

Life Skills-Based Curriculum Innovation Management in Developing Independent Character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung

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Abstract.

This research is motivated by the urgency of strengthening students' independent character amidst the challenges of globalization, technological disruption, and social complexity which demand adaptive competencies and life skills (life skills) which is integral. The purpose of this study is to analyze the planning, implementation, evaluation, as well as supporting and inhibiting factors in the management of life skills-based curriculum innovation in developing students' independent character. This research employed a qualitative approach with a multi-site study method. Data collection techniques included in-depth interviews, participant observation, and documentation studies. Data analysis employed an interactive model that encompassed data reduction, data presentation, and continuous conclusion drawing. The results of the study show that the management of life skills-based curriculum innovation in both madrasas was implemented systematically through participatory planning, strengthening institutional vision, and integration. Life skills in subjects, as well as character building through madrasah culture. The implementation of these innovations has had a significant impact on the development of students' independent character, characterized by increased personal responsibility, learning independence, decision-making skills, and readiness to face social challenges. An effective management model is supported by transformational leadership, stakeholder collaboration, and continuous evaluation.

Keywords: *Management, Curriculum Innovation, Life Skills, Independent Character.*

I. INTRODUCTION

Today, education is not only oriented towards cognitive knowledge, but also requires the development of affective and psychomotor skills in students. Education is a process that produces competent, skilled, and creative individuals. Therefore, the state is obliged to ensure quality education for its citizens without exception. Every student certainly has different abilities, even those with physical or mental limitations, they certainly have abilities that can be stimulated through life skills activities from an early age. The challenges of the industrial revolution demand a capable and skilled young generation, therefore, awareness is needed from parents, schools, and the state to guide them and equip them with life skills as early as possible.

As is known, one of the priorities of national education development in relation to the development of human resource quality is related to improving the quality of each type and level of education. In order to improve this quality, there are three main factors that are the focus of attention, namely: (1) Adequacy of educational resources to support the educational process, in the sense of adequate provision of the number and quality of teachers and other educational staff, textbooks for students and libraries, and learning infrastructure; (2) The quality of the educational process itself in the sense of the curriculum and implementation of teaching to encourage students to learn more effectively; and (3) The quality of the output of the educational process, in the sense of the skills and knowledge that have been acquired by students (Muhaimin, 2003).

The various levels of education in Indonesia include the madrasah, a complex and unique institution. This is evident in the relatively balanced distribution of religious and general

education materials. Madrasahs, of which there are thousands throughout Indonesia, remain the mainstay and hope of the majority of Muslims who desire their children to be happy in this world and the hereafter. This means that mastering both worldly and afterlife knowledge is something they believe public schools do not yet offer (Furchan, 2004).

If madrasahs want to build public trust, they must be able to offer a curriculum that is not dominated by religious knowledge. Ideally, their curriculum should accommodate developments in modern science and technology without abandoning their own distinctive characteristics. The continued tendency of madrasahs to focus on madrasahs does not preclude the possibility of offering a representative curriculum to meet the demands of the evolving community (Furchan, 2004).

More specifically, criticism of the weakness of madrasah education in responding to science and technology has been anticipated by the Indonesian Ministry of Religious Affairs with the launch of an educational program called Madrasah Aliyah Plus Skills (MAPK). MAPK is based on the premise that life in the modern era is marked by rapid change, requiring everyone to keep pace with the ever-evolving flow of change in international relations and job market mobility. The initial concept of MAPK was to prepare skilled Madrasah graduates ready to enter the workforce. From a human investment perspective, unemployment among graduates of certain educational programs, such as Madrasah Aliyah, represents a significant waste of economic resources. Therefore, it is necessary to develop a quality MAPK to address the issue of independence in the workforce.

The chairman of the Indonesian Madrasah Aliyah vocational teacher association said something similar: According to a 2021 analysis, only 10% of MA alumni continue to higher education. Furthermore, we cannot deny that MA is a third-rate school in terms of choosing a school. Smart students usually choose their favorite high school, while vocational high school is second for those who want to work straight away. These third-rate students usually don't have the desire to work straight away and are less intelligent and enter MA. Because only 10% (of MA alumni) continue to higher levels, they must be provided with provisions for living in society, which is why vocational madrasahs were created (Ahyar et al, 2022).

