



Research Article

Implementation of the Competency-Based Curriculum Development Model at MTs Plus Al-Azhar Wlingi Blitar

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Abstract. The rapid advancement of technology, the Industrial Revolution 4.0, and ongoing social transformations demand that education systems become more responsive and adaptive to contemporary challenges. In this context, the implementation of the Competency-Based Curriculum (CBC) in madrasas is essential for developing students' practical skills aligned with workforce demands and global expectations. This study aims to analyze the implementation of CBC at MTs Plus Al-Azhar Wlingi Blitar, evaluate its impact on students' competency development, and identify the challenges encountered in its execution. Employing a qualitative approach, the research involved in-depth interviews with the principal, curriculum coordinator, teachers, and administrative staff involved in CBC implementation. The findings reveal that while the CBC has contributed positively to the cultivation of students' critical thinking, collaboration, and problem-solving skills, its implementation faces challenges such as limited mastery of varied pedagogical strategies, insufficient time and resources for project-based learning, and a mismatch between acquired competencies and industrial needs. This study contributes to the discourse on curriculum reform in Islamic secondary education by offering context-specific insights and strategic recommendations, including enhanced teacher training, optimized learning design, improved technological support, and strengthened partnerships with the industrial sector. These contributions provide a practical framework for madrasas aiming to align their curriculum with 21st-century skill demands.

Keywords: Curriculum, Curriculum Development, Competency-Based Curriculum

INTRODUCTION

The Competency-Based Curriculum (CBC) is an educational approach that focuses on mastering skills, knowledge, and attitudes relevant to practical needs in real life. Unlike traditional curricula, which emphasize theory, CBC ensures that students are able to apply the knowledge acquired in various situations. This curriculum aims to shape individuals who not only have a deep understanding but also practical skills that are ready to face global challenges.^{1,2} Current global phenomena, such as the continuous advancement of technology, the fourth industrial revolution, and the increasingly complex challenges of the workforce, demand an education system that is more adaptive and responsive to these changes.^{3,4} Many graduates struggle to enter the workforce due to a lack of practical skills that align with industry needs. Additionally, rapid digital development and the impact of the

¹ Baharuddin Baharuddin, Ellychia Isnaini, and Lusiana Lusiana, "Islamic Education Curriculum That Is Relevant to the Challenges of the Times," *East Asian Journal of Multidisciplinary Research* 3, no. 3 (2024): 1045–1060.

² Dede Dwi Kurniasih et al., "Analysis of Awareness and Confidence in Learning Outcomes with Students' Academic Motivation: SEM Approach," *Jurnal Inovasi Teknologi Pendidikan* 12, no. 1 (2025): 58–67.

³ Miftah Hur Rahman Zh et al., "Needs Analysis of Development FBO Media as a Support for Blended Learning in Al- Qur ' an Hadits Lesson," *Jurnal Pendidikan Agama Islam Al-Thariqah* 9, no. 1 (2024).

⁴ Miftah Hur Rahman Zh et al., "Comparative Analysis of Student Learning Outcomes in Al-Qur'an Hadith Lessons Based on Learning Media," *al-Afkar, Journal For Islamic Studies* 8, no. 1 (2025): 241–250.

COVID-19 pandemic have further accelerated the transformation of education by increasingly relying on technology.^{5,6}

With the implementation of the CBC, education is no longer merely a process of knowledge transfer but also a means of developing essential life skills. This curriculum prepares students to adapt to changing times, becoming reliable problem-solvers, effective communicators, and responsible global citizens. Therefore, CBC serves as a solution to the needs of modern education, which is more flexible and contextual.⁷ In this regard, it is crucial for education to not only emphasize the mastery of theory but also to prepare students with competencies that are applicable and relevant to the professional world. The CBC model, which focuses on the achievement of specific competencies, is increasingly relevant for implementation in Indonesian education.⁸ This approach aligns with curricula that emphasize the development of 21st-century skills, as reflected in the 2013 Curriculum and the Merdeka Curriculum.⁹ Through this approach, students are expected to integrate knowledge, skills, and attitudes in various real-life situations that are more aligned with the challenges in the outside world. In a competency-based curriculum, learning not only focuses on mastering content but also on the ability to apply that knowledge practically.¹⁰

In addition, the implementation of a competency-based curriculum requires structured and systematic steps, starting from the formulation of clear learning objectives, the development of contextual learning activities, to outcome-based assessment.¹¹ Project-based and contextual learning have become approaches commonly used to support the development of skills relevant to real-world needs.¹² In this regard, active and meaningful learning becomes the primary goal to be achieved so that students not only understand the material but are also able to apply it in their lives.

