



**SUPERIOR MADRASAH DEVELOPMENT STRATEGY
IN MAN 2 MODEL MEDAN**

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ABSTRACT

This study aims to determine the Development Strategy of Superior Madrasah in MAN 2 Medan Model and the Supporting and Inhibiting Factors of Excellent Madrasah Development Strategy at MAN 2 Medan Model. This study uses a qualitative research method that aims to understand a social phenomenon by prioritizing the process of deep interaction and communication between researchers and the phenomenon under study. The data obtained in this study are descriptive analysis, in which data collection is carried out by means of observations and interviews, and documentation studies. Then the data is presented in descriptive narrative form. The location of this research was carried out at MAN 2 Model Medan. The results showed that the superior madrasa development strategy carried out an effort to plan and manage madrasas that functioned to direct and develop madrasas in achieving their educational goals, because superior madrasas were intended as centers of excellence. The strategy for developing superior madrasah at MAN 2 Model Medan involves many related parties, starting from the guardians of students, teachers, madrasa heads and vice principals, as well as committees. A plan must have implementation, for the implementation of the strategy for developing the Madrasah Aliyah MAN 2 Medan Model is carefully calculated because implementation is one of the keys to the success of a superior madrasa development strategy so that the strategies implemented can run effectively so as to achieve success in program implementation. For this reason, MAN 2 Model Medan has taken more actions to accelerate the implementation of the mutually agreed plan. Supporting factors in the superior madrasah development strategy are of course interrelated with the madrasa development strategy program, namely the partnership factor because partnerships have a very large effect on the development of madrasah.

Keywords: Development Strategy, Excellent Madrasah

INTRODUCTION

Madrasah is one of the educational institutions that has been developing for a long time in Indonesia, madrasa education has succeeded in fostering and developing religious life in Indonesia and has played a role in instilling a sense of nationality into the soul of the Indonesian people. Madrasas have also played an important role in the intellectual life of the nation. Therefore, improving the quality, relevance, and competitiveness of madrasas in the future is expected to have an impact on the realization of the existence of Islamic human resources, so that they can live together in social and cultural diversity. Efforts to improve the quality and relevance of madrasa education in turn are expected to improve the standard of living of the community and the competitiveness of the nation, for citizens, especially the Muslim community.

In national education, we have now moved towards the golden generation design competition in 2045, exactly 100 centuries of independent Indonesia, which is emphasized in the vision of the National Long-Term Development Plan (RPJPN) for the 2005-2025 period, which is to create independent, advanced, just, and prosperous humans and communities. So that indirectly educational institutions are given a heavy burden in realizing this vision because there are many things that need to be addressed in the education system in Indonesia. In facing the challenges of education towards 2025, there are ten strategic issues to be able to generate educational ideas towards 2025, namely 1). Building basic education programs for all, 2). Build intermediate programs for all, 3). Building job preparation education, 4).Building a high-class international standard, 5).Strengthening management in the era of decentralization and autonomy. 6). Building a fair financing strategy, 7). Developing national curriculum and exams, 8).Building professional certification for educators and education personnel, 9).Building global education, 10). Strengthening non-formal and informal education within the framework of life-long learning, Musfiqon, (2015:2).

So that indirectly educational institutions in Indonesia are required to develop the education system that has been running so far to adapt the programs that have been targeted by the government. Therefore, management practices in schools need openness and a management system for educational institutions is now a necessity that needs to be realized, because the people we are facing today are no longer people who are information illiterate, but people who understand education, technology, economics, and information. so that a good school management strategy is needed to make a quality school and be considered in the community.

Maimun (2010:37), Seeing this reality, urged madrasas to prepare reliable and professional human resources. Therefore, the presence of superior madrasas is expected to produce students who have faith and piety and at the same time have access to science and technology or at least certain skills knowledge. Therefore, what is meant by superior madrasas is madrasas that have superior programs that were born from a desire to have madrasas that are able to excel at national and world levels in mastering science and technology and are supported by morality.

