

Madrasah Principal Management in Improving the Quality of Research Madrasahs

Rosalia Sari¹, Murniati², Bahrun³

¹ Universitas Syiah Kuala, Aceh, Indonesia; rosaliasari.man@gmail.com

² Universitas Syiah Kuala, Aceh, Indonesia; murniati@unsyiah.ac.id

³ Universitas Syiah Kuala, Aceh, Indonesia; bahrun1959@gmail.com

ARTICLE INFO

Keywords:

Madrasah;
Improvement Research;
Education Quality

Article history:

Received 2022-07-13

Revised 2023-04-08

Accepted 2023-08-15

ABSTRACT

The research objectives are to (1) describe the planning of the research madrasah quality improvement program. (2) Describe the organization of the research madrasah program. (3) Describe the implementation of the research madrasah program. (4) Describe the supervision of the research madrasah program. The method used is the descriptive qualitative method. Data collection techniques through observation, interviews, and documentation studies. The research subjects were the head of the madrasah, the deputy head, the research madrasah quality development team, supervisors, committees, teachers and accompanying teachers. Data analysis techniques through data reduction, data presentation, and drawing conclusions. The results showed: (1) Program planning was carried out at the beginning of the year through a working meeting with the madrasah head, deputy head, supervising teachers, supervisors and committees, the formation of a research class, the establishment of a curriculum, the preparation of a research madrasah program work plan. (2) Organizing is done by assigning tasks to teachers who have competence in the field of research, the establishing a research madrasah implementing structure, and the establishing of a quality development unit. (3) Carrying out according to schedule, the research carried out aims to grow students' knowledge, develop a culture of literacy, writing and has participated in several competitions held, such as the MYRES, KOPSI, LIPI, KTI MTs Istiqlal and Robotics events. (4) Supervision has not been carried out properly. This is because there is no special team that has the task as a unit to carry out supervision, and also there is no supervision schedule. The conclusions showed the implementation of this research madrasah quality improvement program is due to program implementation regulations, the commitment of the madrasah principal, the magnitude of student interest, the availability of facilities and infrastructure and the budget for program implementation.

This is an open-access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Rosalia Sari

Universitas Syiah Kuala, Aceh, Indonesia; email; rosaliasari.man@gmail.com

1. INTRODUCTION

Every educational institution is always oriented towards national education goals, namely by building character in students so that the Indonesian nation remains a nation of character. The achievement of national education goals is certainly influenced by the quality of education in schools and madrasahs in Indonesia. In Indonesia, the quality of education is guaranteed by the state, because this is related to public accountability. Education quality assurance in Indonesia covers primary and secondary schools that refer to standards that have been measured and regulated by the government through the National Education Standards (SNP), and the agency authorized to handle this is the National Education Standards Agency (BNSP). This National Education Standard is used both for schools and madrasahs which are educational institutions in Indonesia. Educational institutions in Indonesia are under the auspices of the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia (Kemendikbud and Research and Technology of the Republic of Indonesia), and the Ministry of Religion of the Republic of Indonesia (Kemenag RI). These two ministries in the era of globalization put a lot of emphasis on research and technology to get a golden generation capable of holding the Indonesian baton in 2045.

The involvement of teachers in the development of research on education has been introduced for a long time by several experts. Both research conducted by teachers and research conducted by students will always involve teachers. Based on this concept, in Indonesia there are Research-Based Schools (SBR) and Research Schools (SR). Likewise, at the Ministry of Religion of the Republic of Indonesia, there are Research-Based Madrasahs (MBR) and Research Madrasahs (MR). According to (Hidayati, 2019) in his article, Madrasah Research is the development of madrasahs through learning innovation, namely through conducting research, in which students become the main motor in research activities, with themes related to science and according to the subjects they acquire. This concept applies to all levels of madrasah (MI, MTs, MA). However, currently, the reality is that research is still intended for students, which is generally carried out at the MTs and MA levels. The Ministry of Religion through the Directorate General of Islamic Education (Ditjen Pendis) launched the National Research Madrasah Program (Promadrina), which was implemented nationally. This program is expected to meet the target so that it can be used as the spearhead of research capabilities for students who are in charge of education in madrasahs. The existence of research schools or research madrasahs makes research not only owned by universities. However, research skills have been honed since students are in secondary education, both SMP/MTs and SMA/MA. The printing of these young researchers is a good step for government programs that focus on research so that Indonesia is able to face competition in the era of globalization. Although the research produced by students is simple research or not complex and complete research as is done by universities. This means that the expected research is implementable research that occurs in the environment and in the lives of students themselves.

Since 2018, students at MTs Negeri 1 Banda Aceh City, one of the city's designated madrasahs, have made every effort to submit suggestions for the city's annual Scientific Writing Competition. Although MTs Negeri 1 Banda Aceh City's ideas submitted in 2018 and 2019 did not advance to the next round of selection for Madrasah Young Researcher Super Camp (MYRES), the school remains committed to participating in the annual event. The city of Banda Aceh Negeri 1 sent another research request in 2020. There are a total of eight research projects, two each from the Natural and Social Humanities and from the Religious Studies. Even though you submitted a proposal to MYRES in 2020, you still haven't become a national research champion.

In 2020, the Ministry of Religion of the Republic of Indonesia, the Directorate General of Islamic Education, and the Directorate of Institutional and Student Facilities Curriculum (KSKK) for Madrasahs offered to all madrasahs in Indonesia to submit applications as superior madrasahs. The selection of superior madrasahs are research superior madrasahs, skill superior madrasahs, academic superior madrasahs, and religious superior madrasahs. MTs Negeri 1 Banda Aceh City submitted a proposal as a research excellence madrasah. In 2020, the Ministry of Religion of the Republic of Indonesia, the Directorate General of Islamic Education, and the Directorate of Institutional and Student Facilities

Curriculum (KSKK) for Madrasahs approved MTs Negeri 1 Banda Aceh City as a Research Leading Madrasah through the Decree of the Director General of Islamic Education No. 6757 of 2020 concerning Designation of Research Organizers for 2020. This decree explains that MTs Negeri 1 Banda Aceh City is one of the 296 Madrasah Tsanawiyah in Indonesia that can conduct research lessons starting in the 2020/2021 school year.

