The Urgency of the Education Cultural Program in Increasing Competitiveness in MAN 1 and 4 Jombang

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Sections Info	ABSTRACT
	The Urgency of Education Culture is indeed a barometer of Madrasah activities which is a measure of whether the Madrasah has a culture that activities which is a measure of whether the Madrasah has a culture that produces a good result for the Madrasah or vice versa a bad culture for the etis. Madrasah, therefore MAN 1 and 4 Jombang prioritize Education Culture in increasing the power the competitiveness of the institution so that the institution has good icons and habits in the daily life of the madrasa so as to increase the competitiveness of the madrasa. the purpose of this research is to find and analyze the Madrasah cultural program in increasing competitiveness. This study uses a qualitative approach with a multi-site study design. Data collection in this study used in-depth interviews, observation, and documentation techniques in which the data sources were people, documents (papers) and places (place). The results of this study fully strengthen the theory of the Culture of a School conveyed by strengthening the theories of Beare, Caldwell, Spinks and Milikan that the main principle in Education Culture is the Madrasah Cultural Program which contains goals and objectives (Aims and objectives), Curriculum (Curriculum), language (Language), Thought (Metaphor) and Organizing (Organizational).

INTRODUCTION

The Urgency of Education culture is indeed a barometer of Madrasah activities which is a measure of whether the Madrasa has a culture that produces a good result for the Madrasa or vice versa a bad culture for the Madrasah, therefore MAN 1 and 4 Jombang prioritizes the Urgency of Education culture in improving the competitiveness of the institution so that the institution has good icons and habits in the daily life of the madrasa so as to increase the competitiveness of the madrasa. The background of the researchers chose MAN 1 Jombang and MAN 4 Jombang, namely because they have a good Madrasah culture, in terms of academics, achievements, religion and also the organization. MAN 1 Jombang is the only Madrasah that has made many achievements for its madrasah, both at the national and international levels. Unlike MAN 4 Jombang, Madrasas, which were originally seeds from the development of Islamic boarding schools, are now still side by side with Islamic boarding schools. MAN 4 Jombang is a madrasa that also makes achievements for its madrasa, and every year there is always a queue for Madrasah registration to study at MAN 4 Jombang. MAN 4 Jombang also has a very good Madrasah culture, almost the same as MAN 1 Jombang, both in academics, achievements and also the organization is very good but what really stands out is in the religious field which is very famous for its achievements.

In this regard, research on the urgency of Education Culture in increasing competitiveness deemed necessary in order to contribute to Islamic and general education in Indonesia. Research related to Education Culture in an educational institution has been carried out several times and is in accordance with Islamic values. But research that specializes in the urgency of Education

Culture in increasing competitiveness in Madrasas is relatively rare. This research takes a broader focus, such as the Madrasah cultural program, Madrasah behavior and Madrasah facilities in increasing Madrasah competitiveness in MAN 1 and 4 Jombang.

Based on the explanation above, the researcher is interested in examining how the urgency of education culture is in increasing competitiveness so that it can provide benefits to the Islamic educational institutions studied and other educational institutions. The purpose of this research is to find and analyze the urgency of the education culture program in increasing competitiveness.

METHOD

This study uses a qualitative approach. The reason is because this type of research can be used to find and understand what is hidden behind a phenomenon that is sometimes difficult to know or understand. Qualitative research is also expected to be able to provide a detailed explanation of phenomena that are difficult to convey with quantitative methods. (Anselm Strauss & Juliet Corbin, 1997).

Lexi J. Moleong suggests that a qualitative approach is "a research procedure that uses descriptive data in the form of written or spoken words from observable people or actors." (Lexy J. Moleong, 2003) Then Sukmadinata explained a qualitative approach, namely a research aimed at describing and analyzing phenomena, events, activities, social, attitudes, beliefs, thoughts of people individually. (Nana Syabdih Sukmadinata, 2005)

In this case the researchers focused on the urgency of Education Culture in increasing competitiveness in MAN 1 Jombang and MAN 4 Jombang, which includes the education culture program, the behavior of madrasa residents and madrasa facilities regarding the urgency of education culture in increasing competitiveness at MAN 1 Jombang and MAN 4 Jombang.