Fattah (2013:113), excellent madrasas always prioritize added value that must be given to students after attending education at the school. This added value makes education effective. excellent schools are identical with effective schools. Low quality input will be processed optimally according to the potential of students, so that the output produced will have superior quality. This is where the concept of added value is prioritized by superior school/madrasah managers.

Furthermore, Baharuddin (2010: 88), there needs to be a superior madrasa development strategy to increase madrasa development efforts in achieving the goal of improving quality so that it becomes better. The superior madrasa development strategy is an effort to plan and manage madrasas that function to direct and develop madrasas in achieving their educational goals, because superior madrasas are intended as centers of excellence, which means that superior madrasas are projected as a place to accommodate the best students from various regions to the fullest. Excellent madrasas themselves have flexible characters and characteristics, namely having an innovative curriculum and having high hopes to make madrasas superior, so that they are relevant enough to face any obstacles in madrasas and renewal of educational programs.

Maimun (2010: 50) The superior madrasah development strategy is an effort to plan and manage madrasas that function to direct and develop madrasas in achieving their educational goals, because superior madrasas are intended as centers of excellence which means that superior madrasas are projected as a place to accommodate the best students from all over the world. various areas as much as possible.

The superior madrasa development strategy is also one of the characteristics and characteristics that the madrasa is of good quality in terms of input, process and output. excellent means that the program is special and has more value than other programs. A madrasa is said to have a competitive advantage when it has something that is good and exceeds other madrasas, or is able to do something that other madrasas cannot do.

Competitive advantage becomes an important requirement for the long-term success and survival of the madrasa.

MAN 2 Model Medan has a long-term plan that is to grow appreciation of religious teachings. Implement effective learning and guidance. Realizing student achievement in the fields of science and technology. Develop a professional and quality management system by following the development of science and technology. Therefore, to achieve the long-term plan, MAN 2 Model Medan has many excellent programs that are rarely found in other madrasas, where students are provided with skills in developing life skills so that when they graduate students have added values that are rarely owned by other madrasas and can implement potential possessed in all actions when entering the community. In its application, MAN 2 Model Medan applies it on certain days of the week. From that point of view, researchers want to know how the strategy for developing superior madrasah in MAN 2 Model Medan is.

The leading madrasah management strategy is different from other formal madrasah management strategies. For this reason, the superior madrasa development strategy at MAN 2 Model Medan applies the development strategy as above, namely making madrasas an open organization, applied by madrasas by utilizing online media to inform the wider community about these superior madrasas and always being updated in the development of the world of education. The quality and competence of teachers in MAN 2 Medan Model, the quality and competence of teachers is very prioritized because to make a superior madrasa itself, it must have professional educators and education, it is proven that many MAN 2 Medan Model teachers have Masters, Bachelors, so it is undeniable that there are many MAN 2 Medan Models. achieve achievements. Concerning quality, at MAN 2 Model Medan, the quality of education is the main thing, which can be seen from the many achievements achieved by students of MAN 2 Model Medan from various scientific aspects. Strengthening the network, at MAN 2 Model Medan, strengthening the network is done by communicating and socializing in determining policies and formulating policies using electronic media and face-to-face in the meeting agenda.

LITERATURE REVIEW

1. Strategy

Strategy comes from the Greek "strategos" where the word strategos itself comes from the word stratos which means military and ag which means to lead. In the initial

context, strategy was defined as generalship or something done by generals in making plans to conquer the enemy and win the war, Bryson (1999:151). This is done because to conquer the enemy requires strategic thinking to succeed well.

Wester's new word dictionary defines strategy as "the science of planning and directing large-scale military operation skills in managing or planning" ie strategy is a science of planning and directing military operations skills on a large scale in organizing and planning. In particular, it is used by the military, or in Greek it is called strateagem, which means leading the army, Maimun (2010:50). Strategy is all the efforts used to achieve the goals to be achieved, either in the field of education or otherwise. This strategy is used to increase all efforts in other, better developments.