The establishment of MTs as a leading research madrasah has made the madrasah principal have a high commitment and immediately make changes since January 2021, including in-class choices when new student admissions begin in the 2021/2022 school year. The head of Madrasah management and motivation of this research madrasah cooperates with various elements within the institution. Supporting capacity through the facilities and infrastructure owned by MTs Negeri 1 Banda Aceh City is also very necessary in the implementation of this research madrasah, starting from the science laboratory, language laboratory, computer laboratory, media laboratory, library books, cottage and literacy corner, as well as cooperating with universities and research-related institutions. What is no less important is communicating with stakeholders, namely the school committee.

The ability of the madrasah head to manage all elements in the madrasah can improve the quality of madrasahs, especially research madrasahs that have been mandated by the Director General of Islamic Education to MTs Negeri 1 Banda Aceh City. So that the madrasah environment can carry out research learning with good and quality both through intracurricular and extracurricular activities. Good management functions must be implemented in organizations, including school organizations. As explained by Susanto (2016: 11) that the principal is a determining factor in managing education in schools in order to achieve educational goals, therefore, the principal must have adequate knowledge, abilities, and skills. The managerial competence of the madrasah principal requires that the madrasah principal not only be able to master it, but the most important thing in the managerial is that the principal is able to apply the managerial in the educational institution he leads. So that they can improve the quality of the madrasah they lead. Managing madrasahs that have quality can increase the electability of the educational institutions they lead. A madrasah principal in addition to having managerial skills, he must also be able to motivate all elements in the educational institution he leads. This is intended so that the quality of educational institutions can be measured through the success of madrasahs in delivering students to continue their education to the selected SMA/MA level. So that the community will give an assessment of the educational institution (Muntamah, 2019).

Previous research that is relevant is the Saimroh Research (2020:37) on Research Culture of Madrasah Students Through Madrasah Young Researchers Super Camp explains that: First, the results of the context evaluation show that the MYRES Program is in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System and Permendiknas number 39 of 2008 concerning student development through competitions for scientific activities and exhibitions of innovative works and research results. Second, the results of the input evaluation are generally in the good category. Some notes for the evaluation of inputs include more detailed technical guidelines, the number of Grand Final committees is increased, research funding for participants is charged to the committee, talent and achievement scholarships and coaching money for Grand Final winners is increased and differentiated according to MTs and MA levels. (Hidayati, 2019) on Madrasah Innovation through the Implementation of Research Madrasahs explains that the pilot research madrasahs at MAN 1 Jembrana have been carried out seriously and research activities have been running but have not been maximized because there are still limitations such as the unavailability of a special research budget from DIPA, not yet available space. special research; research supervisors are not available and there are limited laboratory staff. The Ministry of Religion has not yet developed a clear concept of research madrasahs, either in the form of guidelines, operational guidelines or technical guidelines, so that the implementation of research madrasahs does not yet have a reference in its implementation. The Ministry of Religion has also not issued a budgeting policy for the implementation of research madrasahs after the launch of the Promadrina program. Furthermore, (Krisbiyanto, 2019) research on the Policy Management of Madrasah Heads in Improving Education Quality, explains that The Policy Management of Madrasah Heads in improving the quality of education

in Madrasah Ibtidaiyah Negeri 1 Rejang Lebong is to implement curriculum development and teacher professional development through Teacher Working Group activities (KKG).

Maqudara's research (2021) on BERDASI (Empowering Students): Innovation of Student and Alumni Integration in Building Research Networks Towards Excellent and Independent Research-Based Madrasahs, explains that: The success of the Berdasi program can be achieved through the fulfillment of three indicators possessed by alumni in the implementation of the Berdasi program, namely the breadth of relationships, reduced costs, and the ability of alumni to determine the most suitable method for student research. (Tri Dewi Kusumawati, 2020) research explains that The implementation of the research madrasah program as an effort to develop the scientific thinking skills of teachers and students at Madrasah Aliyah Negeri 2 Lamongan is carried out by running programs including Extracurricular Program for Youth Scientific Work, Preparation of Research-Based RPP and Comparative Study Program. 2 Furthermore, (Krisbiyanto, 2019) research explains that school/madrasah principals must be able to carry out their strategic role as managers of educational institutions so that the quality of school/madrasah education can continue to be improved. The principal of the school/madrasah must have idealism (able to realize the vision, mission and goals of the school), intellectual (the ability to solve various problems. The principal of the school/madrasah must be able to optimize all available resources to support the improvement of the quality of education. From several excerpts from the research results, relevant to the reference above, then there is a connection with this research. The relation of the previous research above with this research is to examine the madrasah principal program in improving the quality of education and the implementation of research madrasah. Thus this research can be directed with the established boundaries and references in the development of this research are also very necessary, so that the research entitled Management of Madrasah Principals in Improving the Quality of Research Madrasahs at MTs Negeri 1 Banda Aceh City can be carried out properly and in accordance with the expected time.

