

## Private Madrasah Development Strategy at Madrasah Aliyah

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### Keywords:

Development Strategy, Private Madrasah, Madrasah Curriculum, Aliyah System, Madrasah Curriculum.

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### Abstract

This study aims to analyze the Private Madrasah Development Strategy at Madrasah Aliyah Al-Hilal Dobo Aru Islands, Maluku. Qualitative research with the type of case study, data sources from madrasa heads, teaching staff, heads of administration, heads of madrasah committees, writings, books, and documents related to the object under study. Collecting data through observation, interviews, and documentation. Data analysis utilizing data reduction, data presentation, and conclusion. Testing the validity of the data is done by extending observations, increasing persistence, and triangulation. The results of the study show that Madrasah Aliyah Al-Hilal Dobo Aru Islands Maluku has the motto One Step Forward. The strategy undertaken is to carry out planning by involving internal and external stakeholders, implementing the strategy by forming a team that is divided into several fields that are specifically tasked with being responsible for the process of implementing the programs that have been determined, then evaluated in three stages, namely short term, medium term, long-term. Efforts made include improving teachers' teaching abilities, optimizing the use of media and educational facilities, carrying out routine supervision, establishing cooperation with the community, and applying strict discipline.

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### Abstrak

Penelitian ini bertujuan untuk menganalisis Strategi Pengembangan Madrasah Swasta pada Madrasah Aliyah Al-Hilal Dobo Kepulauan Aru Maluku. Penelitian kualitatif dengan jenis studi kasus, Sumber data dari kepala madrasah, tenaga pendidik, kepala tata usaha, ketua komite madrasah, tulisan, buku, dan dokumen yang berkaitan dengan objek yang diteliti. Pengumpulan data melalui observasi, wawancara, dan dokumentasi. Analisis data dengan cara reduksi data, penyajian data, dan penarikan kesimpulan. Pengujian keabsahan data dilakukan dengan cara memperpanjang pengamatan, meningkatkan ketekunan, dan triangulasi. Hasil penelitian menunjukkan bahwa Madrasah Aliyah Al-Hilal Dobo Kepulauan Aru Maluku memiliki motto Selangkah Lebih Maju. Strategi yang dilakukan adalah melakukan perencanaan dengan melibatkan stakeholder internal dan eksternal, Pelaksanaan strategi dengan membentuk tim yang terbagi dalam beberapa bidang yang bertugas khusus bertanggung jawab dalam proses pelaksanaan program-program yang telah ditetapkan, selanjutnya melakukan evaluasi dengan tiga tahap yaitu jangka pendek, jangka menengah, jangka panjang. Upaya yang dilakukan mencakup peningkatan kemampuan mengajar guru, optimalisasi dalam penggunaan media dan sarana pendidikan, pelaksanaan supervisi secara rutin, menjalin kerjasama dengan masyarakat, dan penerapan disiplin yang ketat.

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### Kata kunci:

Strategi Pengembangan, Madrasah Swasta, System Kurikulum Madrasah.. Aliyah Madrasah, Madrasah..

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## INTRODUCTION

Madrasas as an Islamic educational institution should ideally succeed in developing all aspects of human life, namely the spiritual, moral, intellectual, and skills or professional aspects.<sup>1</sup> Related to the problems faced by madrasas as Islamic religious education institutions, there are several real madrasah problems as well as problems generally faced by education in Indonesia. Some of these problems include: limited facilities and infrastructure to support educational activities, the quality of madrasa teachers is still of concern, especially their professionalism, the welfare of madrasa teachers is still low, the achievement of madrasa students is still low, equal distribution of educational opportunities, especially in madrasas which have less quality, relevance education with low needs, and educational costs.<sup>2</sup>

The development of madrasas is one of the efforts to improve the quality of madrasas so that the quality of madrasas increases so that madrasas can develop and be accepted by all levels of society as well as graduates from madrasas who are able to adapt and socialize in life in society, nation, and state. Because madrasas as Islamic educational institutions managed by the Ministry of Religion have so far been considered of low quality by some people.<sup>3</sup>

Regarding the development of madrasas in the ARU Islands Regency, the current policy of the Aru Islands Regency Regional Government towards accelerating the development of superior human resources, and the synergy that has been proclaimed by the Regent of Aru Islands, needs special attention. This is in accordance with the Vision and Mission of the Aru Islands District Government, namely the realization of a prosperous, independent, just, and dignified Aru Islands community through the development of education, health, transportation infrastructure, and the people's economy. It is on this basis that the Ministry of Religion of the Aru Islands Regency as a vertical agency that is a partner, is responding seriously by trying to take steps to