2. Development

Development is a process that seeks to increase effectiveness by integrating individual desires for growth and development of organizational goals, specifically this process is an effort to make planned changes that include a total system over a certain period and efforts to make these changes are related to the organization's mission, Baharuddin and Makin (2010:54).

Development is an educational effort, both formal and non-formal, which is carried out consciously, planned, directed, regularly, and responsibly in the context of introducing, growing, guiding, and developing a personality basis that is balanced, intact and in harmony, knowledge and skills according to talent, desire and ability, as a provision for further on his own initiative, to improve and develop himself, others, and the environment towards the achievement of optimal human dignity, quality and ability and an independent personality.

3. Excellent Madrasah

The term superior school was first introduced by the former minister of education and culture, Wardiman Djojonegoro, exactly a year after his appointment in 1994. The term superior school was born from a vision that reaches far ahead for an insight into excellence. According to Wardiman, that the presence of a superior school is not for discrimination, but to prepare qualified human resources and have insight into excellence. In the environment of the Ministry of Religion, excellent madrasas are madrasas of superior programs born of a desire to have madrasas that are able to excel at the national and world levels in mastering science and technology supported by morality.

To achieve these advantages, inputs, the educational process, teachers and education personnel, management, educational services, and their supporting facilities must be directed to support the achievement of these goals. With this, it is hoped that the superior madrasah is not just a label, but is proven to be of superior quality in all its aspects.

Sutrisno (2020:360). Excellent Madrasah is a superior program madrasa that was born from a desire to have a madrasa that is able to achieve excellence at the national level. national and world, in the mastery of science, skills and technology supported by morality. To achieve excellence Therefore, the input, the educational process, teachers and education staff, management, educational services, and their supporting facilities must be directed to support the achievement of these goals. Amiruddin (2019:12) Excellent madrasas are madrasas that are effective in using culture improvement strategies, cultural development strategies, control development strategies, strategies for using power, knowledge and information efficiently. Zahroh (2014:151) Excellent schools are schools that have various advantages in them, these advantages are fulfilled and achieved because they are supported by various kinds of facilities and infrastructure that are very adequate. In addition, a school is said to be a superior school if it has accreditation A, the teaching and learning process uses ICT, uses evaluation using OECD, has various very adequate facilities, is active in collaborating with various parties for school progress, and applies financing standards according to national education.

Habibi (2020:141) Excellent madrasas must have super teachers, namely teachers who play their roles physically and mentally. He educates wholeheartedly, not by material motivation, but a call from his conscience, continuously develops his abilities without stopping, is creative and innovative, actively writes, discusses, and develops networks, likes to help others, likes humor but is restrained, and is always oriented towards increasing knowledge. and moral nobility protege. Maimun (2010:37) Excellent madrasas need to be supported by several aspects such as superior input, professional teachers, adequate facilities, innovative curriculum, representative classrooms or learning, which can encourage the creation of effective and efficient learning that can eventually produce outputs. superior and quality. Thus not all madrasas can meet these requirements, only schools that have and are large and have leaders who have an entrepreneurial spirit who are able to run the organization's wheels. Mujtahid (2011: 141) The existence of these superior Islamic madrasas and schools is expected able to answer the challenges and demands of modernization, the progress of globalization and such fast information. The

presence of superior Islamic educational institutions in the national constellation had provoked the attention and discussion of various experts and education experts to capture the meaning of the symptoms and hidden phenomenon behind it. This is natural, because the education system national education is still considered not able to show the quality of education that significant.

The concept of excellence has a relationship between one another. Viewed from the perspective of students as individuals, excellence can be interpreted as an encouragement to achieve peak performance, thus superior achievement can be interpreted as optimal achievement to the limit of one's abilities. This school model is also known as an effective school, which is a school that is able to deliver the true educational goals. Maturation occurs in students through the learning process carried out at school. This is a true flagship school.

