

The Principal's Management in Implementing a Love-Based Curriculum Through the Utilization of Artificial Intelligence at MTsN 1 Pasangkayu

¹⁾ Sadri, ²⁾ A. Markarma, ³⁾ Mohammad Djamil M.Nur

^{1,2,3)} Master of Islamic Education Management, UIN Datokarama Palu
Email: sadriassad878@gmail.com

Correspondence Author: sadriassad878@gmail.com

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ABSTRACT

This study aimed to analyze the management of the madrasa principal in implementing the Love-Based Curriculum through the utilization of Artificial Intelligence (AI) at MTsN 1 Pasangkayu. The research employed a qualitative approach with a case study design. The participants consisted of the madrasa principal, vice principal for curriculum affairs, teachers, and educational staff. Data were collected through observation, in-depth interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The findings revealed that the madrasa principal implemented management strategies through program planning, strengthening digital literacy, teacher training, and continuous academic supervision. The implementation of the Love-Based Curriculum integrated values of compassion, empathy, tolerance, and spirituality into technology-based learning activities. The use of Artificial Intelligence assisted teachers in preparing learning materials, interactive media, and effective learning evaluations. This study concluded that adaptive and innovative madrasa management successfully supported the implementation of a technology-integrated Love-Based Curriculum to improve learning quality and teachers' professional competence in the madrasa environment.

Informasi Artikel

Kata Kunci:

Manajemen Kepala Madrasa; Kurikulum berbasis cinta; Artificial intelligence

ABSTRAK

Penelitian ini bertujuan untuk menganalisis manajemen kepala madrasah dalam menerapkan Kurikulum Berbasis Cinta (KBC) melalui pemanfaatan Artificial Intelligence (AI) di MTsN 1 Pasangkayu. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri atas kepala madrasah, wakil kepala madrasah bidang kurikulum, guru, dan tenaga kependidikan. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kepala madrasah menerapkan strategi manajemen melalui perencanaan program, penguatan literasi digital, pelatihan guru, serta supervisi akademik secara berkelanjutan. Implementasi Kurikulum Berbasis Cinta dilakukan dengan mengintegrasikan nilai kasih sayang, empati, toleransi, dan spiritualitas dalam proses pembelajaran berbasis teknologi. Pemanfaatan Artificial Intelligence membantu guru dalam menyusun perangkat pembelajaran, media interaktif, dan evaluasi pembelajaran secara efektif. Penelitian ini menyimpulkan bahwa manajemen kepala madrasah yang adaptif dan inovatif mampu mendukung implementasi Kurikulum Berbasis Cinta berbasis teknologi untuk meningkatkan kualitas pembelajaran dan kompetensi guru di madrasah.

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✉ **Corresponding Author:** (1) Sadri, (2) Master of Islamic Education Management, (3) UIN Datokarama Palu, (4) Kota Palu, Sulawesi Tengah, Indonesia (5) Email: sadriassad878@gmail.com

1. Introduction

The development of digital technology in the Society 5.0 era has brought significant changes to the field of education, including Islamic educational institutions such as madrasahs. This transformation requires madrasahs not only to focus on students' academic achievement but also to strengthen character, spirituality, and adaptability to modern technology [1]. In this context, the utilization of Artificial Intelligence (AI) has emerged as one of the innovations increasingly implemented to enhance the effectiveness of learning. However, the use of technology in education still requires a value-based foundation to ensure that the humanistic and spiritual dimensions of learners are not diminished.

The Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC) was introduced as an educational approach that emphasizes the values of compassion toward God, fellow human beings, and the environment. This curriculum was developed in response to various moral, social, and empathy crises that are increasingly evident within educational environments. Love-based education is intended not only to improve students' intellectual abilities but also to develop humanistic, tolerant, and responsible character traits [2]. Through this approach, madrasahs are expected to create a more harmonious, inclusive, and morally oriented learning environment that fosters noble character.

