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## A Contribution of Madrasah Head: Building Quality School Culture at MAN 2 Cirebon

Masruhah, Dedy Djubaedi  
IAIN Syakh Nurjati Cirebon  
[masruhah@iainsyakhnurjaticirebon.ac.id](mailto:masruhah@iainsyakhnurjaticirebon.ac.id)

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### Abstract:

*This paper describes one of the contributions of the madrasah head at MAN 2 Cirebon as an effort to create competitive education by building a quality school culture. A qualitative approach was used, by collecting primary data sources from observations and interviews; while secondary data was obtained by digging from books, articles related to the discussion, from internet searches. The finding is that there is a new culture that is now built by the madrasah head as a form of his contribution by integrating technological innovation in learning as well as promoting institutions and student robotic extracurricular activities. The novelty of this research is the technological innovation program implemented at MAN 2 Cirebon. The limitations of this research are a review of other similar studies.*

**Keywords:** *contribution of madrasah head, competitive education, culture of technological innovation, robotic program, MAN 2 Cirebon.*

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### Abstrak :

*Tulisan ini mendeskripsikan salah satu kontribusi kepala madrasah di MAN 2 Cirebon sebagai salah satu upaya menciptakan pendidikan berdaya saing dengan membangun budaya sekolah yang berkualitas. Pendekatan kualitatif digunakan, dengan mengumpulkan sumber data primer dari observasi dan wawancara; sementara data sekunder didapatkan dengan menggali dari buku-buku, artikel-artikel terkait dengan babasan, dari penelusuran internet. Temuannya bahwa terdapat budaya baru yang kini dibangun kepala madrasah sebagai bentuk kontribusinya dengan mengintegrasikan inovasi teknologi dalam pembelajaran maupun promosi lembaga dan ekstrakurikuler robotic siswa. Kebaruan penelitian ini terdapat program inovasi teknologi yang diterapkan di MAN 2 Cirebon. Keterbatasan penelitian ini menjadi telah penelitian lain yang sejenis.*

**Kata Kunci:** *kontribusi kepala madrasah, pendidikan berdaya saing, budaya inovasi teknologi, Program robotic, MAN 2 Cirebon.*

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## INTRODUCTION

The success of an organization will depend on the people around it (Schawbel, 2013), Educational problems such as the quality of graduates, teaching, guidance and training from teachers, professionalism, and teacher performance are the managerial concentration of educational leaders. In addition to optimizing existing modalities, madrasah principals have a wide range in managing existing resources in schools, such as limited funds, facilities and infrastructure, educational facilities, media, learning resources, tools and training materials, school climate, educational environment, and support from parties related to education. The complexity of the tasks and responsibilities of madrasah principals to revive sustainable and competitive schools is the main focus. In other words, an educational institution achieving its goals and realizing its vision and mission lies in how the management and leadership of the principal in mobilizing and empowering various school components, commonly called managerial competence (Purwanto, 2019).

School output is a visible benchmark of competitiveness in education. This means that the principal is concerned that the output becomes one of the capitals of his school's competitiveness in the future so as to form an ecosystem of sustainability. The trick is to improve teacher expertise; regulations that support education so that creative and innovative learning prepares globally competitive students. Competitiveness is influenced by the following factors (Labas, Darabos, & Nagy, 2016): 1) quality of input factors; 2) financing; 3) utilization of financial resources; 4) suitability of education quality levels and criteria; 5) internationality; 6) technological development; 7) international recognition. Another definition of competitiveness is the ability to show better, faster, or more meaningful results, as follows: (1) the ability to strengthen its market share, (2) the ability to connect with its environment, (3) the ability to improve performance without stopping, (4) the ability to uphold a favorable position (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2007). However, the quality of education (Pananrangi, 2017) is multi-dimensional which includes aspects of input, process, and output. Therefore, education quality indicators and standards are still developed holistically starting from input, process, and output.

