

Best Come and Best Process in Improving Quality Output at MAN IC Pekalongan

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Abstract: *This research aims to analyze the factors that influence the quality of education at MAN Insan Cendekia Pekalongan, using a descriptive qualitative approach and content analysis method. Data were obtained through documentation, interviews, and direct observation, which were then analyzed based on the main themes related to best come, best process, and the application of CBT (Computer-Based Test). The focus of this research is on educational strategies that combine science and technology-based curriculum with IMTAQ (Faith and Taqwa), as well as efforts to develop student achievement through the tahfidz Al-Qur'an program and science olympiads. The results show that MAN Insan Cendekia Pekalongan's success in producing quality graduates is influenced by the implementation of transparent education management, an integrated curriculum, and support for student achievement at the national and international levels. In addition, CBT-based assessment increases the effectiveness of the education evaluation process. The strengthening of spiritual values through the tahfidz Al-Qur'an program also plays an important role in shaping the character of excellent students, not only in academic but also in moral aspects. This study illustrates the importance of a holistic approach in improving the quality of education and provides recommendations for further development in the aspects of education management and an integrated curriculum.*

Keywords: *quality education, student achievement, integrated curriculum, strategy, student achievements.*

Introduction

In Indonesia, Islamic education consists of *pesantren*, *madrasah*, and schools. These institutions are essential for the advancement of Islamic civilization and the improvement of the Muslim community. To compete with educational institutions emphasizing general education over Islamic teaching, an Islamic educational institution must fulfill certain requirements. The competition in question relates to the quality of education provided by the National Education Standards (SNP), from planning and assessment to implementation and evaluation. An education must be able to meet the needs and expectations of society to be of high quality. Currently, education in Indonesia is focused on one issue, namely the quality of education. High-quality madrasahs will be positively correlated with the increase in human daily consumption. Problems in education are very important issues for daily

life. In Islam, the main purpose of education is to help students (humans) transform into beings more in tune with their fitrah.

The 2003 Education System Law Number 20 states that education is "an activity that consciously and deliberately creates an active learning and teaching atmosphere so that students can develop their potential and have religious spiritual strength, self-control, positive personality, intelligence, noble character, and skills needed for themselves and society." In the *Kamus Besar Bahasa Indonesia* (KBBI), this definition is found with the prefix "pe" and suffix "an," the term "*pendidikan*" comes from the word "*didik*," which means "to guide behavior." Therefore, it can be understood as a strategy used by a person or community to change their values and behaviors in an effort to become self-reliant, thus maturing or developing people through instruction, learning, guidance, and training. Currently, a number of reforms are being made to improve the quality of education. The main focus of national education reform lies at the school level, as these institutions are considered to be at the forefront of efforts to improve the quality of education.

Along with the development and spread of Islam, madrasah, as an Islamic educational institution, began to be established and developed in the Islamic world around the 5th to 6th centuries H or 11th to 12th centuries AD. *Madrasahs* are educational institutions that have existed for a long time in Indonesia. It has proven effective in encouraging religious life and helping citizens build a strong sense of national identity. This does not mean that Islam had no previous educational institutions. When Islam came, it inherited the education system that existed in Arab society at that time. Before the madrasa emerged, there were already two types of educational institutions known, namely the kuttap, which taught children the skills of reading and writing the Qur'an as well as the basics of Islam, and served as a basic level of education. Meanwhile, the mosque also functioned as a halaqah, which provided education and instruction on the various sciences of the time, as well as being a more advanced level of education. It was from these mosque halaqahs that great scholars in various fields of Islamic knowledge were born.