In its implementation, the success of the Love-Based Curriculum is strongly influenced by the quality of the principal's management. The madrasah principal plays a strategic role in planning, organizing, implementing, and evaluating all educational programs within the institution. Visionary and adaptive leadership is required to effectively integrate spiritual values with digital technology [3]. Madrasah principals are also expected to build a collaborative work culture, improve teachers' competencies, and create a learning environment that supports AI-based instructional innovation.

MTsN 1 Pasangkayu is one of the madrasahs that has begun implementing the Love-Based Curriculum through the utilization of AI in the learning process. The madrasah seeks to develop learning practices that are not only modern and adaptive to technological advancements but also grounded in Islamic values. Nevertheless, the implementation of this program still faces several challenges, including the limited digital literacy of some teachers, inadequate technological facilities, and the need to strengthen a value-based learning culture. These conditions require appropriate managerial strategies to ensure that the program can be implemented optimally and sustainably.

Based on these conditions, this study is important to examine how the madrasah principal manages the implementation of the Love-Based Curriculum through the

utilization of AI at MTsN 1 Pasangkayu. This research focuses on planning strategies, forms of implementation, and evaluation procedures carried out by the principal in integrating spiritual values with digital technology. The findings of this study are expected to contribute theoretically to the development of Islamic educational management and serve as a practical reference for madrasahs in developing value- and technology-based learning in the digital era.

2. Method

This study employed a qualitative research method with a case study approach. This approach was used to obtain an in-depth understanding of the madrasah principal's management in implementing the Love-Based Curriculum through the utilization of Artificial Intelligence at MTsN 1 Pasangkayu.

Location and Time

The research was conducted at MTsN 1 Pasangkayu, Pasangkayu Regency, West Sulawesi, Indonesia. The study was carried out from January to March 2026.

Research Subjects: The madrasah principal, The vice principal for curriculum affairs, Teachers, Educational staff, Students of MTsN 1 Pasangkayu

Data Collection Techniques

- Observation
- In-depth interviews
- Documentation

Data Analysis Techniques

- Data reduction
- Data display
- Conclusion drawing and data verification

Data Validity

- Source triangulation
- Technique triangulation
- Time triangulation

3. Result and Discussion

Result

1. The Madrasah Principal's Planning in Implementing the Love-Based Curriculum through Artificial Intelligence

The findings of this study indicate that the madrasah principal implemented strategic planning to support the implementation of the Love-Based Curriculum through Artificial Intelligence at MTsN 1 Pasangkayu. The planning process was carried out collaboratively by involving teachers, vice principals, and educational staff in meetings for designing learning programs. The principal emphasized the integration of Islamic values, character strengthening, and digital literacy into the learning objectives [4]. In addition, training programs on the use of Artificial Intelligence were designed to improve teachers' technological competencies. This planning process created

a clear policy direction for the sustainable development of technology-based learning integrated with humanitarian values within the madrasah environment.

The planning also included the provision of facilities and infrastructure to support the use of digital technology in the learning process [5]. The principal coordinated the provision of internet access, multimedia devices, and digital learning media to support the implementation of Artificial Intelligence in classrooms. Teachers were encouraged to use various interactive learning applications and digital platforms to enhance learning effectiveness. Furthermore, the principal established policies that integrated the values of compassion, empathy, and responsibility into teaching and learning activities [6]. These efforts demonstrate that the planning process was not solely oriented toward technological utilization but also toward strengthening students' character and spiritual values comprehensively.

The research findings also reveal that teachers' professional development became an important part of the principal's planning strategy. The principal organized workshops, seminars, and technical mentoring programs to improve teachers' understanding of the use of Artificial Intelligence in learning activities. Teachers received training in developing interactive learning materials, utilizing digital media, and implementing student-centered learning approaches. Through these activities, teachers gradually developed confidence in integrating technology with love-based learning values. Such preparation helped teachers adapt to educational changes while improving the quality of learning to become more innovative and humanistic within the madrasah environment on a sustainable basis.