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<sup>1</sup> Muhamad Arif, Kusnul Munfa'ati, and Mei Kalimatusyaroh, 'Homeroom Teacher Strategy in Improving Learning Media Literacy during Covid-19 Pandemic', *Madrasah: Jurnal Pendidikan dan Pembelajaran Dasar* 13, no. 2 (1 May 2021): 126-41, <https://doi.org/10.18860/mad.v13i2.11804>; Mujahid Ansori, 'Pengembangan Kurikulum Madrasah Di Pesantren', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2020): 41-50, <https://doi.org/10.31538/munaddhomah.v1i1.32>; Mirzon Daheri, 'Religious Moderation, Inclusive, and Global Citizenship as New Directions for Islamic Religious Education in Madrasah', *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (10 February 2022): 64-77, <https://doi.org/10.31538/nzh.v5i1.1853>.

<sup>2</sup> Ayu Asmarani, Sukarno Sukarno, and Minnah El Widdah, 'The Relationship of Professional Competence with Teacher Work Productivity in Madrasah Aliyah', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2 July 2021): 220-35, <https://doi.org/10.31538/ndh.v6i2.1365>; Aulia Diana Devi and Subiyantoro Subiyantoro, 'Implementation of Democratic Leadership Style and Transformational Head of Madrasah in Improving The Quality', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (29 March 2021): 14-26, <https://doi.org/10.31538/ndh.v6i1.1162>; Mizanul Hasanah et al., 'Analisis Strategi Perencanaan Mutu Satuan Pendidikan Di Lembaga Pendidikan Islam Di Indonesia', *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 2 (2022): 108-19, <https://doi.org/10.54069/attadrib.v5i2.299>.

<sup>3</sup> Muhamad Arif and Sulistianah Sulistianah, 'Problems in 2013 Curriculum Implementation for Classroom Teachers in Madrasah Ibtidaiyah', *Al Ibtida: Jurnal Pendidikan Guru MI* 6, no. 1 (30 June 2019): 110-23, <https://doi.org/10.24235/al.ibtida.snj.v6i1.3916>; Fitri Susanti et al., 'Implementasi Kepemimpinan Kepala Madrasah Dalam Pelaksanaan Manajemen Berbasis Madrasah', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 1-17, <https://doi.org/10.59373/kharisma.v2i1.12>.

equalize access and improve the quality of religious education through plans to develop Islamic education institutions in the form of Integrated Madrasas in Aru Regency which are based Islands and Maritime Affairs.

This research is relevant to Aman Man Arfa's dissertation, entitled *Development Dynamics of Madrasah Aliyah Negeri 1 Ambon*.<sup>4</sup> Talabudin Umkabu's Research on *Community Participation in Madrasah Development in Papua Province (Study of Implementation of MI Quality Standard Development in Keerom Regency, Papua)*.<sup>5</sup> Muhammad Ramoend Manahung's research on *Education Management Strategies at Madrasah Aliyah Muhammadiyah Gorontalo City*.<sup>6</sup> Ali Rahim's dissertation, entitled *Strategy for Improving the Quality of Education in Madrasah Aliyah, Sidrap Regency (Review of the Implementation of the Education Unit Level Curriculum)*.<sup>7</sup> Research from Anis Fauzi and Khawasi with the title "Madrasah Development Strategy".<sup>8</sup>

Wakhidati and Nugroho's research with the title *Strategy for Developing the Professionalism of Educators in Madrasahs*. And Ms. Nazaruddin with the title *Education Services Marketing Strategy (Madrasah Development Analysis)*.<sup>9,10</sup> These scientific works have several similarities with this research, namely discussing strategies that have been and will be carried out in developing madrasas in terms of educational quality, professionalism, and leadership. However, it also has differences, namely this research will explore in more detail the steps that have been taken in managing madrasas whose locations are included in remote areas, receive less attention from the central government but can still exist and develop, and are quite attractive even though they are not among the top Aru Maluku Islands.

Based on the background above, the researcher formulates a research problem, namely *What is the Strategy for the Development of Private Madrasas in the Aru Islands (Studies on Madrasah Aliyah Al-Hilal Dobo Aru Islands Maluku)?*, aims to analyze the strategy for developing private madrasas at Madrasa Aliyah Al-Hilal Dobo in the Aru Islands of Maluku, with the use of research to contribute to the development strategy of island-based private madrasas, especially in the Aru Islands of Maluku.

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<sup>4</sup>Arman Man Arfa, "Dinamika Pengembangan Madrasah Aliyah Negeri 1 Ambon", *Disertasi*, Makassar: Pascasarjana UINAM, 2015.

<sup>5</sup>Talabudin Umkabu, "Partisipasi Masyarakat Dalam Pengembangan Madrasah di Provinsi Papua (Studi Implementasi Pengembangan Standar Mutu MI di Kab. Keerom-Papua)", *Disertasi*, Makassar: Pascasarjana UINAM, 2020.

