

The Madrasah Principal's Strategy in Innovation of Learning Program to Build Students' Competence

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Abstract:

One of the efforts to respond to the challenges of era, the principal of madrasah must be able to carry out its function as an innovator. In carrying out the role as an innovator, the madrasah principal acts as someone who makes educational innovations (renewals) considered monotonous and conventional. Therefore, by conducting innovation, the quality of educational atmosphere will be created which is able to adapt to the times. The study aims to describe and analyze the strategy of the principal of madrasah in the innovation of learning programs at MI Nurul Ulum Prambon and the innovation of learning programs in building students' competence at MI Nurul Ulum Prambon. It used descriptive qualitative research, collecting data by observation, interviews and documentation. The results of the study are: 1) The innovation of the learning program carried out at MI Nurul Ulum Prambon Sidoarjo consists of general programs and special programs 2) Innovation of learning programs to build students' competence at MI Nurul Ulum Prambon is realized in students' activities in schools through general programs and specifically carried out in the form of intracurricular activities, co-curricular activities, and extra-curricular activities.

Keywords: Innovation of Learning Program, Build Students' Competence

Introduction.

Education is a conscious and planned effort to create a learning atmosphere and learning process in order that students actively develop their potential to have religious spiritual strength, noble character, and skills needed by themselves, society, nation and state (B. Uno, 2007; Ma'arif, 2017; Tafsir, 2012). One of the process of forming the potential of students is formed through education, because in the learning process students are instilled various values, such as state, religion, culture, skills and others (Hasanah & Maarif, 2021; Sj dkk., 2021). The results of these various learning processes will build the potential and quality of students' character, and the existence of quality students will indirectly build quality education as well.

Meanwhile, in improving the progress of madrasah, the principal of madrasah and all educators are required to always innovate and adapt to the times. Therefore, they must have strategies in running the madrasa institutions which they lead and run (Aprilianto & Mariana, 2018; Efferi, 2019). It starts from the initial strategy of New Student Admission (PPDB), the teaching and learning process, to the output results or outstanding graduates. The New Student Admission Strategy is considered important because it will trigger the achievement of the madrasah's vision and mission. For this reason, in carrying out their leadership in madrasah, the principal of madrasah needs to pay attention to the implementation of student recruitment. The good recruitment will get the maximum number of new students who are not only fulfilled in quantity, but also in quality according to the required criteria and madrasah's abilities (Achua & Lussier, 2009; Brooks & Sungtong, 2016; Devi & Subiyantoro, 2021). It will affect the success of the teaching and learning process in the madrasah or educational institution. Thus, it can produce quality output. The explanation above shows and provides an understanding to the madrasah, that the presence of students is not only sufficient in quantity, but also fulfills the criteria for achieving quality madrasah. The role of the principal of madrasah's recruitment management in the educational institution becomes important and needs to be considered (Hasanah, 2020).

Madrasah is one of the Islamic educational institutions that grows and develops in the midst of society. The growth and development of madrasah in the world of Islamic education will determine the fate of future generations of Muslims. Madrasah is the main milestone in educating and teaching Islamic education to the Islamic generation (Bisri, 2020; Budiya, 2021; Pakpahan & Habibah, 2021; Wahyuni & Bhattacharya, 2021). Madrasah curriculum has 30% religious lessons and 70% general lessons so that the composition of religious education in madrasah is greater than public schools (Muhaimin, 2009, 2012). Along with the demands of the times, the performance needs of madrasah principal are efficient, professional, proportional, innovative and creative as well as future-oriented in order to realize the relevance between the world of education and the demands of stakeholders (Fatoni, 2017; Krisbiyanto, 2019).

Madrasah principal is also required to be able to play the leadership roles well, namely by carrying out their functions and roles optimally, as educator, manager, leader, supervisor, administrator, motivator, and innovator. One of the efforts to respond to the challenges of era, the madrasah principal must be able to carry out its function as an innovator (Ariyanti dkk., 2019; Fauzi, 2017; Tajudin & Aprilianto, 2020). In carrying out the role as the innovator, the madrasah principal acts as someone making educational innovations (renewals) considered monotonous and conventional. By doing innovation, it is hoped that a quality educational atmosphere will be created and able to adapt to the times (Djailani, 2016; Mulyasa, 2006).

