

Article

# Innovation Management of Madrasah Aliyah Negeri Religious Program in Indonesia

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**Abstract:** The problem of this research departs from the phenomenon of declining quality of management of Madrasah Aliyah Negeri Religious Program (MANPK). There was a decline in the gap from the initial period of establishment of MANPK programs that were truly managed, taken seriously, with strict selection and adequate funding (project supported). While currently MANPK governance is more dependent on the standard implementation guidelines, innovation in each MANPK still occurs inequality between one MANPK and another. This research uses a qualitative approach, with a case study method with a multicluster multiple-case design type on three MANPKs, namely MAN 1 Darussalam Ciamis, MAN 1 Yogyakarta and MAN 1 Surakarta as research subjects. Data collection techniques were conducted through interviews, observation and documentation analysis. The data analysis technique uses the Miles and Huberman analysis technique. While the validity test was carried out by conducting tests; credibility, transferability, dependability, and confirmability. The results of the study found that: a) innovation planning in the form of innovation programs considers various aspects, with the steps of formulating goals, background, implementation, outcomes, benefits and evaluation of innovation programs. b) organizing madrasah innovation by determining goals, allocating programs, compiling program governance and resources. c) implementing innovations in the form of policy socialization, coordination, distribution of superior MAN religious program innovations, actualization of innovations carried out by internalizing superior programs in the curriculum, tutorial programs, self-development and extracurricular programs. d) evaluating madrasah innovation by determining the standards of innovation achievements that are poured into madrasah education standards.

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## 1. Introduction

The innovation management of the flagship program of Madrasah Aliyah Negeri Program Keagamaan (MANPK) in Indonesia is an interesting thing to study since its inception until now. The phenomenon of decreasing quality of MANPK management in the initial period of establishment, this program was really managed, taken seriously, with strict selection and adequate funding (supported by projects). However, as governments changed, MANPK was swayed by legal and legal problems. The clarity of the legal umbrella and the more definite elaboration of rules and provisions governing MANPK are not getting stronger and stronger, but are actually getting weaker. Revitalization of MANPK is the implementation

of the policies contained in Peraturan Menteri Agama Nomor 60 Tahun 2015 tentang perubahan atas PMA Nomor 90 Tahun 2013. In PERMENAG No. 60 of 2015 has stipulated the diversification of madrasas into three typologies, namely academic, skills/vocational, and religious. This is the basis for the importance of reopening MANPK. The MANPK education program is a nationally recognized specialization program for madrasas that focuses on religion. MANPK students receive a unique educational experience that combines regular academic courses with the MANPK curriculum. They also live in dormitories with professional staff to guide them. MANPK students are given special advantages, including the opportunity to learn Arabic and English, as well as the ability to read the yellow book, which is very important for self-development as Muslim intellectuals in the future.

MANPK is an institution that offers religious programs as one of its superior programs. It has designed a unique curriculum with a 70% emphasis on religious knowledge and a 30% focus on general knowledge. The uniqueness of the curriculum lies in its structure, with Islamic religious studies taking a larger portion compared to general science. The curriculum covers topics such as aqidah morals, the Koran, hadith, tafsir, hadith science, fiqh, ushul fiqh, tasawwuf, and the history of Islamic civilization, as well as Arabic. The remaining parts of the curriculum cover general knowledge such as citizenship, Indonesian language and literature, mathematics, physical education, ICT, arts, and English. Zulfa, N. C., & Pardjono, P. (2013) stated that the source of reference books in learning used for Islamic religious lessons in religious programs uses Arabic so that the students' level of difficulty is different from ordinary MAN students.

