

## Contestation of Global Competencies: The Concepts of 3 Featured Madrasah Ibtidaiyah in Banyumas

**Rahman Afandi**

Faculty of Tarbiyah and Teacher Training  
State Islamic Institute (IAIN) Purwokerto  
e-mail: rahman.afandi40@gmail.com

**Mustajab**

Faculty of Tarbiyah  
Nahdlatul Ulama Islamic Institute (IAINU) kebumen  
e-mail: musta.dewey@gmail.com

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### **Abstract**

*The existence of madrasah (Islamic school) management development is essential in Indonesia. Research findings in 2017 show the pattern of educational expansion carried out by madrasahs in each region and education unit. Madrasahs inflate their roles and functions as a means of quality improvement. The expansion can be seen in the progressing number of Madrasah Ibtidaiyah (MI) in Banyumas, reaching a figure of 182. The group MI divided into 179 private institutions and three public ones. The madrasah spread in 27 sub-districts of Banyumas District. Problems faced by MTs in Banyumas in developing their potentials are related to global competencies. The issues have become the homework for madrasah managers who oversee quality excellence. This paper will discuss three featured MIs in Banyumas in relation with the contestation of global competencies in Islamic education management. The three madrasahs are the State Madrasah Ibtidaiyah number 1 Banyumas (MI Negeri 1 Banyumas) as a Distinguished and Islamic School; MI Ma'arif NU Pageraji as a School of Champions; and MI Muhammadiyah Karanglewes Kidul as a School of Quality and Character.*

**Keywords:** Global Competence, Superior Madrasah Concept

### **Abstrak**

*Keberadaan perkembangan manajemen madrasah penting di Indonesia. Hasil riset tahun 2017, pola elaborasi pendidikan dilakukan madrasah di masing-masing daerah dan satuan pendidikan. Madrasah mengembangkan peranan dan fungsi sebagai pola peningkatan mutu. Hal ini terlihat pada progresifitas Madrasah Ibtidaiyah (MI) Banyumas. Hal ini terlihat dari jumlah 182 MI. Madrasah terbagi dalam 179 MI swasta*

*dan 3 MI Negeri. Madrasah tersebut tersebar di 27 kecamatan Kabupaten Banyumas. Problematika MI banyumas dalam mengembangkan potensi diri berdasar pada kompetensi global. Hal tersebut menjadi PR para pengelola madrasah dalam keunggulan mutu. Paper ini akan membahas 3 MI unggulan Banyumas dalam kontestasi kompetensi manajemen Pendidikan islam global. Hal tersebut dapat dicirikan oleh MI Negeri 1 Banyumas sebagai Sekolah Unggul dan Islami, MI Ma'arif NU Pageraji. sebagai Sekolah Para Juara, dan MI Muhammadiyah Karanglewes Kidul sebagai Sekolah Bermutu dan Berkarakter.*

**Kata Kunci:** *Kompetensi Global, Konsep Madrasah Unggulan*

## Introduction

Various concepts have been offered by madrasah (Islamic school) to develop knowledge, expertise, and morality in people's lives. Madrasahs have the same role as other educational institutions.<sup>1</sup> Curricula in madrasahs have advantages over those of public schools, specifically their Islamic characteristics inherent in more religious subjects. Thus, the community effect of madrasah is equal to that of public schools.

Today, there has been an elaboration in the pattern of madrasah education in each region or education unit. In its development, the existence of madrasah is increasingly diverse whether in form, role, and function. The expansion sees from in the relatively progressive development of Madrasah Ibtidaiyah (MI) in Banyumas (MI=Islamic school at the elementary level). Up to 2017, the number of MIs has grown to reach the figure of 182, with 179 private MIs and three states MTs spread across 27 sub-districts.<sup>2</sup> The growth of madrasah at the level of education unit to the regional level emerged as a response to global events and local government policies. The interesting aspect regarding the development of madrasahs in Banyumas Regency is the emergence of new madrasah concepts and directions as a representation of community needs and global demands.

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<sup>1</sup> This is a consequence of the education autonomy policy. See Presiden Republik Indonesia, "Law on National Education System" (2003) This law explains that Madrasahs are an integral part of the national education system under the guidance of the Ministry of Religion and Government regulation of the Republic of Indonesia No.55 of 2007 concerning religious education.

<sup>2</sup> "No Title," n.d., [www.banyumas.kemenag.go.id](http://www.banyumas.kemenag.go.id) about Banyumas Regency Number of Education Unit (School) Data based on the type of SD/MI, 2017.

The education rating development does not manage partially Madrasah. It requires full developmental thinking. Improving the quality of human resources is a consequence of national development policies in the field of education.<sup>3</sup> Therefore, madrasah education should not only be developed based on its preliminary ability. Instead, it should be formulated seriously by looking at the needs of the community. Global demand is also a reference for developing madrasahs to be competitive at a local, national and global stage.