RESULTS AND DISCUSSION

The urgency of education culture is indeed a barometer of madrasa activities which is a measure of whether the madrasa has a culture that produces a good result for the school or vice versa a bad culture for the madrasa, therefore MAN 1 Jombang prioritizes education culture in increasing the competitiveness of its institutions so that the institution has good icons and habits in daily life at the madrasa. The urgency of the education culture at MAN 4 Jombang is a habit that is inherent in students, especially with the thick integration of the madrasah into the madrasah, because the progress of education culture at MAN 4 Jombang is very advanced and developing because of the collaboration between the culture of madrasas and pesantren which cannot be separated. The urgency of the education culture program at MAN 1 Jombang and MAN 4 Jombang is:

1. Build curriculum and implement it.

In accordance with Muhammad Mudif et al, Curriculum Which reflect quality participant educate Which expected, can become an effective arena or *race* to bring the behavior of learners to be more good. Fill curriculum isn't only prepare child For his life Now,but Also period come. Principle continuity curriculum This should accompanied with changes in the understanding of content and the way a teacher acts. All madrasa residents as much as possible not maintain conventional pedagogy in applying emerging innovative issues along with curriculum changes that happened. An update that occurs is expected followed by changes actions that match the demands of the update both within behavior as well as trust Which appear of the behavior. (Muhammad Munif, Fathor rozi, Moh. Aminullah 2006).

Innovative issues that need to be understood are changes in internal roles process learning. Between other change role as *transmitter* become *facilitator,* from *teacher centered* to *student centered* , a shift from *content-based curriculum* into *a competency-based curriculum.* This role change becomes a prerequisite strategy to be able to implement the curriculum with all dimensions the changes also in MAN 1 Jombang and MAN 4 Jombang . In perspective

This, implementation Of course will become more effective if supported by application principle in process KBM . (katoh, 1996).

Hope MAN 1 Jombang and MAN 4 Jombang with there is a madrasa madrasa capable apply strategy effective in implement curriculum different. Anyone with a positive outlook will certainly disagree, if madrasas only show amazing physical beauty, while schools experienced serious problems from the aspect of curriculum implementation and failed in terms of achievement of objectives. To carry out the curriculum effectively, madrasah residents should first understand and live up to the philosophy and objectives of the curriculum, structure, and curriculum organization as well as spy lesson. (Mook soon The philosophy Education, 2010).

Madrasas can be called good madrasas if they are successful in manage people, managing the organization and managing change. One of change management That is change curriculum. Change the looked on madrasa Which Implementation of the curriculum provides learning opportunities adequate for the participants educate, coordinated, teaching active, focus And mission education madrasa Which clear.

A newly enacted curriculum led to professional confidence reduce And ability professional weakened. Madrasa residents need various adjustment Good adjustment about draft nor implementation. Strategy implementation curriculum should directed to enhancement ability madrasa residents as man key (*key person)* in space class.

2. Formulating a education culture program and realizing it slowly every day can increase competitiveness.

For make a madrasah cultural program, leader demanded to think Creative, Innovative, and systematic , because a clear madrasah cultural program will be very influential to quality as well as effectiveness in produce performance Which in accordance with the goals and future of MAN 1 Jombang and MAN 4 Jombang . Vision is created from creativity think of the leader as a reflection of professionalism and personal experience or as a result of deep thought collaboration with followers or other personnel form ideas ideal about ambition organization in period front Which want to realized together. The leader as the creator of the vision means being able to think creatively the future of the madrasa. According to Mulyadi, as quoted return by Sudaryono, There is two stages in creation vision, that is:

a. *Trends watching*, is ability level tall For can predict possibility Which happen in period Which will come through his expertise in field Which do as well as sensitivity to signs natural And the changes at a time own the power to draw closer to God as a supernatural power what extraordinary behavior can guide who can catch on from a natural phenomenon. Through *trend watching,* leaders can detect the direction of change in the future and the various opportunities that hidden.

b. *envisioning,* that is ability leader for formulate education culture program based on results observation *trend* change Which will happen infuture. *Envisioning* is a human ability for describe something Which go beyond reality Now, the ability to describe something that will be created that never before, and the ability to describe condition new Which Not yet Once experienced previously. (Sudaryono, 2014).

