
Analysis of the Implementation of National Education Standards by Principals of *Madrasah Aliyah Negeri*

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Abstract

This research aims to analyze the competencies of Madrasah Principals in implementing the National Education Standards (NES at Madrasah Aliyah Negeri (MAN) in Bandar Lampung. The study adopts a qualitative approach using data collection methods such as interviews, documentation, observations, and Focus Group Discussions (FGD). The research focuses on assessing the principals' competency in managing the eight components of the SNP, including Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards. The findings reveal that MAN 1 has fully complied with the SNP criteria for the majority of the standards, with the principal's competency categorized as "highly competent." Meanwhile, MAN 2 is approaching compliance, with competency levels rated as "competent" in most standards. The study identifies key areas for improvement, particularly in the management of infrastructure and financial standards, and recommends targeted strategies for enhancing principal competencies. Overall, effective leadership and strategic management by madrasah principals are critical for improving the quality of education and ensuring that madrasahs meet national education standards.

Keywords: Educational Management; Competency Analysis; Madrasah Principals; National Education Standards

Abstrak

Penelitian ini bertujuan untuk menganalisis kompetensi Kepala Madrasah dalam menerapkan Standar Nasional Pendidikan (SNP) di Madrasah Aliyah Negeri (MAN) di Bandar Lampung. Penelitian ini menggunakan pendekatan kualitatif dengan metode pengumpulan data berupa wawancara, dokumentasi, observasi, dan Focus Group Discussion (FGD). Fokus penelitian adalah menilai kompetensi kepala madrasah dalam mengelola delapan komponen SNP, termasuk Standar Kompetensi Lulusan, Standar Isi, Standar Proses, dan Standar Penilaian. Hasil penelitian menunjukkan bahwa MAN 1 telah sepenuhnya memenuhi kriteria SNP pada sebagian besar standar, dengan kompetensi kepala madrasah dikategorikan sebagai "sangat kompeten." Sementara itu, MAN 2 sedang menuju pemenuhan SNP, dengan tingkat kompetensi kepala madrasah dinilai sebagai "kompeten" pada sebagian besar standar. Penelitian ini mengidentifikasi area kunci yang perlu ditingkatkan, terutama dalam pengelolaan standar sarana prasarana dan standar keuangan, serta merekomendasikan strategi khusus untuk meningkatkan kompetensi kepala madrasah. Secara keseluruhan, kepemimpinan yang efektif dan manajemen strategis oleh kepala madrasah sangat penting untuk meningkatkan kualitas pendidikan dan memastikan madrasah memenuhi standar nasional pendidikan.

Kata Kunci: Manajemen Pendidikan, Analisis Kompetensi, Kepala Madrasah, Standar Nasional Pendidikan

INTRODUCTION

Education plays a strategic role as a foundational tool for developing high-quality human resources (HR). This aligns with Indonesia's vision of creating a globally competitive generation capable of addressing the challenges of globalization (Alam & Dewi, 2024; Hitka et al., 2019; Pradana & Arijanto, 2024). Education is expected to develop students' potential comprehensively, encompassing knowledge, skills, and attitudes, enabling them to contribute optimally to society, the nation, and the state (Rudyshyn et al., 2020; Venesaar et al., 2022). Effective educational management and the implementation of National Education Standards (SNP) are critical to achieving these goals (Muktamar et al., 2023).

Within Indonesia's national development context, education enhances quality of life by equipping students with critical thinking, creativity, and innovation assets necessary to address social, economic, and environmental challenges (Purwanto et al., 2023). Furthermore, education shapes national character by fostering integrity, nationalism, and tolerance toward diversity (Syakroni et al., 2024). It is not merely about knowledge transfer but also about building values to create a harmonious and cultured society (Yu, 2024).

Amid rapid technological advancements, Indonesia's youth face increasing global competition, requiring proficiency in technology, mastery of foreign languages, and analytical thinking (Kiet, 2024; Sharma, 2023). Consequently, Indonesia's education system must innovate to prepare the next generation for global challenges (Legi et al., 2023). Islamic-based educational institutions, such as madrasahs, serve as critical pillars within this system, integrating religious and general education to foster both intellectual competence and moral integrity (Rofik et al., 2023).

