

Enhancing Madrasah Excellence: Leadership of Principals in Creating Madrasah Research

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ABSTRACT: *This research aims to describe how program planning, implementation processes and supervision are applied in madrasah. The method used is a qualitative approach, data was collected through observation, interviews and document analysis. Research subjects include principals, quality development teams, supervisors, committees, teachers and supervisors. Data validation uses data triangulation. Data analysis is carried out through data condensation, data presentation and conclusions. The results of this study revealed that programme planning begins at the beginning of the year with a joint meeting between the principal, teaching team and other stakeholders. In the meeting, they discuss the formation of the research class, set the curriculum, and detail the programme plan. The programme is organised by assigning teachers who are competent in the field of research, forming an implementation structure, and a quality development unit. Programme implementation went according to plan, focusing on improving students' knowledge, developing a literacy culture, developing writing skills and participating in competitions. One of the main limitations is that programme supervision still needs to be improved. This may hinder effective monitoring and evaluation of the programme's progress. The study has limitations as it only focuses on one variable madrasah. Therefore, the generalisation of the results of this study to other madrasahs may be limited. This study makes a valuable contribution to understanding madrasah improvement practices in student-conducted research, thus providing essential and relevant insights for improving the quality of education in madrasahs.*

Penelitian ini bertujuan untuk menguraikan bagaimana perencanaan program, proses implementasi, dan pengawasan diterapkan pada madrasah. Metode yang digunakan adalah pendekatan kualitatif, data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Subjek penelitian

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meliputi kepala madrasah, tim pengembangan mutu, pengawas, komite, guru, dan pembimbing. Validasi data menggunakan triangulasi data. Analisis data dilakukan melalui kondensasi data, penyajian data, dan kesimpulan. Hasil penelitian ini mengungkapkan bahwa perencanaan program dimulai pada awal tahun dengan rapat bersama antara kepala madrasah, tim pengajar, dan pemangku kepentingan lainnya. Dalam rapat tersebut, mereka membahas pembentukan kelas penelitian, menetapkan kurikulum, dan merinci rencana program. Pengorganisasian program dilakukan dengan menugaskan guru-guru yang berkompeten di bidang penelitian, membentuk struktur pelaksanaan, dan unit pengembangan mutu. Pelaksanaan program berjalan sesuai rencana, dengan fokus pada peningkatan pengetahuan siswa, pengembangan budaya literasi, pengembangan keterampilan menulis, dan partisipasi dalam kompetisi. Salah satu keterbatasan utama adalah pengawasan program yang masih belum optimal. Hal ini dapat menghambat pemantauan dan evaluasi yang efektif terhadap kemajuan program. Penelitian mempunyai keterbatasan karena ini hanya berfokus pada satu variabel madrasah. Oleh karena itu, generalisasi hasil penelitian ini untuk madrasah lain mungkin terbatas. Penelitian ini memberikan kontribusi berharga untuk pemahaman tentang praktik peningkatan madrasah dalam bidang riset yang dilakukan siswa, sehingga memberikan wawasan yang penting dan relevan untuk perbaikan dalam meningkatkan kualitas pendidikan di madrasah.

Keywords: *Madrasah Quality, Academic Competition, Education Quality.*

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I. INTRODUCTION

Every educational institution in Indonesia is committed to achieving national education goals by focussing on learner character building, thereby maintaining the Indonesian identity as a nation of integrity (Setiawan et al., 2024). The success of this goal depends heavily on the education standards implemented in schools and madrasahs across the country. The Indonesian government ensures the quality of education as part of its responsibility towards accountability to society (Riyadi et al., 2023). To ensure this quality, Indonesia has *Standar Nasional Pendidikan* (SNP) regulated by the *Badan Standar Nasional Pendidikan* (BNSP). These SNP are applied in both public schools and madrasahs. Educational institutions in the country are overseen by the Ministry of Education and Culture, Research and Technology (*Kemendikbud Ristek*) and the Ministry of Religious Affairs (*Kemenag*). In an era marked by global progress, these two ministries emphasise the importance of research and the utilisation of technology to create a qualified next generation ready to lead Indonesia in the future, especially toward 2045 (Ichsan et al., 2023; Kholik et al., 2022).