The rapid development of the times and increasingly sophisticated technological advances require madrasahs to make significant transformations. One of them, Madrasah Aliyah Negeri Insan Cendekia Pekalongan, is present as a solution to the increasingly complex problems and challenges of modern times. Historically, MAN IC Pekalongan originated from the idea of the third President of the Republic of Indonesia, Prof. Dr. B.J. Habibie, who was a leader of the Indonesian Muslim Scholars Association. Prof. B.J. Habibie hoped that the presence of MAN IC Pekalongan could produce future scientists based on Islamic values.¹

¹Ismail, dkk. "Kebijakan Pemerintah Pada Madrasah Aliyah Negeri Insan Cendekia (MAN IC)", *Damhil Education Journal*, Volume 3 Nomor 1, Tahun 2023 ISSN: 2776-8228 (Print) / ISSN: 2776-2505 (Online) Doi: 10.37905/dej.v3i1.1985, 45

In addition, MAN IC Pekalongan comes with a Boarding School-based Islamic education system. Boarding school education has a very strategic role in forming individuals who not only understand Islamic religious knowledge in depth (*tafaqquh fi al-din*), but are also able to apply it as a guideline in everyday life. By emphasizing ethical values and noble morals (*akhlaq karimah*), the Boarding School or *pesantren* is committed to producing a generation with character, integrity, and a high level of social awareness in society.

Islamic-based educational institutions, *pesantren*, also contribute to supporting Indonesia's national education goals. Through a learning system that integrates religious knowledge and social life, *pesantren* plays a role in creating individuals who are moral, knowledgeable, and ready to face various challenges in society. Thus, *pesantren* is not only a center of religious learning, but also the main pillar in producing a generation that is useful for the nation and state.²

An educational institution must improve its inputs, processes, and outputs to achieve greater quality and excellence. In the input procedure, the focus is on the new students who join the educational institution. Educational inputs must be present for an educational process to take place. There are three categories of educational inputs: raw inputs, instrumental inputs, and environmental inputs. This input will then be processed into output. Examples of instrumental inputs are facilities and infrastructure, curriculum, teachers and other education personnel, and financial resources owned by educational institutions.

The process includes all the activities that have been managed and organized in the educational institution. Results or outputs are something produced by the institution. The resources of an educational institution include all relevant elements, including educators and learners. Understanding the quality and initial quality of an educational institution's resources is an important step for quality development and improvement. Therefore, an in-depth understanding of educational resources is necessary to identify aspects that need improvement. Quality output reflects the school's performance, which is generated through various student achievements. At MAN IC Pekalongan, output includes academic and non-academic achievements. Academic achievement can be seen through national exam scores, scientific papers, and academic competitions, while non-academic achievement can be seen through the talents of students, for example, in extracurricular activities.³

² Yusuf Hanafi dkk., "The New Identity of Indonesian Islamic Boarding Schools in the 'New Normal': The Education Leadership Response to COVID-19," *Heliyon* 7, no. 3 (Maret 2021): e06549, 2, <https://doi.org/10.1016/j.heliyon.2021.e06549>.

³Luthfi Luthfi Zulkarmain, "Analisis Mutu Input Proses Output di Lembaga Pendidikan Islam MTs Assalam Kota Mataram Nusa Tenggara Barat," *Journal of*

Quality is a very important factor because it basically reflects the characteristics of an item in relation to other items. Every organization that produces goods and services aims to improve quality. It is also important to pay attention to the quality of education. Quality is a key element in an organization's overall agenda, and trying to improve it can be the biggest challenge faced by any institution. Nonetheless, there are many different views on what constitutes goodness and quality itself.⁴

High levels of quality teacher collaboration play a crucial role in improving teaching quality and student learning outcomes. When teachers work together effectively, they can share insights, teaching methods, and strategies that have proven successful in supporting teaching and learning. This kind of collaboration creates a more dynamic and innovative professional environment, where teachers can continuously develop their teaching skills and adapt learning methods to student needs. In addition, good collaboration among teachers also has a direct impact on students' learning experience. With the exchange of information and effective teaching strategies, the quality of learning in the classroom becomes more structured and in line with students' academic needs. Ultimately, students benefit from more meaningful teaching, which contributes to their improved concept understanding and academic achievement, especially in mathematics. Thus, building a strong culture of cooperation among educators not only improves their professionalism but also has a significant positive impact on student learning outcomes.⁵

Research on the correlation between best come and best process in improving quality output at MAN IC Pekalongan specifically has not been done, but several studies are relevant to this research, such as the quality of a school is related to the progress of the quality of its students, the quality of Islamic education consists of input, process, output to improve quality education includes input, process and output.

