



Implementation of The Madrasah Movement in Heart Towards a Culture of Achievement in Realizing The Profile of Pancasila Students at MAN 1 Jepara

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ABSTRACT

This research is motivated by the needs and challenges of the Industrial Revolution 4.0 which is accompanied by low attention to Education 4.0, the degradation of morality and character of the younger generation. Therefore, there is a need for system innovation and school cultural management as an effort to improve the quality of education as well as strengthen the character of the younger generation by implementing *GEMATI* towards a Culture of Achievement in realizing the Pancasila Student Profile at MAN 1 Jepara. This study uses a descriptive qualitative method with research locations in MAN 1 Jepara. Data collection was obtained through primary and secondary data sources, with data validity techniques through source and technique triangulation and using interactive data analysis models. The results of this study indicate *GEMATI* implementation planning towards a culture of achievement in realizing the Pancasila Student Profile begins with channelization and curriculum development and focusing on the basic concentration of ISL-based disciplines; learning formulation 4.0; implementation of Achievement Culture by cultivating 5 basic values in realizing the P5 dimension. *GEMATI* moves simultaneously to build Religious, Humanist, Smart, Innovative, and Competitive as a cultural foundation that mandates the essential function of realizing the P5 dimension. Evaluation management is carried out structurally top down and produces a structured pattern for monitoring, supervision and evaluation in the implementation of work plans.

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1. INTRODUCTION

Education is always growing and developing, adapting to the demands of development The era that is increasingly rapidly encourages innovation and change (Shofiyyah, 2019). It cannot be denied that the world of education makes a major contribution to the progress of the nation, which should be in harmony with increasing the quality of intellectual and human resources. Education grows into language most suitable in describing the innovation of the education system and the management of deep school culture facing the various logical consequences of modern education 4.0 (Aminuddin, 2019). This thought is in harmony with opinion conveyed by (Saputra, 2019) that school culture is a systematic basis in improve the quality of education in Indonesia. In realizing this goal, it is necessary quality and quality educational institutions, especially through system innovation and management school culture (Pratiwi & Roesminingsih, 2021).

School culture is the main characteristic that determines the image and perspective of society towards educational institutions (Indrioko, 2015). Through various culture which is created, the school culture has major influence in all learning activities, as well as Civitas academy in enhancing ethos work through strategic plans, dressing creativity, and innovation in realizing the vision, mission and goals school (Yuliono, 2013). School as a civilization development house, becomes a home and a place learning is most possible for children to receive knowledge, develop quality intellectual, foster good character and character (Desyandri, 2019). The significance of this goal is certainly requires managerial regulation in creating a Culture of Achievement Climate.

Achievement culture is a strategic effort in transmitting customary values created to sustain achievements and reputation (Ramdani, 2018), develop values and plans schools, as well as transforming habit patterns with full integrity so as to produce results culture carried out by the whole Civitas academy in the school environment. In essence, the elements of habits and activity patterns that are implemented refer to quality standards Schools are the most important part in establishing the operational management of program development school excellence, service management, and school policy in creating habits or habit (Wicaksono, 2020).

Habits are activities or actions that are carried out consciously and planned to form a pattern in response to certain situations and conditions that are carried out continuous (Dachmiati, 2017). Manifestation of habits will be the basic values of the most important entity forming a culture that implemented with common sense (Syihab, 2014). Habits grow in arenas and healthy environment which is then embodied through ethical actions called character. Character is the most important entity in the creation of school culture (Sari, 2014). Therefore increate positive school culture, need to build character and habits confirmed by commitment and motivation on each Civitas academic in the school environment as a reference point program in achieving the school's futuristic plan.

Based on the alternative explanation above, it can be studied in two perspectives of the problem and the main challenge of education in the era of the industrial revolution 4.0 is the low quality of education in Indonesia and decline in the value of national character. Talking about the quality of education, Indonesia occupies the top spot ranked 6th lowest and ranked 74th out of 79 joined countries. Besides that based on data presentation KPAI and Center for Research on Women's International Survey states that 84% of children in Indonesia have experienced violence in the school environment, increasing the degradation of morality and character of the younger generation. Hal this can be proven by a character crisis that is getting away from the values of Pancasila (Sari, 2014).