Leadership has an important role in formulating the vision and madrasa mission. A leader formulates a vision, mission, strategy. Whereas management Which led by head master are individuals who make plans, programs, tactics, control, And budget For realize vision, mission, strategy, And values in the madrasa.

There is five aspect the one that can made base in formulate vision, that is:

a. Challenge, give inspiration, And Spirit,
b. Create objective, direction, And commitment,
c. Beyond interest every personal,
d. Become part integral from culture organization madrasah, And
e. No complicated, concise, easy understood, and communicated.

Formula vision Which Good:
a. Reflect ambition Which will achieved
b. Own Orientation period front madrasa
c. Generate high commitment from all levels and the environmentmadrasa
d. Give direction and focus madrasa strategy Which clear, And
e. Guard continuity leadership madrasah (Moh. Muslim, 2017)

3. Making Madrasas a place for MAN research or a place for achievements for their students.

Education must produce superior graduate products not only from facet intellectual but Also spiritual And social. Education is business man For grow And develop innate potentials in the form of physical and spiritual in accordance with values that exist in society and culture. As a participant educate Which currently take education in something institutioneducation, Actually they has own potency And ability Which must actualized in activities Study. Tall low level actualization somebody to potential That will very determine to performance Which they achieve. (Fuad Ihsan, 2008).

One part of the dimensions of education in madrasas are students or learners. Students or students are *raw material* (material raw) in in process transformation Which called education. When in madrasas , students must get service or arrangement Which Correct so that they Can make his school as the right environment to develop their full potential they have. With so application MAN Research and place of achievement for participant educate is A must for each madrasa.

In the educational process, students are subjects and objects active. Said to be the subject because they play an active role as perpetrator main in process learning, whereas said object because it is the target of students to be developed by educators. If students are used as targets, then they must play a role as subject Which active in Study with facilitated by the madrasah, one of which is by implementing MAN Research and a forum for achievement for students Which can stimulate whole potency Which There is in self they.

4. Mobilizing all stakeholders in MAN 1 and MAN 4 Jombang.

Stakeholders in madrasas are people or body Which interested direct or No direct to activity education in madrasa. Become holder And as well as providing support for education or institution education. As referring on UU System Education National No. 20 year 2003, especially Article 56 explained that stakeholders, that is:
a. Public role in enhancement quality service education Which covers planning, monitoring and evaluation program education through education boards and committees school.
b. Board education as institution independent formed and play a role in quality improvement service education power means andinfrastructure, as well as supervision education on national, provincial, and districts/ cities Which don't have hierarchical relationship.
c. Committee school as institution independent, formed and played a role in quality improvement service with give consideration, instruction and support power, means And infrastructure, as well as supervision education onlevel education units. (Bilqisti Dewi, 2018)

Muhaimin, et al in the quote Bilqisti Dewi divided *stakeholders* into 3 namely primary, secondary, and tertiary:
a. Stakeholders primary (main) is stakeholders Which own involvement in a manner direct with an educational policy, the main determinant in process taking decision, that is government.
b. Stakeholders secondary (Supporter), is stakeholders Which own linkages direct in education and become perpetrator in implementing stakeholder policies primary. Which meant in distribution stakeholders This is head madrasah, educator and education personnel, students, administrative staff, foundation and madrasah committee.

c. Stakeholders tertiary (complementary), is stakeholders who do not have inside influence policy education And implementation or implementation policy education, However own right For determine evaluation to education policy and have rights to use graduates of educational institutions. These *stakeholders are the provider partner community* field work or public user graduate of educational institutions. (Bilqisti Dewi**,** 2018)