Madrasahs, under the Ministry of Religious Affairs, have evolved from exclusively focusing on religious education to incorporating general sciences aligned with the national curriculum (Bazzi et al., 2020; Hasanah, 2020). This transformation positions madrasahs as key contributors to Indonesia's dual mission

of advancing education and upholding national values (Fath et al., 2023; Kusananto et al., 2023).

However, challenges persist in implementing SNP in madrasahs, especially in ensuring consistent quality across institutions. State Madrasah Aliyah (MAN) in Bandar Lampung serves as a focal point for examining these challenges. Previous studies reveal significant variation in the extent of SNP fulfillment across different MANs. Key issues include inadequate infrastructure, uneven competence among madrasah principals, and financial constraints impacting the eight SNP standards, namely: content, process, graduate competency, educator qualifications, infrastructure, management, funding, and assessment standards (Mariyah & Syukri, 2024; Nurkhasanah et al., 2023).

This research focuses on analyzing the competencies of madrasah principals in implementing SNP at MAN Bandar Lampung and offers strategic recommendations for improving madrasah education quality. By evaluating their leadership in managing the SNP components, the study highlights strengths, identifies gaps, and provides actionable insights to address infrastructure limitations, competence disparities, and financial constraints.

The findings aim to inform policymakers in designing targeted competency development programs for madrasah principals. This will strengthen madrasahs' capacity to meet SNP criteria, ensuring graduates are intellectually capable, morally grounded, and globally competitive. This study contributes not only to local educational improvement but also to the broader goal of enhancing Indonesia's education system to thrive in an ever-evolving global landscape.

METHOD

This research utilizes a qualitative approach to analyze the competencies of Madrasah Principals in implementing educational standards. Data collection methods include interviews, documentation, observations, and Focus Group Discussions (FGDs). The primary data sources consist of Madrasah Principals, teachers, and other key stakeholders directly involved in ensuring educational quality. The research employs SWOT Analysis as the primary tool to evaluate the

strategic position of each madrasah, identifying Strengths, Weaknesses, Opportunities, and Threats. Data reduction and analysis focus on synthesizing findings from documents and interview results, providing a comprehensive understanding of internal factors (strengths and weaknesses) and external factors (opportunities and threats) that impact institutional performance. This approach helps guide leaders in identifying targeted areas for improvement and strategic interventions.

The study ensures the validity and reliability of data by using purposive sampling to select participants based on their expertise and involvement in educational management. Multiple qualitative methods (interviews, FGDs, observations, and documentation) are employed to provide a holistic view of the research problem, and the findings are systematically integrated to create a detailed SWOT profile for each madrasah. This structured approach not only highlights the strategic position of each institution but also provides actionable recommendations for strengthening the implementation of educational standards, thus contributing to the overall improvement of educational quality in the madrasah system.

The Flow of Data Collection and Data Analysis Activities, as Illustrated Below:

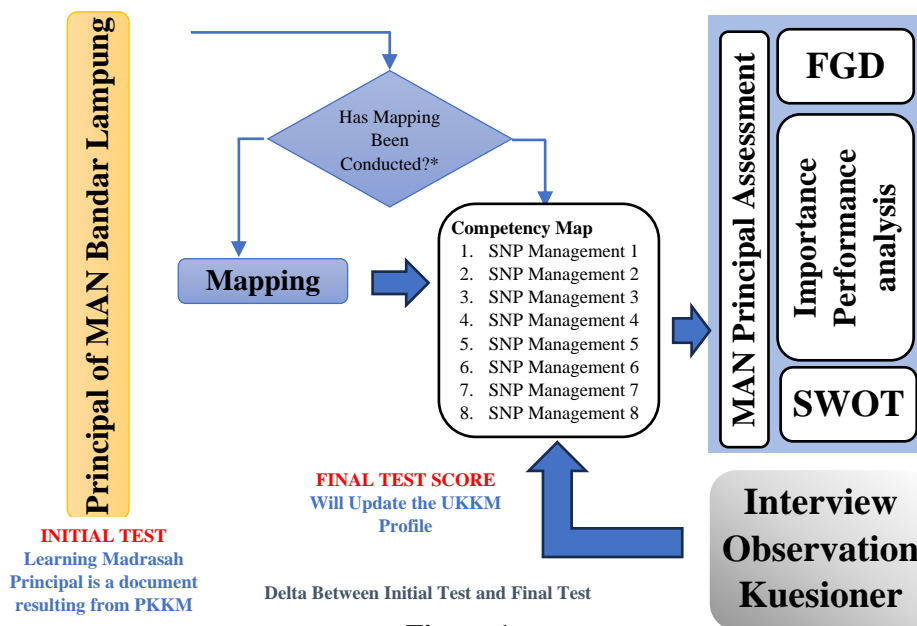


Figure 1.
Data Collection and Analysis Flow

The collected data is processed to obtain scores for each standard, indicator, and sub-indicator. The resulting scores are then analyzed descriptively and compared with the 2019 National SNP achievement data. The discussion in this quality mapping study is the result of the analysis of standards, indicators, and sub-indicators by examining the logical relationships between the 8 SNP standards.

RESULTS AND DISCUSSIONS

Achievement of National Education Standards (NES)

Tabel 1.

Value 8 NES MAN 1 Bandar Lampung

No.	National Education Standards	Achievement	Category
1	Graduate Competency Standard	6,68	NES
2	Content Standard	6,67	NES
3	Process Standard	7,00	NES
4	Assesment Standard	6,67	NES
5	Standard for Educator and Educatiaon Personnel	6,69	NES
6	Education Fasilities and Infrastructure Standard	6,62	Toward NES 4
7	Education Management Standard	6,60	Toward NES 4
8	Financing Standard	5.85	Toward NES 4

Tabel 2.

Value 8 NES MAN 2 Bandar Lampung

No	National Education Standards	Achievement	Category
1	Graduate Competency Standard	5,67	Toward NES 4
2	Content Standard	5,64	Toward NES 4
3	Process Standard	6,03	Toward NES 4
4	Assesment Standard	5,67	Toward NES 4
5	Standard for Educator and Educatiaon Personnel	6,69	SNP
6	Education Fasilities and Infrastructure Standard	4,91	Toward NES 3
7	Education Management Standard	5,04	Toward NES 3
8	Financing Standard	4.75	Toward NES 3

Achievement of National Education Standards (NES) Compare with National Achievement

Tabel 3.
Value 8 NES MAN 1 Bandar Lampung

No	National Education Standards	National	MAN 1
1	Graduate Competency Standard	4,77	6,68
2	Content Standard	4,78	6,67
3	Process Standard	4,87	7,00
4	Assesment Standard	4	6,67
5	Standard for Educator and Educatiaon Personnel	2,98	6,69
6	Education Fasilities and Infrastructure Standard	3,75	6,62
7	Education Management Standard	3,98	6,60
8	Financing Standard	3,66	5.85

Tabel 4.
Value 8 NES MAN 2 Bandar Lampung

No	National Education Standards	National	MAN 2
1	Graduate Competency Standard	4,77	5,67
2	Content Standard	4,78	5,64
3	Process Standard	4,87	6,03
4	Assesment Standard	4	5,67
5	Standard for Educator and Educatiaon Personnel	2,98	6,69
6	Education Fasilities and Infrastructure Standard	3,75	4,91
7	Education Management Standard	3,98	5,04
8	Financing Standard	3,66	4.75

Tabel 5.
Principal Ability Category of MAN 1

No	National Education Standards	NES	Competence Category
1	Graduate Competency Standard	NES	Very Competent
2	Content Standard	NES	Very Competent
3	Process Standard	NES	Very Competent
4	Assesment Standard	NES	Very Competent
5	Standard for Educator and Educatiaon Personnel	NES	Very Competent
6	Education Fasilities and Infrastructure Standard	Toward NES 4	Competent
7	Education Management Standard	Toward NES 4	Competent
8	Financing Standard	Toward NES 4	Competent