Based on the above background, the question of this research is how is the management of madrasah principals in improving the quality of research madrasahs at MTs Negeri 1 Banda Aceh City. In general, the purpose of this study is to find out the management of madrasah principals in improving the quality of research madrasahs at MTs Negeri 1 Banda Aceh City, which is related to planning, organizing, moving, monitoring, and the factors driving the success of research madrasahs at MTs Negeri 1 Banda Aceh. Aceh. Practically, this research is expected to be the head of madrasah as input and contribution of thoughts, especially madrasah heads who are research superior madrasahs or research schools in managing and motivating so that the quality of research madrasahs in their educational institutions can be successful and run well.

2. METHODS

The purpose of this study is to (1) describe the planning of the research madrasah quality improvement program. (2) Describe the organization of the research madrasah program. (3) Describe the implementation of the research madrasah program. (4) Describe the supervision of the research madrasah program. The method used is the descriptive qualitative method. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined by using purposive sampling technique where the research subjects were selected according to the research objectives. The research was conducted at the MTs Negeri 1 Banda Aceh. The research subjects, namely the principal, the teacher, supervisor, curriculum development team. Data was collected using direct observation/observation methods and in-depth interview methods. The instruments used in this study were interviews and observation guidelines. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, and conclusions and data verification. The meanings that emerge from the data were tested for its validity to make sure the conclusions agreed with the empirical evidence in the field. After concluding

the theme or result (themes generalization), the interpretation was made. The conceptualization of this new construct was formulated by taking the positive values that existed in the school setting.

3. FINDINGS AND DISCUSSION

3.1 Program Planning of Madrasah Principals in Improving the Quality of Research Madrasahs

The head of the madrasah explained that the program had been compiled in 2018 which at that time was still in the field of extracurricular activities, after receiving a decree from the Director General of Education at the Ministry of Religion of the Republic of Indonesia as a madrasah implementing research madrasahs, MTsN 1 Banda Aceh City has made a curriculum as a learning reference. This research activity has been programmed in a structured manner so that the expected outcomes will be based on the curriculum. In particular, the preparation of this research madrasah program has been programmed since the Decree of the Director General of Education regarding Research Organizing Madrasahs in 2020 stipulates that in order to develop the potential, talents and interests of madrasah students in the field of research or scientific research, it is necessary to conduct research in madrasahs. One of them is MTsN 1 Banda Aceh City, making a program through the opening of superior classes, tahfiz classes, Olympic classes, language classes and research classes, as well as outreach to all teachers to integrate into each lesson to include things related to research.

The research madrasah supervisor explained that in early 2021, the first program was prepared, involving all elements, principals, waka, teachers, and students to discuss the program to be run. Related to this, the supervisor of MTsN 1 in Banda Aceh City also explained that before it was determined through the Decree of the Ministry of Religion of the Republic of Indonesia, research at MTsN 1 in Banda Aceh City had only been carried out as an extracurricular program since 2018, but now it has become a flagship madrasah program. The deputy head of the madrasah for student affairs explained that MTsN 1 Banda Aceh City made a clear program, and prepared professional mentors, so that students were ready to take part in existing competitions. The supervising teacher supports these efforts, explaining that in improving the quality of research madrasah, facilitating all forms of research, funding, and providing competent mentors. The head of the madrasah also explained that in the preparation of the madrasah program the research was carried out by involving all educators, education staff, supervisors and also the chairman of the committee. The preparation of the research madrasah implementation program begins with the formation of a management structure or research learning supervisor. The chairman of the committee explained that the Madrasah Research program was intended for all stakeholders in the madrasah.

Madrasah's stakeholders participate in carrying out madrasah research programs in accordance with their respective duties. The program is designed with activities that support the development of research for educators and students, therefore all program activities the main actors are educators and students. The education staff is tasked with facilitating the implementation of the research madrasah program. The research coordinator explained that the research madrasah program has programs that are run to support the success of the research madrasah program as well as to foster research talent for teachers and students. The programs include: extracurricular programs, KIR (Adolescent Scientific Work, and research learning. The head of the madrasah explained that planning research activities at MTsN 1 Banda Aceh City is always carried out at the beginning of the academic year, by planning the program to be implemented. Activities increasing human resources and also collaborating with other parties". In line with this, the supervisor explained that: "the preparation of the research madrasah program, since 2021 after receiving a mandate through the Decree of the Indonesian Ministry of Religion. The research madrasah program has been arranged at the beginning of each semester.

In line with this, the school superintendent also explained that research madrasahs already exist, although before being established through the Decree of the Ministry of Religion of the Republic of Indonesia to become research madrasahs, these schools were programmed to carry out research. Both for the purposes of the competition as well as to increase the knowledge and skills of students. In addition, the head of the MTsN 1 committee in Banda Aceh City explained that the Madrasah Research

Program is intended for all stakeholders in madrasahs, all madrasah stakeholders participate in carrying out madrasah research programs according to their respective duties. The program is designed with activities that support the development of research for educators and students, therefore all program activities the main actors are educators and students. Educational staff are tasked with facilitating the implementation of research madrasah programs.

3.2 Organizing the Head of Madrasah Program in improving the Quality of Research Madrasahs

The head of the madrasah explained that in conducting research at MTsN 1 Banda Aceh, ideally for research madrasahs all teachers should work hand in hand to make this program a success. The research madrasah program has been programmed, and there is even a structure and curriculum for its implementation, although the material is not too far away, only limited to the basics related to theme selection and so on so that its implementation can be measured and structured. The deputy head of the madrasah in the field of curriculum explained that organizing by assigning tasks to teachers who have competence in the field of research. The research madrasah supervisor at MTsN 1 Banda Aceh City explained that the preparation of the structure that served as the research madrasah supervisor was carried out based on the competence of the teacher, who guided research learning based on the results of the agreement through school meetings, and when conducting competitions required experts to guide them. cooperation will be carried out.