In addition, the planning process reflected the transformational leadership characteristics demonstrated by the madrasah principal. The principal showed a strong commitment to educational innovation while continuing to uphold Islamic values as the foundation for madrasah development. Decision-making processes were carried out democratically through deliberation with teachers and educational staff. The principal also established cooperation with various parties to support the successful implementation of Artificial Intelligence-based learning programs. This participatory approach created a positive working atmosphere and increased teachers' motivation in carrying out educational transformation. Therefore, the planning process became an essential foundation for the effective and sustainable implementation of the Love-Based Curriculum.

2. The Implementation of the Love-Based Curriculum through Artificial Intelligence

The implementation of the Love-Based Curriculum through Artificial Intelligence at MTsN 1 Pasangkayu demonstrates innovation in the classroom learning process. Teachers combined a compassion-based learning approach with the use of digital technology to create an interactive and student-centered learning environment. The learning

process emphasized the values of empathy, cooperation, respect, and emotional support through the use of Artificial Intelligence applications as learning media. Teachers utilized digital platforms, educational chatbots, and interactive learning media to increase students' engagement during the learning process. The combination of humanistic values and technology created a more comfortable learning environment that optimally supported students' academic development.

The implementation of learning activities also indicated positive changes in teachers' instructional methods in the classroom. Teachers gradually shifted from traditional lecture methods to collaborative and digital technology-based learning approaches [7]. The use of Artificial Intelligence assisted teachers in preparing learning materials, developing assessments, and providing feedback to students more quickly and effectively [8]. Classroom interactions became more active because students were given opportunities to discuss, ask questions, and express opinions without fear. Teachers acted as facilitators who provided emotional and academic support to students throughout the learning process. These conditions significantly increased students' learning motivation and participation in classroom activities.

The findings of this study also revealed that students responded positively to the implementation of the Love-Based Curriculum through Artificial Intelligence. Students felt more interested, confident, and comfortable participating in technology-based learning activities. The learning environment became more inclusive because teachers applied supportive communication and appreciated every student's opinion. Students who had previously been passive began to show greater confidence in actively participating in classroom activities. In addition, collaborative learning activities encouraged students to help one another and develop better social relationships with their classmates. These conditions indicate that the integration of compassion-based values and technology had a positive impact on students' emotional and academic development.

Nevertheless, the implementation of the program still encountered several challenges in the process of adapting to technology use. Some teachers experienced difficulties in operating Artificial Intelligence applications and integrating technology effectively into learning activities. Limited digital devices and unstable internet network conditions also became obstacles to program implementation. However, the madrasah principal sought to address these problems through technical assistance, continuous training, and strengthening collaboration among teachers. Teachers were encouraged to share experiences and collaboratively seek solutions to various challenges encountered during the implementation process. This approach helped improve teachers' competencies and gradually strengthened the successful implementation of technology-based learning in a sustainable manner.

3. Evaluation of the Love-Based Curriculum through Artificial Intelligence

The findings of this study indicate that the evaluation of the implementation of the Love-Based Curriculum through Artificial Intelligence was conducted systematically and continuously by the madrasah principal. The evaluation process was carried out through academic supervision, monitoring of the learning process, and periodic assessment of teachers' performance [9]. The principal observed how teachers integrated compassion-based values with the use of digital technology in classroom learning activities. Constructive feedback was provided to assist teachers in improving the quality of learning and strengthening students' engagement in the classroom. The evaluation results showed that most teachers successfully implemented interactive and student-centered learning supported effectively and sustainably by Artificial Intelligence technology.

The findings also revealed an improvement in teachers' professional competence following the implementation of Artificial Intelligence-based learning programs. Teachers demonstrated better digital literacy skills and greater confidence in utilizing technology during the learning process. In addition, teachers became more creative in designing learning activities that simultaneously integrated emotional support and technology. The evaluation process encouraged teachers to reflect on the instructional methods they employed and continuously improve the quality of their teaching practices. Academic supervision conducted by the madrasah principal helped teachers understand the importance of humanistic and student-oriented learning approaches. These conditions positively contributed to the continuous improvement of teachers' professionalism within the madrasah environment.