⁵ Waska Warta et al., "Implementasi Kurikulum Merdeka Belajar Pada Sekolah Menengah Kejuruan Dalam Meningkatkan Kompetensi Lulusan Peserta Didik Di SMKN 7 Baleendah," *AL-AFKAR: Journal for Islamic Studies* 6, no. 2 (2023): 578–584.

⁶ Fajar Hendro Utomo et al., "Islamic Educational Leadership: The Principal's Role in Addressing Students' Psychological Impact After Natural Disasters in Indonesia," *Al-Hayat: Journal of Islamic Education* 9, no. 2 (2025): 274–289.

⁷ Durroh Nasihatul Ummah and Nadlir Nadlir, "Konsep Kurikulum Merdeka Dan Integrasi Media Pembelajaran Berbasis Digital Pada Jenjang Sekolah Dasar," *Elementeris: Jurnal Ilmiah Pendidikan Dasar Islam* 5, no. 1 (2023): 26–38.

⁸ Miftah Hur Rahman Zh et al., "Developing Wordwall Evaluations in Blended Islamic Education Using the Smith and Ragan Model," *Al-Aulia: Jurnal Pendidikan dan Ilmu-Ilmu Keislaman* 10, no. 1 (2024): 89–104.

⁹ Kwartolo Yuli, "Catatan_Kritis_tentang_Kurikulum_Berbasi (1)," *Jurnal Pendidikan Penabur* 1, no. 1 (2022): 106–116.

¹⁰ Dwita Laksmi Rachmawati, Yufenti Oktafiah, and Dian Novita, "Membangun Kemampuan Berpikir Kritis Di Kelas Bahasa Inggris Bisnis," *Jurnal Pengabdian Mandiri* 2, no. 1 (2023): 227–236.

¹¹ Masfi Sya'fiatul Ummah, "IMPLEMENTASI KURIKULUM BERBASIS KOMPETENSI (KBK) DI PERGURUAN TINGGI AGAMA ISLAM," *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14.

¹² Emira Hayatina Ramadhan and Hindun Hindun, "Penerapan Model Pembelajaran Berbasis Proyek Untuk Membantu Siswa Berpikir Kreatif," *Protasis: Jurnal Bahasa, Sastra, Budaya, dan Pengajarannya* 2, no. 2 (2023): 43–54.

The objectives of this study are as follows: 1) To analyze the implementation of the CBC model in learning at MTs Plus Al-Azhar Wlingi Blitar, and 2) To describe the challenges and solutions faced by MTs Plus Al-Azhar Wlingi Blitar in implementing the CBC model. MTs Plus Al-Azhar Wlingi Blitar was chosen as the research site because the institution has successfully implemented the CBC model in its daily learning practices. This madrasah has also developed a flagship program, which is the application of a bilingual system involving the use of Arabic and English during mandatory additional hours every day. This bilingual program supports competency-based learning by providing students with the opportunity to practice communication skills directly in two foreign languages. This is highly relevant to the needs of the times, which increasingly prioritize the ability to communicate in multiple languages, especially in academic and social contexts.¹³

