Ministry of Education and Muhammadiyah guidelines. The curriculum has improved educational quality significantly. Flagship programs such as Life Skills and Pondok Tahfidz also foster character development and competitiveness, leading to remarkable academic and non-academic achievements.

ABSTRAK

Pengembangan kurikulum yang fleksibel dan inovatif telah menjadi kebutuhan penting bagi siswa di era modern. SMA Muhammadiyah Mlati menciptakan kurikulum yang sesuai dengan kebutuhan siswa abad ke-21. Penelitian ini bertujuan untuk menganalisis proses perencanaan, pelaksanaan, dan evaluasi kurikulum, termasuk kualifikasi guru dan relevansi pembelajaran terkait dengan kemajuan ilmu pengetahuan. Penelitian menggunakan metode deskriptif kualitatif dengan desain studi kasus eksploratif, yang melibatkan kepala sekolah, wakil kepala sekolah, dan guru sebagai subjek penelitian. Data dikumpulkan melalui wawancara, dokumentasi, dan observasi. Hasil penelitian menunjukkan bahwa sekolah ini telah mengembangkan Kurikulum Merdeka yang terintegrasi dengan kurikulum ISMUBA. Kurikulum ini dirancang berdasarkan kebutuhan siswa, potensi lingkungan, dan arahan dari Kementerian Pendidikan serta Muhammadiyah. Pengembangan kurikulum ini telah meningkatkan kualitas pendidikan. Sekolah juga meluncurkan program unggulan seperti Life Skills dan Pondok Tahfidz untuk mendukung pengembangan karakter dan meningkatkan daya saing, yang menghasilkan pencapaian akademik dan non-akademik yang signifikan.

Kata Kunci: *kualifikasi guru; kurikulum ISMUBA; Kurikulum Merdeka*

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INTRODUCTION

Education plays a crucial role in shaping individuals and society, making the development of an effective curriculum a fundamental cornerstone of educational success. The curriculum is the primary foundation for educational implementation in every educational institution (Southworth et al., 2023). It is a framework that systematically organizes the learning process, extending beyond formal guidelines (Abuhassna & Alnawajha, 2023). Within this scope, the curriculum encompasses educational goals, teaching materials, content, and learning methods designed to help students achieve the desired competencies. This underscores the importance of the curriculum in ensuring that education proceeds systematically and remains relevant to students' needs.

In an ever-changing era, curriculum modification becomes a strategic step to address these challenges. This modification goes beyond revising content and involves innovation in approaches, teaching methodologies, and integrating specific values to support character building (Njonge, 2023). Integrating values such as collaboration, creativity, and critical thinking skills is prioritized to prepare students for global challenges. Furthermore, an adaptive curriculum can create an inclusive learning environment where students can develop according to their potential (Widyastuti et al., 2024). Thus, the development and implementation of an effective curriculum are not solely the responsibility of educational institutions but also require collaboration among educators, policymakers, and the broader community to achieve more holistic educational goals.

In Indonesia, the legal foundation for the curriculum is outlined in Undang-Undang Nomor 20 Tahun 2003 to Sistem Pendidikan Nasional. The law stipulates that the curriculum must be designed to meet national education standards to achieve national education goals (Gunherani, 2024). The curriculum is expected to be more than a static guideline document; it should function as a dynamic tool that optimally supports students' potential development (Moundridou et al., 2024). Flexibility ensures that the curriculum remains relevant to local community needs, technological advancements, and global challenges (Pisriwati et al., 2024a; Yogyanto et al., 2024). Thus, curriculum modification becomes essential to adaptive and innovative education management.

Muhammadiyah schools implement a unique curriculum integrating Al-Islam, Kemuhammadiyahan, dan Bahasa Arab (ISMUBA) as part of the educational process. The ISMUBA curriculum is designed to strengthen Islamic and Muhammadiyah values in students, forming the distinct identity of Muhammadiyah educational institutions (Ridlo & Hafidz, 2024; Widodo et al., 2024). Moreover, this curriculum aims to develop students' character, faith, and piety. Modifying the ISMUBA curriculum becomes crucial to ensure its relevance to students' evolving needs in the globalization era while maintaining its core Islamic values.