To make this happen, the educational climate is built by the madrasah head positively, through sustainable school programs, so that whoever is the next madrasah head can still continue the program and build other new positive cultures to maintain and even win educational competition. The academic field is given curriculum strengthening that directs student independence as a work-ready output, such as entrepreneurship content (Djubaedi, Rohadi, & Kodama, 2023) and non-academic supporting student innovation and creativity through the ADDIE (analysis, design, development, implementation, evaluation) approach which can develop students' science processes in innovative learning because it provides a systematic, effective learning process (Junaedi, 2019). Previous research that through the transformational leadership of the principal (I. Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018; Z. Arifin & Maunah, 2020; Umiarso, 2018) many school programs can be realized according to the times, and with the instructional leadership of the principal (Rahayu, 2022) is able to form a conducive culture and climate, such as a religious culture of discipline culture, literacy culture, creative and innovative culture in solving life problems, learning anytime and anywhere, collaborating, competing healthily, and caring for the environment. This habit makes the values, attitudes, and behaviors applied not only in theoretical knowledge (memorization) and practiced at school, but also carried by students to the family and community environment. Basically, school culture consists of fundamental influences and attitudes within the school based on the norms, traditions, and beliefs of staff and students (Prodigy, 2018).

MAN 2 Cirebon is one of the favorite public madrasah aliyah in Region 3 Cirebon (Auliya et al., 2019; Maliki et al., 2022) is led by a madrasah head who makes the school adaptive to the development of information and communication technology in line with the creative and

innovative culture formed in this school. This is the strength of the school to be able to attract new students which leads to the sustainability of the school in the educational competition in the era of society 5.0 with the implementation of independent learning. In this space, the madrasah head thinks creatively to make the output of technology controllers so that they are able to critically think, constructively, and innovatively occur disruption of information and communication technology on habituation based on Islamic school culture. The use of information communication technology in learning such as YouTube, FB, Instagram, and Twitter is one of the communication spaces for teachers, students, and the outside world whose utilization remains limited (Gumiandari, Umaemah, Masriah, Nafia, & Rohmah, 2023). In the end, school quality can be achieved in accordance with the wishes of school management and the interests of the community (Purwanto, 2019). This study limits the school's ability to strengthen its market share through the acculturation program of communication information technology at MAN 2 Cirebon as a form of contribution of the madrasah head to strengthen its competitiveness.

## METHODOLOGY

Type of research used is descriptive qualitative research is research with inductive thinking techniques, making humans (researchers) the main research instrument, and is carried out by collecting qualitative data. The place that became the location of this research was MAN 2 Cirebon. Primary data sources were obtained from interviews with principals, educators, education personnel, students, as well as student guardians who understand the situation and conditions of the object of research. Secondary data is obtained by digging from books, articles related to the discussion, from internet searches.

Field studies are carried out and the presence of researchers in a qualitative approach is mandatory where the researcher becomes an important instrument in collecting data. Data collection procedures were carried out using three techniques (Bogdan & Biklen, 1982) so as to obtain holistic and integrative data, namely: 1) in-depth interviews; 2) participant observation, and 3) document study.

The data analysis technique used is the interactive model of Miles and Huberman (Miles & Huberman, 1994), namely: 1) data reduction, namely classifying, directing, removing unnecessary, and organizing data; 2) data display, namely finding meaningful patterns of relationships and providing the possibility of drawing conclusions; and 3) conclusion drawing/verification. Activities are carried out interactively and continuously until completion so that the data is saturated.

## DISCUSSION AND RESULT

The findings of the contribution of the Head of the MAN 2 Cirebon program that is cultivated to be competitiveness shown through the strengthening of communication information technology in strengthening the market share of MAN 2 Cirebon, through:

- a. marketing programs or special promotions carried out to attract new students through promotions through social media such as YouTube, Instagram, Twitter, and FB;
- b. cooperation with institutions or communities around to expand marketing reach, especially alumni and testimonials;
- c. interesting and relevant student development programs to maintain student interest and engagement;
- d. strong communication and interaction efforts between the school, students, and parents to build a good relationship;
- e. prominent activities or projects that engage students and help improve the school's image;

- f. there are efforts to increase the transparency and accountability of the school in terms of education quality and student achievement;
- g. professional development programs for teachers in integrating technology into learning;
- h. the advantages or privileges offered by MAN compared with other schools
- i. efforts to establish cooperation or collaboration with other schools for mutual benefit.