Several scholars have long recognised the critical role of teachers in advancing research in the education sector (Al-Ababneh & Alrhaimi, 2020; Hastasari et al., 2022). With this idea in mind, Indonesia has developed the *Sekolah Berbasis Penelitian* (SBR) and *Sekolah Penelitian* (SR) models, as well as *Madrasah Berbasis Penelitian* (MBR) and *Madrasah Penelitian* (MR) under the auspices of the Ministry of Religious Affairs. According to A. Rahman, (2023), Research Madrasah is an innovation in the Madrasah system that focuses on students' research activities on topics relevant to subjects and

sciences. This concept's application spans various madrasah levels, with most research being conducted at the MTs and MA stages. To enhance research skills among madrasah students, the Ministry of Religious Affairs, via its Directorate General of Islamic Education, initiated the *Program Madrasah Riset Nasional* (Promadrina) (Maemonah et al., 2022). This initiative aims to make research not exclusive to higher education but also honed since secondary education. This is part of the government's effort to produce young researchers in preparation for global competition. While the research may be simple and less complex than at the tertiary level, the aim is to make practical and relevant research to the student's environment and experiences (Ikhwan et al., 2020).

Starting in 2020, students at MTs YMPI Rappang, one of the selected madrasahs in the city, have been striving hard to submit their ideas to the Scientific Writing Competition held annually by the government. MTs YMPI Rappang submitted research proposals with ten projects covering the fields of Natural Sciences, Social Humanities, and Religious Sciences. In 2020, the Indonesian Ministry of Religious Affairs, in collaboration with the Directorate General of Islamic Education and the Directorate of Curriculum, Institutional, and Student Facilities of Madrasahs, extended an invitation to all Indonesian Madrasahs to enrol as Excellent Madrasahs. Four categories were available for excellence designation: research, skills, academics, and religion. MTs YMPI Rappang applied to be recognised as a madrasah excelling in research. That same year, the Director General of Islamic Education issued Decree Number 6757 of 2020, officially declaring MTs YMPI Rappang as a Research Excellence Madrasah. With this recognition, MTs YMPI Rappang joined 295 other Madrasah Tsanawiyah across Indonesia, having the privilege to start research learning programs from the 2020/2021 academic year onwards.

The recognition of MTs as a premier research madrasah led to the principals strong commitment and prompt action in initiating changes, particularly during the class selection phase of new student admissions for the 2021/2022 academic year, which started in January 2021 (Harsoyo & Sukmawati, 2023). The principal collaborates closely with various internal stakeholders to manage and inspire the research madrasah effectively. The success of the research program at MTs YMPI Rappang heavily relies on the support of available facilities and infrastructure, such as science labs, language and computer centres, media resources, extensive library book collections, cottage areas, literacy corners, and partnerships with universities and other research entities. Furthermore, maintaining effective communication with the school committee, a key stakeholder, is essential for the program's success (Azizah et al., 2022).

The expertise of the principal in managing various aspects of the madrasah, including the research madrasah for which the Directorate General of Islamic Education has given responsibility to MTs YMPI Rappang, can advance the quality of the madrasah. Thus, the madrasah can implement an effective and quality research learning process in extracurricular and extracurricular programs. Efficient management is key in any organisation, including schools. As revealed by Koderi et al., (2023), the role of school principals is vital in organising education in schools to achieve educational goals, so they must have sufficient knowledge, skills and abilities. Furthermore, the managerial competence of madrasah principals not only requires them to master the theory but is also essential in practical applications in the educational institutions they lead to improve the quality of the madrasah (Rahmat & Yahya, 2022; Zein et al., 2023). Good management of madrasahs will increase the reputation and preference of the community towards these educational institutions (Sebbowa & Ng'ambi, 2020). In addition to

managerial competence, madrasah principals must also be able to motivate all members of the academic institution to jointly improve the quality of education, which can be measured through the success of students in continuing their education to a higher level (Murliasari et al., 2023; Sulistianingsih et al., 2022). Thus, the community will give an upbeat assessment of the educational institution.