Regarding the MAPK policy, the implementation of skills programs in MAPK has not been optimal. In fact, some schools registered as MAPK have not yet implemented their programs at all. Therefore, MAPK is expected to be more effective in planning, organizing, implementing, and monitoring programs to avoid being overshadowed by other educational institutions that continue to develop.

The next problem is related to the lack of maturity for graduates, so that not all students can automatically enter the productive sector, resulting in the increasing unemployment rate among teenagers. According to (Saefuddin, 2018) that education is essentially a unity of four processes, namely: (1) the process of recognizing the essence of life; (2) the process of integrating elements of life with personality; (3) the process of developing human powers; and (4) the process of processing resources to fulfill practical needs in space, time and the weight of life. These four processes are then connected with four factors to dynamize the educational process, namely: (1) knowledge about the field of life; (2) technological input; (3) development and proportionalization of insight; (4) consistency of goals, facilities, techniques, curriculum and syllabus.

In Law Number 20 of 2003 concerning the National Education System, an explanation is included in Article 26 paragraph (3) Life Skills, which is "education that provides personal skills, social skills, intellectual skills, and vocational skills for work or independent business." Such an important educational orientation requires program management and learning development that is able to solve crucial educational problems, especially at the MA level. Where life skills-based programs need to be implemented as an educational culture.

Life skills can be defined as the ability to develop positive attitudes, mentality, and competencies to face the realities of life. Building life skills involves developing one's attitudes and behaviors. Similarly, character education involves developing one's character, disposition, morals, or personality, formed through the internalization of various virtues believed in and used as a foundation for perspective, thinking, behaving, and acting. Virtues comprise a number of values, morals, and norms, such as honesty, courage, trustworthiness, and respect for others. From this understanding, it can be seen that life skills education is an effort to build character itself (Senowarsito, 2019).

The concept of life skills in the National Education System divides life skills into four types, namely 1) Personal skills which include self-awareness and rational thinking skills; 2) Social skills which consist of communication skills and collaboration skills; 3) Academic skills; 4) Vocational skills (Anwar, 2019).

The birth of the policy of the Ministry of Religious Affairs of the Republic of Indonesia with the emergence of an education program called MAPK through the establishment based on the Decree of the Director General of Islamic Education No. 2851 of 2020 following up on KMA No. 184 of 2019 is intended to equip students with various abilities according to the demands of the times and the demands of reform in order to answer global challenges, contribute to community development and social welfare, be flexible and adaptive to various changes. However, this policy is still unable to answer the changes of the times, especially the challenges of life problems faced by students.

KMA 184 of 2019 concerning Guidelines for Curriculum Implementation in Madrasahs was issued by the Ministry of Religious Affairs to encourage and provide regulations on how to innovate in implementing the madrasah curriculum and provide a legal framework for developing the unique characteristics of madrasahs. In general, innovative madrasahs are those that continuously carry out renewal in response to environmental changes, and have the ability to develop new ideas to improve their institutions, so that they are adaptive to changing times. Innovative madrasahs are adept at realizing educational goals and are adept at honing student competencies that are in line with life's needs effectively.

The curriculum, as a component of education, occupies a strategic position, serving as a guideline for learning activities. Successful educational activities must address the curriculum, as classroom experiences are based on the curriculum. The curriculum is the set of learning experiences students will gain during the educational process. It is designed to achieve the desired goals of the educational process (Fujiawati, 2016).

Curriculum innovation is a necessity that educational institutions must prepare to respond to societal demands and needs, as the curriculum is inherently dynamic. As a reference material in the learning process, the curriculum must be able to create and deliver students who meet society's expectations based on the needs of the times. The curriculum must be able to realize the demands of the times as a result of scientific developments and the progress of the globalization era. With the necessary curriculum, the teaching and learning process will run smoothly, and students will gain new experiences that can later be developed in line with their development.

To ensure curriculum development meets expectations, foundations are needed. These foundations include philosophical, psychological, sociological, conceptual-theoretical, historical, and legal foundations. Curriculum innovation must be based on these foundations, ensuring that the intended purpose of the curriculum innovation aligns with expectations, not the opposite. Curriculum innovation and development are carried out because curriculum development is dynamic, always changing, and adapting to the needs of students.