Modifying the ISMUBA curriculum at Muhammadiyah Mlati Senior High School is a strategic effort to address contemporary challenges. As a private school under the Muhammadiyah organization, the school continuously innovates to develop a curriculum that meets academic standards and equips students with spiritual and character values. The school integrates Islamic principles with modern, technology-based approaches in a holistic orientation to create meaningful learning experiences (Firdaus et al., 2023; Yunita & Mulyadi, 2024). This

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ensures that students not only master knowledge but also develop strong character to face life's challenges.

One of the primary reasons for modifying the ISMUBA curriculum at Muhammadiyah Mlati Senior High School is to enhance the quality of education with a focus on strengthening students' character. Honesty, responsibility, tolerance, and social awareness are vital elements in the learning process (Siswanto et al., 2024a). By integrating the ISMUBA curriculum with the national curriculum, students achieve a balance between mastering general knowledge and instilling Islamic values (Putri et al., 2024a). This integration is expected to produce graduates who are intellectually capable and spiritually resilient.

Implementing the ISMUBA curriculum is challenging due to changing societal needs and technological advancements (Daulay & Pulungan, 2024; Suyatno et al., 2023). To address these, Muhammadiyah Mlati Senior High School leverages educational technology to support effective learning. Tools such as online learning platforms, interactive digital devices, and AI-based applications are incorporated into the ISMUBA learning process. These innovations aim to enhance students' digital literacy while ensuring Islamic values remain relevant to modern life.

The curriculum modification process also involves active collaboration among teachers, students, parents, education authorities, and Muhammadiyah leaders. As primary facilitators, teachers receive training to improve their competence in meeting contemporary needs (Lui et al., 2020; Syah et al., 2024a). Parents are involved through intensive communication programs to support character building at home. Meanwhile, students can participate in creative activities that foster their character and spiritual development, such as religious-based social activities and Islamic value-oriented competitions.

ISMUBA curriculum modifications also emphasize developing 21st-century skills, such as critical thinking abilities, creativity, effective communication, and collaboration, which are important in facing the dynamics of the modern world (Ridlo & Hafidz, 2024). Muhammadiyah Mlati Senior High School is committed to providing a learning experience that is designed holistically, not only preparing students to face global challenges but also maintaining their identity as a young generation of Muslims who have strong character, noble character, and contribute positively to society.

The ISMUBA curriculum modification approach is designed to be integrative and holistic, meaning that each learning component supports and complements one another to create a harmonious balance between students' cognitive, affective, and psychomotor aspects. This approach enables students to acquire the necessary academic knowledge and encourages them to internalize, understand, and apply Islamic values in their daily lives (Siswanto et al., 2024b). This curriculum aims to shape a generation that is not only excellent in academic achievement but also possesses strong and noble character (Fryer & Leenknecht, 2023). Additionally, students are encouraged to develop their potential to contribute as positive agents of change in society, significantly impacting social development and the progress of the community.

Based on the background above, this study aims to describe the Integration of the Independent Curriculum and ISMUBA at Muhammadiyah Mlati Senior High School. The research focuses on curriculum design, implementation processes, and the outcomes

achieved in character strengthening and student performance. This study is expected to contribute to curriculum development in other Muhammadiyah schools and serve as a reference for managing education based on Islamic values that adapt to the dynamics of the times.

LITERATURE REVIEW

Curriculum

Curriculum is a central element of the educational system that guides teaching and learning processes. The curriculum is a structured framework outlining the knowledge, skills, and experiences students are expected to acquire during their educational journey (Khaira et al., 2023). It provides a clear direction for educators, ensuring that instructional activities are aligned with specific learning objectives. In modern education, the curriculum is often seen as dynamic, continuously evolving to meet the changing needs of society and the demands of the 21st century (Prahastina et al., 2024). The focus has shifted from simply delivering content to fostering critical thinking, creativity, and the development of well-rounded individuals.

Various factors, including national educational policies, societal expectations, and student needs, influence the curriculum's design and implementation. Curriculum development should be a process that involves collaboration among educators, policymakers, and stakeholders, ensuring that the curriculum is relevant and responsive to the needs of students and the labor market (Astiwi & Siswanto, 2024). In many countries, curriculum reforms are periodically carried out to address issues such as technological advancements, globalization, and the increasing importance of skills such as problem-solving, collaboration, and digital literacy.