Research relevant to the background of this study was first conducted by Syafri Fadillah Marpaung, that the quality of a school is related to the progress of the quality of its students, then the school is said to be of high

Islamic Education Research 1, no. 3 (30 Desember 2020): 19, <https://doi.org/10.35719/jier.v1i3.65>.

⁴Antiq Kusthon Tiniyyah dkk., "Manajemen Peningkatan Mutu Madrasah Dalam Membentuk Madrasah Efektif di Era Global," *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 7, no. 1 (15 September 2023): 126, <https://doi.org/10.54437/alidaroh.v7i1.1249>.

⁵ Andrea Wullschleger dkk., "Teacher Collaboration to Elevate Student Achievement?" *Learning and Instruction* 97 (Juni 2025): 102104, 8, <https://doi.org/10.1016/j.learninstruc.2025.102104>.

quality.⁶ Second, Uswatun Hasanah, who stated that the creation of the quality of Islamic education consists of inputs, processes, and outputs, which need to be improved in educational institutions.⁷ Third, Munzir states that the quality of Islamic education is related to quality components such as outcomes, inputs, processes, and madrasah outputs.⁸ Fourth, Syaefudin stated that the quality of Islamic education consists of input, process, and output.⁹ Fifth, Feiby Ismail and Mardan Umar concluded that improving the quality of education includes several aspects, namely input, process, and output.¹⁰ Sixth Bramastia and Nurhadi Yasin, state that excellence and quality will complement each other and go hand in hand. Exceptional excellence will be reflected in good input-process-output quality.¹¹ Seventh, Helsi Arista, stated that the development of the quality of education and religious character is related to the input, process, and output of *the madrasah*.¹² Eighth, Masyitoh concluded that quality in the realm of education consists of inputs, processes, and educational outputs.¹³

The eight studies above are used to be a source of reference about the correlation between best come and best processes in improving the quality output of MAN IC Pekalongan. We can conclude that education needs to go

⁶Syafrri Fadillah Marpaung dkk., "Peran Strategis Manajemen Humas Dan Layanan Publik Dalam Meningkatkan Kualitas Pendidikan Di Sekolah," *Academy of Education Journal* 14, no. 2 (1 Juli 2023): 552, <https://doi.org/10.47200/aoej.v14i2.1764>.

⁷Uswatun Hasanah, "Analisis Mutu Dan Kualitas Input-Proses- Output Pendidikan Di Man 2 Yogyakarta", *Managere : Indonesian Journal of Educational Management*, Vol. 2 No. 2 (2020), p. 171-181 Available online at <http://jurnal.permapendis.org/index.php/managere/index>. 176

⁸Munzir, "Meningkatkan Mutu Pendidikan Islam," *Jurnal Guru Kita PGSD* 6, no. 4 (10 September 2022): 594, <https://doi.org/10.24114/jgk.v6i4.39903>.

⁹Syaefudin Syaefudin, "Analisis Mutu Pendidikan Islam (Input, Proses & Output) (Studi di MI Unggulan Ash-Shiddiqiyah-3 Purworejo)," *Aksiologi : Jurnal Pendidikan dan Ilmu Sosial* 1, no. 1 (10 Oktober 2020): 26, <https://doi.org/10.47134/aksiologi.v1i1.1>.

¹⁰Feiby Ismail dan Mardan Umar, "Implementasi Penjaminan Mutu di Lembaga Pendidikan Islam; Studi Multisitus di MAN Model 1 Manado, MAN 1 Kotamobagu dan MAN 1 Kota Bitung," *Jurnal Ilmiah Iqra'* 14, no. 1 (30 Oktober 2020): 80, <https://doi.org/10.30984/jii.v14i1.1119>.

¹¹Bramastia dan Nurhadi Yasin, "Problematika Manajemen Mutu Pendidikan Madrasah Dalam Perspektif Input-Proses-Output," *Risâlah, Jurnal Pendidikan dan Studi Islam* 8, no. 3 (6 Oktober 2022): 1072, <https://doi.org/10.31943/jurnalrisalah.v8i3.325>.