Innovation can be interpreted as the discovery of new things (the results of human creations). Objects or things that are found are completely new and did not exist before. The background of the emergence of innovation in education is caused by the existence of problems and challenges that need to be solved by new thought (A. Rusdiana, 2014). However, renewal is an effort to introduce new things with the

intention of improving everything already used to create new practices (Wijaya, 1988). generasi yang mampu berbuat banyak bagi kepentingan manusia dimuka bumi ini (Muslimin & Kartiko, 2020).

From the results of observations and interviews with the principal of MI Nurul Ulum Prambon Sidoarjo in the last two years, it turns out that the PPDB at MI Nurul Ulum has increased drastically. Students who register are not only from Prambon sub-district, but also from around Prambon sub-districts, such as Tarik, Krian and Pungging Mojokerto sub-districts. According to the information from the principal of the madrasah, the reason is that parents are interested in learning innovations at MI Nurul Prambon Sidoarjo. Based on the brief description above, the researchers wish to review more fully about the strategy of the principal of madrasah in innovation of learning program to build students' competence at MI Nurul Ulum Prambon Sidoarjo.

Method

The study wants to reveal what learning program innovations exist at MI Nurul Ulum Prambon Sidoarjo and the strategy of the principal of madrasah in learning program innovation at MI Nurul Ulum Prambon Sidoarjo so that the right approach is a qualitative approach.

The qualitative approach was chosen by the following considerations: (a) adapting qualitative methods is easier when dealing with multiple realities, (b) the method presents directly the nature of the relationship between researchers and informants, and (c) it is more sensitive and more adaptable to the many sharpening of shared influences and to the patterns of values encountered.

The researchers will be able to get to know the research subjects personally and more closely through the qualitative approach, because of the involvement of researchers in research subjects. The direct involvement of researchers will be able to explore situations, conditions and events regarding how the principal's strategy in innovation of learning programs at MI Nurul Ulum Prambon Sidoarjo and this provides an important contribution to the research. Thus, the data collected through in-depth interviews, observations and documentation can describe clearly and in detail about the strategy of the principal of the madrasah in innovation of learning programs to build students' competence at MI Nurul Ulum Prambon Sidoarjo.

Qualitative research has several unique features, one of which is the researcher himself as the main instrument while the non-human instrument is only a support if the researcher is likely to act as the main instrument in data collection. Data collection techniques were observation, interviews and documentation. While the data analysis was Hubberman (Miles dkk., 2014), namely: data reduction, data presentation and drawing conclusions.

Results and Discussion

The strategy of madrasah principal in innovation of learning program at MI Nurul Ulum Prambon Sidoarjo

Madrasah principal is the subject most involved in the application of education management at the micro level. As the educational leader, the responsibility of improving the competence of teachers and students is on an ongoing basis (Mulyadi, 2010). The role of the madrasah principal is an action that

should be taken as the principal, in this case the role of the principal acts as the core implementing force of the school program. The principal's role includes the role of the principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator (Bafadal, 2003; Mulyasa, 2006).

As the innovator, the madrasah principal must act as the person who has new (proactive) ideas for innovation, progress and development of madrasah or chooses those that are relevant to the needs of institution. The innovation is an idea/ item that is perceived as new by a certain group of people, so that the form of innovation can also be interpreted as improving or updating something that actually already exists into something new and better (Komalasari, 2016; Ma`arif & Kartiko, 2018). In education field, the term educational innovation is a new act, different from what existed before, and deliberately attempted to increase the ability to achieve certain goals in education (Sofanudin, 2016). The learning program innovations that have been carried out at MI Nurul Ulum Prambon Sidoarjo refer to the programs that have been created and planned by the madrasah including;

General Program

The general program at MI Nurul Ulum is an intracurricular activity in which the program relates to subjects in the structure and content of the curriculum. The structure and content of the curriculum at MI Nurul Ulum are as follows:

The curriculum structure of MI Nurul Ulum includes a number of subjects whose breadth and depth are in accordance with the Core Competence (KI) and Basic Competence (KD) set by the government nationally for subjects of Islamic Education and Arabic in accordance with KMA number 183 of 2019 concerning the Islamic Education Curriculum and Arabic at Madrasah. Meanwhile, the general subjects are in accordance with Permendikbud number 37 of 2018 concerning KI and KD Curriculum 2013 for Basic Education and Secondary Education.

Mastery learning

Mastery Learning consists of mastery of substance in theory and practice and completeness of learning in the context of the learning period. Mastery of substance is mastery of learning in KD which is the level of student mastery over certain KD at a minimum level of mastery or above. Meanwhile, learning mastery in the context of the study period consists of mastery in every semester, every year or at an educational unit level.