The head of MTsN 1 Banda Aceh City explained that the implementation of research madrasah at MTsN 1 Banda Aceh City was first from the madrasah as the full responsibility for the madrasah head and waka curriculum as the leading sector for improving the quality of madrasahs and under it there was a research coordinator with members and there had been research quality development team formed. The supervisor of MTsN 1 Banda Aceh City also explained that there were mentors who were brought in from outside, for example, the Banda Aceh Model MAN 1 teacher, teachers who knew about research. The research quality development team explained that not all teachers were involved, but the accompanying teachers were always involved, and those who guided this research madrasah program were teachers at MTsN 1 Banda Aceh, assisted by other professional teachers. The head of the madrasah explained that the supervisor of students in carrying out research is carried out by a supervisor who has been appointed based on the suitability of his scientific discipline, for example perhaps the implementation of research in the field of Science then the teacher is the science teacher and if the research is in the field of Religion then the teacher is in charge of Religion and also the Social sector and Humanities and Technology.

The supervisor explained that those who carried out research madrasahs were students, teachers, and supervising teachers. However, the deputy principal explained that: "Always involved, because it involves policies as well as direction and support, such as the budget and also the required infrastructure. It was also explained by the supervising teacher that in carrying out the research, not all teachers were involved, the ones who were always involved were the supervising teachers and the principal. The Committee Chair explained that the research supervisor at MTsN 1 Banda Aceh City depended on the title of the research to be carried out. The head of the madrasah confirmed this that: "In carrying out research, supervisors are determined through deliberation to find mentors in accordance with the research theme. The deputy head of the madrasah explained that those who guide students in research are internal teachers at MTsN 1 Banda Aceh, asking for the willingness of teachers or professionals from outside the school to assist teachers and students in direct guidance in the process of conducting research based on the teacher's area of expertise.

The supervising teacher explained that recruitment was carried out for research groups with 4 students selected per class, on average students who have an interest in playing a role in the implementation of this research madrasah. Another supervising teacher also explained that how to find students to participate in the research field, select students who excel in their fields, and carry out intensive strengthening and mentoring. The research quality development team at MTsN 1 Banda Aceh City explained that recruitment was carried out from MTsN 1 Banda Aceh, then collaborated with

teachers from outside and also from universities, according to the field studied, for example research on robotics, the tutor was an expert in mechanical engineering, then there are mentors who have experience are also included. The research coordinator explained that the selection of research themes that had been carried out was based on information on the ongoing competition, thus the selection of themes was carried out with teachers who were experts and had competence in the field to be studied to formulate suitable themes for research with the approval of the head of the madrasah. The supervising teacher also explained that in addition to participating in the competition, student learning and mentoring were carried out with computer training, proposal-making training, and training on using the internet to find references.

3.3 Implementation of the Head of Madrasah Program in Improving the Quality of Research Madrasahs

The head of the madrasah explained that in the implementation of the madrasah research program at MTsN 1 Banda Aceh, human resources were still very limited, and the division of tasks was still very adjusted to teachers and education staff, because not all teachers were able to have knowledge about research. The supervisor of MTsN 1 Kota Banda Aceh, explained that: "the purpose of implementing this research madrasah is to increase the knowledge of students and graduates who can be accepted in superior schools. The headmaster of the madrasah implementation of research learning is carried out routinely and has been scheduled, because the implementation of this research madrasah which has been programmed, will guide and direct students every schedule set through mulok subjects, but the peak of its implementation coincides with competitions such as MYRES Kemenag RI and KOPSI Kemendikbud RI Research and Technology. The quality development team also explained that the research was carried out by making 1 research class, by providing guidance through mulok lessons. The coaching of research students is still carried out by communicating with the supervisor even though they are not at school so that they can give birth to an idea, ideas that can be put into proposals. Coaching can be done online and in research classes.

In conducting the research, the supervising teacher explained that the teacher always accompanies all students involved in the research madrasah program, the teacher also facilitates all students to be able to join the research madrasah program at MTsN 1 Banda Aceh City. The principal explained that students are given the opportunity to do research. In this way we can provide provisions for students to be able to construct higher-order thinking skills (Higher Order Thinking Skills). The supervising teacher also explained that the KIR learning process used a scientific approach. In this case, placing students as active learning subjects, not passive learning objects. With such student placement, students have the opportunity to construct knowledge if they have embedded competence in research.

The research coordinator explained that giving students the opportunity to conduct research is giving students the scientific process, so that with the scientific process students will automatically go through the scientific thinking process starting from looking for problems, analyzing problems, finding solutions to problems to finding scientific findings that can finally be solved. used as material to form scientific papers. The research coordinator explained that the technical implementation was by registering children who understand research and are selected at the school level, from the results of the selection, the best students will be sent as representatives to take part in competitions and research carried out. The head of the madrasah explained that not all children were interested, but the children who had joined the research class were very enthusiastic. The competition which was participated by MTsN Model 1 Banda Aceh in 2018, sent three proposals but none of them passed the selection, then in 2019 again sent five MYRES program proposals but still no one entered the selection. In 2020 MTsN 1 Banda Aceh City again sent 10 proposals to participate in the MYRES competition with the achievement level of two teams entering the top 50 selection, and one team entering the top 15 selection ranking but not yet winning. Furthermore, in 2021 in participating in the MYRES program held by the Indonesian Ministry of Religion, MTsN 1 Banda Aceh City again sent 40 research proposals with details of the implementation of 5 teams entering the top 50 categories, after participating in the further selection

four teams entered the top 15 and after participating in several final assessments one team at MTsN 1 Banda Aceh City won 2nd place at the National level.