Role every *stakeholders* in education own role Which different, start from determination policy education, implementation policy and user graduates :

a. Government, role try and organize system education national Which increase faith and piety as well as morals glorious in framework educate nation's life.
b. The principal, plays a role in managing the house ladder school, look after connection good school with parents, other institutions good government as well as private.
c. Teacher, role in learning child and regular communication with: parents or guardian about progress inner child Study.
d. Person old, role for support implementation Study teach in madrasah, participate active in activity Study in House,
e. Committee school, role as giver consideration in determination and implementation education policy in school.
f. Society , play a role in support school policy, not just blackmail And make graduate of school as object commodity. (Bilqisti Dewi, 2018)

5. Creating a curriculum that does not move away from pesantren activities.

Islamic boarding school is an Islamic educational institution Which grow And acknowledged by public around with system hostel where students receive religious education through recitation system or madrasah, which is completely under sovereignty and leadership of a person or some clerics with characteristic typical Which characteristic charismatic And independent in everything matter. Boarding school can categorized as as institution non-formal Islam, Because existence in track education The community has an educational program that is compiled by itself And on generally free from conditions formal.

As heart education, curriculum looked at as essential for humans. Through education, humans can learn face everything problematic which exists in natural universe by maintain life. Education in life man own role very important. Education can form one's personality and upbringing are recognized as one's strengths able to determine one's achievement and productivity. With educational aid, one understands and interprets environment Which faced, so that capable create work glorious in life or able to achieve a civilization and high culture with the help of education. (Faizin farhah, 2018).

As response from form change curriculum and policy government, so cottage boarding school must willing shift the orientation to be able to collaborate curriculum which has been running in the institution. Islamic boarding school elements Alone covers kyai, mosque, Students, cottage or hostel and teaching classic books (the yellow book), therefore, to keep up with the times and also spread Islam, formal institutions such as MAN 4 Jombang were built which were still based on Islamic boarding schools and also the curriculum was also not far from prisons. Unlike MAN 1 which incidentally is located in the heart cities, the curriculum they use directly interacts with school institutions that are nearby by creating competitiveness as a curriculum in their daily lives (Ahmad Saifuddin, 2015)

6. Provide a differentiator because there is a special Education MAN and must be adapted to the MAN PK procedures.

Madrasas are a model of Islamic educational institutions, when viewed from the outside normative on basically sourced from teachings religion Which universal. Based on commitment This clear education Islam will capable endure in change Which happens from time to time. The universal principle shows its ability to be in one side

maintain Spirit his islam And in side other adapt aspect technically with the times. Moreover, there is MAN PK in the ministry of religion which gives special value to the madrasa it occupies.

Trends development life man in century 21, There is two tendency. *The first* is the role of religion which will be increasingly relevant, and *the second* is the trend regarding advances in science and technology that will change the face and human life. This statement at least gives a future prospect that the need for religious education in the future will be one part of the trend of necessity public. And This give opportunity Which big for stability existence Islamic educational institutions (madrasas) in the midst of globalization, "make it wrong an alternative education. Because religion will reappear as a handle life man in in the midst of scientific progress knowledge and technology.

The emergence of superior and favorite madrasas can be an indication more carry on about longing person old-people old Muslim For get good Islamic education, and at the same time excellent general sciences. So that education madrasa Also competitive for children they. Here it is location advantages of madrassas recently, children get education general, however Also get an advantage in education Islam. Moreover, the emergence of MAN PK in MAN 4 Jombang, of which there are only a few in Indonesia, is one of the government's special monitoring.

Based on the challenges that are being and will be faced, the madrasah need clean up with organize return system his education in accordance with demands from challenge the. Malik Fajar in the quote from Fathor Rozi et al formulate education Islam can becomealternative if fulfills the four demands as following :

a. Clarity ambition with steps Which operational in in business realize ambition education Islam.

b. Empower institutional with organize return the system.

c. Increase And repair management.

d. Quality improvement resource man. (Muhammad Munif, Fathor rozi, Moh. Aminullah , August 2021)

Thinking in on in pack more Specific Again with see the strength of the madrasa which comes from the community and the weakness of the madrasa which is he thought inclined to orthodoxy, so he thought management education Islam in prioritize on four field that is (1) enhancement quality, (2) development innovation And creativity, (3) build network cooperation(*Networking*), and (4) implementation of regional autonomy.