<sup>6</sup>Muhammad Ramoend Manahung, "Strategi Pengelolaan Pendidikan Di Madrasah Aliyah Muhammadiyah Kota Gorontalo", *Disertasi*, Makassar: Pascasarjana UINAM, 2019.

<sup>7</sup>Ali Rahim, "Strategi Peningkatan Kualitas Pendidikan Di Madrasah Aliyah Kabupaten Sidrap (Tinjauan Implementasi Kurikulum Tingkat Satuan Pendidikan)", *Disertasi*, Makassar: Pascasarjana UINAM, 2014.

<sup>8</sup>Anis Fauzi dan Khawasi, "Strategi Pengembangan Madrasah", *Jurnal Tarbawi*, Volume 2. No. 01, Januari - Juni 2016.

<sup>9</sup>Wakhidati Nurrohmah Putri dan Muhammad Aji Nugroho, "Strategi Pengembangan Profesionalisme Tenaga Pendidik di Madrasah", *Jurnal Kajian Pendidikan Islam*, Vol. 8, No. 2, Desember 2016.

<sup>10</sup>Mgs. Nazaruddin, "Strategi Pemasaran Jasa Pendidikan (Analisis Pengembangan Madrasah)", *Journal of Islamic Education*, Vol. XVI No. 2, Desember 2016.

## RESEARCH METHOD

This research is qualitative research with a case study type. The research location is the Al-Hilal Dobo private Madrasah Aliyah, Aru Islands, Maluku Province. The approaches in this research are managerial, normative theological, and sociological. Data sources are the head of the madrasa, teaching staff, head of administration, and head of the madrasah committee. Additional data in the form of writings, books, and other documents related to the object under study. Collecting data through observation, unstructured interviews, and documentation. The process of analysis by means of data reduction, data presentation, and drawing conclusions. Testing the validity of the data is done by extending observations, increasing persistence, carrying out triangulation, conducting discussions with colleagues or competent people, and holding member checks.

## RESULT AND DISCUSSION

### Result

#### *Madrasah Development Strategy at Madrasah Aliyah Al-Hilal Dobo Aru Islands, Maluku*

Madrasahs became one of the Islamic educational institutions in Indonesia which only appeared in the early 20th century and began to develop at the end of the 20th century.<sup>11</sup> Madrasahs in the early 20th century were alternative educational institutions for parents to serve as educational institutions for their children. This can be seen from the small number of madrasahs compared to public schools.<sup>12</sup> However, at the end of the 20th century, madrasahs expanded in certain areas, this can be seen from the number of madrasahs which increased sharply from the previous year.<sup>13</sup>

Madrasah Aliyah Al Hilal Dobo or often abbreviated as MA Al Hilal Dobo is a high school characterized by Islam under the auspices of the Ministry of Religion. Located on Jalan Ali Murtopo, Siwalima Village, Aru Islands District, Aru Islands Regency, Maluku Province. Madrasah Aliyah Al Hilal Dobo is an educational institution under the Al Hilal Dobo Foundation which is in the same location as MTs Basuki Rahmat and MI Al Khuzaifah, all of which are under the Al Hilal Dobo Foundation, with a beautiful and cool atmosphere, very supportive for carrying out learning activities and as well as various extracurricular activities.

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<sup>11</sup> Helsi Arista et al., 'Gaya Kepemimpinan Kepala Madrasah Dalam Pembentukan Karakter Religius Peserta Didik (Input, Proses Dan Output)', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 38-52, <https://doi.org/10.59373/kharisma.v2i1.13>; Nanang Fatchurochman, 'Improving the Performance of Administrative Employees in Madrasah Aliyah Negeri 1 Serang Regency', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (23 July 2021): 331-41, <https://doi.org/10.31538/ndh.v6i2.1505>.

<sup>12</sup> Kardi Kardi et al., 'Challenges of Online Boarding Schools In The Digital Era', *At-Tadzkir: Islamic Education Journal* 2, no. 1 (8 March 2023): 37-51, <https://doi.org/10.59373/attadzkir.v2i1.11>.

<sup>13</sup> Arif, Munfa'ati, and Kalimatusyaroh, 'Homeroom Teacher Strategy in Improving Learning Media Literacy during Covid-19 Pandemic'; Dian, Ilis Rosbiah, and Ari Prayoga, 'Implementasi Strategi Pemasaran Pendidikan Di Madrasah', *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 3, no. 1 (29 February 2020): 1-14, <https://doi.org/10.29062/dirasah.v3i1.73>.