With adequate facilities and competent educators, MTs Plus Al-Azhar Wlingi Blitar serves as an ideal model for exploring the implementation of CBC in a madrasah environment. This institution has demonstrated readiness to implement a competency-based curriculum, both in academic contexts and social skills. Previous research relevant to the development of competency-based curricula was conducted by Fitroh, who examined the application of CBC in higher education. This study emphasized the importance of the alignment between curriculum development and social, cultural, and industrial needs. Fitroh identified that a competency-based curriculum not only focuses on academic standards but also on skills relevant to industry and societal demands. Moreover, this research highlighted the significance of fostering good relationships between internal stakeholders (schools/madrasahs) and external stakeholders (industry, community, parents) in designing a curriculum that can address the challenges of the times¹⁴. This aligns with the focus of the researcher in this study, which centers on the development of a competency-based curriculum, particularly in the context of religious education in madrasahs. The difference lies in the context of application: Fitroh's research focuses more on higher education and information systems,¹⁵ In contrast, our research specifically addresses the development and implementation of a competency-based curriculum in madrasahs, with particular attention to Islamic religious education and skills relevant to the social context of Indonesian society.

METHOD

This study uses a qualitative approach to explore the implementation of the Competency-Based Curriculum (CBC) in madrasahs and its impact on the improvement of learning quality. The qualitative approach was chosen as it allows the researcher to gain a deeper understanding of the experiences, perceptions, and

¹³ Dwi Mariyono, *Strategi Pembelajaran Dari Teori Ke Praktik Pendekatan Pembelajaran Kolaboratif Di Perguruan Tinggi* (Klaten: CV. Idebuku, 2024).

¹⁴ Fitroh, "Pengembangan Kurikulum Berbasis Kompetensi Dan Strategi Pencapaian" 4, no. 2 (2011): 1-7.

¹⁵ Ibid.

perspectives of stakeholders regarding the implementation of this curriculum.¹⁶ Qualitative research is highly effective in exploring the meaning and context of individual experiences, which is relevant to the objectives of this study. The data collection method used is interviews, which allows the researcher to gather information directly from informants regarding the implementation of the CBC in madrasahs. Interviews are an important technique that enables the researcher to obtain in-depth and personal data from informants about the phenomenon being studied.¹⁷

This study was conducted at MTs Plus Al-Azhar Wlingi Blitar, which has implemented the Competency-Based Curriculum in recent years. The research participants consist of: a) The school principal, who is directly involved in the development and implementation of the competency-based curriculum; b) Teachers who are directly involved in the development and implementation of the competency-based curriculum; c) Administrative staff who support the implementation of the competency-based curriculum.

RESULT AND DISCUSSION

MTs Plus Al-Azhar Wlingi Blitar is a junior high school located in Wlingi District, Blitar Regency, East Java, which integrates Islamic religious education with science and practical skills through the Competency-Based Curriculum (CBC). This madrasah focuses on the holistic development of student competencies, encompassing academic aspects, 21st-century skills, and moral character, with the aim of preparing students to face global challenges. The vision of MTs Plus Al-Azhar is to become an excellent madrasah that develops knowledge and skills based on Islamic values, producing intelligent, ethical, and globally competitive individuals. Its mission includes providing quality competency-based education, developing students' potential comprehensively, implementing a bilingual program (Arabic and English), utilizing technology in learning, and fostering partnerships with the community and industry to ensure curriculum relevance. The school is also committed to continuously improving teacher quality through ongoing training to support effective and innovative learning.

The implementation of the Competency-Based Curriculum at MTs Plus Al-Azhar Wlingi Blitar has resulted in significant achievements. The practical learning approach applied has encouraged students to utilize their knowledge in real-world projects, such as calculating building areas, designing budgets, or delivering presentations on specific themes. Context-based learning methods through Project-Based Learning (PBL) and relevant assignments have also successfully enhanced students' critical thinking, collaboration, and communication skills. Furthermore, the bilingual program that combines the use of Arabic and English in the learning process

¹⁶ Muhammad Ishtiaq, "Book Review Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th Ed.). Thousand Oaks, CA: Sage," *English Language Teaching* 12, no. 5 (2019): 40.

¹⁷ Steinar Kvale, "Learning the Craft of Interviewing" (2007): 24-27.

has helped students develop cross-cultural communication skills while preparing them to interact at an international level.