7. Supporting the process of teaching and learning activities based on Islamic boarding schools.

Education and curriculum are things that cannot be separated, especially from fostering and developing all individual potential, especially development potency physique, intellectual, And moral participant educate. Curriculum development serves as a source of academic activities to achieve educational goals. future and the interests of students, according to the challenges of modern times Which attach importance performance. (Nurul huda, 2017).

The existence of the curriculum as the main foundation of education always demanding changes Which significant from period to period. Because along with the development of science knowledge then curriculum must also be dynamic and need touch innovation so that capable offset progress the. Even curricula can change fundamentally if at all state or authority experience change. Matter That means basically motion dynamics curriculum of course is something Which experience and expected, as the structure of science continues to move forward and curriculum must compared straight. Speaking in the context of the curriculum, innovation can be interpreted as development, renewal, enter matter new to in process KBM.

Phenomenon not enough Good Which often found in relation with curriculum, there is a systematic separation between the general sciences and the sciences religion.

Though curriculum the good must complement each other, there should not be any dichotomy between the two type discipline knowledge Which that different. Agil states that, the sciences are capable raise quality of life humans are seen outwardly need For integrated with sciences Which bring prosperity inner, Because on basically all knowledge is grace Allah SWT. Curriculum development has a strategic basis, namely it must be realized that the curriculum is structured in order realize objective education national with notice developmental stages of learners and suitability with environment, need National development, development knowledge knowledge And technology, as well as in accordance with level each unit education. With exists base the so Curriculum has clear limits and not conflict with other interests wide namely interests nation And patriotic. (Kusnandi kusnandi, 2017)

8. Quality culture-based Education Culture program.

Culture quality is A system mark organization Which produce environment Which conducive by continuity And continuity repair quality. Culture quality consists from values, tradition, procedures, and expectations about quality promotion. Madrasah quality culture is madrasah value system that creates a conducive environment For continuity repair quality Which continuous. Culture Madrasah quality consists of values, traditions, procedures and expectations about quality promotion MAN 1 Jombang and MAN 4 Jombang . Meanwhile, the purpose of the madrasah quality culture is to form an environment system-owned organization values, traditions, and rules that support to achieve quality improvement on an ongoing basis continously. Quality culture is a pattern, values, beliefs and the expectations of organizational members for their work to produce products And service quality.

In line with Bilqisti Dewi's opinion, Ada a number of factor Which influence to culture quality in madrasah; namely: 1) madrasah values and mission, 2) organizational structure, 3) communication, 4) decision making, 5) work environment, 6) recruitment and selection, 7) planning curriculum, 8) management source Power And budget, 9) discipline, 10) connection public. Quality A madrasa Also can seen from orderly administration. As for Wrong One form administrative order is there is a mechanism effective and efficient work, Good in a manner vertical or horizontally.

Quality culture starts with quality commitment from all components madrasas, cooperation, and strong leadership in madrasas. Culture madrasah quality through madrasah management processes that can be carried out starting from the planning, organizing, leadership, and monitoring stages.

Culture quality in education held with increase service For fulfil desire And hope from para customer. Edward Sallis in Mulyadi stated that customers in education shared become three group, that is: (1) student Which in a manner immediately received service, (2) parent or sponsors student which has interest direct in a manner individual nor institution, (3) party Which own role important, although not direct like government And public in a manner whole. Diversity customer the make all educational institutions should focus their attention on customer desires and develop mechanisms to respond they.

The criteria for a quality cultured madrasah are characterized by 5 (five) pillars quality education, that is: (1) Focus on student (participant educate). That madrasa and educational professionals have a major responsibility to always optimizing potentials student so that get benefit from learning process in madrasas. In other words, in the process of learning activities teaching must be well prepared, professionally managed so that can give mark benefit Which big for development potency student. (2) Total engagement. Everyone must participate in the transformation quality. Quality is not only the responsibility of the madrasa head,

quality is the responsibility of all parties namely, the committee, teachers, staff, parents, even students itself. Quality means demanding to each person For give contribution to quality efforts. (3) Measurement. Measurement is a field which is often Lots failed in madrasah, because every what was done No accompanied by measurements to determine the level of success. kindly The traditional measure of quality in madrasah output is student achievement. (4) Commitment. Educational professionals must have a commitment to quality. If they don't have a commitment, then the quality transformation process doesn't will be able to start, because it is forced to run it will certainly fail. This means there needs to be a change in culture and management that has commitment to support the process of change towards quality improvement. (5) Continuous improvement *(continuous improvement).* Quality is based on A concept, that every process it can be fixed and no process is perfect. So educational professionals must constantly find ways to deal with problems that arose, they had to improve the process Which developed And make repair Which needed. (Amir, 2019)