The crisis and the erosion of the personality traits of the younger generation can be demonstrated by the increasing levels of juvenile delinquency such as free sex, drugs, alcohol, brawls, criminal acts, to various violations of norms which are increasingly concerning ([Himmah, 2019](#)).

Based on the explanation of these problems, it is important to have preventive efforts taken through the creation of a school culture, especially in forming good student character through a cultural climate of achievement as a small part of the big plan in the Implementation of the Independent Curriculum. IKM is the educational response to the needs of and educational challenges in the era of the Industrial Revolution 4.0 ([Yamin & Syahrir, 2020](#)). Free Learning Program arranged systematically and strategically to meet the basic needs of printing the younger generation an outstanding nation, globally competitive with a deep-oriented character foundation realizing the Pancasila Student Profile as implemented by MAN 1 Jepara.

MAN 1 Jepara carried out the transformation and development of the Free Learning Curriculum with nuances of local wisdom based on the school's futuristic superior program through The Madrasa Movement at Heart (*GEMATI*) in building a climate of achievement culture that has become the identity of madrasas. Achievement culture management begins with the achievement of the 5 Basic values of the entity, namely, Religious, Smart, Humane, Innovative, and Competitive (RHSIC) which are grown in all academic community MAN 1 Jepara in realizing the Pancasila Student Profile. Based on the basic narration of the statement above, the author is interested in researching and knowing more deeply about how the Implementation of the Madrasa Movement in the Heart (*GEMATI*) towards a culture of achievement in realizing the Pancasila Student Profile at MAN 1 Jepara.

2. METHODS

This research was conducted using a qualitative approach using a descriptive qualitative research design. This study provides a comprehensive argumentative narrative and describes the complex reality regarding the implementation of a culture of achievement through the Madrasah Movement at Heart in realizing the Pancasila Student Profile at MAN 1 Jepara with related theoretical studies. This research was conducted at MAN 1 Jepara, Kec. Batalit, Kab. Jepara because this school is one of the pilot schools and supports the realization of high-achieving madrasas with futuristic madrasa cultural management that is oriented towards realizing the Pancasila Student Profile.

The research focus in this study was determined in order to limit the study and determine the focus effectively in determining inclusion and exclusion which focuses on the implementation of the Madrasah Movement at Heart towards a culture of achievement in realizing the Pancasila Student Profile at MAN 1 Jepara which is reviewed through planning, implementation and evaluation. In this study using data collection techniques carried out through primary data sources through observation (observation sheets), interviews (interview guidelines), and documentation (checklists) as well as secondary data sources obtained through books, journals and scientific articles, as well as research documents relevant.

In testing the validity of research data, data validity techniques were carried out through source triangulation and technical triangulation. Source triangulation validates information with different data sources using the same method. Triangulation techniques test the credibility of the data, comparing the same data sources with different methods. In analyzing research data at this time using the interactive data analysis activities starting:

- (i) Data Collection;
- (ii) Data reduction;
- (iii) Display Data;

(iv) Verification.

3. RESULTS AND DISCUSSION

The Madrasa Movement at Heart (*GEMATI*) is one of the school cultural climates created at MAN 1 Jepara which is based on the Decree of the Head of MAN 1 Jepara No. 022/ Ma. 11. 20. 01/ OT. 01.1/01/2020 concerning the Madrasah Strategic Plan as the initiator of the awareness movement program that develops by creating habituation patterns or habituation of Islamic behavior that partially and gradually builds the character of students, organizes infrastructure, and human resources in creating a climate of achievement culture at MAN 1 Jepara.

The Madrasah Movement at Heart conceptually has indicators in each of its visions and develops into a futuristic plan for the development of the Madrasah program through the creation of a culture that is carried out by all Civitas academy in an integrated, systematic and sustainable manner. The Madrasah Movement at Heart has two main goal orientations namely, improving the quality of education in welcoming modern education 4.0 and strengthening student character in realizing the Pancasila Student Profile at MAN 1 Jepara.