3.4 Supervision of Madrasah Head Program in Improving the Quality of Madrasah Research

The principal explained that to see the level of success of the madrasah research program carried out, it would be evaluated periodically. However, with all the limitations, the evaluation has not been maximized, of course, it will continue to make improvements based on suggestions and input from the companion. The evaluation process carried out did not have a fixed instrument, and the evaluation was carried out only as a regular evaluation because there was no special team tasked with evaluating research implementation activities at MTsN 1 Banda Aceh City. The madrasah supervisor explained that the madrasah development team carried out an internal needs assessment to see the success and shortcomings of each activity in the program, after that, the madrasah development team would discuss the shortcomings by evaluating the results of the activity reports. The deputy head of the madrasah explained that the supervision was carried out by the principal, the school supervisor only from the results of research activities carried out by looking at how far the activities could run and what appeared as obstacles in the implementation process.

The head of the madrasah also explained that there was no special team related to the implementation of supervision, but a team of experts and competent staff who accompanied the research were asked to submit a report to the madrasah". In this case, supported by the research quality development team at MTsN 1 Kota Banda Aceh, explained that: there is no special team that supervises but the madrasah head, curriculum development team and madrasah supervisor. The head of the madrasah explained that basically, the purpose of the implementation of supervision was to ensure that the implementation went according to schedule, to ensure that the mentoring process was actually carried out, the issues to be investigated were always based on the mentor's advice, what had been done, what were the results and what were the results. The problem is, it always gets supervision from the head of the madrasah.

The quality development team explained that what the madrasah principal and supervisor did was monitor the implementation of research, teachers teaching in the classroom, and supervising the programs that had been set. The head of the madrasah explained that the monitoring and evaluation process was carried out by asking for information from parties who had been trusted to implement this research madrasah program, what were the obstacles, what were the next plans. In line with this, the research quality development team at MTsN 1 Banda Aceh City explained that: "always request regular reports from supervisors and research coordinators both in the training process, learning, proposal preparation and also research implementation up to the competition stage. The deputy head of the madrasah explained that after finding which ones needed to be developed and improved, the madrasah development team made a list/instrument of research madrasahs for comparative studies according to a predetermined schedule.

The quality development team explained that the purpose of carrying out evaluations through supervision is to find solutions if problems are found during the implementation of research madrasah programs, both in the learning process and when participating in competitions. Then, direct according to the program that has been set. The head of the madrasah also explained that the purpose of implementing supervision was to find obstacles in program implementation, complaints from students and assistants so that solutions could be quickly found and to find out whether they had been implemented or not, how the obstacles were and how solutions were given, whether there was a need for experts and facilities needed and so on. The deputy head of the madrasah explained that the evaluation results were not conveyed in writing to all parties, but were conveyed at every opportunity, both in meetings and deliberation. Regarding this, the committee chair explained that he always participated in supervising the research madrasah program through reports submitted by the school. The head of the madrasah explained that it is "a form of supervision carried out by looking at program achievements, evaluating sources of obstacles, with the aim of finding solutions for future stages and

the process will continue to be evaluated, even when there is a madrasah research competition at both regional and national levels, it will more intensive learning and training in order to get good results.

3.5 Enabling and inhibiting factors for the success of Research Madrasahs

With the establishment of MTsN 1 Banda Aceh City as a research madrasah, this madrasah is better known through the publication of research conducted based on competitions conducted both regionally and nationally, but as a madrasah there are still many obstacles in the field of teacher human resources but this can be a motivation for future improvements. so that all teachers are able to carry out research. The head of the madrasah explained that: "because this research madrasah program is still relatively new, of course in its implementation it has not fully gone as expected. However, there are some that have been implemented and there are several programs that must be continued of course this will take time to plan. The factors driving the success of research madrasahs at MTsN 1 Banda Aceh City include the commitment of the Madrasah Head, the existence of regulations, the availability of facilities and infrastructure, and the availability of budget. Meanwhile, the inhibiting factor, namely the head of the madrasah, explained that there was still a lack of research culture at the community level, less concerned about developing issues. In addition, the supervisor explained that the inhibiting factor in carrying out this research was also present in the students because they were still classified as children, so this was a very big challenge to give students an understanding to play an active role in research activities. So with this, it requires teachers to be more enthusiastic in supporting and providing direction and motivation to students.

The results of the study explain that the research madrasah program at MTsN 1 Banda Aceh City has been running since the issuance of SK 6757-2020-12 as implementing research madrasahs from the Director General of Education, Ministry of Religion of the Republic of Indonesia. In this case, in accordance with the provisions that have been decided, MTsN 1 Banda Aceh City is one of the madrasahs that carry out madrasah research programs in Indonesia. Research sounds normal if it is carried out in universities (PT) both by educators, education staff, and students. This is because universities have Tri Dharma PT: Education/Teaching, Research and Community Service (PKM). It will be different when the term research is attached to the level of education below tertiary institutions, both secondary education and basic education. However, along with the implementation of the 2013 Curriculum, it can be considered natural that research is attached to all levels of education, both secondary education (Madrasah Aliyah or Senior High School), as well as Madrasah Tsanawiyah education or Junior High School.

The results of the study illustrate that the preparation of the research madrasah program through the opening of superior classes, tahfiz classes, Olympic classes, language classes and research classes, as well as conducting socialization to all teachers to integrate into each lesson to include matters related to research. Through these programs, of course, they have been adapted to existing needs, so that these programs can be applied properly. This is in accordance with the technical guidelines for implementing research learning (2019: 7) which stipulates that research learning activities in madrasahs are a forum for fostering students' talents and interests in the field of scientific research. Research development in madrasahs is aimed at training students in planning scientific research, conducting scientific research and compiling scientific research reports".