Among the Islamic Senior High Schools (Madrasah Aliyah) that have implemented curriculum innovations as MAPK are MAS Darul Hikmah Purwakarta and MAN 1 Bandung. The existence of these two Madrasahs is quite attractive to madrasahs plus skills in the West

Java region because their skills programs are quite well-established despite undergoing several curriculum changes. The implementation of the Plus Skills program as one of the madrasah innovations is a response to meet the needs of customers, in this case students, parents, the community, higher education, and the world of work.

Based on the results of observations and interviews, it is known that the life skills education carried out by the teachers at MAS Darul Hikmah begins with recognizing themselves and the talents of each student. This self-awareness is balanced with the value of piety instilled in students as a proverb, "Who knows his God, he will know himself." This is what the teachers at MAS Darul Hikmah try to instill in their students. As for developing vocational skills, MAS Darul Hikmah has run a program with the type of Computer and Network Engineering (TKJ) skills, while at MAN 1 Bandung has run a program with the type of Computer and Network Engineering (TKJ) and Motorcycle Business Engineering (TBSM) skills. In addition, at MAN 1 Bandung there is a Robotics program that won second place at the national level at the 2020 Madrasah Robotic Competition (MRC). In fostering environmental awareness, students are guided to manage used goods, make ecobricks, and garden. In both madrasahs, there are market day activities as an implementation of project-based learning, where students have to make several processed dishes and after that students sell the food (Interview with Yanti, M. Pd. (Deputy Head of Madrasah for Curriculum, MAS Darul Hikmah Purwakarta), January 17, 2023. Asep Saepudin (Deputy Head of Madrasah for Curriculum, MAN 1 Bandung), January 20, 2023).

Although both Madrasahs have implemented life skills-based programs with various implementation mechanisms, students have not yet fully actualized their potential, both spiritually and through their attitudes and actions, to be able to solve the problems they face. When these life skills-based programs are implemented, the values mentioned above should develop, but in reality, these values have not yet fully developed in line with the implementation of these life skills-based programs. Among the problems faced by students related to self-awareness and rational thinking skills are students who are not fully aware of and grateful for their strengths and weaknesses, are not yet proficient in processing information, making decisions, and solving problems. Among the indicators of independent character that have not yet emerged from students is the social aspect. This aspect relates to students' ability to build interactions with others, which is still lacking, still dependent on or waiting for action from others. Furthermore, what needs to be developed in students is the emotional aspect. Students are not yet able to make their own decisions, control their emotions and solve their own problems (Interview with Drs. Zamzam Fatturohman, M. Pd. (Principal of MAS Darul Hikmah Purwakarta Madrasah), January 17, 2023).

Based on the above background, the researcher was interested in delving deeper into this issue. The researcher conducted a study entitled "Life Skills-Based Curriculum Innovation Management in Developing Independent Character (Research at MAS Darul Hikmah and MAN 1 Bandung).

II. RESEARCH METHODS

According to Rahardjo, as quoted by (Arifudin, 2023), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth; there is only the right method for a specific purpose, according to the existing phenomenon. Budiharto, as quoted by (Maulana, 2025), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

This study uses a qualitative approach with a descriptive method to understand the phenomenon of life skills-based curriculum innovation management in developing independent character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung. According to

Nana Syaodih Sukmadinata in (Rosmayati, 2025), qualitative descriptive research is aimed at describing and depicting existing phenomena, both natural and human-engineered, which pays more attention to the characteristics, quality, and interrelationships between activities. In addition, descriptive research does not provide treatment, manipulation, or changes to the variables studied, but rather describes a condition as it is. The only treatment given is the research itself, which is carried out through observation, interviews, and documentation.

The approach used in this research is a qualitative approach. According to Iskandar in (Kartika, 2025), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Mayasari, 2024) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Alammy, 2025), this approach aligns with the primary objective of the study, which is to describe and analyze life skills-based curriculum innovation management in developing independent character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung. Therefore, this method will be able to explain the research problems (Awaludin, 2024).

Bungin, quoted (Kartika, 2023), explains that qualitative descriptive research aims to describe situations, conditions, or social phenomena that exist in society and then use them as research objects, and attempts to bring reality to the surface as a model or depiction of certain conditions or situations. This study aims to provide an analytical overview of life skills-based curriculum innovation management in developing independent character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung.

Bogdan and Taylor in (Erfiyana, 2025) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examined words, detailed reports from respondents' views and conducted studies in natural situations, specifically related to the management of life skills-based curriculum innovation in developing independent character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung.