Thus, Musfiqon (2015:29) the concept of a superior school can be seen from the added value to students through learning at school. The higher the added value obtained by students, the more superior the school. This means that the school's contribution through the role of educators, education staff, school principals, and all school members is very large in the maturation of students. Aspects of knowledge, attitudes, and skills continue to develop properly.

A somewhat wrong understanding is when the concept of a superior school is identified with the availability of classy facilities. Because the facilities are superior, the price of these facilities is of course very expensive. In this kind of school, with these luxurious facilities, the endurance of students to learn is longer. The teachers are also well-chosen, with an excellent teacher-to-student ratio. Thus, it is hoped that the teaching and learning process will run smoothly, and the graduates will be of high quality. Excellent schools in the field of educational infrastructure are very important. This is because superior schools can be measured by the achievements of students after receiving learning at the educational institution. More specifically, the measure that can be used is how much added value students get after participating in learning.

Another type of excellent school is a school that claims to be a superior school by strengthening a positive learning climate, in the school environment. Academic and non-academic achievements are the main priority in this type of school. Education observers have not given much attention to this type of superior school. Yet this is a superior school and at the same time excellent. This type of school does not require superior input, luxurious infrastructure, and magnificent buildings, but this type of school really

strengthens the learning process so that there is added value that students get while studying at educational institutions.

4.Characteristics of Excellent Madrasah

Theoretically, the characteristics of superior madrasahs can be classified into several criteria, including: the advantages of the learning process, the advantages of learning facilities or facilities, the advantages of the educational environment, cognitive advantages, extracurricular advantages, mulok advantages, life skills advantages, administrative advantages, and others -other. Of course what is desired is a multifacet advantage.

The Ministry of Education and Culture, for example, sets the criteria for excellent schools as follows: (1) student input through a rigorous selection based on criteria and standards; (2) adequate learning infrastructure, both intra and extra; (3) conducive school environment; (4) teachers and education personnel who have qualifications in accordance with the requirements and provisions of the 2005 Law on Teachers and Lecturers; (5) an enriched curriculum, which is able to develop and facilitate students' potential, talents, and creations; (6) The time span of studying at school is longer; (7) quality teaching and learning process; (8) additional treatment outside the national curriculum; and (9) become a center of excellence for schools in the vicinity Subhan, (2006:19).

In contrast to the madrasah model, in general, the criteria that must be met are (1) having good madrasah management; (2) qualified human resources; (3) completeness of educational facilities and infrastructure; (4) adequate educational assistance; and (5) excellence in the quality of graduates. Harris and Bennett in (Jalal, 2012) suggest that the characteristics of superior schools are: (1) Professional leadership; (2) shared vision and goals (Shared Vision and Goals); (3) learning environment (a Learning Environment); (4) Concentration on Learning and Teaching; (5) high expectations (High Expectation); (6) Positive reinforcement/enrichment/consolidation; (7) Monitoring progress (Monitoring Progress); (8) The rights and responsibilities of students (Pupil Rights and Responsibility); (9) Teaching that is full of meaning (Purposeful Teaching); (10) Learning Organization (a Learning Organization); and (11) the Home-School Partnership. Of all the criteria regarding madrasahs or superior schools or model madrasahs, it must be referred to in Government Regulation no. 19/2005 concerning the National Education Standards (SNP) which is the minimum criteria for the education system throughout Indonesia. This

standardization of education serves as the basis for planning, implementing, and supervising education in the context of realizing quality national education. That is, if a madrasa has met all or most of the SNP criteria, it is referred to as a National Standard Madrasah (MSN) or an Independent Category Madrasah (MKM). In this position the madrasa is at the Superior or Model level, then its status is increased to an International Standard Madrasah (MSI), will be at the Model level which is the idealization of a madrasa.