There are 10 MANPKs in Indonesia which have the same program specificity, the specificity of this religious program is in three things, namely: a) a strict national level selection system that requires academic ability, b) the Islamic boarding school system (Islamic boarding school). All students must live in ma'had / cottage under the supervision of the builder ma'had for 24 hours to make it easier for character education in an integrated manner, c) the language of introduction in learning religious subjects using Arabic and English. Similarly, handbooks and basic references, as well as evaluation tests using Arabic and English. The religious curriculum is compact and emphasized on the mastery of Arabic and English, the literature of the yellow book and ahlakul karimah (Amin, 2016). Each MANPK has its own superior programs including: 1) MAN 3 Makassar, is a MANPK which has a superior Arabic language program. This is proven by the success of MANPK MAN 3 Makassar in educating students, especially in the field of Arabic, with many students continuing their studies outside the region by receiving scholarships from the target campus, even in the last 6 years, this madrasa has succeeded in sending 33 students to continue their studies abroad, such as: Egypt, Sudan and Medina (Andi Witranayah Assaggaf Syarifah, 2018). 2) MAN 1 Surakarta, with other superior programs besides Boarding School MANPK Surakarta has advantages in Science Research and Technology based learning development programs (Zulfa, N. C., & Pardjono, P., 2013). 3) MAN 1 Darussalam Ciamis, has a unique learning program, namely a learning program Intensive Science Class (ISC) which is the first superior learning program established in Ciamis, West Java, this is solely implemented to improve the quality of students (Majidah, 2021). 4) MAN 1 Yogyakarta, has another semester credit system (SKS) program, where with this SKS program students can complete learning at MAN 1 Yogyakarta for just 2 years, a superior program in the research and academic fields (M A K Arif, Willa Putri, And Krisna Ardawinata, 2023). 5) MAN 1 Jember, has a superior program, namely Bina Insan Intelektia (BIC), namely the program boarding (boarding) by emphasizing special strengthening of science subjects (MIPA) to produce graduates with "German brains - Mecca hearts". Almost 100% of graduates of the BIC MAN 1 Jember Program are accepted into favorite PTNs (at home and abroad), in fact in the last 2 years 100% of graduates have been accepted into PTNs. The ceiling accepted by the BIC class program for the 2025-2026 school year is 1 male class and 1 female class (Muhammad Nadhif Habibur Rahman, 2018).

The various innovations in the MANPK program are actually innovation developments where each MANPK has its own unique style of excellence. This really depends on managerial decisions in determining the direction of innovation. In accordance with empirical studies, Islamic education management is increasingly developing along with the development of global education issues. Various strategies have been created by stakeholders in the education sector to prepare the educational institutions they oversee, so that they can survive in

competition to meet the needs of the educational services market. Efforts to package educational institutions are now increasingly innovative and competitive to attract users who have a need for varied and quality educational services. The increasingly selective nature of parents in choosing educational institutions for their children is a challenge that must be met by administrators of educational institutions, especially religious educational institutions, which must still exist in competition and collaboration with general educational institutions that have been established in various parts of the country Ade (Munawar Luthfi., 2018). MANPK's metamorphosis to become a superior madrasah is a process of development of educational institutions or symbolizes that something can change from bad to good with a certain process (Isti'anah Abubakar, 2017). In the context of MANPK education, madrasas are Islamic educational institutions that are integrated with the national education system as a form of legitimizing the existence of Islamic educational institutions which function as a place to deepen religious knowledge (tafaqquh fiddin). The integration of madrasas into the national education system brought madrasas to rapid development with the initiation of the MAPK madrasa policy. With the innovation of madrasas in MANPK, it strengthens that madrasas are places of learning or organizations within the ranks of the ministry of religion which are tasked with providing basic general and religious skills to students on the basis of provisions that are validation and knowledge (Nur Munajat., 2016). Therefore, the innovation management of MANPK's flagship program in the phenomenon of decreasing quality of management is an interesting focus to discuss and study in this research.

## 2. Literatur Review

According to Zazim (2011) educational management is a management process in carrying out educational tasks by utilizing all resources efficiently to achieve goals effectively (Usman, 2006). Meanwhile, other opinions say that educational management is the art or science of managing educational resources to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills needed by themselves, society, nation and state. Further more Mulyasa (2006)

states that educational management is basically the tools needed to achieve educational goals. Education management is a series of processes consisting of planning, coordinating, mobilizing, supervising which are associated with the field of education. Education management is an alternative form of madrasas in implementing national policies in the field of education. Therefore, in this research, educational management is the process of managing educational resources to achieve set goals effectively and efficiently through management functions, namely planning (planning), organizing (organizing), implementation (actuating), and supervision (controlling).