### **The Concept of Madrasah within Banyumas effect of wisdom**

Madrasahs are Islamic education institutions developed in addition to masjid and *pesantren* (Islamic boarding schools). Madrasahs become a place to accommodate the transformation of Islamic as well as general knowledge.<sup>4</sup>

Madrasahs have experienced a revolution of interpretation within the history of Muslim development since the time of the Prophet Muhammad, peace be upon him, up to today. The equivalent of the word 'madrasah' in Bahasa Indonesian is 'school.' The word Madrasah is absorbed from Arabic which means 'place for learning' in general and does not refer to a particular place. Learning activities can be carried out anywhere, at home, in a masjid, *surau/langar* (personally owned and smaller types of masjid), or in other places depending on circumstances. In its further development, technically, the word madrasah is narrowly connoted to become a block or building equipped with educational facilities, media, and infrastructure to support the learning process of religious and or general knowledge.

In the Indonesian context, madrasah is Islamic educational institutions that are a transformation from traditional learning systems in surau, langgar, masjid, and Islamic boarding schools. Historically, educational institutions in the early days were boarding schools focusing their activities on educating their students to study religious knowledge (*tafaquh fiddin*). Then it developed into institutions in the form of madrasahs that adhere to

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<sup>3</sup> Muhaimin, *Wacana Pengembangan Pendidikan Islam* (Yogyakarta: Pustaka Pelajar, 2003), hlm. 175.

<sup>4</sup> Maksum, *Madrasah : Sejarah Dan Perkembangannya* (Jakarta: Logos Wacana Ilmu, 1999), hlm. 51-63,  
[https://books.google.co.id/books?id=cEEQAgAACAAJ&dq=Madrasah;+Sejarah+dan+Perkembangannya&hl=id&sa=X&ved=oahUKEwinkN\\_Q9sHfAhVLFHIKHQatBjQQ6AEIKTAA](https://books.google.co.id/books?id=cEEQAgAACAAJ&dq=Madrasah;+Sejarah+dan+Perkembangannya&hl=id&sa=X&ved=oahUKEwinkN_Q9sHfAhVLFHIKHQatBjQQ6AEIKTAA).

formal education system (applying national curriculum, providing scheduled lessons and examinations, benches and blackboards like most Western-type schools.<sup>5</sup> The evolution of Madrasahs transforms to become public institutions with levels ranging from private law on primary to secondary. It recognizes in the Republic of Indonesia's Law No. 20 of 2003 concerning the "National Education System," the Government Regulation of the Republic of Indonesia No.55 of 2007 concerning Religious Education and Religion-Related Education, and Government Regulation No. 17 of 2010. It ranges to concerning the Management and Implementation of Education on statute number 1 that manages the madrasah with several education levels.

*Firstly*, Madrasah Ibtidaiyah, abbreviated as MI, is a form of formal education unit under the auspices of the Minister of Religion which organizes general education with the distinctiveness of Islamic religion at the level of primary education. *Secondly*, Madrasah Tsanawiyah (MTs) is a form of formal education unit under the auspices of the Minister of Religion which organizes general education with Islamic characteristics at the level of secondary education as a continuation of elementary school, MI, or other equivalent forms, or as a continuation from recognized learning outcomes equal or equivalent to elementary school or MI. *Thirdly*, Madrasah Aliyah (MA) is a form of formal education unit under the auspices of the Minister of Religion which organizes general education with Islamic distinctiveness at the secondary level as a continuation of middle schools, MTs, or other equivalent forms, or a continuation of learning outcomes that are recognized as equal or equivalent to middle schools or MTs.

### **Direction and Framework of Madrasah Development**

The visions and missions develop Madrasa on principles specifically normative, religious, and philosophical values. It believes to be right for the strategic environment and strategic national issues. The foundation for developing visions and missions madrasah sets by the Ministry of Religion of the Republic of Indonesia.<sup>6</sup> It is The macro vision of madrasah that is "the realization of Indonesian society and nation with religious attitude,

<sup>5</sup> *Ibid.*, hlm. 79-111.

<sup>6</sup> Tim Penyusun, *Desain Pengembangan Madrasah: Visi 2006* (Jakarta: Kemenag RI, 2005), hlm. 14-23.

worthwhile scientific ability, skill, and professionalism.” Whereas, its micro vision is "the realization of individuals with religious attitudes, supernatural scientific abilities, skills, and professionalism according to the order of life. It is Madrasah’s missions that are creating knowledgeable prospective religious scholars, creating religious future scientist, and creating skilled prospective human resources who are professional and ethical.

The practical level of madrasah education uses several basic principles that become references in the development of madrasah. It builds the principle of equality between the madrasah education sector and education sectors outside of madrasah. It Adheres the principle of education planning, that is a requirement to be responsive to any changes and to make appropriate normative efforts by the ideals of the community. It Follows the reconstructionist principle that madrasah has an education that graduates need by society and develop the present education conditions. It Obeys the principle of orientation education towards students that is meaning full of education services consider the characteristics of students both general and specific. It is an example for children and adolescents who stay remote and urban areas with low-income and high-income families. It Complies with the principle of multicultural education that Inclusion education system is the only understand a pluralistic society. It Stands with the principle of global education to prepare students who are in the global society.