In the context of madrasah, Zayadi (2005:57) suggests several elements of superior madrasa characteristics are: first, administrative or management aspects, namely (1) a maximum of 6 classes for each level, (2) each class consists of 30 students, (3) the ratio classroom teacher is 1:25, (4) documenting the progress of each student, and (5) transparent and accountable. Second, the manpower aspect, namely (1) the head of the madrasa, namely (a) a minimum of S2 for MA, S1 for Madrasah Tsanawiyah (MTs) and Madrasah Ibtidaiyah (MI), (b) a minimum of 5 years experience as a madrasa principal, (c) able to speak English Arabic or English, (d) pass the test (fit and proper test), (e) one year contract system, and (f) ready to live in the madrasa complex, (2) teachers, namely (a) minimum S1, (b) specialization according to subject, (c) minimum 5 years teaching experience, (d) able to speak Arabic or English, (e) pass the test (fit and proper test), and (f) 1 year contract system, (3) education staff , namely (a) a minimum of S1, (b) specialization in accordance with the field of work, and (c) a minimum of 3 years of managing experience. Third, the student aspect consists of (1) input, namely (a) the top ten MTs (for MA), (b) the top ten MI (for MTs), and (c) passing academic tests (Arabic and English) and (2) output, namely (a) mastering various disciplines, (b) able to speak Arabic and English, (c) good writing and speaking skills (Indonesian), and (d) ready to compete to enter a higher level, namely university or institute quality in the country. Fourth, aspects of learning culture, namely (1) full day school, (2) student centered learning, (3) curriculum developed by involving all elements of madrasahs including students, (4) Arabic and English language of instruction, (5) drop out system, and (6) a learning approach with high flexibility by following the development of the latest learning methods. And, fifth, aspects of facilities and infrastructure, namely (1) adequate libraries, (2) laboratories (Science, Language and Mathematics), (3) adequate natural laboratories, (4) prayer rooms, and (5) sports fields and facilities other adequate.

Regarding superior madrasah and models, Mastuhu (1994:58) classifies the criteria for superior madrasah into two things, namely: (1) human resources (HR) and (2)

educational equipment. Human resources consist of madrasa leaders, teachers, students, and education staff. Hardware in the form of madrasa buildings, mosques, sports fields, and other educational facilities. Software (software) in the form of vision, mission, goals, curriculum, assessment system learning methods, and others (Mastuhu, 1994, p. 58). Thus, the criteria, characteristics and standards of madrasas can be grouped into two main substances, namely the institutional system and the learning system.

In practice in the field, there are three types of Islamic schools or madrasas, Moedjiarto (2002:34). The three leading Islamic madrasas or schools, namely first, the type of madrasa or Islamic school based on intelligent children. This type is that schools or madrasas only accept and strictly select prospective students who enter with the criteria of having high academic achievement. Although the teaching and learning process in the madrasa or Islamic school environment is not too special or even mediocre, because of the superior student input, it affects the quality of the output. Second, the type of madrasa or Islamic school based on facilities. Islamic schools or madrasas of this kind tend to offer complete and adequate facilities to support their learning activities. This type tends to charge higher rates than the average school or madrasa in general. Third, the type of madrasa or Islamic school based on the learning climate. This type tends to emphasize a positive learning climate in the madrasa environment. Educational institutions can accept and be able to process incoming students (input) with low achievement into high-quality graduates (output). This third type is quite rare, because you have to work extra hard to produce good quality. From the description above, it can be defined that superior madrasas are Islamic educational institutions that have superior components, which are reflected in human resources (educators, education staff, and students), infrastructure, and other supporting facilities to produce graduates who are able to master science and technology. skillfully, has spiritual strength (faith and/or Islam), and has a noble character.

RESEARCH METHOD

This study uses a qualitative research type. According to Moleong, qualitative research is a scientific research that aims to understand a social phenomenon by prioritizing a process of deep interaction and communication between researchers and the phenomenon under study. Therefore, in qualitative research the researcher becomes the source of the instrument, namely the direct data collector (Moleong, 2012). The data obtained in this study are descriptive analysis, in which data collection is carried out by

means of observations and interviews, and documentation studies. Then the data is presented in descriptive narrative form. The location of this research was carried out at MAN 2 Model Medan.