¹²Helsi Arista dkk., "Gaya Kepemimpinan Kepala Madrasah dalam Pembentukan Karakter Religius Peserta Didik (Input, Proses dan Output)," *Kharisma: Jurnal Administrasi dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 43, <https://doi.org/10.59373/kharisma.v2i1.13>.

¹³Masyitoh Masyitoh, "Manajemen Mutu Pendidikan Perspektif Qs. Ar-Ra'du Ayat 11 Dan Impelemasinya Dalam Pengelolaan Madrasah," *Jumpa : Jurnal Manajemen Pendidikan* 1, no. 1 (28 Februari 2020): 40, <https://doi.org/10.33650/jumpa.v1i1.1034>.

through the stages of input, process, and output to achieve good quality madrasah quality for educational institutions.

Furthermore, in the interview process with Mr. Rosyid, S.Pd., stated that the process in admitting new students consists of a test route (online), an achievement route (online), interview stage. New student registration is online. Furthermore, in the final stage, the graduation announcement can be accessed from the internet through the snpdb man-ic, snpdb man-pk, and snpdb makn applications.

From the interview above, researchers found a new innovation that has been carried out by MAN IC Pekalongan, namely, in the process of new admissions, through the test route, the achievement route and interviews are all carried out online without the need to go to the *madrasah*. The capacity is very limited, so the selection stage is very strict.

Method

This research uses qualitative research, which can be done through direct interviews, recording, and documentation. This research was conducted at MAN IC Pekalongan on June 6, 2024. The reason for choosing this location, that it is based on the advantages of MAN IC Pekalongan, which is different from other Madrasahs in Pekalongan, and MAN IC Pekalongan is also among the top 5 best schools according to UTBK, so we need to find more in-depth information about the advantages that exist in Madrasah MAN IC Pekalongan.

In the process of collecting the data above, the researcher also conducted an interview with Mr. Rosyid S.Pd, as the Arabic language teacher at MAN IC Pekalongan. Researchers also made direct observations at MAN IC Pekalongan. The researcher also sought information using library study procedures, which included online media and journal articles relevant to the research project. By combining data sources from field facts with documents and journal articles collected through data reduction, presentation, and conclusion making, the researcher used a data triangulation approach to sort the data.

Results and Discussion

1. *Best come and best process at MAN Insan Cendekia Pekalongan.*

The welfare of a nation is closely related to the quality of education, especially the quality of education inputs, processes, and outputs. A prosperous country is one that successfully develops quality education. With the opening of development, there is an increase in the quality of education in various aspects, namely input, process, and output, which is very important.¹⁴ The process of inputting means input or something that goes

¹⁴Feiby Ismail, dan Mardan Umar, "ImplementasiPenjaminan Mutu di Lembaga Pendidikan Islam; Studi Multisitus di MAN Model 1 Manado, MAN 1 Kotamobagu dan MAN 1 Kota Bitung." *Jurnal Ilmiah Iqra*, 2541-2108 [Online] 1693-5705

inside. In the context of education, input refers to everything that needs to be provided to support the education process. It consists of resources, software, expectations, and inputs that serve as guides in the process. Hence, inputs here include principals, teachers, staff, students, classroom supplies, classroom equipment, money, etc. In an educational institution, input management includes a number of different elements, including student input, facilities and infrastructure, and curriculum input.

Output is a significant and interrelated factor in influencing the quality of education. Basically, the relationship between inputs and outputs can be used to measure education. When we refer to inputs, we mean all the resources needed to make the process function properly. For example, training programs, scientific endeavors, and learning procedures are carried out in educational institutions. Meanwhile, the process that has been carried out has produced results.¹⁵

One of the processes implemented by all educational institutions, including MAN IC Pekalongan, is the admission process. This activity consists of several steps: registration, data verification, student selection, and announcement of selection results. Currently, MAN IC Pekalongan is conducting this process online. The central team selects students for MAN IC Pekalongan using a standardized CBT-based selection process that targets the best graduates from public and private MTs/SMPs, as well as achievement pathways. In the 2021-2022 academic year, there were 251 applicants (168 women and 83 men); only 96 students were accepted and met the quota. The number of prospective students increased in the 2022-2023 academic year to 432 applicants (124 boys and 308 girls), of which only 120 students were accepted.¹⁶