Madrasah Aliyah Al Hilal Dobo is a visionary Islamic Education Institution where every program and activity leads to a clear vision and mission. Since the last few years, Madrasah Aliyah Al Hilal Dobo has improved itself with the motto '*One Step Forward*'. This motto motivates teachers and students to manage madrasahs better and to achieve various achievements. It has been proven that several times the students of Madrasah Aliyah Al Hilal Dobo Aru Islands have participated in various competitions at the national level both in the academic and non-academic fields.

As one of the senior high schools in Dobo City, Madrasah Aliyah Al Hilal Dobo is determined to improve the management system by prioritizing strengthening the capacity of Human Resources and providing facilities and infrastructure with the hope that all madrasah residents, including teachers, staff, and students, will continue to learn and change for the better. either by making Madrasah Aliyah Al Hilal Dobo a comfortable place to study and comfortable to teach.<sup>14</sup>

Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku has been established in 1982 and led by Umar Rengefuryaan until 2004, after which it was led by M. Dahlan Ohoirenan until 2007. The third-period Madrasah Aliyah Al Hilal Dobo Aru Maluku Islands was then led by Ahmadi Rumra, until 2011. The fourth period was then led by Fahri Darwis Ohoirat until 2013. The fifth period was then led by Saleh Rumkel until 2018. The sixth period was led by M. Isa Rahawarin until now.

Teachers who teach at Madrasah Aliyah Al Hilal Dobo, Aru Islands, Maluku, on average, have received a bachelor's degree. There are 17 teachers with status as civil servants (PNS) and 18 teachers with non-civil servant status (Non-PNS). The number of employees at Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku totaled 4 people with 3 undergraduate qualifications and 1 high school/vocational high school graduate.

The facilities and infrastructure that support the teaching and learning process at Madrasah Aliyah Al Hilal Dobo, Aru Islands, Maluku, are quite good. This is evidenced by the fulfillment of academic needs and talents possessed by students so that they can actualize themselves to the fullest. For BK rooms there is no special room prepared, this is because the BK room is in each class. At Madrasah Aliyah Al Hilal Dobo Aru Islands, Maluku, each class teacher also functions as a counseling teacher and special tables and chairs have been prepared for counseling services between teachers and parents of students who wish to consult.

The number of active students at Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku totaled 270 people with details of 157 male students and 113 female students. The madrasah head in carrying out his performance instills religious values, honesty, sincerity, integrity, loyalty, and commitment in carrying out his duties and functions. Act in accordance with the vision and mission of the madrasah, formulate according to SMART principles, be able to develop human resources, and create a culture of a conducive and innovative madrasah climate. The head of the madrasah always adheres to the goals of the madrasah by being an example and acting as an educational leader, able

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<sup>14</sup>Data Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, dikutip di Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, tanggal 16 Januari 2023.

to develop the madrasa towards a learning organization and human resource development.

Analyzing the potential contained in Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku enabled him to design an appropriate development strategy. From the results of interviews with the head of the madrasa about the use of strategies in developing madrasas, he explained as follows:

“Yes, I use strategies to improve the quality of learning. The strategy is structured from planning to setting strategic goals, namely to improve learning in this madrasa. My time to determine the strategy that has been designed is every day, but every semester I usually change the strategy if it is felt that the strategy has been successful and has been actually implemented by the teacher and administrative staff. The main target for the implemented strategy is teachers, especially subject teachers because teachers deal directly with students in the process of improving student learning outcomes. The time needed to implement the strategy cannot be ascertained, but until the strategy is actually successful. The strategy used also aims to facilitate teachers and staff in carrying out their duties, as well as students. The method of implementation begins with deliberations among teachers and administrative staff. If the quality of learning increases, it will automatically have a positive impact on the development of madrasas.<sup>15</sup>

The madrasa development strategy is an effort to plan and manage madrasas that function to direct and develop madrasas in achieving their educational goals. In the madrasa development strategy, according to information from the head of the madrasa, it is necessary to evaluate it first. *"To make a 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."*<sup>16</sup>

In preparing the madrasah development strategy plan at Madrasah Aliyah Al Hilal Dobo Aru Maluku Islands, it involves many related parties, starting from student guardians, teaching staff, madrasa heads, and vice principals, as well as the madrasah committee and even the curriculum development team tasked with summarizing the results of the meeting. and holding a separate meeting with the madrasah committee at the beginning of the year to decide what plan to use, as well as where to direct the madrasah development goals for the next period. The following is the narrative of the head of the madrasa.

“We involve all aspects of the madrasa, starting from student guardians, teachers, and stakeholders to handle the development of the madrasa and for the decision-making system we always carry out some deliberations and considerations and conclusions can be drawn.”<sup>17</sup>

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<sup>15</sup>M. Isa Rahawarin, Kepala Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, *Wawancara*, Dobo Kepulauan Aru Maluku, tanggal 18 Januari 2023.