Curriculum theory has evolved, with various approaches emerging to cater to diverse educational goals. The concept of objectives-based curriculum design, where clear goals and outcomes guide the teaching process (Priawasana & Subiyantoro, 2024). Later, more flexible models, such as the constructivist curriculum, emphasized the importance of active learning and student-centered approaches. In recent years, there has been a growing focus on integrating interdisciplinary knowledge, critical thinking, and developing skills that go beyond academic learning.

Curriculum Development

Curriculum development is a dynamic and ongoing process that involves careful planning, design, implementation, and evaluation to meet the evolving needs of students and society. It should be systematically organized around clear educational objectives, ensuring that each aspect of the curriculum contributes to achieving desired learning outcomes (Jamil et al., 2024). The model focuses on identifying the objectives, selecting appropriate learning experiences, organizing them, and evaluating the effectiveness of the curriculum.

As educational paradigms shift, global and local contexts have increasingly influenced curriculum development. In response to the rapid pace of technological advancement and globalization, many countries have reformed their curricula to develop 21st-century skills,

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such as critical thinking, collaboration, and digital literacy (Putri et al., 2024b). Curriculum development now requires a more collaborative and inclusive approach, where stakeholders, including teachers, policymakers, and community members, work together to design and implement a curriculum that meets the needs of contemporary society (Hensley, 2020).

Furthermore, curriculum development is increasingly seen as a process that should be continuously evaluated and refined. This ongoing evaluation process allows for identifying gaps in the curriculum and ensuring that it remains relevant and effective (Chusniyah et al., 2023). Curriculum development should also be flexible enough to adapt to emerging trends, such as educational technology shifts and societal values changes (Saimon et al., 2023). Thus, curriculum development is not a one-time event but rather a continuous process of reflection, adaptation, and improvement, ensuring that it serves the best interests of students and society.

School Curriculum

The school curriculum concept encompasses the organized set of courses, lessons, and academic content offered by educational institutions. A school curriculum is not just a list of subjects but a comprehensive framework designed to guide students' learning experiences (Shibuya et al., 2023). It integrates both the academic knowledge students must acquire and the skills they need to develop to thrive in the future. The school curriculum plays a crucial role in shaping students' intellectual and social growth, as it lays the foundation for their overall education.

National standards, educational policies, and societal expectations often influence the design and structure of a school curriculum. In many educational systems, curriculum development is a collaborative process involving educators, policymakers, and other stakeholders, ensuring that the curriculum aligns with national educational goals while addressing the specific needs of local communities (Babullah & Nurachadijat, 2023). The school curriculum should focus on academic knowledge and aim to develop students' emotional, social, and ethical dimensions, fostering their capacity to become active, responsible citizens (Putri et al., 2024c). This view supports a more holistic approach to education, where the curriculum is seen as a tool to cultivate well-rounded individuals capable of contributing positively to society.

Recent trends in school curriculum development emphasize the importance of adaptability, inclusivity, and interdisciplinary learning. Furthermore, the concept of a "21st-century curriculum" has emerged, focusing on preparing students for an increasingly complex and interconnected world. Such curricula foster creativity, collaboration, communication, and problem-solving skills, enabling students to navigate the demands of a rapidly changing world (Siswanto & Andriyani, 2024). Thus, modern school curricula must be flexible, responsive, and focused on developing academic knowledge and practical competencies.

School Management

School management is managing resources within a school to effectively and efficiently achieve educational goals. Management involves planning, organizing, directing, and

controlling activities to achieve desired outcomes (Siswanto & Firmansyah, 2024). School management encompasses various aspects of education, including curriculum management, human resources, finance, facilities, and community relations (Syah et al., 2024b). Numerous studies have demonstrated that effective school management can enhance the quality of learning, student well-being, and academic achievement. For example, the leadership role of school principals is crucial in developing school management (Astiwi et al., 2024).

One widely discussed approach in the literature is School-Based Management (SBM), which grants schools greater authority to manage their resources. SBM aims to increase community participation, transparency, and accountability in school administration (Panagopoulos et al., 2023). However, its implementation often faces challenges such as limited managerial capacity among principals and teachers and resistance to change.