Additionally, the concept of madrasah development uses the theory of social-reconstructivism<sup>7</sup> with the philosophy of social policy instead of the philosophy of public policy. The philosophical foundation of social policy departs from the recognition that every individual has the rights in their respective fields and levels of authority to determine their desired direction and quality.

### **Strategic Analysis of the State of Madrasah**

According to Noeng Muhadjir, everything is evolving, and there is a process of growth, adaptation, selection, and competition (evolutionary thinking pattern).<sup>8</sup> Likewise, an educational institution (e.g., madrasah) will

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<sup>7</sup> Zuhairi, *Filsafat Pendidikan Islam*, Bumi Aksar (Jakarta, 2004), hlm. 29–30.

<sup>8</sup> Noeng. Muhadjir, *Metodologi Penelitian Kualitatif* (Yogyakarta: Rake Sarasin, 1989), hlm. 83–84.

experience the process of growth, adaptation, selection, and competition to existing.

Madrasahs, institutionally, need to be developed with a reactive and proactive nature towards social reconstruction. Madrasahs need to contribute to the pattern and direction of community development actively. Then, it is necessary to have a strategic analysis of the conditions and a formulation of critical strategies. The strategic analysis madrasah needs the geographical, demographic, and socio-economic contexts, as well as cultural background and public appreciation, and government regulation. The description of the strategic analysis of madrasah environment is <sup>9</sup> The geographic environment seen from the location that madrasah is in easily place for public accessibility area. The next analysis of the demographic environment includes the number of residents, growing population, religion Society, quality education in the area. The socio-economic environment of madrasah student and student parents that is to seeing livelihood and Incomes member of madrasah students. The Cultural Environment and Community Appreciation for Madrasah Education is the issue of live culture tradition that concern and seek an education with a variety of a Social group that prioritizes to concern education. The government regulation issues that directly or indirectly affect the development and improvement of madrasah quality. It takes like BOS to help funding education for Poor Society.

### **SWOT Analysis in Madrasah Development**

In understanding the factors that help to achieve the goals of the madrasah, it is necessary to use SWOT analysis. SWOT is an acronym for the words *Strengths*, *Weaknesses*, *Opportunities*, and *Threats*. Factors related to strengths and weaknesses are found within the structure of an organization (internal factors), while opportunities and threats are external factors faced by an organization (external factors).<sup>10</sup> According to Peace and Robinson SWOT actives with Strengths, Weaknesses, opportunities, and Thread.

Strengths are resources, skills, and other advantages that are relative to competitors. Weaknesses are limitations or deficiencies in resources, skills

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<sup>9</sup> Muhaimin, *Manajemen Pendidikan: Aplikasinya dalam Penyusunan Rencana Pengembangan* (Jakarta: Kencana, 2010), hlm. 209-16.

<sup>10</sup> Sondang P. Siagian, *Manajemen Strategik* (Jakarta: Bumi Aksara, 2005), hlm. 172.

or capabilities that severely hamper organizational effectiveness. Opportunities are critical beneficial situations within the organization. Threats are substantial disadvantageous situations within the organization.<sup>11</sup>

SWOT in educational institutions looks from internal and external aspects. *Internal aspects* include teaching and administrative staff, classrooms, laboratories, and infrastructure facilities (learning environment), the number of students, operational budgets, research and development programs in science and technology, and other organizations or councils in schools. *External aspects* include prospective workplaces for graduates, parents, and families of students, other competing educational institutions, higher level educational units in which to continue education, social and economic demographics of the population, and funding bodies.

**Table 1. Four SWOT Strategic Possibility Sets**

| IFAS<br>EFAS  | Strength  | Weakness  |
|---------------|---|---|
| Opportunities | <b>SO Strategy:</b><br>Creating strategies that use strengths to take advantages of opportunities | <b>WO Strategy:</b><br>Creating strategies that minimize weaknesses to take advantages of opportunities |
| Threats       | <b>ST Strategy:</b><br>Creating strategies that use strengths to overcome threats                 | <b>WT Strategy:</b><br>Creating strategies that minimize weaknesses and avoid threats                   |

SWOT is an acronym for the words *Strengths*, *Weaknesses*, *Opportunities*, and *Threats*. Factors of strength and weakness are found within the body of an organization (*internal factors*), while opportunities and threats are factors faced by an organization (*external factors*).<sup>12</sup>

SWOT aspect in educational institutions looks from internal and external factors. Internal factors include education and administrative staff, classrooms, laboratories, and learning facilities (learning environment), number of students, operational budgets, research and development programs in science and technology, and other organizations or councils in the schools. External factors comprise prospective workplaces for graduates,

<sup>11</sup> John A. Pearce and Richard Robinson, *Manajemen Strategik: Formulasi, Implementasi dan Pengendalian (Jilid 2)* (Jakarta: Bumi Aksara, 1997).