<sup>16</sup>M. Isa Rahawarin, Kepala Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, *Wawancara*, Dobo Kepulauan Aru Maluku, tanggal 18 Januari 2023.

<sup>17</sup>M. Isa Rahawarin, Kepala Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, *Wawancara*, Dobo Kepulauan Aru Maluku, tanggal 18 Januari 2023.

According to the deputy head of the madrasa, involving community members in setting a policy is one form of madrasa openness in the management system.

“We involve madrasah aliyah leaders, madrasah aliyah committees, student guardians, homeroom teachers, and teaching staff. For decision-making, a school committee meeting was held at the beginning of the year by the Madrasah development team.<sup>18</sup>

After the planning stage, Madrasah Aliyah Al Hilal Dobo Aru Islands took more action to accelerate the implementation of plans that had been mutually agreed upon. After the implementation stage continues in the evaluation stage. Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku carry out an evaluation by means of the head of the madrasa assisted by the deputy head of the madrasa in accordance with the field and form a special team that assumes responsibility for the program being carried out to evaluate in the field indications of any obstacles found after that classify them by section each and look for a solution.

Madrasah development needs to be designed systematically so that it can produce optimal changes in achieving the Madrasah vision/mission. Managers and implementers of education in madrasahs must have broad and in-depth insights, knowledge, and skills in the context of developing madrasahs.<sup>19</sup> The madrasah development strategy is carried out with 5 (five) main strategies, namely: 1) improving education services; 2) expanding and equalizing educational opportunities; 3) increasing the quality and relevance of education; 4) development of education systems and management; and 5) madrasa institutional empowerment.<sup>20</sup> The madrasa head is the driving force, determining the direction of madrasah policy, which will determine how madrasah and educational goals, in general, are realized. With regard to madrasah-based management, madrasah heads are required to continuously improve performance effectiveness. So, madrasah-based management as a new paradigm of education can provide satisfactory results.<sup>21</sup>

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<sup>18</sup>Darsan Salamun, Guru Mata Pelajaran Sosiologi Merangkap Wakil Kepala Madrasah Bidang Bidang Sarana dan Prasarana Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, *Wawancara*, Dobo Kepulauan Aru Maluku, tanggal 16 Januari 2023.

<sup>19</sup> Claire Alkoutli, 'Pedagogies in Becoming Muslim: Contemporary Insights from Islamic Traditions on Teaching, Learning, and Developing', *Religions* 9, no. 11 (November 2018): 1-18, <https://doi.org/10.3390/rel9110367>; Nurul Annisa, A. Akrim, and Asrar Aspia Manurung, 'Development Of Teacher's Professional Competency In Realizing Quality Of Human Resources In The Basic School', *IJEMS:Indonesian Journal of Education and Mathematical Science* 1, no. 2 (15 May 2020): 156-60, <https://doi.org/10.30596/ijems.v1i2.4590>; Attok Illah et al., 'Principal Leadership in Developing the Competence of Islamic Religious Education Teachers', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 3 (8 November 2022): 404-19, <https://doi.org/10.31538/ndh.v7i3.2658>.

<sup>20</sup> Latif Adam and Siwage Dharma Negara, 'Improving Human Capital through Better Education to Support Indonesia's Economic Development', *Economics and Finance in Indonesia* 61, no. 2 (1 August 2015), <https://doi.org/10.47291/efi.v61i2.506>; Muhammad Anas Ma'arif, Muhammad Mujtaba Mitra Zuana, and Akhmad Sirojuddin, 'Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)', in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022).

<sup>21</sup> Musdalifah Alwi and Lusia Mumtahana, 'The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (17 April 2023): 66-78, <https://doi.org/10.59373/kharisma.v2i1.18>; Amalia

The following are some of the strategies implemented in developing madrasahs: Improving teacher teaching skills: Teacher capacity building is carried out by involving teachers in seminars, training, and educational upgrading organized by professional institutions. Optimization in the use of media and educational facilities: Optimizing the use of media and educational facilities is carried out by making policies to require each teaching staff to carry out their learning using the available media or educational facilities, so as to achieve optimal teaching results.

Implementation of routine supervision: Supervision activities are carried out to find out directly the problems faced by teaching staff while carrying out learning so that the Head of the Madrasah can provide assistance according to his ability.<sup>22</sup> Collaborating with the community: The community is a significant relation in providing influence and assistance to the smooth implementation of learning.<sup>23</sup> Especially if it is related to the current situation that the community has a role as a supervisor and contributor to madrasah needs with the establishment of a "School Council". However, in this regard, the community is still less sensitive to the needs of madrasahs.