Engineering can be seen as a means of carrying out technical work carefully using the mind to achieve goals. Although research is actually an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means to find a solution to any problem. In this case, the author collected information about the management of life skills-based curriculum innovation in developing independent character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung, including articles, journals, theses, ebooks, and others (Mayasari, 2023).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Awaludin, 2023).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Asitoh, 2025) claims that data collection is an effort to gather information related to the topic being studied. The author uses a library research method to collect data. Specifically, the author begins with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share the views of life skills-based curriculum innovation management in developing independent character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung.

Furthermore, Amir Hamzah in (Nurazizah, 2026) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses,

and other written sources. According to (Andrivat, 2025), data collection can be conducted in various situations, using different sources, and employing different techniques.

Meanwhile, Sopwandin in (Erfiyana, 2026) explains that data collection is carried out through observation, interview and documentation study techniques, with data analysis activities including data condensation, data presentation, and drawing conclusions.

Observation is part of the direct research process of examining the phenomena being studied (Andrivat, 2024). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on the management of life skills-based curriculum innovations in developing independent character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Kartika, 2024).

Documentation is a data collection technique using existing written documents or records (Kartika, 2022). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Ratnaningsih, 2026), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Kartika, 2026), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the state of the institution (research object), namely life skills-based curriculum innovation management in developing independent character at MAS Darul Hikmah Purwakarta and MAN 1 Bandung.

Moleong, quoted by (Arifudin, 2024), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. (Safar, 2026) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Karwati, 2026), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

According to Muhadjir (Romdoniyah, 2024), data analysis is the activity of systematically conducting, searching for, and compiling records of findings through observation and interviews so that researchers focus on the research they are studying. After that, the findings are made into material for others, edited, classified, and presented. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Judijanto, 2025) consists of data collection, data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION

Research Result

Implementation of the stages of the MAS Darul Hikmah Purwakarta policy.

The implementation of the Life Skills-based curriculum innovation policy at MAS Darul Hikmah Purwakarta is a strategic process designed to ensure the development of students' independent character in a structured and sustainable manner. Policy implementation is understood not only as the technical implementation of learning but as a systematic series of steps, starting from planning, organizing, implementing, and evaluating. This approach demonstrates that curriculum innovation is positioned as an institutional policy with clear direction and stages.

Based on an interview with the Madrasah Principal on September 3, 2025, the first stage in policy implementation is preparation and planning. At this stage, MAS Darul Hikmah Purwakarta analyzed student needs, identified teacher competencies, and adjusted curriculum documents to include Life Skills indicators integrated with the vision of independent character development. Furthermore, the Principal emphasized that planning is the primary foundation for ensuring that policies are not merely normative but operational and measurable in their implementation.

Furthermore, the head of the madrasa explained that after the planning stage, the policy entered the implementation stage which focused on the application of project-based learning and character building in intracurricular and extracurricular activities.

Based on an interview with the Deputy Principal for Curriculum on September 3, 2025, it was explained that the implementation of the policy stages at MAS Darul Hikmah Purwakarta is carried out through technical coordination and regular academic supervision. The Deputy Principal for Curriculum ensures that teaching materials integrate personal, social, academic, and vocational skills. Monitoring is carried out through classroom observations, evaluation of learning materials, and teacher reflection forums to maintain alignment between policy and practice in the field.

Meanwhile, interviews with teachers on August 22, 2025, revealed that the implementation of the policy phases at MAS Darul Hikmah was evident in the form of changes in learning strategies, leading to more active and participatory learning. Teachers integrated discussion methods, problem-solving, and project-based assignments, encouraging students to be more independent in completing their academic responsibilities. Teachers also stated that clear direction and supervision helped them understand the success indicators required for student character development.

Based on interviews with the Principal, Deputy Principal, and teachers at MAS Darul Hikmah Purwakarta, specifically during the implementation phase of the Life Skills-based curriculum innovation at MAS Darul Hikmah Purwakarta, it can be generally explained that the policy implementation phase follows a systematic and coordinated process. Each phase has a monitoring and evaluation mechanism to ensure the policy is implemented according to its objectives.

Furthermore, the policy implementation stages for the Life Skills-based curriculum innovation at MAS Darul Hikmah Purwakarta Guru demonstrate continuity between strategic planning, technical implementation, and ongoing evaluation. This process demonstrates that the curriculum innovation is not merely a policy document but is embodied in concrete learning practices that consistently focus on developing students' independent character.