Previous relevant studies include A. Rahman, (2023) research on model development and testing the effectiveness of research-based PAI learning model development. It turned out that the research-based PAI learning model at MAN Pekanbaru City was declared valid and ideal by the changes in the curriculum set by the Ministry of Islamic Religious Affairs. The study of Harsoyo & Sukmawati, (2023) explained the stages, forms, supporting and inhibiting factors in developing the Islamic Religious Education curriculum in Research-Based Madrasahs. The results of this study indicate that the Islamic Education Madrasah Foundation conducts stages for the development of a research-based Islamic religious education curriculum. Supporting factors for curriculum development include support from the principal, the willingness of students to learn, qualified teaching staff, and adequate infrastructure. The inhibiting factors include considerable costs and limited time in carrying out research. Finally, Sutarno & Al Jumadi, (2022) research will determine the implementation of multiliteration Islamic religious learning in the research-based curriculum of Madrasah Aliyah. This research found that the multiliteracy Islamic religious learning planning in Madrasah Aliyah Ma'arif NU Dopleng Blora contains the concept of multiliteracy. Many madrasahs are expected to implement research-based multiliteracies of Islamic religious learning adapted to local conditions in various Indonesian madrasahs.

In research by Nasrudin, (2023), it is explained that digital culture and smart madrasah in implementing learning programs such as Madrasah Aliyah research and technology at MAN 1 Pasuruan. The concept of digital culture and smart city echoed by the government and the Ministry of Religious Affairs to welcome the era of Industry 4.0 and Society 5.0 has been practically embodied by MAN 1 Pasuruan in its programs. As a Research and Technology Madrasah, MAN 1 Pasuruan has implemented several programs that meet the criteria of digital culture and wise city criteria. Furthermore, Iswanto, (2018) research emphasises that literacy is a term discussed, and several research results show that Indonesia's literacy level could be higher. The literacy practices at MA Negeri Yogyakarta are based on the vision of the madrasah as a research madrasah, so the literacy events carried out are related to research. Library facilities strongly support literacy practices in this madrasah, so the library is a factor that supports literacy practices based on research activities. These previous studies have a direct relationship with this research, which focuses on madrasah strategies in improving the quality of education and organising research madrasah. Using relevant references and clear boundaries, this study aims to develop a better understanding of the Madrasa Principal's Management in Research Quality Improvement.

Taking into account the context that has been described, the central question of this study revolves around the management strategies implemented by the madrasah principal to improve the quality of madrasah research at MTs YMPI Rappang. The main objective of this study is to dig deeper into how the madrasah principal organises, plans, implements, and supervises, as well as what factors drive the success of the research madrasah at MTs YMPI Rappang. The results of this study can provide valuable insights and thought contributions for madrasah principals, especially those who lead research

madrasahs or research schools, in managing and motivating their teams so that research madrasahs in their institutions can operate successfully and effectively.

II. METHOD

This research uses a qualitative approach, with the researcher as the primary data collector who visits the data source directly to obtain accurate and in-depth information. In selecting research subjects, this research uses a purposive technique, where subjects are selected based on their needs and relevance to the research objectives, ensuring that the information obtained comes from the most competent and relevant sources (Flemming & Noyes, 2021). This research was conducted at MTs YMPI Rappang as a research location because the madrasa has an essential and relevant madrasa research program involving subjects who play a role in the program, such as principals, teachers, supervisors, and the curriculum development team. This location selection aims to obtain a holistic and diverse view of the madrasa research program so that it can provide broad and in-depth insight into improving the quality of madrasah and the implications and potential for future madrasa education development.

In this research, data collection was carried out through direct observation in the field and in-depth and detailed interviews and documentation studies. The data is analyzed first by checking its correctness using triangulation. The data analysis process includes several critical stages, such as data condensation, which involves simplifying and organizing the data, followed by presenting the data systematically. After the data is presented, the next stage is to draw conclusions based on the data that has been processed and then verify to ensure that the findings are accurate and reliable. This verification is essential to ensure that the existing empirical reality interprets the data (Miles et al., 2014).

III. RESULT AND DISCUSSION

Research Program by the Principal

Research Program Planning

The principal disclosed that the research madrasah program initially began in 2018 as an extracurricular activity. However, following a directive from the Directorate General of Education of the Ministry of Religious Affairs of the Republic of Indonesia in 2020, MTs YMPI Rappang incorporated the program into its primary curriculum, guiding research activities. The program is meticulously structured to meet the objectives set by the curriculum. The groundwork for the research madrasah program commenced with the Director General of Education's 2020 decision to implement it, focusing on nurturing students' potential, talents, and interests in research and science. In line with this initiative, MTs YMPI Rappang introduced special classes for flagship, language, and research purposes and conducted thorough orientations for teachers to incorporate research components in all lessons.