The planning carried out by the head of the madrasah together with the research quality development team has been carried out well. This can be concluded because the planning is carried out through the stages of joint formulation, making the team as implementers, and supporting the availability of facilities and implementation budget. As such, (Hidayati, 2019) explains that: "In carrying out this pilot, starting with curriculum development by including research material as one of the subject matter, and research is taught through intracurricular learning by conveying research material conceptually, also through activities practice, namely by conducting field research, library research, and applied research. In improving the quality of madrasahs, research is carried out by carrying out a formulation program every year by involving all stake holders consisting of madrasah heads, deputy madrasah heads, supervising teachers, supervisors and school committees Pristian (2019:122).

In order for a programme to be effective, it must adhere to the rules governing it, be tailored to its intended audience, and be carried out by a competent unit. That's why, as Wahib (2018) says, it's important to improve madrasah quality by optimising madrasah institutional administration, realising and developing madrasah entrepreneurship, and refining the leadership of madrasah imams in order to create madrasahs that excel in all areas.

Planning research activities at MTsN 1 Banda Aceh City is carried out at the beginning of each academic year, by planning programs to be implemented, human resource development activities, and establishing collaboration with other parties. Because the madrasah research program is one of the flagship programs implemented at MTsN 1 Banda Aceh, it is necessary to pay attention to the formulation of the program, and to be supported by the availability of implementing units. This research madrasah program must be able to answer the vision and mission that has been set so that it does not deviate in its implementation. In this case, Iswanto (2018:163) explains that in the vision indicators, it is stated that the research vision indicators are (1) capable of producing strong and reliable young researchers, (2) able to produce appropriate innovative works, (3) won the youth scientific work competition. Furthermore, in a special purpose, it aims to make madrasahs that excel in the field of research. The character values developed in the Mansa curriculum are scientific, namely being able to carry out scientific research to apply the knowledge learned and develop.

Based on the findings of the study, it was determined that the development of the research programme at MTsN 1 Banda Aceh City involved multiple stakeholders. A designated coordinator, along with additional personnel, including teachers and external experts in the field of research, were appointed to support the programme and enhance the quality of the implemented research. According to Warisno (2018:3), in order to accomplish this objective, educators must seek innovative approaches to instructing pupils, hence fostering their motivation (Sajidin & Siswanto, 2020). According to Wahib (2018:62), a crucial aspect for madrasah principals to comprehend in community management is the necessity to transition from a traditional management approach to an entrepreneurial management approach. The principal of the madrasah should possess the capacity to discern the prevailing management styles typically implemented.

The results of the study illustrate that: this research madrasah quality improvement program was carried out by all teachers, although only to the extent of supporting, although not directly involved but providing motivation and input for the implementation of the research madrasah program. In the division of tasks and responsibilities, the head of the madrasah must be very careful and also pay attention and consider whatever the decision is. Thus, according to the explanation Ayu (2021:31), the head of the madrasah must always try to create how this madrasah can be competitive with other madrasahs through programs that are run and by placing officers according to their abilities and expertise.

The results of the study explain that: the research madrasah program at MTsN 1 Banda Aceh City has been made programmatically and there is even a curriculum structure for its implementation, although the material is not too far away, only limited to the basics related to theme selection and so on so that its implementation can be measured and structured. This organization is carried out with the preparation of a structure responsible for the implementation of the madrasah research program and the formation of a madrasah quality control team. Organizing by giving assignments to teachers who have competence in the field of research. In accordance with this, (Sajidin & Siswanto, 2020) explain that personnel planning in this case teachers and staff includes the number and types of expertise or skills of people, placed in the right job, at a certain time which in the long run will benefit individuals and organizations. Management of education personnel or management of educational personnel aims to utilize educational personnel effectively and efficiently to achieve optimal results, but still in pleasant conditions (Mika, 2022). In connection with this, the personnel function that the madrasah principal must carry out is to attract, develop, hire and motivate personnel to achieve system goals, helping members achieve positions and standards of behavior, maximizing the

career development of education personnel, and aligning individual and organizational goals (Jiddan, 2017).

The implementation of research madrasah activities and improving the quality of research madrasahs have been carried out well because they have been scheduled and have guidelines such as a local content curriculum, have a work program and are guided by the technical guidelines for implementing research madrasahs issued by the Indonesian Ministry of Religion. The implementation of research madrasahs at MTsN 1 Banda Aceh City has been well documented, with the existence of a quality development team and a team that is responsible for supervising research madrasahs. From the results of the study, the implementation of research madrasahs was carried out with various learning programs. The implementation already has a schedule, because the implementation of this research madrasah which has been programmed will guide and direct students every schedule that has been set through mulok subjects, but the peak of its implementation coincides with the MYRES competition held by the Ministry of Religion of the Republic of Indonesia and KOPSI held by the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia. In this case, Widya (2017:104) explains that: "research-based learning is an important means to improve the quality of learning. Educators can present the results of their research as real examples in learning, which are expected to serve to assist students in understanding the ideas, concepts, and theories of their research. In this activity, values, ethics, and research practices that are in accordance with the field of science being taught can be conveyed to inspire students".

So research learning should be included in every subject. From the results of the research at MTsN 1 Banda Aceh, it was explained that the research was carried out by making 1 research class, by providing guidance through mulok lessons. To record children who understand research, and are selected at the school level, from the results of the selection the best students will be sent as representatives to take part in competitions and research carried out (Rahman, 2020). Research student guidance is still carried out by communicating with supervisors, even though they are not at school so that they can produce a proposal (Pristian, 2019). The coaching can be done online and also in research classes (Saimroh & Basid, 2021). In this case, Erwin (2020:259) explains that the quality of education is a process of educational outcomes that is measured based on the relevance of the effectiveness and impact of programs, processes or actions in order to achieve educational goals that meet customer desires and needs in accordance with minimum service standards (MSS) and national education standards (SNP).