Best come and best process in improving quality output at MAN IC Pekalongan can be seen from the results of the regular and achievement pathway selection. The selection is carried out directly by the central team through CBT-based tests. In the process of recruiting students, a rigorous selection is held to filter out outstanding prospective students by the requirements. A high level of intelligence and competence is required from prospective students, and opportunities for MTs and junior high school students should be provided. Candidates with a record of strong learning potential, high levels of perseverance, and good academic potential are

[Print] Tersedia online di: <http://journal.iain-manado.ac.id/index.php/JII>, 14 (2020), 80. <http://dx.doi.org/10.30984/jii.v14i1.1119>

¹⁵Dian Grace Puspita dan Dwi Esti Andriani, "Upaya Peningkatan Mutu Pendidikan Di Sekolah Menengah Pertama Dan Permasalahannya," *Jurnal Pendidikan dan Kebudayaan* 6, no. 1 (24 Juni 2021): 23, <https://doi.org/10.24832/jpnk.v6i1.1734>.

¹⁶Iyoh Mastiyah dan Elis Lisyawati, "Model Penyelenggaraan Program Madrasah Aliyah Negeri Insan Cendekia (MAN IC) Pekalongan Jawa Tengah," *Edukasi: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 20, no. 1 (10 Mei 2022): 358, <https://doi.org/10.32729/edukasi.v20i1.1123>.

admitted to MAN IC Pekalongan. To ensure that students enrolled at MAN IC Pekalongan truly excel in academics, personality, and physical and mental health, prospective students undergo a series of evaluations and tests for academic potential, personality, and health.

2. Superior Program developed by MAN Insan Cendekia Pekalongan

The flagship program is one of the madrasah's efforts in creating quality education. Madrasahs have a quality based on creativity and innovation in madrasah management. MAN IC Pekalongan plays an important role in giving birth to a quality advanced generation through academic and non-academic processes, thus realizing students who excel.

The curriculum system at MAN IC Pekalongan, which is based on the 2013 curriculum but has been modified and revised, is an outstanding flagship program. Higher quality standards than national education standards related to the curriculum, which emphasize local excellence. Hadharah Al Nash (civilization of texts or books), Hadharah Ilmu (civilization of knowledge), and Hadharah Al Falsafah (civilization of philosophy) are the three civilizations highlighted in the class. As an educational unit that combines Islamic Religious Education (PAI) with scientific and technological enrichment as its main feature through the development of equality and values focusing on Pancasila, MAN IC Pekalongan has unique characteristics that allow this curriculum to integrate science and technology with faith and devotion. In line with the vision and goals of MAN IC Pekalongan, this curriculum aims to produce highly qualified human resources who understand science and technology, have integrity and religion, and can apply these skills to society.

In contrast, the pesantren curriculum includes faith-based teaching. Together with the vision and mission, which serve as pillars, the curriculum is created with an emphasis on the following goals and objectives: 1) creating graduates with Islamic character, with an Indonesian, national, international, and humanitarian outlook; 2) creating graduates who are able to succeed at the national and international levels by mastering the principles of Islamic science, technology, social science, and cultural arts; 3) creating graduates who have the moral quality and capacity to make changes by Islamic teachings.

In the Education Unit Level Curriculum (KTSP), relating to: 1) focusing on the potential, development, needs, and interests of students and their environment; 2) diverse and integrated; 3) responding to developments in science, technology and the arts 4) relevant to needs 5) comprehensive and sustainable; 6) lifelong learning, is the source of the Education Unit Curriculum (KTSP) management principles used by MAN IC Pekalongan. 7) Balance between national and regional interests; and 8) values developed by MAN IC Pekalongan.

Moral education and character education developed by MAN IC Pekalongan serve to build the nation's basic potential for goodness, morals, and good behavior. They also strengthen and build the multicultural behavior of the nation and elevate its civilization to the level of a globally competitive nation. A registered character education program that is integrated into the curriculum, including those related to the vision, mission, objectives, structure and curriculum, education calendar, curricula, and lesson plans, is known as character education. Religious, Pancasila, and cultural sources can be used to identify values that are cultivated in cultural and national character education.