Mastery Learning in one semester is the success of students in mastering the competence of a number of subjects that they follow in one semester. Complete learning in each year is the success of students in odd and even semester in one academic year. Mastery at the level of the education unit is the success of students mastering the competence of all subjects at MI Nurul Ulum to determine the graduation of students from the education unit. The value of completeness of attitude competence is stated in the form of predicates, namely Very Good (A), Good (B), Enough (C), and Less (D). Mastery learning for attitudes is determined with a minimum predicate of Good (B).

The value of completeness of knowledge and skill competence is stated in the form of numbers with a value range of 0 (zero) -100 (one hundred). Determination of

the substance of the material and the time required to achieve mastery learning is determined by the teachers and MI Nurul Ulum with reference to the development of student competence and applicable regulations. The value of completeness of knowledge competence of MI Nurul Ulum is 65 and the completeness of skill competence is 65.

Minimum Completeness Criteria (KKM)

The Minimum Completeness Criteria (KKM) is determined by MI Nurul Ulum referring to the Graduate Competency Standards (SKL) by considering the characteristics of students, the characteristics of the subjects, and the condition of the education unit. KKM is formulated by taking into account 3 (three) aspects, namely the complexity of the material/competence, intake (quality of the students), and the carrying capacity of the education unit.

The aspect of material complexity/competence is paying attention to the complexity of KD by looking at the verbs contained in the KD and based on empirical data from the teacher's experience in teaching the KD in the previous time. The higher the aspect of material complexity/competence is, the more challenging the teachers improve his competence.

Aspects of carrying capacity include paying attention to the availability of teachers, the suitability of teachers' educational backgrounds with effective subjects, teachers' competence, the ratio of the number of students in one class, learning infrastructure, financial support, and madrasah policies. The higher the carrying capacity aspect, the higher the value.

The intake aspect is paying attention to the quality of students which can be identified, among others, based on the results of the national exam at the previous level of education, the results of the initial test conducted by the madrasah, or the value of the previous report card. The higher the intake aspect, the higher the value.

Special Program

Special programs to build students' competence at MI Nurul Ulum are co-curricular and extra-curricular activities. They are a companion that can help maximize the potential in the students themselves.

The co-curricular and extra-curricular activities at MI Nurul Ulum are as follows:

Co-Curricular Activities

Trend Language English

The Trend Language English co-curricular activity at MI Nurul Ulum Prambon is one of the activities which can answer the important role of English as an international language. The Trend Language English activity is a co-curricular activity for students in grades 1 to 6. In the Trend Language English activity, the students are trained to speak English either with peers or in pronouncing objects around them. By conducting the Trend Language English co-curricular activities, the students are hoped to be fluent in speaking English. This activity is one of the briefings carried out by teachers to their students, with the teachers' awareness introducing English to children from an early age is very important. MI Nurul Ulum Prambon is an elementary school with Islamic characteristics which is under the auspices of the Ministry of Religion which was founded in 1952.

MI Nurul Ulum Prambon is of the view that Islamic schools should be able to compete with other schools in educating the nation's children, which of course does not only highlight IQ but also EQ and SQ. MI Nurul Ulum Prambon facilitates the students with various activities as a means of developing students' self, one of which is Trend Language English co-curricular. MI Nurul Ulum Prambon is one of the private elementary schools in Prambon District that has implemented Trend Language English co-curricular to facilitate the talents and interests of students. The implementation of the Trend Language English activity is an effort to improve the speaking skills of MI Nurul Ulum Prambon students.

Students of MI Nurul Ulum Prambon actually have the talent and interest to learn English. However, it has a little disturbance because of too many activities which must be carried out and followed by students. The time that students have is quite limited, so the opportunity for students to repeat English learning at home is also very limited. This fact is the background for MI Nurul Ulum Prambon to carry out Trend Language English co-curricular activities to facilitate students' talents and interests in developing English language skills. The implementation of the Trend Language English activity as one of the co-curricular activities at MI Nurul Ulum Prambon begins with the planning process.

The planning is the making of the lesson plan conducted by the co-curricular Trend Language English teachers. Planning activities function to develop themes, materials, strategies, and learning media and evaluation systems. After the planning is carried out, the next step is to implement the plan into a co-curricular activity of Trend Language English. This activity begins with praying together, then the teachers present the students. They stimulate the students by asking questions using English, then starting to learn by using interesting learning strategies. In this Trend Language English co-curricular activity, students learn many things such as Writing,

Reading dan Speaking.