Furthermore, Information and Communication Technology (ICT) plays an increasingly vital role in modern school management. School Management Information Systems (SMIS) facilitates the management of academic, administrative, and financial data. Schools that integrate technology into their management processes demonstrate improvements in efficiency and decision-making accuracy (Hera et al., 2024; Ragazou et al., 2023). Overall, effective school management must adapt to contemporary challenges, including the need for innovation, stakeholder participation, and the utilization of technology.

ISMUBA Curriculum

The ISMUBA Curriculum is a distinctive feature of Muhammadiyah educational institutions, emphasizing the strengthening of Islamic values, Muhammadiyah identity, and proficiency in the Arabic language (Widodo et al., 2024). This curriculum aims to shape students who excel academically and possess strong Islamic character. The ISMUBA Curriculum is designed to integrate spiritual, moral, and social aspects with general knowledge-based learning, producing individuals who are virtuous, independent, and responsible (Mundofi, 2024). This aligns with Muhammadiyah's vision to create a generation that excels in knowledge and actively contributes to society.

The modification and development of the ISMUBA Curriculum have become a focus in addressing the dynamic needs of students in the modern era. Muhammadiyah schools have adopted the ISMUBA Curriculum through technology-based and interactive learning approaches to enhance its relevance to 21st-century challenges (Pisriwati et al., 2024b). Educational technologies, such as digital media, online platforms, and blended learning methods, are integrated to strengthen students' digital literacy without diminishing the essence of Islamic values (Syarifah et al., 2024). Furthermore, this approach facilitates more flexible learning and encourages active student engagement in the learning process.

The ISMUBA Curriculum also plays a strategic role in shaping students' character in line with the goals of national education. Integrating Islamic values such as honesty, responsibility, and social awareness within the ISMUBA Curriculum positively impacts students' character development (Adha & Prawironegoro, 2024). Thus, the ISMUBA Curriculum serves as an identity of Muhammadiyah education and an innovative curriculum contributing to the formation of an Islamic generation prepared to face global challenges.

METHODS

This research employs a descriptive method with a qualitative approach, aiming to conduct an in-depth exploration of the phenomenon under study through a case study design. The research involves planning, data collection, analysis, quality testing, and report preparation (Sibuea et al., 2023). The research objectives, subjects, interview guidelines, observation checklists, and documentation framework were established during the planning stage. Data were collected through semi-structured interviews, documentation, and direct observations, then analyzed thematically to identify significant patterns or themes. Data quality testing includes credibility tests (triangulation, peer discussions, member checks), transferability, dependability, and confirmability to ensure validity, reliability, and bias-free. The findings are summarized in a report comprising the background, methodology, findings, interpretation, and recommendations to provide practical and theoretical benefits. The research subjects consist of seven individuals, as follows in **Table 1**.

Table 1. Research Subjects

No	Position/Title	Gender	Age (Years)	Description
1	Principal	Male	28	Leading the school and entirely responsible for school policies
2	Vice Principal for Curriculum	Male	31	Responsible for curriculum management
3	Vice Principal for ISMUBA	Female	47	Managing ISMUBA programs and related activities
4	Teacher	Male	32	Math Teacher
5	Teacher	Male	40	Arabic Teacher
6	Teacher	Female	26	English Teacher
7	Teacher	Female	39	Quran Hadith Teacher

Source: Research 2024

The selection of this subject aims to obtain diverse and comprehensive perspectives in revealing information related to the research topic.

RESULTS AND DISCUSSION

School Curriculum Design

Muhammadiyah Mlati Senior High School implements the Kurikulum Merdeka and the Muhammadiyah curriculum known as ISMUBA. The ISMUBA curriculum is designed without reducing the teaching hours of the Kurikulum Merdeka set by the government. ISMUBA lesson hours are inserted after the Kurikulum Merdeka lessons end, so the learning process at Muhammadiyah Mlati Senior High School lasts longer than other schools. The design and development of this curriculum consider the needs of students and the potential of the environment, especially around the school (Minkos & Gelbar, 2021). The foundation for the

design and development of this curriculum is based on mandates from the Kementerian Pendidikan dan Kebudayaan dan Keputusan Ketua Umum PP Muhammadiyah.