Through a commitment to improving the quality of education and strengthening student character, MAN 1 Jepara continues to grow and improve in every sector to carry out habituation patterns which are the main foundations of racing against the demands of transforming the implementation of the Merdeka Learning curriculum in realizing the dimensions of the Pancasila Student Profile. The Transformation of the Implementation of the Independent Curriculum brings meaning in returning the essence of education to the main spirit of education by emphasizing on two main things, namely achievement on the focus of achieving the main goals on the interests, talents and potential of students both in the academic and non-academic fields and the second is strengthening education the character of the nation's young generation contained in the Pancasila Student Profile. Therefore, this culture of achievement is very much needed in realizing value entities in the dimensions of the Pancasila Student Profile, so that achievement in these six dimensions will sustainably improve the quality of MAN 1 Jepara.

Implementation of the Madrasah Movement at Heart Towards a Culture of Achievement in Realizing Pancasila Student Profiles at MAN 1 Jepara in a simple way towards the complexity of elaborating the material in this study which is reviewed through Management both from Planning, Implementation, and Evaluation will be explained in the following discussion matrix.

Table 1. Discussion Matrix

No.	Planning	Implementation	Evaluation
1.	Canalization Program Planning and Independent Curriculum Development	Socialization 1) Socialization in Writing 2) Oral Socialization	Evaluation Management Pattern is carried out gradually from the ranks of A1-A6 (<i>top down</i>)
2.	Modern Learning Formulation Planning 4.0	Realization of Work Plan 1) Implementation of the Canalization Program and	Carry out Monitoring, Evaluation and Academic Supervision

No.	Planning	Implementation	Evaluation
3.	Planning for the Implementation of a Culture of Achievement with the Growth of 5 Basic Values Realizing the Profile of Pancasila Students	Independent Curriculum Development 2) Implementation of Modern Learning Formulation 4.0 3) Implementation of Achievement Culture with the Growth of 5 Basic Values in Realizing the Pancasila Student Profile	Weekly, Quarterly, Semester, and Yearly Program Evaluation Supporting Instruments: <i>Reward and Punishment</i> as controls for monitoring program implementation and demonstrating integrity that has been built

Source: Researcher, 3 Oct 2022

3.1 Planning for the Implementation of the Madrasah Movement in the Heart Towards a Culture of Achievement in Realizing Pancasila Student Profiles at MAN 1 Jepara

3.1.1 Planning for the Canalization Program and Development of Merdeka Curriculum

Planning for the Canalization Program and Development of Merdeka Curriculum MAN 1 Jepara is a civilization-development educational institution that stands with a distinctive style of habituation of Islamic culture by embracing the concept of modern education 4.0 which develops religious knowledge as well as a home of education from various existing disciplines. Racing on education transformation 4.0 in the middle industrial revolution 4.0 and society 5.0, MAN 1 Jepara continues to adapt to various innovative flagship programs and futuristic plans to improve the quality of education through a series of work plans, one of which is the Independent Canalization and Curriculum Development Program.

This view is in line with and reinforces futuristic educational theory in the development of quality education by (Muzamil, 2020), where planning is the main determinant of program success and curriculum development in schools in improving the quality of institutions. Visionary planning has an urgency in determining policy directions and can describe futuristic development strategies by projecting clear and measurable work plan references, so that this management can become a foot hold in the MAN 1 Jepara curriculum canalization and development program.

3.1.2 Learning Formulation Planning 4.0

In responding to the demands of education in the digital era, MAN 1 Jepara is committed to providing excellent learning, quality education services, as well as facilities, infrastructure and facilities that support the learning process in developing every talent, interest and potential of students especially for delivering them to the gates of higher education. For that MAN 1 Jepara has a series of plans, flagship programs and futuristic plans in realizing the vision, mission and objectives of Madrasahs, especially through the existence of the Digital Madrasah platform.

Digital Madrasah is one of the strategic and futuristic steps in welcoming the development of technology, information and communication in the Industrial Revolution 4.0 era. in building openness and institutional integrity (Hermawan, 2019). The Digital Madrasah Program consists of 3 main components to build institutional integrity, namely;

- (i) General services and public relations;
- (ii) Academic and student affairs; and
- (iii) Financial transparency.

When this integrity building component is one of the logical consequences in the Implementation of the Independent Curriculum which refers to modern education 4.0, the guarantor of educational progress in Indonesia is integrity which is free from extortion and corruption practices to create Free Territories from Corruption.