In line with efforts to create relevant and effective learning, MTs Plus Al-Azhar also utilizes technology as an essential part of the educational process. Technology-based learning provides students with opportunities to access various global information sources and complete assignments digitally. Teachers use online learning platforms to support interactions, both in working on projects and presenting the results in front of the class. This step not only improves learning efficiency but also trains students to become accustomed to technology, which has become an integral part of daily life.

In addition to honing practical and digital skills, the integration of learning with real-life contexts further strengthens the relevance of education at MTs Plus Al-Azhar. Students are not only encouraged to understand theory but also urged to see how that knowledge can be applied in the workplace and in everyday situations. With this innovative and integrated approach, the school has succeeded in creating a holistic learning environment, preparing students to face the challenges of the globalization era.¹⁸

The Implementation Of The Competency-Based Curriculum At Mts Plus Al Azhar Wlingi

MTs Plus Al-Azhar Wlingi Blitar has successfully implemented the Competency-Based Curriculum (CBC) model in a structured manner within daily learning activities. This approach emphasizes the development of practical skills that can be directly applied by students, rather than focusing solely on theoretical mastery. In an interview, the school principal stated, *"The primary goal of learning at this madrasah is to ensure that students not only understand theory but are also able to apply it in real-life situations."* This aligns with the constructivist theory of Piaget and Vygotsky, which emphasizes the importance of context-based learning experiences.¹⁹ This concept allows students to construct knowledge through interaction and direct experience. For example, a mathematics teacher explained that in each project assigned, students are required to apply the formulas they have learned in real-life contexts, such as calculating the area of a building or designing a budget for an event. In this way, students can see the relevance of the subject matter in the real world, while also developing more practical problem-solving skills.

In addition, the school also integrates project-based learning, contextual assignments, and outcome based assessments that align with the established competency standards. Project-based learning provides students with the opportunity to work in groups, develop critical thinking skills, and collaboratively solve problems. In an interview, an Indonesian language teacher explained, *"In the material provided, students are not only required to read and analyze texts but also to*

¹⁸ Dedi Kuswandi et al., "Implementation of Personalized Approach in Video Editing Learning to Improve Digital Competency of 21st Century Learners," *JCP JURNAL CAHAYA PENDIDIKAN* 11, no. 1 (2025).

¹⁹ Sunanik Sunanik, "Perkembangan Anak Ditinjau Dari Teori Konstruktivisme," *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)* 2, no. 1 (2014): 14.

create presentations on specific themes, which are then discussed in class." With this approach, students not only learn to understand texts but are also trained to communicate their ideas clearly and effectively. This active learning approach aligns closely with Dewey's theory of active learning, which emphasizes the importance of learning that directly engages students in activities that motivate them to think, ask questions, and interact.²⁰

Another flagship program that stands out in the implementation of CBC at MTs Plus Al-Azhar is the bilingual program, which involves the use of Arabic and English in the learning activities. This program aims to develop students' communication skills in both languages, in both academic and social contexts. The Curriculum Vice-Principal, in an interview, explained that proficiency in foreign languages opens opportunities for students to interact on an international level and access various global information sources. In practice, students are trained to use Arabic in Islamic studies lessons and English in general subjects such as mathematics or science. For example, an English teacher explained that students are asked to present their research or projects in English, which not only enriches their language skills but also boosts their confidence in communicating in front of an audience. This statement aligns with a study by Bialystok in intercultural communication research, which indicates that foreign language proficiency not only improves communication skills but also enriches students' cognitive experiences, which in turn helps them face global challenges in the workforce that increasingly demands cross-cultural and language skills.²¹

Challenges and Solutions in the Implementation of the CBC Model at MTs Al Azhar Wlingi Blitar

The challenges in implementing the Competency-Based Curriculum (CBC) at MTs Plus Al-Azhar Wlingi Blitar remain a key focus, despite the many successes that have been achieved. In an interview with the Head of the School, he revealed that although many teachers have begun adopting project-based learning approaches, they still face difficulties in mastering more varied and dynamic teaching techniques, which are required by the CBC curriculum. *"We realize that this competency-based curriculum demands a more innovative and holistic approach. Our teachers are still adapting to more interactive and experiential learning methods,"* he stated. This aligns with the constructivist theory of Piaget and Vygotsky, which emphasizes that learning should not only focus on theory but also on real-life experiences that help students build knowledge through social interaction and direct practice.^{22,23}

The Curriculum Deputy (Waka) also added that the complexity of the competency-based curriculum poses a unique challenge for teachers. *"Although many*

²⁰ Runtut Prih Utami, "Active Learning Untuk Mewujudkan Pembelajaran Efektif," *Jurnal Al-Bidayah* 1, no. 2 (2019): 151-166.