As stated in the Competency Standards of MAN IC Pekalongan, Permendikbud No. 20/2016 requires all primary and secondary school graduates to have three-dimensional competencies, consisting of attitudes, knowledge, and skills. The curriculum framework allocates 54 lesson hours for each subject. There are specialization lessons in mathematics, natural sciences, and social sciences. The purpose of this grouping of subjects is to allow students the opportunity to cultivate interest in a wide range of topics that align with their academic interests for college, as well as to advance their interests in a particular area or skill. By strengthening the basic ideas of academic, non-academic competencies, and the developed curriculum. This is necessary to build a democratic system to produce graduates with Islamic character, science and technology, and IMTAQ.

One of the characteristics provided by the program developed at MAN IC Pekalongan is the local content based on religion as a characteristic. Excellent programs in learning include: Tahfidz Al-Qur'an and Instrument Development, National Olympiad Science (OSN), Madrasah Science Competition (KSM), Matriculation Program, Specialization, and Learning Clinic. Religious values, integrity, inventiveness, independence, democracy, tolerance, hard work, discipline, curiosity, and national spirit are among the values cultivated in the education of national culture and characteristics. Love for their home country, admiration for achievements, friendship and communication, love of peace, love of reading, environmental conservation, social responsibility, and care for others. The program aims to shape the personalities of students so that they will grow in the setting of MAN IC Pekalongan and elsewhere to be used for command, discipline, and responsibility.¹⁷

MAN IC Pekalongan is a flagship educational institution, and as such, its management is transparent and democratic. This is demonstrated by the various tasks proportionally assigned to officials. There are several teams created, including: administration, finance, security, and service teams, as well as other teams based on their fields. Each program is proposed from the

¹⁷ Wawancara Dengan Bapak Rosyid Selaku guru/ Tenaga Pendidik Bahasa Arab Di MAN IC Pekalongan, 6 Juni, 2024, wawancara 1, transkrip.

ground up by educators and teachers. Each program proposal is deliberated, the results are decided, and then implemented. An environment of tolerance and support exists between fellow employees, and democratic leadership is evident in the use of democratic choices to decide a teacher's career. Readily available human resources show that MAN IC Pekalongan has the strength and potential to progress.¹⁸

3. *MAN Insan Cendekia Pekalongan's strategy in increasing the quality of output*

Strategy is the process of planning, implementing, and assessing options that support an organization in achieving its goals. It contains interrelated plans that link environmental issues to the strategic benefits of the *Madrasah*. This plan is intended to ensure that the main objectives of the *Madrasah* are achieved through proper implementation through strategic management, which includes various choices and activities to create one or more successful strategies in achieving the goals of a high-quality *Madrasah*.¹⁹ Strategy is one of the educational systems that serves as a general guide and a series of activities designed to support the learning process as a whole. This strategy is based on the perspective of a particular learning theory or philosophy in order to achieve effective learning objectives.²⁰

Regarding educational outcomes as outcomes and outputs from the implementation of educational strategies at MAN IC Pekalongan, it shows good performance. Many achievements over the past three years, at local, national, and international levels. The effectiveness, efficiency, and productivity of institutional education quality management are truly reflected in the quality of educational outputs. According to field data, the implementation of quality management has produced positive educational outcomes at MAN IC Pekalongan. One way to measure student learning efforts is through academic achievement. The better the learning effort made, the higher the achievement that can be achieved. Student achievement is influenced by internal and external factors.

¹⁸Iyoh Mastiyah dan Elis Lisyawati, "Model Penyelenggaraan Program Madrasah Aliyah Negeri InsanCendekia (MAN IC) Pekalongan Jawa Tengah," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 20, no. 1 (10 Mei 2022): 67-68, <https://doi.org/10.32729/edukasi.v20i1.1123>

¹⁹Muhammad Sufyan Ats-Tsauri dan Erni Munastiwi, "Strategi Kepala Madrasah Dalam Menentukan Kebijakan Pembelajaran Era Covid 19 Studi Kasus Kepala Madrasah Ibtidaiyah NW Pondok Gedang," *Elementeris: Jurnal Ilmiah Pendidikan Dasar Islam* 2,no. 2 (5 November 2020): 58, <https://doi.org/10.33474/elementeris.v2i2.8679>.