Innovation is often associated with modernization, this is because modernization is a process of changing something that is considered undeveloped to become more advanced. It is stated that innovation is something new in a person's life or a social system (Sumardjo et.al., 2019). Innovation can occur in various aspects of life, such as family, social, health, finance, education, technology and so on. Hari Suderajat (2005) states that quality education is education that is able to create graduates who have abilities or competencies, both academic and vocational competencies, which are based on personal and social competencies, as well as noble moral values, all of which are life skills (life skill), education that is capable of producing complete humans (complete humans) or humans with integral personalities (integrated personality) those who can integrate faith, knowledge and charity. Educational innovation is clearly different from innovation in other fields, therefore. Rusdiana, A. (2014) stated that innovation in education is a step to solve educational problems, in this case covering problems related to various components of the education system, both in a narrow scope related to the level of educational institutions and in a broad scope related to the education system. Furthermore, Sa'ud (2018) explains that innovation in education is something new and qualitatively different from what existed before, and is deliberately implemented to achieve certain desired goals in the education system. Educational innovation is an effort to make changes with the aim of achieving better things in the field of education (Yulita, 2016). Educational innovation can also be interpreted as changing or replacing it with new things in accordance with development needs in the world of education.

In general, educational innovation models are classified into two, namely top-down model and bottom up model. Model innovation top-down is an innovation designed by a certain group, such as innovation from high-ranking officials and then handed over to subordinates: for example, educational innovation from the Ministry of Education and Culture. Meanwhile, model bottom up is a form of innovation designed and prepared from the lower classes and implemented as a way to develop the quality of management procedures and delivery of educational results (Kusnandi, 2017). The main concept of educational innovation acts as a fundamental aspect that strives for quality and guaranteed education for all people who are in the educational process. Educational innovation aims to form a constructive educational idea, of course it can express this idea in material form. It is hoped that the ideas formed can be implemented by educators in the hope that they can become a solution to every educational and learning problem (Ahmad, K., Harahap, H., Nasution, W. N., 2018).

### 3. Method

This research uses a qualitative approach, with a case study method with a type of design multiple-case design multisite at three MANPKs, namely MAN 1 Darussalam Ciamis, MAN 1 Yogyakarta and MAN 1 Surakarta as research subjects. Data collection techniques were carried out through interviews, observation and documentation analysis. The data analysis technique uses analytical techniques Miles and Huberman. Meanwhile, validity testing is carried out by conducting tests; credibility, transferability, dependability, And confirmability. According to Yin (2011) there are three methods for conducting qualitative research using a case study approach, namely: a) observation which involves observing the case under study directly, in a real situation, and recording the contents of the observation. b) interviews which involve obtaining information from certain individuals or groups through in-depth interviews asked by the researcher. c) document study which involves analyzing documents related to the case under study, both old and new documents.

In this research, the researcher cross-checked the data obtained from the madrasah with other data, for example through interviews with informants who were outside the madrasah, such as alumni and community figures who knew the madrasah well. In qualitative research, perspective is prioritized emic, meaning giving importance to the informant's views. The researcher does not impose his own views. In the practice of this research, researchers must always make themselves aware that searching and collecting data from madrasahs must be done in a scientific, natural and objective manner (Nasution, 1996). The type of case study research in this research includes the multiple case design model (multiple-case design) research is conducted on two or more cases to show the similarities and differences between the cases studied. Study of Majidah (2021) based on the results of initial observations that each of the three MANPKs, namely; MAN 1 Darussalam Ciamis with superior programs Intensive Science Class (ISC), MAN 1 Yogyakarta with superior programs in the research and academic fields through the SKS program fields (M A K Arif, Willa Putri, And Krisna Ardawinata, 2023) and MAN 1 Surakarta with superior learning programs based on science, research and technology (Zulfa, N. C., & Pardjono, P., 2013).