RESULTS

1. Excellent Madrasah Development Strategy at MAN 2 Model Medan

The superior madrasa development strategy is to carry out an effort to plan and manage madrasas that function to direct and develop madrasas in achieving their educational goals, because superior madrasas are referred to as centers of excellence which means that superior madrasas are projected as a place to accommodate the best students from various regions to the fullest. In the strategy of developing superior madrasah, there needs to be an evaluation first. To make a superior madrasa development plan, we start with an evaluation of the old madrasa program and conclude what needs to be developed and what needs to be innovated.

In preparing the strategic development plan for superior madrasah at MAN 2 Model Medan, it involved stakeholders, parents, teachers, madrasa principals and deputy principals, as well as committees. A plan must have an implementation, for that the implementation of the Madrasah Aliyah development strategy of MAN 2 Medan Model is calculated carefully because implementation is one of the keys to the success of the leading madrasa development strategy so that the strategies implemented can run effectively so as to achieve success in program implementation. The Medan model has taken more action to accelerate the implementation of the mutually agreed plan.

After the implementation stage continues at the evaluation stage, in relation to evaluation which has something very important for a superior madrasa because from there we can find out whether a program is going well or is still experiencing an unexpected obstacle in the process of running a plan. In this case, MAN 2 Model Medan conducts an evaluation by means of the head of the madrasah assisted by the deputy head of the madrasa in accordance with their field and forming a special team that assumes responsibility for the program being carried out to evaluate in the field any indications of the obstacles found.

2. Supporting and Inhibiting Factors for the Development of Superior Madrasah Strategy at MAN 2 Model Medan

The supporting factors in the leading madrasah development strategy are of course interrelated with the flagship madrasah development strategy program itself. In this case, MAN 2 Medan Model has several supporting factors in the strategy of developing superior madrasah, namely the partnership factor because partnerships have a very large effect on the development of madrasahs, for that MAN 2 Medan model empowers human resources by empowering the advantages that have resources. human resources of MAN 2 Model Medan by establishing partnerships and also not closing the possibility of establishing partnerships with parties outside the madrasa who have the same vision and mission with the madrasa so that complete facilities and infrastructure are fulfilled for students.

One of the inhibiting factors is sometimes inappropriate government regulations or policy changes in the learning process, this becomes an obstacle in implementing the leading madrasa development strategy, it is necessary to readjust government regulations and government policies. Then the factor of dissimilarity in the background of new students who initially many from public schools to provide an understanding of the learning materials that must be studied, in this case it cannot be denied that it will hinder the program strategy that will be implemented and has been planned in the development of superior madrasahs at MAN 2 Model Medan in the future. which will come.

CONCLUSION

The superior madrasa development strategy carries out an effort to plan and manage madrasahs that function to direct and develop madrasahs in achieving their educational goals, because superior madrasahs are intended as centers of excellence. The strategy for developing superior madrasah at MAN 2 Model Medan involves many related parties, starting from the guardians of students, teachers, madrasa heads and vice principals, as well as committees. A plan must have implementation, for the implementation of the strategy for developing the Madrasah Aliyah MAN 2 Medan Model is carefully calculated because implementation is one of the keys to the success of a superior madrasa development strategy so that the strategies implemented can run effectively so as to achieve success in program implementation For this reason, MAN 2 Model Medan has taken more actions to accelerate the implementation of the mutually agreed plan. Supporting factors in the superior madrasah development strategy are of course interrelated with the madrasa development strategy program, namely the

partnership factor because partnerships have a very large effect on the development of madrasahs, for that MAN 2 Medan Model empowers its human resources by empowering strengths which is owned by human resources at MAN 2 Model Medan by establishing partnerships and also not closing the possibility of establishing partnerships with parties outside the madrasah who share the same vision and mission with the madrasah so that complete facilities and infrastructure are fulfilled for students. One of the inhibiting factors is government regulations which are sometimes inappropriate or changing policies in the learning process, this is an obstacle to the implementation of the superior madrasah development strategy itself so that it is necessary to readjust government regulations and government policies.

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