9. In the education culture program there is a culture of achievement and a culture of bureaucracy in increasing the competitiveness of madrasas.

Madrasah achievers and have a good bureaucratic culture must capable manage student For made   personal Which grow And develop in accordance with characteristics individual. Madrasah Also capable And able educate his students For control science And technology. Criteria the includes:

a. Professional teachers who have high competence in mastering curriculum, material learning, method, strategy, And approach high quality learning,

b. Achievement, mastering the techniques technique evaluation learning, And control strategy learning Which superior,

c. Own discipline And dedicated tall, loyal to task, innovative, creative in educate, babysitting, And guide student Which have superior talent and potential,

d. Physically and mentally healthy, energetic, good looking, virtuous character, and senior in rank or rank experience,

e. Having special advantages compared to other good teachers in field Skills, forgive something eye lesson special, And guide student eye material extracurricular. (Bilquisti Dewi, 2018, 77-88)

Madrasah considered own Power pull, Power competitive And Power stand, at least madrasa must has the following conditions; *First,* the madrasa as a place of process learning quality And result quality. Quality in field academic, accompaniment emotional, And mentoring spiritual, *second,* cost comparable with quality Which he showed. Person old Which realize will importance quality education, even if it costs a little expensive origin quality Which given Good so No become problem. Education is not a business venture, where it is known in the business world the term quality is expensive and that is not quality is cheap. Education have another barometer in view of the financing side. There are several schools in Indonesia which seems cheap, but able to educate students with Good. Matter the can not be separated of roles student which exists in inside. *Third,* madrasa own ethos Work Which tall, in meaning all educational component accustomed to working hard to educate, orderly, discipline, full not quite enough answer, objective, And consistent. Values the become attitude And owned by whole member And community education on this school, *fourthly,* guaranteed security both physically and psychological. In meaning, the school complex really instills an environmentally friendly attitude to live in an orderly, beautiful, neat, safe, shady, comfortable and make people feel at home in inside, *fifth,* created atmosphere humanist in in madrasa , maintained culture communication, exercise together And exists validation Friend colleague. With say other, madrasa Which Good maintained integrity education, religiosity, moral, character And morals . That is why a culture of achievement and a culture of bureaucracy are very important for the harmony of madrasah

programs because they really support the implementation of madrasah programs that can increase the competitiveness of madrasas.

CONCLUSION

The education culture program in improving madrasa culture, education culture is indeed a barometer of madrasa activities which is a measure of whether the madrasa has a culture that produces a good result for the madrasa or vice versa a bad culture for the madrasa, therefore MAN 1 Jombang and MAN 4 Jombang prioritizes education culture in increasing the competitiveness of its institutions so that these institutions have good icons and habits in daily life at madrasas. The education culture programs at MAN 1 Jombang and MAN 4 Jombang are: a). Build curriculum and implement it. b). Formulating a education culture program and realizing it slowly every day can increase competitiveness. c). Making it a place for MAN research or a place for achievements for students. d). Mobilizing all stakeholders in MAN 1 and MAN 4 Jombang. e). Creating a curriculum that does not move away from pesantren activities. f). Provide a differentiator because there is MAN Special education must be adapted to MAN PK procedures. g). Supporting the process of teaching and learning activities based on Islamic boarding schools. h). The education culture program is very visible in the culture of quality in both locations so that it provides a new color in increasing the competitiveness of madrasas. i). and also finally the research findings on the education culture program namely the existence of a good culture of achievement and bureaucratic culture from the two locations, which matured the education culture to be fast and perfect results in increasing the competitiveness of madrasas.

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