<sup>12</sup> Siagian, *Manajemen Stratejik*, hlm. 172.

parents, and families of students, other competing educational institutions, high schools as preparation for continuing education, social and economic demographics of the population, and funding bodies.

The SWOT analysis above will help schools in developing their branding strategies. The branding strategy itself is an effort to compile the distinctiveness that makes certain schools unique compared to other schools. Having a clear and concise branding strategy creates stronger brand equity (capital owned by an organization). This way, people will see and recognize the advantages of the products or programs offered by an organization.

The organization has goals to help them survive and develop. The goals achieved through efforts to maintain and increase the profit of the organization. It takes if the marketing department of the organization formulates a solid strategy to use the excellence or opportunities existing in marketing so that the position of the organization is marketable and improve. The disagreement is regarding the meaning of strategy reflected in the definitions proposed by the author. It happens because there is no sufficient parameter for the notion of strategy. It argues that strategy includes methods used to achieve the goal Purpose while others believe that is strategy itself only includes ways to achieve goals.

### **Branding Strategy of Madrasah**

*Strategy*, according to the Indonesian Dictionary, is defined as a thorough plan of activities to achieve specific goals (kbbi.web.id/strategy) while *Branding* comes from the English word 'Brand.' Branding is the identity of a product in the market, from which we can show the business value of an organization or a company. Branding plays a vital role in a business. With a business strategy, a product will know by the community and the market.

According to Ryan Gondo Kusumo, 10 steps improve brand with Create a logo design on suits the product. It is Fashion a good company logo design. It Chooses the appropriate marketing tool to increase brand in the public's eyes. It Interacts through social media. It establishes a partnership to build brand awareness. It Uses blogs to improve business branding. It Creates messages that make people want to spread them. It Gives fans the opportunity to participate. It is Appreciate super fans.



In addition to the above, the things below must be kept in mind to try to build, and to create a brand image. It must be easy to remember, for example, by choosing a domain name that does not carry difficult vocabulary or goes more than three words. It should be relevant. Though not a must, brand names that are relevant to the product will make the brand image stronger. It Tries to be dynamic and flexible as that is equally important. It means that organizations must also have the ability to keep innovating, even though it is still in the context of the same product. This method aims to help businesses survive while not outdated. It Increases interaction with the audience.

### **Prospect of Madrasah**

By prospect, Madrasah takes map into internal factors by looking at the aspects of Strengths and Weaknesses. Both aspects are to see the strengths of madrasah as a step to develop innate superiority. Whereas, weaknesses are used as an evaluation consideration to improve madrasah internally. Madrasah's prospects on external factors are related to the aspects of Opportunities and Threats. In both points, the opportunities are used by madrasah as a step to develop obvious superiority while the threats aspect is seen as an evaluation to improve externally.

The application of the concepts can be elaborated through three examples of Madrasah Ibtidaiyah in Banyumas District as follows:

#### **1. State Madrasah Ibtidaiyah number 1 Banyumas (MI Negeri 1 Banyumas)**

##### **a. Prospect of the Madrasah**

MI Negeri 1 Banyumas is a leading accredited State Islamic School. Madrasah located in the Eastern Purwokerto. The madrasah has two different buildings in two locations. The first building is built on Jalan Kaliputih Number 14 Purwokerto, and the second building stands on Jalan Supriyadi Gg. Satria II Purwokerto.<sup>13</sup> This Madrasah has teachers and qualified educational staff with a minimum of S1 degree, and some have earned their master's degree. The madrasah

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<sup>13</sup> "Profile Document MIN 1 Banyumas," 2018.

has a total of 31 teachers and 13 educational staff. This number is sufficient for the implementation of education that leads to excellence.<sup>14</sup>

In developing its curriculum, Madrasah Ibtidaiyah Negeri 1 Banyumas uses the concept of grouped subjects. Group A subjects are those which the central education department develops contents. Group B subjects, consisting of Cultural Arts and Craft, as well as Physical, Sports and Health Education, are subject groups which contents that are developing by the central department of education. It is with local contents generated by the local government fulfill. General subjects (other than religious ones) are conducted using thematic-integrated approach.<sup>15</sup> In developing student competencies, in addition to academic activities in the form of learning processes in classrooms, outdoor activities such as visits to museums, banks, educational study tours, and visits to various educational places are also held as an extension of classroom learning.

In facilitating the talents and interests of students, MI Negeri 1 Banyumas organizes self-development activities in extracurricular form. Compulsory extracurricular activities are scouts and *Saman* dance. Whereas optional extracurriculars are martial arts (karate), chess, sepak takraw, volleyball, drum band, *hadroh* (Islamic musicals), *khutbah* (speech), wall magazines, painting, sound art-*Tilawah* (Quranic recitation).<sup>16</sup>

MI Negeri 1 Banyumas has a flagship program known as *Tahfidz* Training Program and Student Boarding (boarding school). *Tahfidz* Training is a program held by MI Negeri 1 Banyumas which is intended for students in Grades 3-6 to deepen the memorization of the Qur'an, in addition to memorizing *Juz 'Amma* (the last *juz* of the Qur'an) in the morning. As for boarding school, it is a program implemented by MI Negeri 1 Banyumas intended for Grade 6 students as an implementation of the MIN's visions. Islamic boarding school services offer for 6th graders with educational activities looking up to

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<sup>14</sup> *Ibid.*

<sup>15</sup> "Curriculum Document MIN 1 Banyumas," 2018.