So comprehensively, this research uses a qualitative approach, with a case study method with a type of design multiple-case design multisite on three MANPKs, namely MAN 1 Darussalam Ciamis, MAN 1 Yogyakarta and MAN 1 Surakarta. Through this case study approach, it can be adjusted to the research objectives to be achieved and the context of the case being studied. However, it is important to remember that qualitative research with a case study approach requires quite a long time, energy, and skills in collecting, analyzing, and interpreting data.

Data sources in this research can be seen from primary sources and secondary sources. Primary sources are data sources that directly provide data to researchers, including certified Islamic Religious Education teachers, Madrasah Heads, Madrasah Deputy Heads, Madrasah TUs, Students, the MAN 1 Darussalam Ciamis Committee, MAN 1 Yogyakarta and MAN 1 Surakarta. Meanwhile, secondary sources are sources that do not directly provide data to researchers, such as documents, including profiles of the three Madrasah, meeting documents related to learning innovation policies, teacher RPPs, and other supporting documents.

#### 4. Results and Discussion

MANPK's superior program innovation planning to prepare quality graduates at MAN 1 Darussalam Ciamis found the following planning construction: a) Educational innovation planning in the form Blue Print Madrasah MAN 1 Darussalam Ciamis' flagship program is annual work program planning. b) MAN 1 Darussalam Ciamis prepares an innovation plan by considering analyzing several aspects with consideration of looking at strengths, weaknesses, opportunities and threats with the analysis, namely: becoming a madrasah that prepares superior people by support system Islamic boarding schools, preparing competent human resources for educators, designing innovations to become superior models of madrasah aliyah for the cadre of scholars, as well as carrying out continuous innovation to increase competitiveness. c) One of the implementations of madrasah innovation planning in preparing superior graduates is through learning innovation planning to develop independent character at MAN 1 Darussalam Ciamis. d) Steps in preparing an innovation plan; formulate innovation objectives, determine innovation scope material and formulate innovation evaluation/assessment tools.

MANPK's superior program innovation planning to prepare quality graduates at MAN 1 Yogyakarta found the following planning construction: a) Educational innovation planning Innovation planning at MAN 1 Yogyakarta was carried out by determining the vision and mission of the madrasah, determining the vision, mission and goals. MAN 1 Yogyakarta determines program target achievements in short-term, medium-term and long-term planning. The short term program is 1 year, the medium term is 4 years, and the long term is 8 years. b) MAN 1 Yogyakarta in its innovation management considers several things: innovation is carried out with the principle of prioritizing customer service or customer focus, excellence in the character of graduates by optimizing the significant and strategic role of alumni in society and government, upholding the principle of sustainable innovation to achieve the big vision of MAN 1 Yogyakarta as a madrasa that excels in the fields of faith and piety, science and technology and scientific thinking. c) Several innovations presented by MAN 1 Yogyakarta to develop the education system are as follows: Improving services for madrasa graduates, improving services for madrasa residents, and strengthening religious moderation. d) Preparation of innovation planning involves madrasah stakeholders, namely: the head of the madrasah, the head of administration, personnel related to HR data, and the deputy head of the madrasah, teachers and MAN 1 Yogyakarta partner parties.

MANPK's superior innovation program planning to prepare quality graduates at MAN 1 Surakarta found the following planning construction: a) MAN 1 Surakarta carried out innovation by establishing a superior innovation program called; "9 Steps to Success Goes To Favorite Campus" and innovate MAN 1 Surakarta services. b) Develop an innovation plan by considering analyzing several aspects; background, implementation, outcome and the benefits of innovation programs. c) The steps in preparing an innovation plan at MAN 1 Surakarta are carried out through: identifying the background to the innovation, then implementing the innovation, determining outcomes and identifying the benefits of the innovation program.