Understanding vocabulary in learning English is very necessary so that this co-curricular also equips students to enrich vocabulary and trains their pronunciation. In Trend Language English co-curricular activities, speaking skills and students' vocabulary understanding are very important, as seen in the way the teachers convey learning using English and ask students to respond to the words conveyed by them. The teachers also ask students to memorize and recite as many English vocabulary as possible in a day. The speaking skills possessed by the students at MI Nurul Ulum can be said to be good. They have been able to pronounce fluently and understand in expressing English vocabulary.

Trend Language English co-curricular activities run very pleasantly, as can be seen from the use of varied strategies supported by innovative learning media. The learning media used can be in the form of images, videos, or audio. Using varied strategies and innovative media can stimulate students to always be active in participating in learning activities. They are encouraged to pronounce vocabulary or sentences in English more often.

The evaluation or assessment of speaking skills in the Trend Language English co-curricular activity at MI Nurul Ulum Prambon is not detailed in several indicators. Teachers have their own way of assessing speaking skills activities,

namely by observing students' activities in the classroom. Speaking skills in Trend Language English co-curricular activities are categorized as skill assessments, where each speaking activity is assessed by the teachers through observations during the learning process.

Memorizing the Koran Juz 30

The implementation of memorizing the Koran Juz 30 program implemented at MI Nurul Ulum Prambon Sidoarjo is carried out by the following steps: 1) Determining the method to be applied, 2) Preparing the strategy used 3) Ensuring the facilities used are functioning properly. After planning in the implementation of learning, it is closely related to the method used in the learning process. The method can be taught either when opening, lining up to go to the class, mid-time or closing. The teachers carry out learning to the maximum and conveys the material as attractively as possible to attract the attention of students. The concept of *muraja'ah* (memorization repetition) to the teachers. There are several kinds of *muraja'ah*, such as personal *muraja'ah*, *muraja'ah* with friends, *muraja'ah* with teachers. The implementation of the program is supported by adequate resources, like competent teachers at MI Nurul Ulum. The students enthusiastically follow the learning program that has been programmed. The application aims solely because of Allah SWT, equipping the nation's generation and making both parents proud. The application of the program in memorizing the Koran Juz 30 at MI Nurul Ulum is in accordance with the rules, preparation, implementation and evaluation. These steps have been implemented by the *tahfidz* (memorizing) teachers at MI Nurul Ulum Prambon Sidoarjo.

Worship Habits

Dhuha prayer

The dhuha prayer habituation program at MI Nurul Ulum is supported by teachers and employees as well as madrasah administrators. The activity is in accordance with the goal of the madrasah, called the realization of an intelligent and noble Muslim generation. The principal of MI Nurul Ulum, Mr. H. Ah Bisri, said that the dhuha prayer was held every Tuesday and Thursday at 06.45 to 07.00 WIB, followed by the reading of Asmaul Husnah before the lesson started.

Madrasah is the place for learning and teaching, always inviting kindness and goodness to anything and anyone. Therefore, the character of students can be formed with habits that are done every day. "Character is developed through stages, like knowledge, acting, and habits", said Mr. H. Ah. Bisri. The students are able to understand, feel, work and teach at the same time about the values of goodness. In addition, madrasah is one of the fields that can be used as a means to open the doors of Allah's heaven, by inviting and guiding students towards goodness and having a character of soul.

Dhuhur Prayer in Congregation

The congregational dhuhur prayer is one of the habits at MI Nurul Ulum Prambon Sidoarjo, the purpose of implementing the congregational dhuhur prayer is to instill in students the importance of praying on time, because the prayer is held to coincide with the last hour of the lesson. The principal of MI Nurul Ulum said: "*The purpose of implementing the congregational prayer is to form personal discipline in students towards prayer, by doing this kind of habituation, they will automatically get used to praying*

dhuhur on time and of course in congregation. Activities like this will be very beneficial for them, one of which they will appreciate time. Every time, they immediately pray".

The results of interview with the principal of MI Nurul Ulum show how much the school emphasizes its students to pray on time. By doing these activities, the students will get used to praying on time. Then from the results of the interview, it can be seen that the benefits of the activity are that they will appreciate time, no longer procrastinate in doing something. The target for this congregational dhuhur prayer is grades 4 to 6 at MI Nurul Ulum Prambon.

As the author has explained, the dhuhur prayer coincides with the last hour of students carrying out the learning process. When entering this last hour, the teachers who teach at that hour immediately directs the students to the mosque in order that they are on time in carrying out.