One of the excellent non-academic information and communication technology programs formed by MAN 2 Cirebon is the robotic extracurricular program since 2022. The vision of this extracurricular program is: "To improve student achievement in non-academic fields"; mission: 1) to improve student achievement in the field of technology, 2) more and more students are interested in entering technology colleges. The teaching staff of 4 people from MAN 2 Cirebon and Racer Robotic as expert staff in the platform cooperate between schools in 1 region, namely Tanggerang West Java.

Within 1 year of its journey, it has received competition achievements that make the entire academic community proud. Namely the bronze medal in the Korean International Youth Metaverse Robot Challenge competition on August 17, 2022; Finalist in the Robotics Competition in the Innovation Robot category at the National Level of the Ministry of Religion of the Republic of Indonesia on November 22-23, 2022 at UNY Yogyakarta. However, there are still obstacles in its development, in the form of 1) the expensive price of robot equipment; 2) less than optimal literacy and practicum considering the distance to travel with expert teachers so that meetings are very limited; 3) there are some students who have participated in Robotic Training of Training (ToT) who have graduated from school.

However, the robotics program is still sustainable, and the school has prepared a robotics program for the next academic year both in terms of budget and infrastructure facilities for a special room for robotics extracurricular activities.

Figure 1: MAN 2 Cirebon students doing robotics extracurricular activities



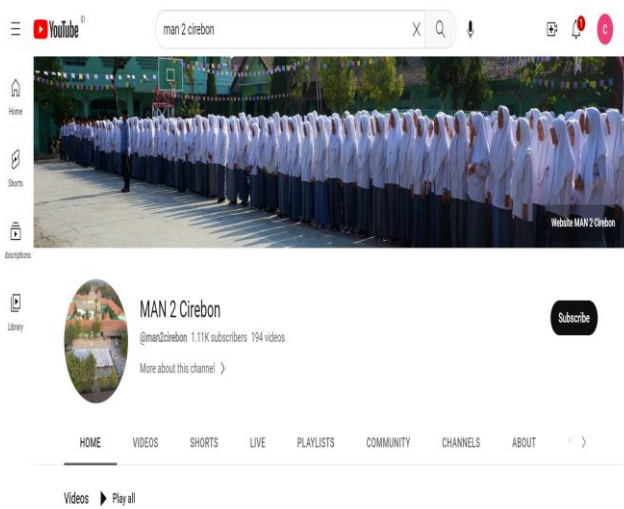
Figure 2: Official Social Media managed by MAN 2 Cirebon



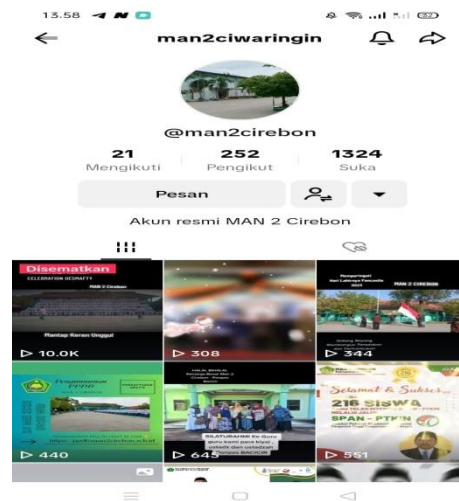
Online news of MAN 2 Cirebon



Website <http://www.man2cirebon.sch.id/>



<https://www.youtube.com/@man2cirebon>



@man2cirebon



FB Alumni of MAN 2 Cirebon

Figure 3: Classroom Informatics Learning



Picture 4: Alumni Testimonials



## CONCLUSION

The sustainability of MAN 2 Cirebon is characterized by its success in maintaining its position in similar education in Cirebon Region 3. Proven by the programs promoted by the head of the madrasah it slowly formed a new culture in a school environment that proved to have competitiveness. By accommodating the development of information and communication technology, the head of the madrasah is able to drive the entire academic community to the times. This cannot be separated from the cooperation of all stakeholders who support the program carried out by the Head of MAN 2 Cirebon. The optimization of social media is proof that MAN 2 Cirebon has adapted to the current era. Robotics is another attraction for students to choose to study at MAN 2 Cirebon.

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