The application of strict discipline: The application of strict discipline is one of the strategies carried out by the Head of the Madrasah in improving the quality of learning. The application of this discipline is important due to the low level of discipline of teaching staff and students, including arriving late, dressing less neatly, and leaving school not yet on time. This discipline is carried out to codify all school members to have optimal performance in carrying out their duties and roles.<sup>24</sup>

Implementation of the strategy for developing private madrasahs, Madrasah Aliyah Al Hilal Dobo formed a team divided into several fields that are specifically tasked with being responsible for the process of implementing the programs that have been set, and not forgetting the role of stakeholders, madrasah committees and guardians of students taking part in the implementation madrasah development strategy program that has been planned and decided.

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Fasya, Nefi Darmayanti, and Junaidi Arsyad, 'The Influence of Learning Motivation and Discipline on Learning Achievement of Islamic Religious Education in State Elementary Schools', *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 (2023): 1–12, <https://doi.org/10.31538/nzh.v6i1.2711>.

<sup>22</sup> Amanda Davis et al., 'Evaluation of a Model of Online, Facilitated, Peer Group Supervision for Dietitians Working in Eating Disorders', *Journal of Eating Disorders* 10, no. 1 (4 July 2022): 93, <https://doi.org/10.1186/s40337-022-00617-7>; Chairunnisa Amelia et al., 'The Principal's Role as Education Supervisor in Improving Teacher Professionalism', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (6 April 2022): 144–55, <https://doi.org/10.31538/ndh.v7i1.2075>.

<sup>23</sup> Sutarno Sutarno, 'Supervision Management in Improving Madrasah Achievement in State Aliyah Madrasah', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 53–65, <https://doi.org/10.59373/kharisma.v2i1.21>.

<sup>24</sup> Kirsten L. Anderson et al., 'Executive Function Mediates the Relationship between Conscious Discipline Fidelity and Kindergarten Readiness', *Journal of Applied Developmental Psychology* 79 (1 March 2022): 101393, <https://doi.org/10.1016/j.appdev.2022.101393>; Melissa Warr and Richard E. West, 'Bridging Academic Disciplines with Interdisciplinary Project-Based Learning: Challenges and Opportunities', *Interdisciplinary Journal of Problem-Based Learning* 14, no. 1 (29 May 2020), <https://doi.org/10.14434/ijpbl.v14i1.28590>.



Evaluation is carried out in the madrasah development strategy with three stages, namely short-term, medium-term, long term.<sup>25</sup> The short-term is carried out every month which is usually called the MGMP, the medium-term is carried out every semester, while the long-term is carried out once a year. For how to evaluate the madrasa development strategy, the madrasah head is assisted by the deputy head of the madrasa according to his field along with a special team formed to be responsible for its implementation, find out what obstacles are experienced in implementing the madrasa development strategy unexpectedly as early as possible so that it does not become an acute problem in implementation of the private madrasah development strategy. Overcoming problems that occur by grouping the problems that arise and then drawing conclusions and what solutions will be taken in overcoming these problems, of course, decision-making is done through deliberation.<sup>26</sup>

Leaders of educational organizations or institutions must make careful observations every day and look for compatibility between the internal forces of the madrasa and external forces (opportunities and threats) that are outside the madrasa.<sup>27</sup> Able to develop strategies to overcome external threats and take existing opportunities. The process of analyzing, formulating, and evaluating these strategies is called strategic planning. The aim is for madrasahs to objectively view internal and external conditions so that madrasahs can anticipate changes in the external environment. The academic development strategy at MA Al Hilal Dobo Aru Islands, namely:

### **Forming a competitive mindset of students through rewards**

*Reward*/penghargaan menjadi salah satu bentuk alat pendidikan yang mampu memberikan motivasi belajar bagi peserta didik sehingga bertambah semangat dan meningkatkan prestasinya serta termotivasi untuk mempertahankannya. Sebagaimana hasil wawancara dengan Darsan selaku Sekretaris Kurikulum, beliau mengatakan:

“The kids here have a competitive mindset. So, if there is any competition he has to be good, whatever it is. What makes them excited and motivated is because we give them rewards. Like when we hold a competition, even if it's any game or just morning exercise, we still appreciate it and the kids look very united..”<sup>28</sup>

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<sup>25</sup> Kay Colthorpe et al., ‘Drivers for Authenticity: Student Approaches and Responses to an Authentic Assessment Task’, *Assessment & Evaluation in Higher Education* 46, no. 7 (3 October 2021): 995–1007, <https://doi.org/10.1080/02602938.2020.1845298>; Fantika Febry Puspitasari et al., ‘Evaluation of the Implementation of “SIPS-MUDA” School Payment Information System’, *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 3 (5 November 2022): 344–57, <https://doi.org/10.31538/ndh.v7i3.2708>.

<sup>26</sup> Teresa Shellenbarger, ‘Making Choices with Accreditation Decisions’, *Teaching and Learning in Nursing* 17, no. 1 (1 January 2022): 5–6, <https://doi.org/10.1016/j.teln.2021.11.009>.