Implementation of the policy objectives of MAS Darul Hikmah Purwakarta.

The implementation of policy objectives in the Life Skills-based curriculum innovation at MAS Darul Hikmah Purwakarta is aimed at realizing the development of independent character in students in a structured and measurable manner. The policy objectives are not only oriented towards improving academic achievement but also towards fostering a sense of responsibility, discipline, initiative, and independent decision-making. Therefore, the implementation of policy objectives is integrated into all learning activities and the madrasah culture.

Based on an interview with the Madrasah Principal on September 3, 2025, the principal explained that the main objective of this policy is to develop students who are self-managing, complete assignments without over-dependence, and are prepared to face real-life challenges. The principal emphasized that every program implemented must be directly relevant to strengthening independent character. Therefore, the objective indicators are formulated

operationally so that they can be measured through changes in student behavior and learning outcomes.

Furthermore, in its implementation, the policy objectives are translated into project-based learning activities and real-world practices. Based on an interview with the Deputy Principal of Madrasah for Curriculum on September 3, 2025, it was explained that every teacher is required to include Life Skills elements in the Lesson Implementation Plan (RPP) or teaching module. This aims to ensure that the learning process not only delivers material but also fosters critical thinking skills, collaboration, and individual responsibility.

Based on interviews with teachers on August 22, 2025, the implementation of the policy objectives during the Life Skills-based curriculum innovation implementation phase at MAS Darul Hikmah Purwakarta was felt through changes in the learning approach, leading to a more participatory approach. Teachers began providing space for students to design solutions to problems, present the results of group work, and reflect on the learning process. These practices directly support the achievement of the policy objectives of building student independence and self-confidence.

Furthermore, in addition to intracurricular activities, the implementation of policy objectives is also realized through extracurricular activities and daily habits. Religious programs, simple entrepreneurial activities, and student organizations serve as means of implementing the values of responsibility and leadership. Thus, policy objectives are not only reflected in the curriculum documents but also internalized within the overall madrasah culture.

Based on the results of interviews with the Principal, Deputy Principal, and teachers at MAS Darul Hikmah Purwakarta, the implementation of policy objectives in the Life Skills-based curriculum innovation is carried out collaboratively and consistently. Periodic evaluation through supervision and reflection meetings is a means to ensure that each program remains on track to achieve the set goals. In addition, the implementation of policy objectives in the Life Skills-based curriculum innovation at MAS Darul Hikmah Purwakarta shows continuity between the formulation of objectives and implementation practices in the field. Strategically designed objectives are translated into concrete learning activities and madrasah culture, so that the development of students' independent character can be achieved systematically, measurably, and sustainably.

Implementation of the MAS Darul Hikmah Purwakarta policy.

Based on an interview with the Principal on September 3, 2025, it was explained that the implementation of the Life Skills policy at MAS Darul Hikmah has been very helpful in the learning process, through strengthening shared commitment in meeting forums and regular supervision. The principal emphasized that each teacher is responsible for implementing learning that aligns with student independence indicators. Furthermore, monitoring of program implementation is carried out to ensure that the policy does not stop at the planning stage, but is implemented in daily teaching and learning activities.

Based on the results of an interview with the Deputy Principal of Madrasah for Curriculum on September 3, 2025, it was explained that the implementation of the policy at MAS Darul Hikmah, namely Life Skills, helps realize it through technical supervision and periodic evaluation of teaching materials and learning practices in the classroom. The deputy principal explained that supervision is carried out to see the alignment between planning and implementation, including in the use of project-based methods and authentic assessments. The results of this evaluation serve as the basis for improving and strengthening policy implementation in the following period.

Based on the results of interviews with teachers on August 22, 2025, it was explained that the implementation of the policy at MAS Darul Hikmah, namely with the Life Skills curriculum, was felt in the change in the pattern of learning interactions that were more active,

and student centered. In addition, teachers began to provide more space for students to take the initiative, manage time, and be responsible for the tasks given. This practice shows that the implementation of the policy does not only focus on administrative aspects, but also touches on changes in the learning culture that supports the formation of independent characters.