Organizing the MANPK flagship innovation program to prepare quality graduates at MAN 1 Darussalam Ciamis, the following organizational constructs were found: a) organizing madrasa innovation was carried out by determining the objectives of the flagship program. b) allocate superior programs to the MAN 1 Darussalam Ciamis education standards, hereinafter referred to as special education state madrasah aliyah education standards. c) the flagship program of MANPK Darussalam Ciamis is distributed by: providing additional educational standards beyond the national education standards, the superior program is outlined in curriculum structure, management and learning time, local content, and self-development programs. d) management of MANPK Darussalam Ciamis has its own structure with duties and authority according to their position, namely consisting of the head of the madrasah, secretary, treasurer And head of the program and a team of experts to manage the education quality assurance system in madrasahs. e) resource governance is carried out through standardization of teacher competencies which are fully developed from four main competencies, namely

pedagogical, personal, social and professional competencies and supplemented with special qualifications determined by the madrasah.

Organizing MANPK's flagship innovation program to prepare quality graduates at MAN 1 Yogyakarta, the following organizational constructs were found: a) MAN 1 Yogyakarta carried out innovation in the form of revitalizing MAN 1 Yogyakarta's flagship program in 2017. b) Determine the objectives of revitalizing superior programs, output and the revitalization target as a step to prepare superior graduates and be used as a basis for restructuring the profile of MAN 1 Yogyakarta graduates. c) The allocation of superior programs is outlined in the quality standards of graduates and boarding education (Ma'hady) MAN 1 Yogyakarta. d) The distribution of innovations in graduate quality standards is seven standards with components of students' ability to master religious knowledge, foreign languages, abilities public speaking and scientific papers. As well as boarding education (ma'hady), tahfidzul qur'an, tahfidzul hadith, yellow book study, tadarus al-qur'an, formation of prayer imams and Friday preachers, development of Arabic and English and training for da'i (public speaking). d) Revitalization of the superior program management system by arranging program managers with their duties and authority. and) MAN 1 Yogyakarta increases teaching capacity, including by holding training and instructor/training.

Organizing MANPK's flagship innovation program to prepare quality graduates at MAN 1 Surakarta, the following organizational constructs were found: a) MAN 1 Surakarta allocates superior programs for strategic innovation steps through the "9 steps to success program goes to favorite campus." b) MAN 1 Surakarta's superior program is distributed based on graduate competency standards formulated in an integrated manner. c) Program management boarding school MAN 1 Surakarta has its own structure consisting of: Head of the Madrasah, Person in Charge of the Program, Program Secretary, Guardian of the Girls' Boarding Dormitory, Guardian of the Boys' Boarding Dormitory, Men's Dormitory Trustee, Men's Dormitory Trustee and Girls' Dormitory Trustee. c) Resource governance; teachers at MAN 1 Surakarta to increase potential in teachers through training, guidance and training.

Implementation MANPK's flagship program innovation to prepare quality graduates at MAN 1 Darussalam Ciamis found the implementation construction as follows: a) The innovation policy was socialized internally with MANPK Darussalam Ciamis stakeholders. Apart from that, the program is socialized through the madrasah website <https://www.mandarusalam.sch.id/>, site facebook MAN Darussalam Ciamis, Instagram MAN Darussalam Ciamis with the account name @official\_mansacis, and youtube MAN Darussalam Ciamis with the account name man1ciamis. b) Coordination and distribution of innovation The work program is carried out in coordination between management elements where the MAN 1 Darussalam Ciamis program is carried out under the responsibility of the Head of Special Program Management (PK) and is responsible to the Head of the Madrasah. c) The implementation of MANPK Darussalam Ciamis innovation is outlined in MAN's flagship program, the Darussalam Ciamis religious program. As researchers found, MAN's flagship program is the Darussalam Ciamis religious program for the 2022-2023 academic year. Implementation of superior program innovation consists of a description of the annual program objectives and targets for each program. d) The innovation actualization process is carried out by internalizing superior programs in: MANPK Darussalam Ciamis curriculum, additional material for religious programs, MANPK Darussalam tutorial program, local content in MANPK Darussalam, MANPK Darussalam self-development program, learning methods, tutorial routine program and yellow book recitation. e) The MAN Darussalam Ciamis innovation program to prepare excellent graduates consists of a program for developing religious sciences, developing arts and sports and learning programs Intensive Science Class (ISC).