The evaluation results also indicated improvements in students' learning outcomes and character development. Students demonstrated higher learning motivation, more active participation in classroom activities, and better communication skills throughout the learning process. Many students became more confident in expressing opinions, completing assignments, and collaborating in group learning activities. Teachers also observed improvements in students' attitudes of empathy, responsibility, and mutual respect among classmates. Furthermore, the use of Artificial Intelligence technology made the learning process more engaging and responsive to students' learning needs. These findings indicate that the implementation of the program had positive impacts on both students' academic achievement and character development.

Although the evaluation results demonstrated positive progress, several aspects still required improvement to enhance the effectiveness of the program. Some teachers still needed additional training to optimize the use of Artificial Intelligence in learning activities. Limited technological facilities and uneven internet access also

remained challenges in achieving optimal program implementation. In response to these conditions, the madrasah principal developed follow-up programs in the form of advanced training and the improvement of technological infrastructure within the madrasah. Evaluation activities were also conducted collaboratively through discussions with teachers to identify weaknesses and formulate improvement strategies collectively. Therefore, the evaluation process became an essential step in supporting the sustainability of educational innovation within the madrasah.

Discussion

The findings of this study indicate that the madrasah principal's management plays a very important role in the successful implementation of the Love-Based Curriculum through Artificial Intelligence at MTsN 1 Pasangkayu. Collaborative planning was able to create institutional readiness in facing technology-based educational transformation. These findings are consistent with educational management theory, which states that the success of educational innovation requires visionary, participatory, and adaptive leadership in responding to change [9]. The madrasah principal successfully established a work culture that supports technological development without neglecting Islamic values as the foundation of education. Therefore, the integration of compassion-based education and technology created a more humanistic and innovative learning environment for students.

The implementation of the Love-Based Curriculum through Artificial Intelligence also had a positive impact on students' engagement and learning motivation. Teachers who applied supportive and technology-based learning approaches succeeded in creating a more comfortable and interactive learning atmosphere. The use of Artificial Intelligence assisted teachers in providing more engaging, personalized, and effective learning experiences for students. These findings support the view that technology integration becomes more meaningful when combined with humanistic and emotional learning approaches. Therefore, the Love-Based Curriculum not only improved students' academic participation but also strengthened their emotional development, self-confidence, and social relationships throughout the learning process.

Furthermore, the evaluation results demonstrate that academic supervision and continuous professional support are essential in maintaining the success of educational innovation. The evaluation process helped teachers improve learning quality, strengthen digital literacy, and reflect on the instructional methods they employed. The improvement in students' learning outcomes indicates that a supportive and pressure-free learning environment positively influences academic achievement. Although several challenges related to technological facilities and teachers' digital competencies still remained, collaborative evaluation enabled the madrasah to formulate sustainable improvement strategies. Thus, the integration of emotional, technological,

and managerial aspects became an important factor in supporting the transformation of Islamic education in the current digital era.

Conclusion

The findings of this study indicate that the madrasah principal's management plays a highly significant role in the implementation of the Love-Based Curriculum through the utilization of Artificial Intelligence at MTsN 1 Pasangkayu. The principal successfully carried out managerial functions ranging from planning, implementation, to program evaluation in a systematic and sustainable manner. The planning process was conducted through the development of collaborative programs, improvement of teachers' digital competencies, and provision of facilities to support technology-based learning. The implementation of learning activities successfully integrated the values of compassion, empathy, and humanistic learning with the use of Artificial Intelligence, thereby creating a more interactive, innovative, and student-centered learning environment.

Furthermore, the evaluation process conducted periodically through academic supervision and learning monitoring had a positive impact on improving teachers' professionalism and students' learning outcomes. The use of Artificial Intelligence assisted teachers in creating learning activities that were more effective, engaging, and responsive to students' needs. The implementation of the Love-Based Curriculum also contributed to increasing students' learning motivation, self-confidence, and character development in aspects such as empathy, responsibility, and social cooperation. Therefore, the integration of Islamic educational values and digital technology has become an effective strategy for supporting the sustainable transformation of madrasah education in the digital era.

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