3.1.3 Planning for the Implementation of a Culture of Achievement by Growing 5 Basic Values in Creating Value Entities of Pancasila Student Profile

The implementation of a culture of achievement through the Madrasah Movement at Heart in realizing the Pancasila Student Profile starts with the most basic values of building habits/ habits that are manifested into character, then carried out into a culture. This concept is very relevant to the grand theory of research, Character Education that character consists of operative values, values, in action. [\(Saihu & Rohman, 2019\)](#) Character education has three building components namely moral knowing (moral knowledge), moral feeling (moral feeling) and moral action (action moral). This thought describes a pattern of building habits or habituation in character education that starts with thoughts, thoughts will influence actions, actions will form habits, habits will shape character and character will build culture.

This thinking paradigm initiates a concept that is deep create school culture with a climate of achievement culture must be based on strengthening values character through strengthening the dimensions of religiosity, global diversity, mutual cooperation, critical thinking, creative and independent. Planning a culture of achievement by cultivating 5 basic values in realizing value entities Pancasila Student Profile is one of the initiators of the promoter program that drives achievement and builds a habit that is embedded in students in an effort to strengthen student character based on habits/ existing habits so as to form a climate of achievement culture that is carried out at MAN 1 Jepara.

The concept goes hand in hand with grand teori Change Your Habits which describes the specifications of a culture of achievement that begins with recognizing one's own potential, growing with various types of intelligence (Linguistics, mathematical logic, visual and spatial, music, interpersonal, intrapersonal, kinesthetic, as well as natural) and that is what MAN 1 Jepara continues to develop through the *GEMATI* futuristic plan and the five basic values of RHSIC, becoming the systematic basis for implementing the program in a sustainable manner and becoming fundamental transformation formula in realizing a culture of achievement in the six dimensions of the Pancasila Student Profile.

3.2 Implementation of the Madrasa Movement in the Heart Towards a Culture of Achievement in Realizing Pancasila Student Profiles at MAN 1 Jepara

Implementation is a measurable strategic action in realizing the work plan and in full control in the successful implementation of the program [\(Fadhli, 2020\)](#). This is in line with the concept of implementation management in realizing outstanding madrasah [\(Arifah, 2020\)](#) where the implementation stage is the main determinant of the realization of work plans after going through the planning process. Based on the results of observations, researchers obtained information data that the implementation of a culture of achievement starts from.

3.2.1 Independent Curriculum Development and Canalization Program

The Madrasa Movement at Heart (*GEMATI*) moves simultaneously and partially to build habits that are carried out by all Civitas academy MAN 1 Jepara. This program starts technically through canalization and development of a graduate curriculum by focusing on programs and disciplines in class divisions that are adjusted to various excellent programs in MAN 1 Jepara starting from :

- (i) Program focusing on science: Tahfidz Science; IPA Boarding; Featured IPA; Non Boarding and Regular IPA;
- (ii) Programs focusing on IPS: Academic IPS, Tatenta IPS, and Entrepreneurship Business IPS;
- (iii) Language focusing program; Language related to Journalism and Morphologist;
- (iv) There are programs that focus on Religion in the nature of Habituation of Islamic Behavior with social mastery, and there are activators to become kyai with the main core being on morals and character.

This academic focus program greatly supports success, facilitates, and deepens the facilitation of the talents and interests of students so that they can be developed to achieve achievements and reputation in each field. In the transformation of the Implementation of the Independent Curriculum, MAN 1 Jepara intelligently sorts various academic programs by concentrating on program specifications and disciplines with the hope of strengthening the competence of students in accordance with their respective fields. As a logical consequence of the Independent Curriculum, this academic focus program is very relevant to the independent learning theory of educational development ([Yamin & Syahrir, 2020](#)) that the concept of independent learning is an offer to reconstruct the national education system through rearrangement by restoring the nature of education which actually provides a place of freedom for students to choose the disciplines they master as the main provision in advancing education.

MAN 1 Jepara as an advanced terminal has realized early on that the most important essence in the Aliyah/High School education level is how to direct specifications of the disciplines that students are interested in to the peak of their best development, because general mastery of knowledge has been carried out at the elementary and junior high school levels, so at this point it is what the role of educational institutions is for the specialization of the disciplines of interest. Because don't let it be at the Madrasah level that students are still stuck with general knowledge that controls everything but not so much in mastery or (Jack of all trades). Education must be adaptive providing generalization and specialization relations between formal concepts from document structures in learning concepts, so that the main objectives of learning can direct the specifications of students' areas of expertise in achieving the best development.