<sup>16</sup> *Ibid.*

modern Islamic boarding schools. The activities will hope to create a conducive learning environment for the development of students' knowledge, attitudes, and skills in a balanced manner as an investment for the alumni of MI Negeri 1 Banyumas who will continue to secondary level and interact with their community.

The state of students in this madrasah in the 2018/2019 Academic Year is very good with a total of 731 students enrolled, divided into 24 study groups ranging from Grades 1 to 6. Besides that, in 2017/2018 the average score of the National Examination was 8.11. Additionally, the students at the madrasah also have achievements in various competitions in 2018 such as winning the 3rd place of a female student *Tahfidz* in Banyumas at the regional level, being the 3rd winner of a quiz contest in Central Java - Yogyakarta Special Region at the provincial level, and various other championships.<sup>17</sup>

Madrasah map is into internal factors by looking at aspects of strengths and weaknesses. Both points are to see the advantages of madrasah as a step to develop the superiority of madrasah internally while the shortcomings of the madrasah are used as a reference for evaluation to improve the madrasah internally.

The madrasah's prospect related to external factors is seen by looking at the aspects of opportunities and threats. Both aspects are to look at the opportunities for madrasah to develop its obvious superiority, while the threat aspect is used as an evaluation consideration to improve externally. Describing of The prospect, MI Negeri 1 Banyumas explains internal factor in the table.

| INTERNAL FACTORS  |   |
|---|---|
| Strengths   | Weaknesses  |
| 1. The curriculum applied at MIN 1 Banyumas provides students with academic and life skills                         | 1. The progress report does not report by document appropriately. MIN 1 Banyumas does not have short, medium and long-term Work Plan.                 |
| 2. The madrasah is reasonably comprehensive in facilitating students' self-development with various activities. The | 2. The madrasah's plans and strategies have not supported the realization of its visions, missions, and objectives. Thus, the realization of visions, |

<sup>17</sup> "Profile Document MIN 1 Banyumas."

|    |  |    |   |
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|    | facilitation is a way of accommodating talents and interests in each student.  |    | missions, and goals are not adequately mapped.  |
| 3. | Students' National Examination results in the last three years are satisfactory  | 3. | The Monitoring evaluation does not arrange conceptually in at MIN 1 Banyumas activities. It becomes an obstacle in finding out the level of achievement and the suitability between the plans set and the results achieved. |
| 4. | MIN 1 Banyumas receives substantial funds from the Ministry of Religion.   | 4. | The construction of a new building has become another development activity at MIN 1 Banyumas. However, buildings that are not ready to use become obstacles in learning that requires classrooms.                           |
| 5. | The learning process at the madrasah is adequate in facilitating learning processes. Teachers are creative in supporting learning in the classroom.        |    |   |
| 6. | MIN 1 Banyumas for the last three years has developed Islamic boarding schools for Grade 6 students as a way of strengthening Islamic and academic skills. |    |   |

#### EXTERNAL FACTORS

| <b>Opportunities</b> |  | <b>Threats</b> |   |
|----------------------|--|----------------|---|
| 1.                   | Parents strongly support madrasah activities. For example, in the commemoration of Islamic Holidays, parents give support in the form of funding for these activities.                   | 1.             | MIN 1 Banyumas being in an urban area is a challenge. The urban environment exposes the madrasah to all forms of impacts from community behavior, as well as impacts from the development of information and technology for children. |
| 2.                   | MIN 1 Banyumas establishes a collaboration with Al-Hidayah Hospital to assist with health programs for students.   | 2.             | The location of the madrasah influences other madrasahs that are near with square of madrasah throughout the year. In that case, MIN 1 Banyumas must always improve its institutional quality in order to remain superior.            |
| 3.                   | Government support is adequate to help develop the madrasah. It shows from the budget funding for building #2. The Teacher and staff training even take conducted according to regularly |                |   |

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|----|--|
|    | the needs of the madrasah.   |
| 4. | MIN 1 Banyumas accredited A (very good). It shows that has the national education standards. |

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## **b. Branding of the Madrasah**

MIN 1 Banyumas characterizes itself as a Distinguished and Islamic School. The name 'distinguished' displays the madrasah's excellence with a myriad of achievements in the academic and non-academic fields. Whereas the 'Islamic' slogan is inseparable from the existence of a student boarding house which becomes a place to strengthen religious knowledge. The next character is that the Islamic concept lives in the culture of the madrasah with the activities to build student spiritual religiosity.

This naming is undoubtedly a form madrasah's branding targeting the wider community. The community interest to madrasah for enrolling the student in madrasah as well as has the advantages of quality.