Tabel 6.
Principal Ability Category of MAN 2

No	National Education Standards	NES	Competence Category
1	Graduate Competency Standard	Toward NES 4	Competent
2	Content Standard	Toward NES 4	Competent
3	Process Standard	Toward NES 4	Competent
4	Assesment Standard	Toward NES 4	Competent
5	Standard for Educator and Educatiaon Personnel	NES	Very Competent
6	Education Facilities and Infrastructure Standard	Toward NES 3	Sometime Competent
7	Education Management Standard	Toward NES 3	Sometime Competent
8	Financing Standard	Toward NES 3	Competent

Madrasah principals play a pivotal role in improving the quality of education within their institutions. Teacher quality, student achievement, and community involvement serve as indicators of a principal's success in fulfilling their duties and responsibilities. The effectiveness of a madrasah principal in enhancing school quality is strongly influenced by the competencies and skills they possess. Therefore, mapping the competencies of madrasah principals is essential as a reference for designing and developing targeted competency enhancement programs.

Based on the instruments developed and utilized in this research, the competency mapping presented in Table 8 provides a comprehensive overview of the principals' abilities in managing the National Education Standards (NES at both MAN 1 and MAN 2 in Bandar Lampung. This mapping serves to illustrate the principals' proficiency in implementing the National Education Standards (NES) across various dimensions, highlighting their strengths and areas for improvement.

Tabel 7.
Comparison of Principal Ability Category

National Education Standards (NES	NES		Competence Category	
	MAN 1	MAN 2	MAN 1	MAN 2
Graduate Competency Standard	NES	Toward NES 4	Very Competent	Competent
Content Standard	NES	Toward NES 4	Very Competent	Competent
Process Standard	NES	Toward NES 4	Very Competent	Competent

Assesment Standard	NES	Toward NES 4	Very Competent	Competent
Standard for Educator and Educatiaon Personnel	NES	NES	Very Competent	Very Competent
Education Fasilities and Infrastructure Standard	Toward NES 4	Toward NES 3	Competent	Sometime Competent
Education Management Standard	Toward NES 4	Toward NES 3	Competent	Sometime Competent
Financing Standard	Toward NES 4	Toward NES 3	Competent	Sometime Competent

The NES fulfillment achievement score ranges from 0 – 7. To be able to find out the NES fulfillment achievement, a categorization was created to facilitate analysis:

1. Toward NES level 1: score < 2,04
2. Toward NES level 2: $2,04 \leq \text{score} < 3,70$
3. Toward NES level 3: $3,70 \leq \text{score} < 5,07$
4. Toward NES level 4: $5,07 \leq \text{score} < 6,67$
5. NES: $6,67 \leq \text{score} \leq 7,00$

Madrasah principals play a central role in enhancing the quality of education within their institutions. Their success can be observed through the quality of teachers, student achievements, and community involvement. This research reveals that the effectiveness of a madrasah principal in improving school quality is significantly influenced by the competencies and skills they possess (Alam & Dewi, 2024; Hitka et al., 2019; Pradana & Arijanto, 2024). Therefore, mapping the competencies of madrasah principals is essential as a reference for developing targeted competency enhancement programs, ensuring that madrasahs meet the required standards of education. The following discussion provides insights into how madrasah principals in MAN 1 and MAN 2 Bandar Lampung manage the National Education Standards (NES), specifically in relation to the Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards.

Managing Graduate Competency Standards

Based on the research findings, the Graduate Competency Standards at MAN 1 Bandar Lampung have achieved full compliance with the SNP, with the principal's competency level rated as "highly competent." In contrast, MAN 2 is categorized as "approaching SNP Level 4," with the principal's competency rated as "competent." This distinction is evident in the holistic development of MAN 1 students, whose academic performance, personal character, and practical skills reflect the effective management practices of the principal (Nutakor et al., 2023; Sholeh et al., 2023). The differences between the two madrasahs are likely due to variations in input quality, learning processes, and outcomes between the institutions (Rudysbyn et al., 2020; Venesaar et al., n.d.).