The results of the study explain that: there is no specific schedule in the supervision process, but the implementation of this research program is always monitored, and if problems are found, the problem will always be solved to get a solution. In this case, the deputy head of the madrasah in the field of curriculum explained that the implementation of supervision and evaluation was carried out during learning, at every competition event. In this case too, Krisbiyanto (2019:55) explains that: "the results and evaluation itself can be seen that good developments must always be improved. In this process the leaders hold evaluation meetings for teachers and staff.

The study's findings show that the evaluation process is not being fully exploited, but is instead being refined and perfected in response to suggestions and criticisms from helpers; however, if special types of evaluations like money have not been performed, only routine assessments are made. (Ariyanti, 2019). Each activity in the programme is evaluated by the madrasah development team to determine its success or failure and then discussed by analysing the results of the activity implementation reports in order to make necessary adjustments to the work programme (Basid, 2021). After supervising the program's implementation, the principal conducts an evaluation and evaluation of the teachers' and staff's performance on the programme to determine how well it is working and what changes need to be made to ensure its long-term viability. canaan. The objectives and the planning process (Asmiyanti, 2018).

4. CONCLUSION

The Research Madrasah Quality Improvement Programme at MTs Negeri 1 Banda Aceh City was initiated at the start of the year during a working meeting involving the school's head, deputy head, supervising teachers, supervisors, and committee chairman. The programme aims to enhance the quality of education through various measures, including the establishment of a dedicated research class starting from 2021, the development of a local content curriculum to guide research implementation, and the creation of a research madrasah programme design that facilitates supervisors in acquiring research skills through a structured curriculum that incorporates activities aimed at promoting the growth of research abilities among educators and students. The Research Madrasah Quality Improvement Programme at MTs Negeri 1 Banda Aceh City is efficiently organised, with proficient teachers leading each activity and a well-defined structure for executing research madrasahs, supported by a dedicated unit. Enhancing the research capabilities of madrasahs to effectively allocate managerial responsibilities. The initiative aimed at enhancing the research conducted at MTs Negeri 1 Banda Aceh City adheres to a schedule that is determined by the local content curriculum and any modifications made to the school work plan. Research conducted by students in regional and national competitions demonstrates the progress made by this research madrasah. The Research Madrasah Quality Improvement Programme at MTs Negeri 1 Banda Aceh City lacks appropriate supervision, which is crucial for evaluating the program's progress. The success of researching Madrasahs at MTs Negeri 1 Banda Aceh City can be attributed to the imposed restrictions. The study has established a comprehensive plan for conducting flagship research at MTsN 1 Banda Aceh in 2021. The unwavering commitment of the madrasah principal to resolving issues effectively has bolstered recommendations for future studies.

REFERENCES

- Ali, Mohammad. Muhammad Asrori. (2016). *Metodologi & Aplikasi Riset Pendidikan*. Jakarta: PT. Bumi Aksara.
- Alim, Azizil. (2019). *Kepemimpinan Kepala Madrasah dalam Meningkatkan Mutu Pendidikan di Madrasah Ibtidaiyah Negeri Malang 2*. Thesis Magister Manajemen Pendidikan Islam Sekolah Pascasarjana Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Arif, Moh. (2017). *Manajemen Madrasah Dalam Upaya Peningkatan Mutu Pendidikan Islam*. Jurnal Manajemen Madrasah. 8, (2), 415-437.
- Awaluddin, dan Hendra. (2018). *Fungsi Manajemen dalam Pengadaan Infrastruktur Pertanian Masyarakat di Desa Watatu Kecamatan Banawa Selatan Kabupaten Donggala*. Jurnal Akutansi dan Pajak, 2 (1), 31-40.
- Azyanti, Sri. (2018). *Motivasi Kepala Sekolah*. Yogyakarta: Pustaka Pelajar.
- Baharun, H. Zamroni. (2017). *Manajemen Mutu Pendidikan Ikhtiar Dalam Meningkatkan Mutu Pendidikan Madrasah Melalui Pendekatan Balanced Scorecard*. Tulungagung: Akademia Pustaka.
- Baryanto. (2017). *Manajemen Kepala Madrasah dalam Meningkatkan Kualitas Pendidikan di MTS Nurul Kamal Kabupaten Rejang Lebong*. Jurnal Studi Manajemen Pendidikan. 1,(02), 241-272.
- Daryanto. (2018). *Manajemen Laboratorium Sekolah*. Jakarta. Gava Media.
- Dewi, Tri Kusumawati. (2020). *Implementasi Program Madrasah Riset Dalam Mengembangkan Kemampuan Berpikir Ilmiah Guru Dan Siswa Di Madrasah Aliyah Negeri 2 Lamongan*. Thesis Pascasarjana Manajemen Pendidikan Islam Jurusan Pendidikan Islam Universitas Islam Negeri Sunan Ampel Surabaya.
- Engkoswara, Aan Komariah. (2016). *Administrasi Pendidikan Edisi Revisi*. Bandung: Alfabeta.
- Euis Karwati, Doni Juni Priansa. (2013). *Kinerja dan Profesionalisme Kepala Madrasah Membangun Sekolah yang Bermutu*. Bandung: Alfabeta.
- Firman, Anang. Budi W Mahardhika. (2018). *Pengantar Manajemen*. Yogyakarta: Deepublish.