Implementation MANPK's flagship innovation program to prepare quality MAN 1 Yogyakarta graduates found the following implementation construction: a) Innovation policy is socialized both internally and stakeholder MAN 1 Yogyakarta. Apart from that, the program is socialized through the MAN 1 Yogyakarta website and social media. b) Coordination and distribution of innovation The work program is carried out in coordination between institutions, namely: the head of the MANPK MAN 1 Yogyakarta unit, the head of the madrasah and the administrator of the Islamic boarding school. c) Implementation of MAN 1 Yogyakarta innovation is outlined in the revitalization of MAN 1 Yogyakarta's flagship program.

The implementation of superior program innovation consists of a description of the objectives, output and revitalization targets and graduate profiles. d) The innovation actualization process is carried out by internalizing superior programs in; MANPK MAN 1 Yogyakarta curriculum, MANPK MAN 1 Yogyakarta study materials, strengthening talents, interests, and MAN 1 Yogyakarta activity programs. d) The MAN 1 Yogyakarta innovation program to prepare superior graduates has a special program, namely the semester credit system (SKS) program, where with the SKS Program, students can complete learning at MAN 1 Yogyakarta for just 2 years, a superior program in the research and academic fields.

Implementation MANPK's flagship innovation program to prepare quality MAN 1 Surakarta graduates found the following implementation construction: a) The innovation policy was socialized internally with MAN 1 Surakarta stakeholders. Apart from that, the program is socialized through the madrasah website <http://www.mansurakarta.sch.id/>, site facebook MansatuSurakarta, Instagram @Man1Surakarta, and YouTube with the Man1Surakarta account. b) Coordination and distribution of innovation The work program is implemented in coordination between management elements where the MAN 1 Surakarta program is implemented under the responsibility of the person in charge of the program Boarding School and is responsible to the Head of the Madrasah. b) Implementation of MANPK innovation at MAN 1 Surakarta is outlined in MAN 1 Surakarta's flagship religious program boarding school. Implementation of superior program innovation consists of a description of the innovation, background, implementation outcome and beneficial. c) The innovation actualization process is carried out by internalizing superior programs in the MA K.13 curriculum structure specializing in religious programs, afternoon tutorial learning, religious learning in dormitories, evening study assistance, assistance in selecting majors at state universities, extra-curricular activities, other academic support activities. d) MAN 1 Surakarta Innovation Program to prepare superior graduates besides Boarding School, MAN 1 Surakarta also has advantages in learning development programs based on science, research and technology, so it is known as a research madrasa.

Evaluation of MANPK's flagship innovation program to prepare quality graduates at MAN Darussalam Ciamis found the following evaluation constructs: a) Evaluation of madrasah innovation by determining innovation achievement standards as outlined in the MAN 1 Darussalam Ciamis education standards. Several MAN 1 Darussalam Ciamis education standards outside of national education standards include graduate competency standards, content standards, process standards, teacher and education staff standards and management standards. b) Innovation evaluation is carried out by the madrasah which has a team of experts to manage the education quality assurance system in the madrasah. The expert team can be recruited from the madrasah, ministry of religion or other professional staff. c) Evaluation is carried out to measure the achievement of the innovation program by measuring the achievement of standards that have been determined with the achievements of the ongoing program implementation. The evaluation of MAN 1 Darussalam Ciamis innovation focuses more on the success of the innovation program in accordance with what has been prepared in Blue Print MANPK Darussalam Ciamis Flagship Program for the 2022-2023 Academic Year and is determined through the MAN 1 Darussalam Ciamis education standards. d) Evaluation results in the form of periodic reports and monitoring and evaluation reports (monev) periodically at the end of the semester and the end of the academic year as material for improvement and preparation of programs for the following year.