The curriculum development at the school level is carried out by a curriculum development team at Muhammadiyah Mlati Senior High School, with input from the School Committee and guidance from the Sleman Regency Education Office, the Special Region of Yogyakarta Provincial Education and Culture Office, and the Muhammadiyah Regional Leadership of the Special Region of Yogyakarta. Based on document studies in book titled "*Al-Islam dan Kemuhammadiyahan*" by Ritonga et al. it is known that the ISMUBA curriculum applied at this school considers certain principles, including the enhancement of faith, piety, and noble character; the competencies needed for the future; the diversity of local potentials and characteristics; the demands of regional and national development; and relevance to the world of work, science, technology, art, religion, global dynamics, national values, and gender equality.

An interview with the Vice Principal for the Curriculum of SMA, Muhammadiyah Mlati, revealed several principles put forward by the Principal, which are reinforced by previous research on the curriculum. This explains that there are five principles in compiling and designing the curriculum. These principles highlight the integration of the Merdeka Curriculum and ISMUBA, which prioritizes a student-centered approach by emphasizing school strengths, student development, individual needs, and interests. The curriculum aims to shape individuals who are faithful, pious, morally upright, culturally aware, and equipped to serve as Muhammadiyah cadres and responsible citizens. It incorporates a diverse and cohesive design that addresses national and Muhammadiyah priorities, regional contexts, and educational levels while remaining adaptable to advancements in science, technology, and art to deliver meaningful learning experiences. The curriculum balances technical (hard) and interpersonal (soft) skills by aligning with societal and stakeholder demands. It provides a comprehensive and continuous framework that consistently integrates spiritual, social, cognitive, and practical dimensions across all levels of education. Furthermore, the curriculum fosters lifelong learning through holistic student development and blends national and regional priorities to nurture a social and national identity rooted in the principles of progressive Islam.

These principles align with the idea that the curriculum should be based on students' talents, interests, and physical and social needs (Mpuangnan & Ntombela, 2024; Putri et al., 2024a). Students' social needs and interests should also drive curriculum decisions and learning activities (Azzahra et al., 2022; He & Liu, 2024). Therefore, the curriculum development at Muhammadiyah Mlati Senior High School considers national educational goals, the students' characteristics, and the local community's needs. The steps in designing the curriculum at Muhammadiyah Mlati Senior High School, based on interviews, documentation studies, and observations conducted by the researcher, begin with identifying issues and analyzing needs.

1. The first step is the identifying phase. The school focuses on the needs of students, which forms the basis for curriculum development. The identification and analysis are carried out through meetings held at the beginning of the new school year, involving various stakeholders, both internal and external, such as the education office. In this process, the school forms a curriculum development team composed of the School Committee. It receives guidance from the Sleman Regency Education Office, the Muhammadiyah

Regional Leadership of the Special Region of Yogyakarta, and the Special Region of Yogyakarta Provincial Education and Culture Office.

2. Once the identification and analysis of needs are complete, the second step is to determine the goals and indicators for measuring the achievement of those goals. This process is based on the results of the needs analysis and the identification of problems to be addressed in both the short and long term. These goals and indicators then serve as a reference for evaluating the learning outcomes and education at Muhammadiyah Mlati Senior High School. According to the Vice Principal of Curriculum, these indicators and goals are important benchmarks discussed in the school's annual evaluation meetings.

3. The third step in this process is establishing strategies to achieve the predetermined goals. These strategies include various programs to support student development and improve teacher teaching quality. The principal stated that implementing these strategies involves teacher training, guidance, and mentorship. Teachers are also allowed to develop their competencies to ensure that the applied strategies are practical and meet students' needs.

4. The fourth step is implementing the curriculum design results. The principal stated that the curriculum implementation has been successful, thanks to the support of all parties, including students, teachers, administrative staff, and parents. Parental involvement is evident in non-academic activities, such as supporting students in competitions, including national events like the flag-raising ceremony. This support is provided both materially and morally, showing a shared commitment to supporting the curriculum implementation.

5. Evaluation and feedback are the fifth or final step in the curriculum design process. Evaluation is regularly conducted, both monthly and semester-wise. The principal and vice principal typically conduct monthly evaluations to ensure the curriculum is implemented as planned. One of the documents reviewed is the context analysis report for the 2023/2024 academic year. This report identified several shortcomings, such as the failure to meet national standards for learning devices at all grade levels. However, the learning process standard has been implemented well.