Based on interviews with the Principal, Deputy Principal for Curriculum, and teachers, it was explained that the implementation of the policy at MAS Darul Hikmah Purwakarta emphasized the focus on integrating Life Skills as the core of the learning process and character development. The principal explained that this policy is aimed at developing independent students through the habit of responsibility and discipline in all academic and non-academic activities. The Deputy Principal for Curriculum added that the implementation is monitored through the preparation of teaching materials that explicitly include indicators of personal, social, and academic skills. Meanwhile, teachers stated that the implementation of Life Skills is carried out through project-based learning methods, group work, and self-reflection that encourage students to be more active and independent in completing assignments.

The implementation of the policy at MAS Darul Hikmah Purwakarta is carried out continuously, in line with the previously formulated policy content. The integration of Life Skills into teaching materials, supervision, and contextual learning practices form a mutually supportive chain. This continuity demonstrates that Life Skills-based curriculum innovation is not implemented in isolation, but rather as a systematic process that is continuously monitored to ensure the achievement of the goal of developing students' independent character.

Implementation of supervision of MAS Darul Hikmah Purwakarta policies.

Based on an interview with the Principal on September 3, 2025, it was explained that supervision at MAS Darul Hikmah Purwakarta is carried out through academic supervision and regular program evaluations. The principal explained that classroom observations are the primary instrument for assessing the extent to which teachers integrate Life Skills into their learning. Furthermore, regular evaluation meetings serve as a forum for collective reflection to discuss findings and determine necessary improvements.

Based on an interview with the Deputy Principal for Curriculum on September 3, 2025, it was explained that supervision at MAS Darul Hikmah Purwakarta focused on the alignment between planning and implementation. The deputy principal reviewed teaching materials, learning methods, and assessment systems to ensure that personal, social, and academic skill indicators were effectively implemented. The results of the supervision were then documented as reporting material and the basis for program improvements in the following semester.

Based on interviews with teachers on August 22, 2025, it was explained that supervision at MAS Darul Hikmah Purwakarta is a form of professional mentoring, not merely control. Teachers reported that supervision and feedback from leaders helped them improve their learning strategies and better understand how to instill the value of independence in students. With targeted supervision, teachers feel more empowered to consistently implement curriculum innovations.

Based on interviews with the Principal, Deputy Principal, and teachers, the implementation of Life Skills policy supervision at MAS Darul Hikmah is structured and collaborative. Each personnel member plays a role in the supervision process, both as supervisors and as implementers receiving evaluations and follow-up.

Thus, the implementation of Life Skills policy oversight at MAS Darul Hikmah Purwakarta is a logical continuation of the planning, implementation, and enforcement stages discussed previously. Oversight serves to maintain consistency between policy content and field practice, while also serving as a means of continuous improvement to ensure that Life Skills-based curriculum innovations remain relevant, effective, and systematically support the development of students' independent character.

Implementation of MAN 1 Bandung City policy stages.

An interview with the Madrasah Principal on September 16, 2025, explained that the implementation of the policy at MAN 1 Kota Bandung involved thorough preparation and planning. This stage involved analyzing student needs, identifying teacher readiness, and adjusting curriculum documents to explicitly incorporate Life Skills indicators. The Madrasah Principal emphasized that the policy must be structured in stages and realistically so that it can be implemented according to the conditions and characteristics of the Madrasah. This planning serves as a crucial foundation before the policy is implemented widely.

The principal further explained that after the planning stage, MAN 1 Bandung City entered the implementation phase, which focused on experiential and project-based learning practices. Implementation was carried out by integrating personal, social, academic, and vocational skills into intracurricular and extracurricular activities. This stage demonstrates that the Life Skills-based curriculum innovation is not an add-on program, but rather an integral part of the madrasah's learning system.

The results of an interview with the Deputy Principal of Madrasah for Curriculum on September 16, 2025, explained that the implementation of the policy stages at MAN 1 Kota Bandung also goes through implementation stages through technical coordination and academic supervision. The Deputy Principal of Madrasah for Curriculum explained that each teacher is required to adjust teaching materials to Life Skills indicators, and to report on the progress of learning implementation periodically. In addition, monitoring is carried out through classroom observations and teacher reflection forums to ensure the alignment between plans and practices in the field.

Interviews with teachers on October 6, 2025, revealed the Life Skills-based curriculum innovation at MAN 1 Bandung City, which incorporates a more active and contextual learning approach. Teachers integrated discussion methods, problem-solving, and project-based assignments that require student independence. Teachers also stated that clear direction from their leaders helped them understand the implementation stages and success indicators needed to develop independent character.