Both MAN 1 and MAN 2 have implemented student-centered educational programs that aim to prepare students to meet global challenges (Purwanto et al., 2023). However, despite positive outcomes, some obstacles remain, such as academic and psychological barriers, particularly in teacher readiness and student motivation (Syakroni et al., 2024). These challenges must be addressed through comprehensive support systems that foster both student and teacher development.

Managing Content Standards

The ability to manage Content Standards is another crucial competency area for madrasah principals. MAN 1 meets the SNP criteria for content standards, while MAN 2 is categorized as "approaching SNP Level 4" (Amin, 2024). Content standards encompass the scope of subject matter and competency levels that students must achieve at specific educational stages (Bazzi et al., 2020; Hasanah, 2020). Both madrasahs have developed curriculum frameworks aligned with government regulations, ensuring that learning materials are well-structured and balanced across cognitive, affective, and psychomotor domains (Shofiyyah & Zaelani, 2024).

However, the research identified gaps in curriculum implementation, particularly in integrating general and religious education seamlessly (Fath et al., 2023a; Kusnanto et al., 2023). Effective management of content standards requires

principals to collaborate closely with stakeholders, including teachers, school committees, and the Ministry of Religious Affairs, to optimize curriculum design and delivery (Rofik et al., 2023).

Managing Process Standards

Process standards define the criteria for effective teaching and learning. MAN 1 is fully compliant with the SNP for process standards, while MAN 2 is rated as "approaching SNP Level 4" (Baharun & Mukarramah, 2023). This component includes planning, implementation, evaluation, and monitoring of the educational process. In this context, the role of madrasah principals is to create a learning environment that encourages student engagement and critical thinking (Yong & Ling, 2023).

The study found that both principals have made teacher development a priority, focusing on building teachers' professional capacities to deliver high-quality instruction (Miço & Cungu, 2023). However, the need for continuous professional development remains, particularly in integrating technology and adapting to changes in educational practices (Sharma, 2023). Addressing this gap will require ongoing support from the local government and educational authorities (Mariyah & Syukri, 2024).

Managing Educational Assessment Standards

The Assessment Standards at both madrasahs have met the required criteria, but challenges remain in aligning assessment practices with learning objectives (Kayyali, 2023). Evaluations are often limited to cognitive achievements, while affective and psychomotor aspects are less emphasized (Zulpriyadi et al., 2024). Effective implementation of assessment standards requires a more comprehensive approach that captures students' holistic development (Wijaya et al., 2023).

Through the research, it was noted that teachers need more training in developing assessment tools that are aligned with the broader educational goals of madrasahs (Dion & Evans, 2024). To overcome these limitations, madrasah principals must ensure that assessment practices reflect the full range of student

competencies, supporting both academic and personal growth (Mokgwathi et al., 2023).

Overall, this research provides a detailed examination of the competencies of madrasah principals in managing various educational standards. By strengthening the identified areas of improvement, MAN 1 and MAN 2 Bandar Lampung can achieve higher educational quality, contributing significantly to the development of human resources who are competitive both nationally and globally (Amin, 2024; Baharun & Mukarramah, 2023; Mariyah & Syukri, 2024).

CONCLUSION

The research findings indicate that the role of madrasah principals is pivotal in ensuring the successful implementation of the National Education Standards (NES in madrasahs. MAN 1 Bandar Lampung has demonstrated higher compliance with the SNP across various standards compared to MAN 2, which is still approaching full compliance in several areas. Key strengths observed include strong competencies in graduate competency management and teaching processes, while challenges remain in infrastructure and financial management. The competency mapping provides a comprehensive understanding of the strengths and areas for improvement, emphasizing the need for continuous professional development to address identified gaps. Strengthening these competencies will enhance the overall quality of madrasahs, thereby supporting their mission to produce graduates who are not only academically capable but also possess strong moral and ethical values.

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