Nevertheless, some challenges remain, such as some teachers' low utilization of IT in the learning process. Additionally, not all teachers analyze and use assessment results to improve the learning process. These shortcomings are a primary focus in curriculum evaluations to ensure continuous improvements to enhance the quality of education at Muhammadiyah Mlati Senior High School.

Overall, the steps in designing the curriculum at Muhammadiyah Mlati Senior High School align with the model proposed (Cholilah et al., 2023). This model includes six stages: identifying problems, analyzing needs, determining goals and objective measurement specifications, establishing strategies, implementing the curriculum design results, and evaluating and providing feedback. With this approach, the curriculum design process is expected to meet students' needs and support the improvement of educational quality.

School Administration

Based on the research results, it is known that Muhammadiyah Mlati Senior High School has a sufficient number of teachers to teach each class, which is 18 teachers. The vice principal stated that four additional classes could be used for other activities. Teachers at Muhammadiyah Mlati Senior High School who teach ISMUBA curriculum subjects, namely

Islamic Religious Studies, Muhammadiyah Studies, and Arabic, have been sent to Jakarta to attend training with the number of teachers who have attended the training almost 50% of the total teachers. This training is expected to improve the competence of each teacher in order to maintain professionalism in teaching.

Meanwhile, according to Ritonga et al. in a book titled "*Al-Islam dan Kemuhammadiyahan*", the Minimum Completion Criteria set by the subject teachers for graduation is 75. This is the standard in the learning and evaluation process at Muhammadiyah Mlati Senior High School. According to the Law on Teachers and Lecturers, one of the accreditation requirements is having at least 20% of teachers with a Master's degree (Strata 2). However, Muhammadiyah Mlati Senior High School has only four teachers with a Master's degree, approximately 22.22% of the staff. In light of this, the school has collaborated with several Muhammadiyah Universities to provide scholarships for teachers who wish to pursue further studies. In the future, the school also plans to allocate funds for teachers' further education.

The research findings indicate that the total number of educators at Muhammadiyah Mlati Senior High School currently stands at 18, consisting of 12 female and six male teachers. Regarding teaching certification, five teachers, or about 27.78%, have obtained teaching certification, while the remaining 13 teachers, or 72.22%, have not. This highlights the need to increase the number of certified teachers at Muhammadiyah Mlati Senior High School to meet higher professional standards.

Based on the alignment of the subjects taught with the teachers' academic backgrounds, the study shows that 16 teachers, or 88.89%, possess qualifications that align with their teaching subjects. Meanwhile, two teachers, or around 11.11% of the total educators, teach subjects that do not match their academic background. This indicates that most teachers at Muhammadiyah Mlati Senior High School meet the qualifications for teaching their respective subjects, although there is room for improvement.

From the data provided, it can be concluded that most of the educators at Muhammadiyah Mlati Senior High School teach in line with their academic backgrounds. This reflects that the teachers at the school have the competence required for the subjects they teach. However, to improve the quality of learning, efforts should be made to ensure that all teachers teach in a way that aligns with their areas of expertise.

Muhammadiyah Mlati Senior High School also demonstrates a commitment to supporting teacher professionalism through training and mentoring. The training programs attended by some of the ISMUBA curriculum teachers are one of the strategic steps in improving the quality of education at the school. This initiative is expected to create a better learning environment and support achieving the established educational goals.

Overall, Muhammadiyah Mlati Senior High School has made reasonable efforts in managing its teaching staff and improving the quality of education. However, additional strategic steps are still needed to meet the established standards, such as increasing the number of certified teachers and supporting the alignment of teaching subjects with academic backgrounds. Therefore, it is hoped that Muhammadiyah Mlati Senior High School will continue to develop as an excellent and competitive educational institution in line with *Peraturan Pemerintah (PP) Nomor 74 Tahun 2008 tentang Guru dan Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen*.

Discussion

Based on the research findings from observations, interviews, and document studies, several key points regarding implementing curriculum modification management at Muhammadiyah Mlati Senior High School can be outlined. The School Committee Chair, the Regional Leadership of Muhammadiyah Yogyakarta Special Region, and the Head of the Department of Education and Culture of Yogyakarta Special Region serve as the primary basis for the curriculum development. Regarding academic achievement, the student's overall academic performance has been good; however, the school recognizes that there is still room for improvement, especially in achieving the best scores in the Computer-Based National Assessment, Regional Education Standards Assessment, and School Exams. The school is committed to continuously optimizing curriculum implementation to support the achievement of the established targets. Among the various extracurricular activities offered, the Hizbulwathan group stands out. In addition, other activities such as Tapak Suci, the National Student Sports Olympiad, and other sports competitions have also resulted in impressive achievements at both the city and national levels.