<sup>27</sup> Miriam D. Ezzani et al., ‘Islamic School Leadership and Social Justice: An International Review of the Literature’, *International Journal of Leadership in Education* 0, no. 0 (2 December 2021): 1–33, <https://doi.org/10.1080/13603124.2021.2009037>; Melanie C. Brooks and Miriam D. Ezzani, ‘Islamic School Leadership: Advancing a Framework for Critical Spirituality’, *International Journal of Qualitative Studies in Education* 35, no. 3 (16 March 2022): 319–36, <https://doi.org/10.1080/09518398.2021.1930265>.

<sup>28</sup>Wa Ode Gustina, Guru Mata Pelajaran Bahasa Indonesia Merangkap Sekretaris Kurikulum Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, *Wawancara*, Dobo Kepulauan Aru Maluku, tanggal 12 Januari 2023.

This is also confirmed by Fitriyah's statement which says that.

"The children were very happy when they were given a reward, for example during yesterday's exam, whoever scored 8.25 on the test, I gave a prize per child and it turned out that 10 children got it. From there the children are excited to be better and they will be more enthusiastic about learning."<sup>29</sup>

From the results of these interviews, it can be concluded that the goal of forming a competitive mindset through rewards is one way to build enthusiasm for learning in students so that students are able to compete to be better.<sup>30</sup> In observation, the researcher found a lot of certificates installed in the class. It turned out that it was a form of reward that the class had won a competition between classes. Awards given by educators to students appropriately and wisely will be able to create an attitude of tolerance and mutual respect for students. Awards are also able to strengthen the bond between educators and students.<sup>31</sup> Therefore, teachers are required to be able to carry out teaching skills properly and precisely.

### **Developing teacher creativity in the teaching and learning process**

The key to the success of academic learning at MA Al Hilal Dobo Aru Islands Maluku of which lies in the teacher's technique in a creative teaching and learning process, by using several teaching methods such as indoor/outdoor class learning, application of CTL and joint full learning, an applicative study of all subjects, and also a communicative learning pattern where it is expected to be able to increase the interest and comprehension of students in understanding the material provided. As stated by the Deputy Head of Curriculum, said that:

"Jointfull learning, namely making learning that makes children not bored, they still get min points from learning, fun followed by learning models. So it doesn't have to be in class but can also be outside the classroom depending on what the material is and may be accompanied by games. Teachers must be creative, more active, and communicative in teaching."<sup>32</sup>

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<sup>29</sup>Fitriyah, Guru Mata Pelajaran Fisika Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, *Wawancara*, Dobo Kepulauan Aru Maluku, tanggal 14 Januari 2023.

<sup>30</sup> Mirzon Daher et al., 'Pengaruh Reward Dan Punishment Terhadap Profesionalisme Guru', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 4 (2022): 388-97, <https://doi.org/10.31538/munaddhomah.v3i4.304>; Francis Lipuku, Hellen Sang, and Williter Rop, 'Reward and Compensation Management Initiatives on Employee Performance: An Evidence of Organization Development Initiatives', *East African Journal of Business and Economics* 5, no. 1 (15 February 2022): 72-79, <https://doi.org/10.37284/eajbe.5.1.552>.

<sup>31</sup> Melanie Good, Alexandru Maries, and Chandralekha Singh, 'Additional Unexpected Benefits of Rewarding Students for Effective Problem Solving Strategies: Supporting Gender Equity in Physics', *Physics Education* 57, no. 5 (June 2022): 055005, <https://doi.org/10.1088/1361-6552/ac730f>.

<sup>32</sup>Thalib Gamarbobir, Guru Mata Pelajaran Sejarah Kebudayaan Islam Merangkap Wakil Kepala Madrasah Bidang Kurikulum Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, *Wawancara*, Dobo Kepulauan Aru Maluku, tanggal 21 Januari 2023.

Mrs. Herni also revealed that:

“Developing the potential of students can be done by: Providing opportunities to bring out all their potential through tracing interests and talents, Determining the potential of students specifically based on their respective interests and talents, Selecting potential according to interests and talents specifically for each student, Determining talents and ask students who have it clear to be developed and followed up on, Take actions and activities to be developed, Make a schedule and time for development implementation, Make notes and reports on the implementation of activities that have been running, and Make evaluations of implementation as a way to find improvements and progress.”<sup>33</sup>

The professionalism of a teacher can be measured in terms of his activities within the scope of information technology which is a source of creativity and development of the education being carried out.<sup>34</sup> In developing professional teachers, a teacher is not only required to strengthen his disciplinary abilities but also has interdisciplinary qualities, through a common approach for all and different approaches for different specialist disciplines.<sup>35</sup>

### **Innovation in learning services**

Learning services are learning services that allow the requirements of students to develop themselves with regard to attitudes and learning habits that match the speed of difficulty according to science and technology, therefore at MA Al Hilal Dobo Aru Islands Maluku innovates in learning services which have 5 services in learning including PDCI class (Intellectual Intelligent Student), Excellent class, religion class, regular class and achievement class.