In early 2021, the research coordinator announced the creation of a preliminary program at MTs YMPI Rappang, involving collaboration between the principal, vice principal, teachers, and students to decide on the program's implementation. Initially, research at MTs YMPI Rappang was an extracurricular activity in 2018, but it has since evolved into a critical madrasah initiative. The vice head responsible for student affairs noted

that MTs YMPI Rappang had established a well-structured program with professional mentors to prepare students for various competitions. These mentor teachers are instrumental in enhancing research quality by overseeing all research aspects, including funding and providing expert guidance. The principal confirmed that a comprehensive approach is adopted in formulating the madrasah program, involving educators, administrative staff, supervisors, and committee leaders. Establishing a management structure or a research learning supervision team is a critical first step in the evolution of the research madrasah program.

The research coordinator detailed that the research madrasah program aims to nurture research talents and ensure the success of both teachers and students. This includes extracurricular activities, *Karya Ilmiah Remaja* (KIR), and research-oriented learning. The principal emphasised that planning for research activities is a priority at the start of each school year, focusing on human resource development and collaboration with external parties. The mentor teacher highlighted that the research madrasah program has been evolving since 2020, following a directive from the Indonesian Ministry of Religious Affairs, with preparations beginning each semester.

The school supervisor pointed out that the research madrasah's activities commenced even before its official establishment by the Ministry of Religious Affairs' decree. The school had already been engaged in competitive research to enhance students' knowledge and skills. The committee chairperson of MTs YMPI Rappang explained that the Research Madrasah program is designed for all stakeholders of the madrasah, with each participant contributing according to their roles. The program includes activities that bolster research development for educators and students, and it's the responsibility of the educational staff to facilitate the smooth execution of the research madrasah program.

Research Programs Preparation

The principal of MTs YMPI Rappang emphasised the critical role of teacher collaboration in the success of the madrasah's research program. While the program's structure and curriculum are well-developed, the content primarily focuses on choosing research topics to ensure systematic and measurable execution. The deputy head of curriculum underscored the significance of having teachers skilled in research to oversee the learning process. Meanwhile, the research madrasah supervisor pointed out the necessity of an adequate supervisory system, which was agreed upon in school meetings, and the involvement of experts for competition phases.

The principal described that research activities at MTs YMPI Rappang are directly overseen by the principal and the deputy head of curriculum, who are integral to enhancing madrasah quality. The research coordinator and a team dedicated to research quality improvement support them. To bolster the program, MTs YMPI Rappang incorporates external support, such as teachers from MA YMPI Rappang. While not all teachers are directly involved, selected mentors actively participate in the program, often with external assistance. Student research mentors are appointed based on their specialised knowledge in the relevant research area.

The madrasah supervisor explained that the research involves students, teachers, and mentoring teachers, with backing from the school principal for budget and infrastructure. The committee chair noted that research supervisors are selected based on the research topic through discussions to identify the most suitable person. The

deputy principal mentioned that internal teachers at MTs YMPI Rappang provide mentorship, occasionally supplemented by external experts.

Mentor teachers stressed the importance of choosing students with a keen interest and aptitude for research, selecting about five per class for the research group. They also detailed identifying and intensively mentoring outstanding students in their respective fields. The research quality development team indicated that student recruitment is from within MTs YMPI Rappang, with collaborations involving outside teachers and universities as per the research domain. The research coordinator added that theme selection for research is influenced by ongoing competitions, with skilled teachers supervising the development of suitable themes. Besides competition participation, supervising teachers also offer training in computer skills, proposal writing, and internet usage for research references to students.

Research Programs Implementation

The principal of MTs YMPI Rappang acknowledged that executing the research madrasah program involves overcoming challenges, particularly regarding limited human resources and task allocation, which still heavily depends on teachers' and educational staff's specific skills and research expertise. The program supervisor emphasised that the primary goal of the research madrasah is to enhance student knowledge and improve their chances of getting into top-tier schools. Regular and structured research learning is integrated into *Muatan Lokal* (Mulok) subjects, culminating in participation in competitions like MYRES Kemenag RI and KOPSI Kemendikbud Ristek RI, as per the principal. The quality development team further noted that research is facilitated by creating special research classes and offering guidance through multiple lessons, continuing even in online formats or dedicated research classes.