- Gaol, Lumban Tua Nasib. (2020). Sejarah dan Konsep Manajemen Pendidikan. Jurnal Asia Pasifik Studies, 13 (1), 87-90.
- Hakim, L. Mukhtar. (2018). Dasar-Dasar Manajemen Pendidikan. Jambi: Timur Laut Aksara.
- Hanafie, Wardah Das. Abdul Halik. (2021). Kompetensi Manajerial Kepala Madrasah & Relasinya terhadap Profesionalisme Guru. Ponorogo: Uwais Inspirasi Indonesia..
- Hidayati, U. (2019). Inovasi Madrasah Melalui Penyelenggaraan Madrasah Riset. EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan, 17(3), 238–255.
<https://doi.org/10.32729/edukasi.v17i3.636>.
- Husaini, Fitria, Happy. (2019). Manajemen Kepemimpinan Pada Lembaga Pendidikan Islam. Jurna Penelitian Pendidikan Indonesia, 4 (1), 30-39.
- Karwati, Euis. DonniJuniPriansa (2016). Kinerja dan Profesionalisme Kepala Sekolah, Bandung: Alfabeta.
- Krisnandi, H. Suyono E. Sugiono. (2019). Pengantar Manajemen. Jakarta Selatan: LPU-UNAS.
- Kristiawan, Muhammad., Safitri, Diana., dan Lestari, Rena. (2017). Manajemen Pendidikan. Yogyakarta: Deeplubish.
- Krisbiyanto, A. (2019). Efektifitas Kepemimpinan Kepala Madrasah terhadap Mutu Pendidikan MTsN 2 Mojokerto. Nidhomul Haq: Jurnal Manajemen Pendidikan Islam, 4(1), 52–69.
<https://doi.org/10.31538/ndh.v4i1.182>.
- Kristiawan, M., Suryanti, I., SD, S. P., Muntazir, M., Ribuwati, Areli, A. J., Agustina, M. et. al. (2017). Inovasi Pendidikan Jawa Timur. Wade Group National Publishing.
- Machali., Hidayat. (2018). The Hand Book of Education Management. Jakarta: Prenada Media Group.
- Maksudah, Binti. (2021). Berdasi (Berdayakan Siswa): Inovasi Integrasi Siswa Dan Alumni Dalam Membangun Jaringan Penelitian Menuju Madrasah Berbasis Riset Yang Unggul Dan Mandiri. Jurnal Inovasi dan Riset Akademik. 2 (1), 16-29.
- Mulyasa. (2019). Manajemeen dan Kepemimpinan Kepala Sekolah. Jakarta: PT Bumi Aksara.
- Muntamah, Lilik. (2019). Tantangan dalam Penyelenggaraan Madrasah Riset. Jurnal Penelitian Pendidikan Agama dan Keagamaan, 11(6), 2019, 68-77.
- Muhith, Abd. (2019). Manajemen Mutu Madrasah Ibtidaiyah. Surabaya: IMTIYAZ.
- Muhazir. (2017). Manajemen Berbasis Madrasah, Teori dan Praktek, cetakan 3. Banten: Lembaga Penerbitan Fakultas Tarbiyah dan Keguruan IAIN Sultan Maulana Hasanuddin Banten.
- Mutohar, Prim Masrokan. (2016). Manajemen Mutu Sekolah/ Strategi Peningkatan Mutu dan Daya Saing Lembaga Pendidikan Islam. Yogyakarta: Ar-Ruzz Media.
- Priansa, Donni Juni. (2017). Kinerja dan Profesionalisme Guru Fokus Pada Peningkatan Kualitas Pendidikan, Sekolah dan Pembelajaran, cetakan ke 3. Bandung: Alfabeta.
- Priansa, Doni Juni. (2018). Manajemen Peserta Didik dan Model Pembelajaran, edisi revisi. Bandung: Alfabeta.
- Prajatuala, Riyuzen. (2017). Manajemen Peningkatan Mutu Sekolah. Lampung: Lintang Rasi Aksara.
- Sajidin. Romi Siswanto. (2020). Manajemen Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan di SMP Berbasis Pesantren. Jurnal Manajemen Pendidikan Islam. 1,(2), 111-120.
- Saimroh, S., & Basid, A. (2021). Budaya Meneliti Siswa Madrasah Melalui Madrasah Young Researchers Super Camp. EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan, 19(1), 25–39.
<https://doi.org/10.32729/edukasi.v19i1.821>.
- Sajidin, S., & Siswanto, R. (2020). Manajemen Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan di SMP Berbasis Pesantren. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 1(2), 111–120.
<https://doi.org/10.31538/munaddhomah.v1i2.37>.
- Sidiq, Umar. (2018). Manajemen Madrasah. Yogyakarta: Nata karya.
- Tri Dewi Kusumawati. (2020). implementasi program madrasah riset dalam mengembangkan kemampuan berpikir ilmiah guru dan siswa di Madrasah Aliyah Negeri 2 Lamongan. Konstruksi Pemberitaan Stigma Anti-China Pada Kasus Covid-19 Di Kompas.Com, 68(1), 1–12.
<http://dx.doi.org/10.1016/j.ndteint.2014.07.001%0Ahttps://doi.org/10.1016/j.ndteint.2017.12.003%>

- 0A<http://dx.doi.org/10.1016/j.matdes.2017.02.024>.
- Tugiono. (2019). Implementasi Kompetensi Kepribadian Kepala Sekolah dalam Meningkatkan Kompetensi Kepribadian Guru. *Jurnal Pendidikan*, 4 (2), 11-22.
- Umar, Muhammad Fadlan. (2017). Pendidikan Indonesia: Membangun Budaya Riset Nasional. *Jurnal Penelitian Pendidikan Indonesia*, 4 (1).88-96.
- Wijaya, David. (2019). *Manajemen Pendidikan Inklusif Sekolah Dasar*. Jakarta: Kencana.
- Yanto, Murni. Irwan Fathurrochman. (2019). Manajemen kebijakan kepala madrasah dalam meningkatkan mutu pendidikan. *Jurnal Konseling dan Pendidikan*. 7,(3), 123-130.
- Yusrizal. (2016). *Pengukuran & Evaluasi Hasil dan Proses Belajar*. Yogyakarta: Pale Media Prima