To further enhance the quality of education, Muhammadiyah Mlati Senior High School has designed several flagship programs to provide a more comprehensive and in-depth educational experience for students. The first program introduced is "Sejali", a literacy program implemented for 15 minutes before lessons begin. In Literacy programs, students must engage in literacy activities, such as reading books or articles, to improve their literacy skills (Komara & Hadiapurwa, 2023; Marleni et al., 2024). This program is expected to broaden students' horizons while also providing an opportunity to develop better reading and writing skills, essential in facing academic challenges and everyday life (Yeter et al., 2024).

The second flagship program Muhammadiyah Mlati Senior High School designed is the Pondok Tahfidz program. This program aims to create a more structured and disciplined learning environment by allowing some students to stay at a boarding facility in collaboration with the school. The main focus of this program is Tahfidzul Quran, which aims to motivate students to memorize and apply the teachings of the Quran in their lives. Additionally, this program emphasizes Muhammadiyah cadre development, hoping to produce a generation that is not only religious and disciplined but also has a strong leadership spirit that can bring positive change to society and the nation. Learning the Quran can shape students' attitudes to love their fellow human beings and their God (Yousef et al., 2024).

Muhammadiyah Mlati Senior High School is also developing a Life Skills program to allow students to express themselves based on their interests and talents, particularly in science and technology. This program aims to teach practical skills that can be used in daily life so students are academically proficient and possess skills relevant to current developments. By integrating technology into learning and daily activities, the Life Skills program is expected to help students better prepare for challenges in the workforce and the evolving society (Goulart et al., 2022). Although still in the final design phase, the Life Skills program is expected to be implemented next year. This program is anticipated to significantly impact students' skill development by focusing on a needs-based approach and future trends.

The various flagship programs developed by Muhammadiyah Mlati Senior High School represent a serious effort to create a generation of young people who are not only academically intelligent but also possess strong character, relevant skills, and good leadership qualities. Through programs such as Life Skills and Pondok Tahfidz, the school aims to create a holistic and in-depth learning environment that will prepare students to become successful individuals who can contribute to the nation and the country. To support the success of these programs, Muhammadiyah Mlati Senior High School continues to coordinate with various parties, including the Muhammadiyah Education and Teaching Council at both the provincial and central levels and educational institutions abroad. This collaboration is expected to strengthen the school's foundation and help it realize its vision of becoming an excellent and globally competitive educational institution. Overall, the various programs designed reflect Muhammadiyah Mlati Senior High School's efforts to be an academic-focused educational institution and build students' character and skills. By integrating Islamic and Muhammadiyah values, the school demonstrates a strong commitment to producing young people who are competent, character-driven, and capable of competing globally.

In the face of implementation challenges, Muhammadiyah Mlati Senior High School continues to show dedication and innovation in developing its flagship programs. Support from various stakeholders is key to success in creating education that is not only of high quality but also relevant to current developments. With a solid curriculum foundation and the flagship programs being developed, Muhammadiyah Mlati Senior High School is optimistic about continuously improving its education quality. These efforts clearly demonstrate the school's dedication to educating the next generation who can make a meaningful contribution to society.

CONCLUSION

This study shows that Muhammadiyah Mlati Senior High School implements the Kurikulum Merdeka integrated with the ISMUBA curriculum, which is designed based on student needs, the potential of the surrounding environment, and the mandate of the Ministry of Education and Muhammadiyah. This curriculum has succeeded in contributing to improving the quality of education. Regarding teacher management, 88.89% of teachers teach according to their academic qualifications, and 27.78% have teacher certification. The outputs of this curriculum include documentation that has been approved by related parties and significant academic and non-academic achievements by students. Muhammadiyah Mlati Senior High School has also introduced superior programs, such as the Life Skills program and Pondok Tahfidz, to support the development of schools as superior and competitive educational institutions.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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