Based on this concept, it can be concluded that Madrasah education must level up, build a substantive educational climate to become a specialist in the disciplines of interest with a broader research scope. Therefore, in terms of academics, there are three most important components that form the basis of concentration on program specifications and scientific disciplines as follows:

- (i) IMTAQ is Foundation;
- (ii) Specialisms of knowledge;
- (iii) Language as a tools.

The three basic components become basic element in the transformation of the implementation of the Independent Curriculum at MAN 1 Jepara.

3.2.2 Learning Formulation 4.0 with Digital Madrasahs

Learning Formulation 4.0 is a 21st century learning adaptive step managed by MAN 1 Jepara, as an innovation in formulating formulas to welcome modern learning 4.0 in the digital era with the Digital Madrasah Platform. Madrasa Digital is an education and learning service platform 4.0 owned by MAN 1 Jepara as a leading academic and research-based madrasa. With the existence of digital madrasahs, it is hoped that it can accelerate the quality of education in Indonesian Madrasahs starting from MAN 1 Jepara.

The development of Digital Madrasahs has an urgency in building openness and integrity academic community in building performance and committed to carrying out the madrasa futuristic plan to build quality and a culture of achievement to build an academic service integrity zone with a transparent and accountable system through academic service innovation. With the existence of digital madrasahs, they are moving towards superior madrasahs academically and non-academically with good managerial systems.

Digital Madrasah is one of the strategic and futuristic steps in welcoming the development of technology, information and communication which is of course prepared in response to modern education 4.0. The Digital Madrasah Program consists of 3 main components to build institutional integrity, namely :

- (i) Public services and public relations,
- (ii) Academic and student affairs, and
- (iii) Financial transparency.

In the Digital Madrasah program there are several superior menus such as digital classes, electronic libraries, to digital-based school exams, this development was designed since the pandemic due to space and time limitations until now has undergone various developments and updates so that it is able to become an integrated and sustainable academic service platform.

Digital Madrasahs are a means of supporting learning 4.0, various student organizations, extracurriculars and qualified and competent teaching resources, very supportive for the growth and learning of students in schools. This is reinforced by the opinion ([Saputra, 2019](#)) regarding cultural management achievers need a facilitation program from the school as a forum for deep coaching develop the potential of students. The school provides a forum for capability development to accommodate the various interests, talents and potentials of students to be developed to their best results so that they can excel in both academic and non-academic activities through various existing student and extracurricular organizations.

3.2.3 Implementation of Achievement Culture by Growing 5 Basic Values in Creating a Pancasila Student Profile Value Entity

The implementation of a culture of achievement through the Madrasah Movement in the Heart (*GEMATI*) is manifested by the cultivation of 5 basic values that are developed throughout Civita's academy MAN 1 Jepara through the dimensions of Religious, Humanist, Smart, Innovative, and Competitive or later abbreviated (RHSIC). As a systematic basis and the main instrument for strengthening student character. RHSIC works with mechanisms and concepts relevant to Thomas Lickona's Theory of Character Education with which it begins through moral knowing, moral feeling and moral action. This grand theory give a logical explanation that in building character education habituation begins with thoughts, these thoughts will influence actions, actions will form habits, habits will shape character.

Through basic component in strengthening the character, next serve as the basis for building a habits or habits that align with theory Change Your Habits because in this theory it

describes how the specific patterns of achievement culture are developed in cultivating the talents and potential of students which begins with recognizing their own potential and growing with the various types of intelligence that exist in each individual. Through the rationale of the two grand theories, it leads to basic character strengthening and creating components habits/ ideal habits so as to create a culture that is oriented towards realizing value entities on the dimensions of the Pancasila Student Profile for all students of MAN 1 Jepara.

This program continues to be instilled, fostered, and cared for so that it can grow into a culture of achievement which is the identity of MAN 1 Jepara. Through policy formulas and This flagship program is a strategic basis for building inner spirit create habits ideal to build a good culture of achievement at MAN 1 Jepara in learning activities in class and in the madrasah program. Orientation estuary and this goal is very much in line with the inauguration of the Pancasila Student Profile dimension by Ministry of Education and Culture in Pancasila Shoots that development strategies in realizing the dimensions of the Pancasila Student Profile are urgently needed in ensure the success of the implemented program.