The mentor teacher actively guides all students in the madrasah research program, ensuring their comprehensive participation. The principal shared that students are encouraged to engage in research to develop advanced critical thinking skills. The mentor teacher added that the KIR learning process employs a scientific method, placing students at the centre of learning to build their knowledge through research skills.

The Research Coordinator explained that allowing students to conduct research immerses them in the scientific process, guiding them from problem identification to achieving scientific findings that can form the basis of scientific papers. This is implemented technically by selecting students who understand research, from which the best are chosen to represent the school in competitions and research endeavours. While not all students may show interest, those in the research class demonstrate notable enthusiasm.

Since 2018, MTs YMPI Rappang has participated in various MYRES competitions with varying degrees of success. Initially, no proposals were selected, but by 2020, progress was evident, with two teams reaching the top 30 and one in the top 15. In 2021, the school submitted 50 research proposals to MYRES, resulting in five teams reaching the top 30, four in the top 15, and one team securing third place at the national level. This shows a marked improvement and a steadfast dedication to excelling in madrasah research.

Research Program Oversight

The principal of MTs YMPI Rappang noted that while periodic evaluations of the madrasah research program are conducted to assess its effectiveness, resource limitations have hindered optimal execution. These evaluations need a standardised method and a dedicated team to evaluate research activities. The madrasah supervisor mentioned that the madrasah's development team internally reviews each program activity, analysing its successes and areas for improvement based on activity reports. The deputy principal added that the principal and school supervisor oversee the progress and challenges in executing these activities.

The principal also mentioned that there needs to be a specialised team for supervision, but experts and competent staff involved in the research must report back to the madrasah. The research quality development team clarified that supervision isn't the role of a particular team but falls under the responsibilities of the principal, the curriculum development team, and the madrasah supervisor. Supervision's primary goals are to ensure timely activity execution, effective mentoring, and problem-solving based on mentor recommendations.

The principal and supervisors monitor the research implementation, oversee teaching, and ensure the program runs as planned. The monitoring and evaluation process involves gathering information about the program's execution, identifying challenges, and discussing follow-up actions. The quality development team regularly seeks reports from supervisors and research coordinators about training, learning, proposal writing, and research execution up to the competition phase.

Supervision and evaluation aim to address issues encountered during the program, both in learning and competition. The principal underscores the importance of understanding implementation challenges, promptly addressing concerns from students and assistants, and determining whether activities are being conducted effectively, including the availability of experts and facilities. The deputy head noted that evaluation results are only sometimes formally documented but shared during meetings or discussions. The committee chair confirmed their involvement in monitoring the madrasah research program through school reports.

The principal emphasised that this evaluation and monitoring process aims to appraise the program's success, identify challenges, and devise strategies for improvement. This evaluative approach is ongoing and intensifies during regional or national madrasah research competitions to ensure optimal results.

Improving the Quality of Madrasah through Research Programs

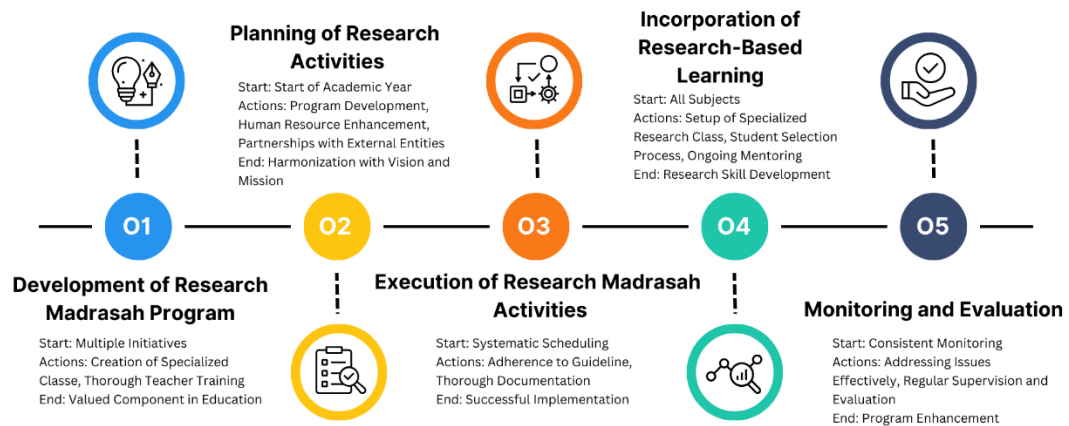


Figure 1. The process of improving quality with student research and competitions