²¹ Hery Rahmat, "Edulanguge," *Journal of English Language Education* 4, no. 1 (2021): 65-89.

²² Sunanik, "Perkembangan Anak Ditinjau Dari Teori Konstruktivisme."

²³ T A Novandra, A R Syam, and A P Astutik, "Improving Creative Thinking Skills Through Learning Cycle 5E Lessons of Akidah Akhlak at SMP Muhammadiyah 1 Surabaya," *Ar-Fachruddin: Journal of Islamic Education* 1, no. 2 (2024): 124-134.

teachers have started adopting project-based learning methods, they still face difficulties in managing lessons that require students to develop practical skills relevant to real-life situations," he stated. This is because the CBC curriculum emphasizes not only theoretical mastery but also the application of more practical skills. A study by Durroh Nasihatul Ummah and Nadlir also highlighted that the implementation of CBC often faces obstacles related to teachers' pedagogical skills in teaching more practical and contextual material. Therefore, continuous teacher training is essential to address these challenges.

On the other hand, a mathematics teacher revealed, "We guide students not only to understand formulas but also to apply them in real projects, such as calculating land area or designing budgets, so they can see the relevance of the material to the real world." According to him, although project-based learning is highly effective in linking theory to practice, it requires more time and adjustments in strategies to manage a more dynamic classroom. This challenge was also identified in research by Astuti et al., which found that the implementation of project-based learning is often hindered by time and resource limitations, requiring teachers to be more prudent in planning and executing projects.²⁴

Additionally, technological infrastructure has become one of the challenges faced in the implementation of CBC. Some students still encounter difficulties in accessing the necessary technological devices for digital-based learning. A teacher explained, "We have started using digital learning platforms, but some students still struggle to access the materials due to limited devices." Therefore, it is crucial for the madrasah to improve the use of technology in learning and ensure more equitable access for all students so they can fully benefit from the technology. The modern educational theory proposed by Seymour Papert, regarding technology-based learning and digital media, emphasizes that the integration of technology can enhance the quality of education, provided that all students have equal access to devices and the internet.²⁵

The gap between the material taught in the madrasah and the skills required in the industry and society also presents a challenge in the implementation of the competency-based curriculum. Although this curriculum focuses on developing competencies relevant to the workforce, there is still a gap between the skills taught in school and those expected in the professional world. As one teacher mentioned, "We are teaching practical skills, but sometimes there feels to be a distance between what we teach and what the workforce needs." Therefore, it is important for the madrasah to strengthen collaboration with external stakeholders, such as industry, the community, and parents, to ensure that the curriculum remains relevant to the needs of the times. Vygotsky's social network theory emphasizes that effective

²⁴ Fika Rahayu Astuti, Indah Rama Sahara, and Gusmaneli Gusmaneli, "Pelaksanaan Pembelajaran Berbasis Proyek (PjBL) Dalam Pembelajaran Pendidikan Agama Islam Universitas Islam Negeri Imam Bonjol Padang , Indonesia" 3, no. 1 (2025).