There is a Madrasah Movement in the Heart with five basic values that continue raised high in the spirit of RHSIC (Religious, Humanist, Smart, Innovative, and Competitiveness) is the main endeavor to realize a value entity that is not only creating dimensions Pancasila Student Profile in the Independent Curriculum but also applies the estuary orientation of realizing *Rahmatan Lilal'amin* as the output form of the expected madrasah student profile at the Ministry of Religion of the Republic of Indonesia, so that if it is aligned there are various formulas and programs that form a habit and from habits This forms a culture of achievement that is created through the five basic values of RHSIC with an orientation towards realizing the Pancasila Student Profile and *Rahmatan Lilal'amin* (P5-RA) at MAN 1 Jepara.

3.3 Evaluation of the Implementation of the Madrasa Movement in the Heart Towards a Culture of Achievement in Realizing Pancasila Student Profiles at MAN 1 Jepara

Evaluation is a series of programs that are arranged systematically and planned to determine the extent to which instructional objectives are achieved and to measure how much the level of success of a program is carried out so that it gets feedback or input for improvement in program sustainability (Fitrianti, 2018). This is in line with the opinion (Setiadi, 2016) that program evaluation is a parameter of success in the implementation of programs that have been implemented. Evaluation has an important role in efforts to develop, implement needs, improve, motivate, and insight new knowledge in program sustainability.

MAN 1 Jepara runs a structured and programmed evaluation program. The management pattern implemented in the monitoring and evaluation program is carried out in a gradual manner with instructional objectives involving various levels of agencies in accordance with their main duties and functions. The evaluation program is carried out in a measurable and planned manner with the system top down which started with the Head of the Madrasah with the support of the Deputy Head of Madrasah for Curriculum, Student Affairs, Infrastructure, as well as Public Relations and religion. When the gradual evaluation management pattern has moved by itself, it is capable of monitoring, supervising and evaluating in each implementation of the work plan which is then carried out breakdown to each rank (Hartati, 2022)..

MAN 1 Jepara runs a continuous evaluation program starting from weekly, quarterly, semester to yearly evaluation programs. In building integrity and overseeing program implementation, it is necessary to have control tools (Hindriani et al., 2012). Therefore, Reward and punishment to be a supporting instrument as a form of attention for success as

well as an effort to reward the madrasa community who are outstanding and dedicated, but also, at the same time become a consequence when breaking the rules that have been determined. Purpose of application punishment is to prevent, correct and provide moral awareness to students (Faiz et al., 2021) and the madrasah community so that they can understand their mistakes as well as correct actions that are not good. MAN 1 Jepara applies various rules and regulations to discipline students and all Civitas academy. This form of disciplinary effort is carried out in two methods, namely in writing by giving disciplinary and order books to the entire madrasa community and in action with an order team. These various forms of consequence are applied in order to build a sense of awareness of the importance of complying with Madrasah regulations in building a Culture of Achievement with the provision of good character as a concrete step towards realizing the dimensions of the Pancasila Student Profile at MAN 1 Jepara.

4. CONCLUSION

Based on the description of the explanation regarding how the Implementation of the Madrasah Movement is in the Heart Towards a Culture of Achievement in Realizing Pancasila Student Profiles at MAN 1 Jepara it can be concluded that several alternative explanations are as follows:

- (i) *GEMATI* implementation planning towards a culture of achievement in realizing Pancasila Student Profiles at MAN 1 Jepara begins with: a) canalization and curriculum development and focusing on the basis of ISL-based scientific discipline concentrations; b) learning formulation 4.0; c) implementation of the Achievement Culture by cultivating 5 basic values in realizing the P5 dimension.
- (ii) Implementation management moves simultaneously to build RHSIC habit patterns (Religious, Humanist, Smart, Innovative, and Competitive) as a cultured foundation that mandates the essential function of realizing the P5 dimension.
- (iii) Evaluation management is carried out structurally top down and produce a structured pattern for monitoring, supervision, and evaluation in the implementation of the work plan.

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