Evaluation of MANPK's flagship innovation program to prepare quality graduates at MAN 1 Yogyakarta found the following evaluation constructs: a) Evaluation of madrasa innovation by determining innovation achievement standards as outlined in the quality standards for MAN 1 Yogyakarta graduates. b) Innovation evaluation is carried out by the Internal Supervisory Unit (SPI) which is part of the internal MAN 1 Yogyakarta. c) Evaluation is carried out to measure the achievement of the innovation program by measuring the achievement of standards that have been determined with the achievements of the ongoing program implementation. MAN 1 Yogyakarta innovation evaluation focuses more on the success of the innovation program in accordance with what has been prepared in the objectives, Output and Revitalization Targets. d) Evaluation results in the form of periodic reports and monitoring and evaluation reports (monev). periodically at the end of the semester and at the end of

the academic year plenary meeting between institutions; madrasas, religious program managers and Islamic boarding schools to carry out joint evaluations as a step to correct deficiencies and follow up on the following year's program.

Evaluation of MANPK's flagship innovation program to prepare quality graduates at MAN 1 Surakarta found the following evaluation construction: a) Evaluation of innovation at MAN 1 Surakarta by determining innovation achievement standards as outlined in graduate competency standards formulated in an integrated manner. b) Evaluation of MAN 1 Surakarta innovation is carried out through instructional stages (core activities) using a scientific approach (observing, asking, exploring, analyzing and communicating). c) Innovation evaluation is an integral part of the invasion management process. Through evaluation activities, the head of the madrasah obtains information on how far the innovation goals can be achieved. d) Evaluation results in the form of periodic reports and monitoring and evaluation reports (money). periodically at the end of the semester and the end of the academic year as material for improvement and preparation of programs for the following year.

## 5. Discussion

Co Educational innovation planning in these 3 institutions turns out to be different. This depends on each manager's strategy in organizing the superior MANPK program in their respective schools. Webster's New Word Dictionary identify strategy as "Science of planning and directing large scale military operation skill in managing or planning", which means that strategy is a science of planning and directing skills in military operations on a large scale in organizing and planning. Meanwhile, the term strategy is planning and management to achieve a goal, but the function of strategy is not as a road map but as a guide and shows how the operational tactics are (Burhanudin, 2022). So, what is meant by superior madrasah development strategy in this research is an effort to plan and manage madrasas which functions to direct and develop madrasas in achieving their educational goals, because superior madrasas are referred to as center of excellence which means that superior madrasas are projected as a forum for maximally accommodating the best students from various regions. In order to anticipate the future of madrasas which will be sued by other institutions, madrasa management must be reorganized. As recommended by BALITBANG DEPAG RI, namely the implementation of madrasa-based management (MBM) or often called school-based management (SBM), is an effort to reposition the actual role of madrasas in accordance with the portion and needs of the environment or area of the madrasah (A. Dawam, 2005). The MBM system provides the opportunity to accommodate interested parties (stakeholder) to contribute positively to improving madrasah performance, which is reflected in the madrasah's vision, mission, goals and priority programs which are prepared collaboratively. According to Qomar (2007) through the implementation of MBM, institutions will gain benefits, namely: enabling competent individuals to make decisions to improve the quality of student learning; give the madrasah community the right to play a role in making important decisions; focusing accountability in every decision making; direct resources quickly and precisely to achieve madrasah goals; encouraging creativity to design programs; make teachers and parents aware of the need for realistic budgets; as well as increasing teacher enthusiasm and developing a cadre of educational leaders appropriate to their respective regions. Apart from that, as an alternative, madrasas can also develop total quality education management or what is often called total quality education (TQE). The strategy for developing superior madrasas is through application total quality education (TQE) in educational institutions which consists of several aspects, namely: redefinition of tasks, professionalism of educational institution leaders, quality oriented in processes and products, oriented towards mental change.

Organizing the innovation of the MANPK superior program at these 3 schools has a level of similarity, but also has its own unique characteristics for each institution in order to maintain the MANPK superior program. Good organization can encourage effective and efficient goal achievement.

Siagian (1990) distinguishes organizing into two interrelated parts, namely: (1) administrative organizing, namely the process of forming the organization as a whole; (2) managerial organizing, namely organizing parts of the overall organization. In this research, organizing educational innovation is an effort to integrate the human and non-human resources needed in one unit to carry out activities as planned to achieve the stated goals. Organizing madrasah

innovation is carried out by determining the objectives of the superior program. Organizing can be understood as a whole management activity in grouping people and determining the tasks, functions, authority and responsibilities of each with the aim of creating activities that are efficient and successful in achieving the goals that have been set (Badrudin, 2013).