Based on interviews with the Principal, Deputy Principal, and teachers at MAN 1 Bandung City, the implementation of the Life Skills-based curriculum innovation policy at MAN 1 Bandung City is generally structured and collaborative. Each stage has a clear coordination and evaluation mechanism, ensuring consistent and sustainable implementation. Synergy between leaders and teachers is a crucial factor in ensuring the program's successful implementation.

Implementation of MAN 1 Bandung City policy objectives.

Based on the results of an interview with the Principal of MAN 1 Bandung City on September 16, 2025, it was explained that the implementation of the objectives of the Life Skills-based curriculum innovation policy at MAN 1 Bandung City was specifically directed at the formation of students who were independent, adaptive, and had a balance between academic competence and life skills. The principal explained that the policy objectives were formulated in measurable indicators, such as increasing responsibility for tasks, critical thinking skills, and collaboration skills. According to him, these objectives must be visible in changes in student attitudes and behavior, not only in increasing academic grades alone.

The results of an interview with the Deputy Principal of Madrasah for Curriculum on September 16, 2025, explained that the implementation of policy objectives at MAN 1 Kota Bandung, namely the policy is technically regulated in learning planning and evaluation systems through Life Skills. The deputy principal explained that every teacher is required to integrate Life Skills indicators in teaching modules, as well as adapt learning methods with

project-based and problem-solving approaches. In addition, monitoring is carried out through class supervision and evaluation of teaching tools to ensure that policy objectives are truly implemented in learning practices.

Interviews with teachers on October 6, 2025, explained that the implementation of the policy objectives at MAN 1 Kota Bandung could be achieved through changes to more active and student-centered learning strategies. Teachers stated that they provide more space for students to express their opinions, manage assignments independently, and take responsibility for the results of group work. Assessments are also conducted authentically, taking into account the process, attitudes, and skills, so that the goal of developing independent character can be achieved comprehensively.

Based on interviews with the Principal, Deputy Principal, and teachers at MAN 1 Bandung City, the implementation of policy objectives is coordinated and sustainable. The principal's role is to ensure the policy direction remains consistent with the school's vision, the Deputy Principal for Curriculum oversees technical implementation, and teachers are the primary implementers in the classroom. This collaboration strengthens the achievement of the policy's goal of developing students with life skills relevant to future needs.

Based on interviews with the Principal, Deputy Principal, and teachers at MAN 1 Bandung City, it can be generally explained that the implementation of policy objectives is coordinated and sustainable. The principal's role is to ensure the policy direction remains consistent with the school's vision, the Deputy Principal for Curriculum oversees technical implementation, and teachers are the primary implementers in the classroom. This collaboration strengthens the achievement of the policy's goal of developing students with life skills relevant to future needs.

Implementation of MAN 1 Bandung City policy implementation.

An interview with the Madrasah Principal on September 16, 2025, revealed that policy implementation was carried out through strengthening shared commitments during coordination meetings and academic supervision. The principal emphasized that all teachers have a moral and professional responsibility to integrate Life Skills into learning. Furthermore, the Principal directly monitored academic activities and flagship programs to ensure that policy implementation aligns with the vision of independent character development.

According to an interview with the Deputy Principal for Curriculum on September 16, 2025, the policy implementation was realized through adjustments to learning strategies, participatory classroom management, and an authentic assessment-based evaluation system. The Deputy Principal explained that monitoring was conducted through classroom observations and evaluation of teaching materials to determine the alignment between planning and implementation.

Interviews with teachers on October 6, 2025, revealed that the policy's implementation was reflected in a shift in learning culture toward a more active and contextual learning environment. Teachers assigned project-based assignments, problem-solving discussions, and group presentations, encouraging students to develop responsibility, self-confidence, and collaborative skills. Teachers also assessed that this approach enabled students to become more independent in managing their learning process.

Based on interviews with the Principal, Deputy Principal for Curriculum, and teachers at MAN 1 Bandung City, it can be generally explained that the implementation of the Life Skills-based curriculum innovation policy at MAN 1 Bandung City has been carried out in a focused and consistent manner. The principal emphasized that this policy is part of the school's commitment to developing students who are not only academically superior but also independent and adaptive. The Deputy Principal for Curriculum explained that the policy implementation is monitored through teaching materials planning, classroom supervision, and

periodic evaluations to ensure alignment between learning objectives and practices. Meanwhile, teachers conveyed that the implementation of Life Skills is realized through project-based learning, collaborative discussions, and authentic assessments that emphasize student responsibility and independence.