## **MI Maarif NU 1 Pageraji**

### **a. Prospect of the Madrasah**

MI Ma'arif NU 1 Pageraji has a strategic location because it is easily accessible by public transport or private vehicles and is on the edge of the highway that connects the city of Purwokerto with Ajibarang. The location of the madrasah is relatively close to the town center (Sub-District), which is about 2 km. The madrasah located at Pageraji Highway Number 10 RT 2 RW IV Pageraji Village, Cilongok District.<sup>18</sup>

MI Ma'arif NU 1 Pageraji is a superior MI because it is accredited A by the National Education Standards Board, decree number 101 / Bap-SM / XI / 2013. The facilities and infrastructure at MI Ma'arif NU 1 Pageraji are relatively ample and in good condition. Buildings in MI Ma'arif NU 1 Pageraji consist of various rooms for

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<sup>18</sup> "Profile MI Ma'arif NU Pageraji," 2018.

teaching and learning activities as well as other forms of learning activities. The rooms include classrooms, madrasah's head office, teacher's office, library, prayer room, student cooperative, Student Health Unit, kitchen, laboratory, warehouse for the sports room, administration room, and toilet. Also, equipment available at this MI is plentiful and is still in good condition. The equipment includes computers, art materials and instruments (*angklung*, keyboard instrument, flutes, piano, tambourine, guitar, *Marawais*), scouting devices, drum bands, first aid kits, wireless, gas stoves, TVs, electric bells, laptops, netbooks, futsal equipment, and the internet.

Regarding curriculum development, MI Ma'arif NU 1 Pageraji uses the concept of subjects grouping. Group A subjects are subjects which the central Department of Education develops contents. Group B subjects such as Cultural Arts and Crafts as well as Physical, Sports and Health Education are subjects which the central education department develops contents and supplemented by local contents developed by the local government. The learning of general subjects (other than religion) is conducted using thematic-integrated approach.<sup>19</sup> Teaching and learning activities at MI Ma'arif NU 1 Pageraji include subjects such as: Bahasa Indonesia, English, Javanese, Mathematics, Natural Sciences, Social Sciences, ICT, Sports, Civics, Cultural Arts and Crafts, *Akidah Akhlak* (Islamic Morals), *Fiqih*, Islamic Cultural History, Hadith Qur'an, Arabic, and NU-related study, otherwise known as *Aswaja*, as a unique characteristic of Ma'arif educational institution.<sup>20</sup>

Extracurricular activities at MI Ma'arif NU 1 Pageraji that service with the aim of building student skills outside of school hours. Existing extracurricular activities include *hadroh*, scout, drum band, the art of reciting the Qur'an, dance, painting, volleyball, takraw, and chess.

Regarding activities for the cultivation of student interests and talents, the madrasah allocates one day per week, on Saturdays, from

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<sup>19</sup> "Curriculum Document MI Ma'arif NU Pageraji Banyumas," 2018.

<sup>20</sup> *Ibid.*

10:00 to 12:00 (West Indonesia Time Zone). To support the achievement of the skills or life skill goals, the MI provides adequate facilities and competent teachers. With regards to the talents of the students, the teachers at MI Ma'arif NU 1 Pageraji always guide and direct students to always improve their accomplishments. MI Ma'arif NU 1 Pageraji also has many accomplishments in the academic fields. The MI students' attainment in the academic fields is not only limited to sports. They also prove that they are capable of competing with students from other madrasahs at the Sub-District, District, and even Provincial level. Some of their accomplishments include being the 2nd winner of Student *Murotal Musabaqah Tilawatil Qur'an* (the art of Qur'an recitation) at the district level, being in the 3rd place in the National Science Examination Olympiad, being the 2<sup>nd</sup> winner of the Boys Volleyball Championship, and various other achievements. Describing of The prospect, MI Ma'arif NU Pageraji explains internal factor in the table.

| INTERNAL FACTORS  |   |
|---|---|
| Strengths   | Weaknesses  |
| 1. The curriculum developed at MI Ma'arif NU Pageraji is adequate for creating competitive students both locally and nationally.  | 1. Learning is executed mostly in the classroom while it can be done outdoor according to the theme of the subjects learned.  |
| 2. Concerning students' self-development, the madrasah equips students with various extra-curricular activities including Scouts (primary), School Health Units (UKS), Sports, Arts, and others. It is to support the cultivation of personality, leadership and social attitudes in students, especially of caring attitude. | 2. headmaster does not arrange the monitoring Supervision in an orderly manner.   |
| 2. Regarding student achievement, this madrasah has numerous academic and non-academic achievements.  | 3. Around three teachers qualify as a class teacher (Madrasah Ibtidaiyah Teacher Training/Elementary School Teacher Training). It indicates that the teacher does not professionalism standards fully achieved. |

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4. The number of teaching staff has not met the national standard, primarily related to the ratio between the number of students and the number of teachers.
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5. Supporting facilities for teaching and learning are still inadequate. Media that supports classroom teaching is still lacking.
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6. Concerning funding, the madrasah funds supported by BOS aid.