Based on Figure 1, the research madrasah program at MTs YMPI Rappang has been developed through multiple initiatives, including creating specialised classes like flagship, *tahfiz*, olympiad, and research classes, coupled with thorough teacher training to incorporate research elements into everyday teaching. These tailored programs are designed for efficient and effective implementation, aligning with guidelines for research learning in madrasahs. This approach recognises the importance of these activities in nurturing student talents and interests in scientific research (Maemonah et al., 2023; Wahyudi & Alanshori, 2023). The goal is to provide students with the skills to plan, conduct, and report scientific research, enhance their research capabilities, and contribute to the scientific community.

The madrasah research program's planning, led by the principal and a dedicated team, involved collaborative formulation stages, team selection, and resource allocation. According to Zein et al., (2023), this development began with curriculum enhancements, integrating research into subjects, and combining theoretical and practical research methods like field and library research. The annual program planning involves all key stakeholders, focusing on improving madrasah quality through comprehensive strategies (Azizah et al., 2022; Hidayati, 2019). To be effective, programs must adhere to relevant regulations, target the right audience, and be managed by skilled individuals. Arifin, (2016) emphasises the need to optimise madrasah organisational structures and enhance the leadership qualities of principals to achieve excellence in various domains.

The planning of research activities at MTs YMPI Rappang is established at the start of each academic year, involving the development of programs, human resource enhancement, and partnerships with external entities. The madrasah's research program, a key initiative at MTs YMPI Rappang, requires careful formulation and support from a dedicated implementation unit. This program must harmonise with the madrasah's vision and mission to achieve its objectives. Iswanto, (2018) suggests that the research vision includes objectives like nurturing skilled young researchers, fostering valuable innovations, and securing achievements in youth scientific contests. The primary aim is to position the Madrasah as a leader in research activities. The curriculum emphasises instilling scientific values in students, teaching them to engage in research and apply their findings (Ikhwan, 2016).

The study reveals that the research program at MTs YMPI Rappang is a collaborative effort involving various stakeholders. A designated coordinator, teachers, and external research specialists are crucial in enhancing the program and its research quality. According to A. Rahman, (2023), educators must adopt innovative teaching methods to inspire students. Azizah et al., (2022) also stress the importance of school principals understanding the transition from traditional to entrepreneurial management styles in school administration. This necessitates that madrasah principals become familiar with various management approaches. The findings also show that the program for improving research quality in the madrasah involves all teachers who provide support and motivation but need to be more directly engaged in the program's execution. Madrasah principals must exercise judiciousness in their roles and decisions. Thus, as Nasrudin, (2023) explains, principals must devise strategies to enable their madrasah to compete with others, involving staff based on their skills and expertise.

The study reveals that the research madrasah program at MTs YMPI Rappang is well-structured, including a designed curriculum for its execution. The content is foundational and pertinent to the chosen theme. Steps such as selection and other protocols ensure the implementation is measurable and systematic. This systematic approach involves the creation of a dedicated structure for overseeing the madrasah research program and establishing a team for quality control in the madrasah. This process includes assigning teachers skilled in research. According to Wardiyah et al., (2023), planning for staff, including teachers and other personnel, entails determining the quantity and type of skills required, placing individuals in suitable roles, and managing them effectively for long-term optimal performance, benefiting both the individuals and the organisation. Educational personnel management aims to use human resources efficiently and effectively for the best outcomes while maintaining a positive work environment (Sutarno & Al Jumadi, 2022). Therefore, madrasah leaders are tasked with attracting, developing, recruiting, and motivating staff to meet system objectives, helping members achieve established roles and standards, promoting the career development of educational staff, and aligning individual goals with those of the organisation (Muawanah et al., 2023).