Efforts to develop Madrasah Aliyah Al Hilal Dobo Aru Maluku Islands in accordance with the situation and needs of the community, the development of this madrasa is carried out as a form of community service. The madrasa development strategy was carried out by the head of the madrasa and teachers were able to encourage the community so that their children were sent to the madrasa.<sup>36</sup>

Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku has several supporting factors in the madrasa development strategy, namely partnership factors, the environment, and the openness factor of the madrasa for the development of science so that every month the madrasa holds or sends teachers to attend workshops, cooperation,

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<sup>33</sup>Herni, Guru Mata Pelajaran Seni Budaya Madrasah Aliyah Al Hilal Dobo Kepulauan Aru Maluku, *Wawancara*, Dobo Kepulauan Aru Maluku, tanggal 21 Januari 2023.

<sup>34</sup> Ahmad Karim et al., ‘The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District’, *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (7 November 2021): 497–512, <https://doi.org/10.31538/ndh.v6i3.1686>; Sudarwan Danim, *Pengembangan Profesi Guru* (Jakarta: Prenada Media, 2012).

<sup>35</sup> Lorelie Ann Banzon-Librojo, Melissa R. Garabiles, and Liane Peña Alampay, ‘Relations between Harsh Discipline from Teachers, Perceived Teacher Support, and Bullying Victimization among High School Students’, *Journal of Adolescence* 57 (1 June 2017): 18–22, <https://doi.org/10.1016/j.adolescence.2017.03.001>.

<sup>36</sup> Adiyono Adiyono et al., ‘Skills of Islamic Religious Education Teachers in Class Management’, *Al-Hayat: Journal of Islamic Education* 6, no. 1 (16 July 2022): 104–15, <https://doi.org/10.35723/ajie.v6i1.229>.

the situation and conditions of the madrasa secure, have a strong spirit, aware of the task given.<sup>37</sup>

The inhibiting factors in the development of Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku include Facilities and Infrastructure, Teacher Welfare. The solution to overcoming the inhibiting factors in developing Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku is to take part in continuous education and training to further improve competence, provide detailed explanations on managerial aspects, training, synchronize supervision implementation time, provide guidance so that all invasions can be accepted by madrasah stakeholders, and seeking sources of funds through the development of madrasah entrepreneurship.<sup>38</sup> Other efforts made are increasing teacher discipline, teaching teachers according to their competence, improving teacher welfare, improving facilities and infrastructure, and socializing madrasahs to the community. introduce yourself to the surrounding community in order to know its existence, strengths, and advantages compared to other schools.

## CONCLUSION

The strategy for developing Madrasah Aliyah Al Hilal Dobo begins with an evaluation of the old Madrasa program, concluding what needs to be developed and innovated. The preparation of a development strategy plan involves many parties, starting from student guardians, educators, madrasa heads and vice principals, madrasah committees, and curriculum development teams who are tasked with summarizing the results of meetings and holding separate meetings with the madrasah committee at the beginning of the year to decide what plans to implement. used, as well as directed where the purpose of madrasah development for the next period. After the planning stage, they take more action to accelerate the implementation of the plans that have been agreed upon, then continue at the evaluation stage. Madrasah Aliyah Al Hilal Dobo Aru Islands Maluku carried out an evaluation by means of the head of the madrasa assisted by the deputy head of the madrasa in accordance with the field and formed a special team that assumed responsibility for the program being carried out to evaluate in the field indications of any obstacles found after that grouping them by section each and look for a solution.

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<sup>37</sup> Abdul Rahman, 'Restrictive versus Facilitative Teacher Professional Development: A Case from Three Public Schools in Indonesia', *Asia Pacific Education Review* 20, no. 4 (1 December 2019): 673-86, <https://doi.org/10.1007/s12564-019-09585-1>.

<sup>38</sup> Karim et al., 'The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District'; Saihu Saihu, 'The Urgency of Total Quality Management in Academic Supervision to Improve the Competency of Teachers', *Edukasi Islami: Jurnal Pendidikan Islam* 9, no. 02 (29 August 2020): 297-323, <https://doi.org/10.30868/ei.v9i02.905>; Xinlei Zhou et al., 'A Survey on Epistemic (Model) Uncertainty in Supervised Learning: Recent Advances and Applications', *Neurocomputing*, 24 December 2021, <https://doi.org/10.1016/j.neucom.2021.10.119>.

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