Implementation of policy supervision at MAN 1 Bandung City.

Based on an interview with the Principal on September 16, 2025, it was explained that the implementation of policy oversight at MAN 1 Kota Bandung includes academic supervision, direct monitoring of learning activities, and periodic program evaluations. The principal emphasized that supervision is not intended solely as a form of control, but rather as an effort to foster and improve the quality of learning. Supervision results are then discussed in an evaluation meeting to determine necessary follow-up steps.

An interview with the Deputy Principal for Curriculum on October 6, 2025, explained that policy supervision at MAN 1 Bandung City is focused on the suitability of teaching materials, learning implementation, and formulated Life Skills indicators. Monitoring is carried out through classroom observations, learning administration checks, and analysis of student assessment results. The deputy principal explained that the monitoring data serves as the basis for improving learning strategies to be more effective in shaping students' independent character.

The results of interviews with teachers on October 6, 2025, explained that the implementation of policy supervision at MAN 1 Bandung City is a form of professional mentoring that helps improve the quality of learning. Teachers receive constructive feedback regarding teaching methods and the implementation of authentic assessments, so they can improve Life Skills-based learning practices. Overall, policy supervision at MAN 1 Bandung City runs systematically and continuously, in line with the stages of planning, implementation of objectives, and implementation of policies that have been implemented previously.

General interviews with the Principal, Deputy Principal for Curriculum, and teachers at MAN 1 Bandung City revealed that the monitoring of the Life Skills-based curriculum innovation policy is structured and ongoing. The principal explained that monitoring is carried out through periodic academic supervision and program evaluation to ensure that the Life Skills integration is running according to the established objectives. The Deputy Principal for Curriculum added that monitoring is carried out through checking teaching materials, observing classroom learning, and analyzing student assessment results to see the alignment between planning and practice. Meanwhile, teachers stated that the monitoring provides constructive direction and feedback in improving the quality of project-based learning and authentic assessment.

Discussion

In the context of modern education, developing independent character is crucial for creating a self-sufficient and high-quality generation. A life skills-based curriculum is one effective approach to developing students' independent character. Theoretically, life skills, as described by Bloom (Arifudin, 2026) include critical thinking, effective communication, and sound decision-making.

Previous research relevant to this topic is a study conducted by (Arifudin, 2025) which showed that a life skills-based curriculum can improve students' independent character. However, this study also shows that the implementation of a life skills-based curriculum is still limited to only a few schools, and that further development and innovation in curriculum management are needed to increase its effectiveness. From a theoretical perspective, innovation management in the curriculum can be implemented using the innovation management model

developed by Rogers, as quoted (Afifah, 2024), namely the technology acceptance model (TAM).

In this study, we used two schools as research subjects: MAS Darul Hikmah Purwakarta and MAN 1 Bandung. The results showed that the implementation of a life skills-based curriculum can improve students' independent character at both schools. Furthermore, this study also found that innovation management in the curriculum can increase the effectiveness of life skills-based curriculum implementation.

Thus, this research can contribute to the development of a life skills-based curriculum and innovation management in education. Furthermore, this research can provide useful information for teachers, counselors, and educational decision-makers to improve the effectiveness of life skills-based curriculum implementation. This research shows that a life skills-based curriculum can enhance students' independent character, and innovation management in the curriculum can increase the effectiveness of life skills-based curriculum implementation. Therefore, this research can contribute to the development of a life skills-based curriculum and innovation management in education.

IV. CONCLUSION

Based on the results of research and discussion on Life Skills-based curriculum innovation management in developing independent character in MAS Darul Hikmah and MAN 1 Bandung City, it can be concluded that Life Skills-based curriculum innovation is implemented through contextual learning, practical activities, entrepreneurship programs, discipline habits, and strengthening student responsibility. This strategy shows that the development of independent character is not only taught theoretically but is trained through continuous real experiences in academic and non-academic activities. Life Skills-based curriculum innovation has been proven to contribute significantly to developing students' independent character. This is seen from the increasing ability of students to manage tasks, take initiative in activities, demonstrate a responsible attitude, and have readiness to face life's challenges.

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