The execution of research madrasah activities and the enhancement of their quality have been successful due to systematic scheduling and adherence to guidelines such as the local content curriculum, a well-defined work program, and compliance with technical guidelines issued by the Ministry of Religious Affairs of the Republic of Indonesia. The implementation at MTs YMPI Rappang is thoroughly documented, including the roles of a quality development team and a research madrasah supervision team. According to the study findings, the research madrasah is executed through various scheduled educational programs, guiding and directing students via local content subjects according to a set timetable. The program's highlight is typically the MYRES competition, organised by the Ministry of Religious Affairs, and the KOPSI competition, held by the Ministry of Education and Culture of the Republic of Indonesia. Zein et al., (2023) state that research-based learning plays a crucial role in enhancing the quality of education. Educators can utilise their research findings as practical examples in teaching, aiding students in grasping research ideas, concepts, and theories and conveying research values, ethics, and practices relevant to the scientific field to motivate students.

Hence, it is vital to incorporate research-based learning into all subjects. Research findings at MTs YMPI Rappang suggest that this involves setting up a specialised

research class, which benefits from guidance through local content education. A selection process is conducted to identify students with a firm grasp of research who can represent the school in various competitions and research events, with the most adept students chosen as representatives (Koderi et al., 2023; Sulistianingsih et al., 2022). Student researchers receive ongoing mentoring, including remote communication with supervisors, to aid in developing research proposals, whether they are on-site or not (Miskiah et al., 2019). This mentoring is conducted online and in the context of the research class (Tan et al., 2022). Erwin (2020) emphasises that educational quality stems from an educational process evaluated based on its relevance, effectiveness, and impact on achieving academic goals that satisfy customer expectations and needs, in line with *Standar Pelayanan Minimal (SPM)* and *Standar Nasional Pendidikan (SNP)*.

The study also reveals that the research program is consistently monitored without a specific timetable for supervisory activities. When issues arise, steps are taken to address and resolve them effectively. The Deputy Principal for Curriculum notes that supervision and evaluation are regularly conducted during learning processes and competitions. Hidayati, (2019) points out that evaluation findings indicate ongoing positive developments that need further enhancement. In this regard, leaders hold evaluation meetings with teachers and staff to promote continuous improvement.

The study indicates that evaluation is employed for performance appraisal and program enhancement, incorporating feedback and critiques from various sources. In cases where specialised evaluations like monitoring and evaluation (monev) are not conducted, routine assessments are carried out (Rahmat & Yahya, 2022). The Madrasah development team evaluates each program activity to gauge its success or failure, and these insights are integrated into the activity implementation report. These evaluations are then used to adjust the work program as necessary (B. A. Rahman, 2022; Sakai & Isbah, 2014). In practice, the principal evaluates and assesses the performance of teachers and staff in the program to determine its effectiveness and identify necessary changes for its sustainability. Overall, the program has enhanced the educational and research quality at MTs YMPI Rappang and set a precedent for how madrasahs can initiate their development, positively impacting their communities. These developments are promising signs of progress but underscore the need for ongoing improvement and evaluation to sustain momentum and ensure future goals are achieved.

IV. CONCLUSION

The education quality improvement programme at MTs YMPI Rappang started in 2020 with a meeting attended by the principal, deputy principal, supervising teachers, supervisors and the committee chairperson. The aim was to improve education standards with measures such as establishing special research classes, the development of a local curriculum, and creating a research madrasah programme. The programme was implemented effectively thanks to competent teachers leading each activity and a systematic structure in running the research madrasah, supported by a dedicated team. Research is conducted according to the local curriculum schedule and any changes in the school work plan. Research results presented by students in regional and national competitions signalled the progress of this madrasah. However, the programme suffers from a lack of oversight, so evaluation of progress is crucial. The success of research is mainly due to its limitations. Therefore, a comprehensive plan has been developed to

continue the excellent research at MTs YMPI Rappang, with the full support of the principal. The implication of this study is improving research skills among teachers and students through establishing specialised research classes and local curriculum development. This is important because research skills are essential for understanding and solving complex problems. The education quality improvement programme at MTs YMPI Rappang has significantly contributed to the development of the madrasah. Teachers and students research skills have improved with the establishment of research-only classes, local curriculum development, and the research madrasah programme. The programme also increased community involvement in education. Student research results presented in competitions show progress. The experience from this programme can be the best model for other madrasahs. With full support from the principal and continuous evaluation, MTs YMPI Rappang can continue to improve their education quality.

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