²⁵ N Nurdyansyah, "Sumber Daya Dalam Teknologi Pendidikan. Universitas Muhammadiyah Sidoarjo" (2017): 1-22.

learning must involve social interactions with various parties so that the knowledge acquired by students can be more relevant and applicable to their lives.²⁶

Based on interviews with the Headmaster, Curriculum Vice (Waka), and several teachers, the main challenges faced include mastering more varied teaching techniques, managing project-based learning, students' practical skills, limited technological infrastructure, and the gap between the curriculum taught and the needs of the industry. To address these issues, one potential solution is the enhancement of professional development for teachers. Ongoing training that focuses on developing innovative pedagogical skills and hands-on experience is crucial. As stated in the research by Durroh Nasihatul Ummah and Nadlir, strengthening teachers' pedagogical skills can help overcome barriers in implementing more practical and contextual methods.²⁷

In addition, project-based learning (PBL), which has been adopted by some teachers, while effective in linking theory to practice, still faces challenges related to time and resources. A practical solution is to improve planning and time management for PBL, so that these projects can be implemented effectively despite existing limitations. Research by Astuti et al. also highlights that time and resource constraints often hinder the implementation of PBL, making wise management essential.²⁸ On the other hand, to support technology-based learning, it is crucial for the school to improve infrastructure and ensure equal access to technology for all students, as the integration of technology in learning can enhance student engagement, provided that access to devices and the internet is equitable.

Furthermore, to address the gap between the skills taught and those required by the industry, there needs to be an enhancement in collaboration between the school and various external parties, such as the industry and training institutions. The Principal of MTs Plus Al-Azhar Wlingi Blitar has also initiated a study bundling activity, held every month, where students from grades 7, 8, and 9 are invited to learn outside the classroom by visiting local businesses. This activity provides students with the opportunity to directly observe how the skills they have learned in school are applied in the real world of work and business. This aligns with Vygotsky's social network theory, which emphasizes the importance of social interaction in learning that is relevant to real-life situations.²⁹ By involving external parties, such as local entrepreneurs and the surrounding community, the learning implemented at the school becomes more contextual and applicable, preparing students with the skills required in the professional world. By integrating verified educational theories and previous research findings, as suggested by Vygotsky, the school can provide holistic

²⁶ Artikel Penelitian and Alat Musik Karawitan, "Gambaran Proses Belajar Anak Slow Learner Yang Bermain" (n.d.).

²⁷ Durroh Nasihatul Ummah and Nadlir, "Konsep Kurikulum Merdeka Dan Integrasi Media Pembelajaran Berbasis Digital Pada Jenjang Sekolah Dasar."

²⁸ Astuti, Sahara, and Gusmaneli, "Pelaksanaan Pembelajaran Berbasis Proyek (PjBL) Dalam Pembelajaran Pendidikan Agama Islam Universitas Islam Negeri Imam Bonjol Padang , Indonesia."

²⁹ Durroh Nasihatul Ummah and Nadlir, "Konsep Kurikulum Merdeka Dan Integrasi Media Pembelajaran Berbasis Digital Pada Jenjang Sekolah Dasar."

solutions to address the challenges in implementing the CBC model.³⁰ This initiative also helps strengthen the relationship between the school and the community, ensuring that the curriculum implemented at the school remains relevant and bridges the gap between the knowledge acquired by students and the skills expected in the professional world.

CONCLUSION AND SUGGESTION

The implementation of the Competency-Based Curriculum (CBC) at MTs Plus Al-Azhar Wlingi Blitar has shown positive results with the holistic development of students' competencies, encompassing academic aspects, 21st-century skills, and noble character. Project-based learning that links theory to practice, along with a bilingual program integrating Arabic and English, are the key strengths of this curriculum. However, several challenges remain, such as the need for a variety of teaching techniques, more efficient time and resource management in project-based learning, limited technological infrastructure, and the gap between skills taught and those required by the industry. The principal and Curriculum Vice Principal noted that teachers are still in the process of adapting to more innovative and interactive teaching approaches, which require higher pedagogical skills and ongoing training. Therefore, the principal is advised to focus on continuous teacher training, especially in managing project-based learning, and to enhance access to technology and digital devices to support learning. Teachers should also be more innovative in adapting project-based learning methods and wise in managing time and resources to ensure effective teaching. Further research is needed to evaluate the effectiveness of project-based learning and the impact of technology integration on student learning outcomes, as well as to assess the relevance of the curriculum to the needs of the industry.

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³⁰ Asri Budiningsih, "Perkembangan Teori Belajar Dan Pembelajaran Menuju Revolusi-Sosiokultural VGOTZKY," 2003.

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