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**EXTERNAL FACTORS**

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**Opportunities**

**Threats**

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| <ol style="list-style-type: none"> <li>1. In funding the activities of the madrasah, parents are supporting, for example, through paying for monthly school fee, although the amount varies for each student because the madrasah uses a cross-subsidy system. The system allows for donations based on the financial capability of parents.</li> </ol> | <ol style="list-style-type: none"> <li>1. Competition among schools in Pageraji village is quite apparent, requiring MI Ma'arif NU Pageraji to strive amongst Public Primary Schools within the same location or village.</li> </ol> |
| <ol style="list-style-type: none"> <li>2. The madrasah establishes cooperation with the Cilongok Health Centre. This collaboration takes the form of a health check for students.</li> </ol>  | <ol style="list-style-type: none"> <li>2. The complexity of community life in Pageraji may have positive or negative impacts on the madrasah.</li> </ol>   |
| <ol style="list-style-type: none"> <li>3. In the development of the madrasah, the government (the ministry of religion) provides funding, training and institutional management leadership program such as training for teachers on the implementation of the 2013 curriculum, mentoring for madrasah principals, and others.</li> </ol>                | <ol style="list-style-type: none"> <li>3. National Examination Results of MI Ma'arif NU Pageraji are quite varied. The students have quite high scores and lower scores.</li> </ol>  |
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| 4. This Madrasah is an institution with strength in character building. It provides activities and routines that build Islamic morals, such as the reading of <i>juz 'amma</i> at the start of learning, performing <i>dhuha</i> prayer (prayer when the sun starts to rise) together, and also the recitation of <i>asmaul husna</i> (the Great Names of Allah) on certain days. | 4. As information and technology advanced, the use of mobile phones or gadgets affects learning, in that students are less interested in classroom learning. |
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| 5. Pageraji's MI Ma'arif NU accredited A. This Madrasah has demonstrated excellence with good education standards. |  |
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## b. Branding of the madrasah

The madrasah brands itself as the School of Champions to distinguish itself from other schools or madrasahs, and as a form of self-existence. Regarding the talents of the students, the teachers at MI Ma'arif NU 1 Pageraji always guide and direct students to always keep improving what they had achieved. The MI also has many achievements in the academic fields.

The spirit of champion resides in the heart of students. Students who represent the school in championships have the responsibility to win. In the souls of the students, the champion spirit is rooted, students usually become champions every time they take part in championships. In the case of losing, the student would feel disappointed and cry because they feel that they cannot give their best.

The academic achievements attained by students of MI Ma'arif NU Pageraji are not only in the field of sports. In the academic field, students of this MI also prove that they are capable of competing with students from other madrasahs at the Sub-District, District, and even Provincial level. It was evident in 2010 when students of MI Ma'arif NU 1 Pageraji won the Mathematics and Science Olympiad held by the Ministry of Education and stepped on to the quarter-final at the Provincial level.

### 3. MIN Karanglewas Kidul

#### a. Prospect of the Madrasah

Madrasah Ibtidaiyah Muhammadiyah Karanglewas Kidul locates in Karanglewas Kidul Village, precisely at Jayadiwangsa Street No.45 Karanglewas Kidul Village, Karanglewas Subdistrict, Banyumas District.<sup>21</sup> This madrasah is categorized as excellent since it is accredited A. In addition, the facilities and infrastructure owned by MI Muhammadiyah Karanglewas Kidul are quite plentiful, including classrooms, madrasah's head office, teacher's office, Student Health Unit room, kitchen, and toilet, with various facilities in each room. The MI teaching staff are in a functional category with 10 class teachers, one subject teacher, one teacher for Physical, Sports and Health Education, and assisted by two administrative staff. Teachers are strata one qualified by their fields. The state of the students experiences good progress every year, and enrolment is entirely consistent. For the 2018/2019 school year, there were 12 study groups with 202 students. The MI's achievement is quite good, shown by being the 1st winner of the Axiom English Speech Contest for male and female students, being in the 2nd Place at the sub-district Axiom Religious Quiz Contest, being the runner-up 3 in the Boys *tahfidz* (Qur'an memorization) competition, standing as runner-up 3 in the General Quiz Contest at the sub-district level.

The curriculum is a set of plans and arrangements comprising objectives, learning contents and materials. The curriculum applied in MI Muhammadiyah Karanglewas Kidul is the Education Unit Level Curriculum (KTSP) or the 2006 curriculum for Grades 3 and 6, plus Character Education. The 2013 curriculum uses for in Class 1, 2, 4, and 5.<sup>22</sup> To develop the talents, interests, and abilities of students, MI Muhammadiyah Karanglewas Kidul offers some extra activities such as Reading and Writing the Qur'an, Painting and Calligraphy, sepak takraw, *Tapak Suci* (a type of martial art), Volleyball, *Tartil and Tilawah* (an art in reading the Qur'an), Chess and Archery.

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<sup>21</sup> "Profile of MI Muhammadiyah Karanglewas Kidul," 2018.