Organizing is intended to facilitate implementation according to planning so that results can be achieved in accordance with targets, so a program that has been included in planning must proceed according to the direction. This function includes leadership functions, motivational functions, communication and other forms of influencing someone to do something to achieve organizational goals. Leadership functions as a provider of direction, command, and provider and decision maker. Motivating is useful as a way to move so that organizational goals are achieved, or in other words, motivation is the encouragement to carry out the program that has been planned, and rise from adversity, motivation is capital in achieving the success of a program. Meanwhile, communication functions as a tool to establish relationships for the mobilization function within the organization (Hidayat, A., & Machali, I. 2010). Educational innovation in this research as an effort to change education cannot stand alone, but must involve all elements involved in it, such as innovators, organizers of innovation such as teachers and students. In addition, the success of educational innovation is not only determined by one or two factors, but also by the community and the completeness of the facilities. The main factors that need to be considered in educational innovation are teachers, students, curriculum and facilities, and programs/goals (Kristiawan, et.al 2017). For example, in implementing improvements to the teaching and learning system in madrasas, teachers as implementers of innovation repeatedly carry out these changes in accordance with educational principles (Darmawan, R S, and A Fauzi., 2020).

Evaluation of a program, including educational innovation programs, is closely related to monitoring, namely activities to follow the program and its implementation steadily and continuously by listening, seeing and observing, and recording the condition and development of the program (Sudjana, 2004). The evaluation of madrasah innovation carried out by the 3 schools in this research generally has a level of similarity, namely by determining innovation achievement standards as outlined in education standards outside of national education standards, including those outlined in graduate competency standards, content standards, process standards, teacher and education staff standards and management standards. In measuring the level of success of implementing innovation in these 3 schools, it is carried out through various programs assessment by comparing initial conditions with achievements over a certain period of time.

Program evaluation has several models that can be used to see the effectiveness of a program, one of which is the logic model program evaluation. According to Bickman (Joseph S. Wholey., 2010) states that a logic model is a reliable, easy to understand evaluation model for solving problems that have been identified. He added that logic models can be the basis for a convincing picture of the program's expected performance. A logic model is described as a systematic model to describe changes that occur, as well as describing the logical relationship between each component, usually marked by a causal relationship (cause-effect). For example, evaluating an educational innovation learning program using a logic model, if the learning objectives and urgency are formulated well at the context stage, it will influence the inputs in which there are aspects of the resources needed for the learning to run well, and if the learning activities or processes run well, then the outputs that will be obtained logically will also be good, so that if the output is good, then ideally the outcomes will be good (Azis, 2016).

## 6. Conclusion

Innovation management of superior state madrasah aliyah religious programs in Indonesia since the planning was prepared by considering various aspects, with steps; formulate objectives, background, implementation, outcome, benefits and evaluation of innovation programs. Organizing superior madrasah innovation programs is carried out by determining innovation objectives, allocating programs, developing program governance and resources. Implementation of innovation flagship program of the madrasah carried out by conducting socialization kInnovation policy, coordination and distribution of MANPK flagship program innovations, actualization of innovation is carried out by internalizing superior programs in

the curriculum, tutorial programs, self-development programs and extracurriculars. Where the madrasah innovation program to prepare superior graduates is carried out by creating specialization classes. Innovation flagship programs in each madrasah are found among learning programs intensive science class (ISC), semester credit system (SKS) programs, and research science and technology-based learning development programs (research madrasahs). Meanwhile, evaluating the innovation of superior madrasah programs by determining innovation achievement standards as outlined in madrasah education standards which are evaluated by a team of experts and the internal supervisory unit (SPI). Measuring the achievement of innovation programs is carried out by measuring the achievement of predetermined standards with the achievements of ongoing program implementation by producing periodic reports and monitoring and evaluation reports. The impact of innovation management on the excellence of Islamic boarding school-based madrasah graduates is generally seen from the superiority of graduates based on student achievements and testimonials from alumni success stories.

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