Habituation of Reading Asmaul Husnah

MI Nurul Ulum Prambon Sidoarjo has the habit of reading Asmaul Husna every day. The reading of Asmaul Husna is the school culture that students do in neat rows just before entering class.

The principal of MI Nurul Ulum, H. Ah. Bisri, conveyed that the Asmaul Husnah reading activity was carried out to start learning. As the initial process conditions for starting good things. The habit of reading Asmaul Husna is done every day. Students line up neatly and orderly in front of their respective classes.

P. Bisri, his nickname, said that habituation is routine to introduce students to the attributes of Allah SWT from an early age. The students will grow into individuals who are increasing their faith in the greatness of Allah SWT. *"The reading of Asmaul Husna has become the madrasah culture. As the effort to instill religious character values in students,"* he added. The culture of this madrasah is a means of communicating to the community. The hope is that it will have a positive impact on the image of the madrasah. Thus, madrasah become the pride of the community, not just being a second choice school.

Extra-Curricular Activities

Scouting aims to train students to be skilled and independent, instill a caring attitude towards others, train them to be able to work together with others, instill discipline, foster self-confidence.

The scope is: 1) Personal skills, 2) Social skills, 3) Simple vocational skills.

Drum Band Art aims to foster student appreciation (award) for the art of Drum Band, cultivate students' talents and interests in the field of music, and foster self-confidence.

The scope is the skill of playing Drum Band music. The art of recitation of the Koran, aims to foster students' appreciation (award) for the art of recitation, cultivate students' talents and interests in the art of reading the Koran, and foster self-confidence. The scope is the art of recitation skills. Martial arts aims to improve physical health, train the spirit of sportsmanship, and cultivate students' talents and interests in the field of sports.

Learning program innovation in building students' competence at MI Nurul Ulum Prambon Sidoarjo.

Implementation of learning programs Innovation to build students' competence at MI Nurul Ulum Prambon are manifested in students' activities at school through general and special programs in intracurricular, co-curricular and extra-curricular activities. The formation of the main students' competence from the program is character education which is the main target of students' basic competence at the elementary level. First, intracurricular activities include the preparation of Learning Implementation Plans (RPP), learning implementation, classroom management, and curriculum development. Character education in intracurricular activities is not a separate subject or only belongs to Islamic Education and Civics subjects required for character values, but through an integrated approach in all subjects.

Intracurricular activities contribute to the method of character education, especially the method of knowing and feeling the good, exemplary, and habituation. The characters being able to be taught are religiousity, discipline, hard work, cooperation, responsibility, thoroughness, independence, and love for the homeland. Second, co-curricular activities include Trend Language English, memorizing the Koran juz 30, and habituation of worship (dhuha prayer, dhuhur prayer in congregation, and reading Asmaul Husnah) as well as extra-curricular activities including scouting, drum band art, recitation of the Koran, and martial arts. The character education in co-curricular and extra-curricular activities is the accompaniment impact taught through a hidden curriculum, in addition to students having to master certain skills. Extra-curricular activities contribute to the character education methods, particularly acting the good, exemplary, and habituation. The characters which students can learn are self-confidence, independence, discipline, responsibility, love for the homeland, perseverance, and religiousity.

The competence of students formed at this institution is as described by (Zubaedi, 2011) strengthening the character of students can be through learning and extra-curricular activities. Meanwhile (Lickona, 2009) states that the character of students is formed by the teachers' exemplary strategy and habituation. Teachers' exemplary is strengthened by supportive principal policies. Therefore, the teachers are able to express innovation and disseminate education (Nurulloh dkk., 2020; Rofifah dkk., 2021)

Conclusion

As the innovator, the madrasah principal must act as the person who has new (proactive) ideas for innovation, progress and development of madrasah or chooses those that are relevant to the needs of the institution. Because innovation is an idea/ item that is felt new by a certain group of people, the form of innovation can also be interpreted to improve or renew something that actually already exists into something new and better. In education, the term educational innovation is a new act, different from what existed before, and is deliberately attempted to increase the ability to achieve certain goals in education. The learning program innovation having been carried out at MI Nurul Ulum Prambon Sidoarjo refers to the programs having been made and planned by the madrasah, namely general programs and special programs realized in intracurricular, co-curricular, and extra-curricular activities.

Implementation of Learning programs Innovation to build students' competence at MI Nurul Ulum Prambon are manifested in students' activities at school through general and special programs in intracurricular, co-curricular and extra-curricular activities. The formation of the main students' competence from the program is the character education which is the main target of students' basic competence at the elementary level.

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