<sup>22</sup> "Curriculum Document for MI Muhammadiyah Karanglewas Kidul," 2018.

Madrasah map is into internal factors by looking at aspects of strengths and weaknesses. These aspects are to see the advantages of the madrasah as a step to improve self-superiority internally while the weakest aspect of the madrasah is seen as consideration for evaluation to improve the madrasah internally.

The madrasah's prospect on external factors is related to the aspects of opportunities and threats. Both aspects are to see the opportunities for madrasah as a step to develop the superiority of madrasah externally while the threats aspect of the madrasah seems like a means of evaluation to improve the madrasah externally. Describing of The prospect, MI Muhammadiyah Karanglewas Kidul explains internal factor in the table.

| <b>INTERNAL FACTORS</b>   |   |
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| <b>Strengths</b>  | <b>Weaknesses</b>   |
| 1. The curriculum developed at MI Muhammadiyah Karanglewas Kidul is sufficiently appropriate to build competitive students both locally and nationally. | 1. Learning is still done a lot in the classroom. The factor is that it does not support learning, so the students do not very well understand the teachers' explanation.   |
| 2. To develop talents, interests, and abilities of students, MI Muhammadiyah Karanglewas Kidul offers some extra activities.                            | 2. Supervisions at the madrasah need to be improved since there is no follow-up on the supervisions.  |
| 3. Students of the madrasah achieve reasonably high both in academic and non-academic fields  | 3. The number of teachers teaching in the madrasah is comparable with the number of classes available. However, several teachers still qualify as class teachers (Madrasah Ibtidaiyah Teacher Training/ Primary School Teacher Training). |
|   | 4. This madrasah has two administrative staff. The number should be enough [to handle administrative jobs]. However, this person needs to improve their ability to support the management of the madrasah's administrative matters.       |
|   | 5. The availability of facilities and infrastructure at the madrasah needs improvement.   |
| <b>EXTERNAL FACTORS</b>   |   |
| <b>Opportunities</b>  | <b>Threats</b>  |
| 1. In funding its activities, the madrasah obtains support from parents, for example in paying  | 1. Schools in Pageraji area are quite competitive. Therefore, MI Muhammadiyah Karanglewas Kidul must compete with Public Elementary   |

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|    | students' monthly tuition, even though each family pays a different amount with a cross-subsidy system.  | Schools operating in the village.   |
| 2. | The madrasah collaborates with the Karanglewas Health Center. This collaboration takes the form of a health check for students.  | 2. The complex nature of community life in Pageraji village may affect the madrasah both positively and negatively  |
| 3. | In the development of the madrasah, the government (the ministry of religion) assists with funding, training, and organizational coaching, as well as training on the implementation of the 2013 Curriculum and capacity upgrading for the head of the madrasah.   | 3. The recent development of information and technology increases the use of mobile phones or gadgets which has the side effect of making students less interested in classroom learning. |
| 4. | MI Muhammadiyah Karanglewas Kidul is a madrasah with excellence in fostering religious characters. The madrasah facilitates activities and routines that build Islamic morals, such as the reading of <i>juz 'amma</i> before learning, performing <i>dhuha</i> prayer together, and praying <i>dzuhur</i> (midday prayer) together. | 4. The results of the National Examination of MI Muhammadiyah students are quite varied. Some students gained quite high scores, and some others gained low scores.                       |
| 5. | This madrasah has been accredited A, meaning that it has demonstrated excellence concerning education standards.   |   |

### b. Branding of the Madrasah

Regarding brand that madrasah characterizes a School of Quality and Character are. The name of madrasah is a quality school with achievement goals through the preparation of a madrasah Working Plan. It is the orientation of the madrasah to make a school with excellent quality. Subsequently, a character uses for habituation instilled in students and characteristic of madrasah.

## Conclusion

The aspect Strengths and Weaknesses show The prospect of madrasah about the internal factors. The two aspects display the assets of madrasah as a step to improve its internal excellence. The weakness aspects of madrasah use to evaluation improving itself internally. Madrasah prospect related to external factors sees from the aspects of Opportunities and Threats. These two are to see the opportunities for madrasah to develop itself towards external excellence. The threat aspect of the madrasah takes a consideration for evaluation to improve management externally. Madrasah Ibtidaiyah in Banyumas does the Reposition of many forms and through showcasing the distinctive characteristics of each madrasah. It is integrating with branding. The brand of MIN 1 Banyumas characterizes itself as an Excellent and Islamic School. Excellent refers to a myriad of the academic and non-academic headed achievements. Islamic means the establishment of student Islamic Boarding School as a way of strengthening religious, spiritual knowledge. Besides, Islamic reflects a culture of the madrasah that builds student religiosity. The brand of MI Ma'arif NU Pageraji has a symbol of Champion School. This madrasah has the honor of academic and non-academic achievements. It is that MI Muhammadiyah Karanglewes Kidul has characterizes be high excellent School Quality. The Excellent high Quality put to habituation students activity.

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