²⁰ Muhammad Fadlan Rawi Nasution, Mario Bagus Sanjaya, dan Abdurrahman Abdurrahman, "Strategi Pembelajaran Bahasa Arab Di Madrasah Aliyah Negeri (Man) 1 Medan," *Jurnal Sathar* 1, no. 2 (26 November 2023): 13-22, 17 <https://doi.org/10.59548/js.v1i2.82>.

Students' academic achievement can be known after an evaluation, where the results show the extent of their success in learning.²¹ In *Madrasah* life, achievement is often defined as the attainment of a better status or condition. However, achievement can also be interpreted as one's ability to maintain the achievements that have been achieved. The measure of success can be determined by comparing oneself, other individuals, or other institutions or organizations based on their level of achievement.²²

- a) Students' academic and non-academic achievements show the results of implementing high-quality education. Every year, students at MAN IC Pekalongan graduate with an average National Exam (UN) score. In addition, students at MAN IC Pekalongan excel in science competitions at both national and international levels.
- b) The results of the application of education at MAN IC Pekalongan can be seen in the acceptance of MAN IC Pekalongan graduates into state universities (PTN) at several leading universities across the country, which seem to dominate state universities such as ITB, UGM, UI, IPB, UNPAD, UNIBRAW, UNS, Unair, Undip, and others, demonstrating the successful implementation of education in the school. In addition, graduates are also accepted at foreign universities in countries including Japan, Malaysia, Germany, Egypt, Korea, America, Australia, Russia, and Singapore.

This is due to the emphasis on education on the advancement of science and technology and mastery of knowledge. In contrast, religious education places less emphasis on expanding knowledge in the field of religious studies and more on strengthening faith and the ability to carry out religious practices. During the 2018-2019 academic year, there were 86 alumni from MAN IC Pekalongan who are currently enrolled in various higher education programs. Of the total number, 65 people (77%) are assigned to PTN, 7 people (8%) to Kedinasan, and 7 people (8%) to PTS, however, 7 people do not have a report. The alumni who continued their studies at the above-mentioned tertiary institutions did so through various means, including one through independent study, twenty-seven through SBMPTN, one through accomplishments, four through UMPN, one through PMDKPN, and twenty-six through testimonials. Universities that are study options include ITB, IPB, UI, UGM, Airlangga, USM, Diponegoro, Brawijaya, Unpad,

²¹ Roy Wahyuningsih, "Prestasi Belajar Siswa : Kompetensi Pedagogik Guru dan Motivasi Belajar Siswa," *Jurnal Paedagogy* 8, no. 2 (4 April 2021): 117, <https://doi.org/10.33394/jp.v8i2.3472>.

²² Ayu Sundari, "Manajemen Kegiatan Ekstrakurikuler Dalam Meningkatkan Prestasi Non Akademik Siswa," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (21 April 2021): 1-8, <https://doi.org/10.31538/munaddhomah.v2i1.45>.

Unsoed, UPN, UNJ, UIN, and others. Many of these are regarded as the most popular.²³

Output assessment is concerned with measuring, interpreting, and assessing the success of a program in achieving its objectives or level of achievement. It can also determine whether a program is easily available. In this case, we document the maintenance of MAN IC Pekalongan by the requirements of the Education Agency, which involves measuring the achievement of goals and the effectiveness of MAN IC Pekalongan concerning academic and non-academic achievement.

1) Academic Achievement

Academic achievement is the learning process that students go through to improve knowledge, understanding, application, analytical skills, and evaluation. Assessment of academic achievement aims to measure students' readiness to learn as well as assist teachers in tracking the development and continuous improvement of student learning outcomes. Students' academic performance results may serve as a marker of their progress in the learning process.²⁴

MAN IC Pekalongan is proud of its academic achievements. Based on the number of students who completed the national exam, MAN IC Pekalongan occupies the first position against Madrasah Aliyah in Central Java. This is in line with MAN IC Pekalongan's goal to produce outstanding graduates. In Science Subjects (IPA), the achievement ranked first in Central Java. The average result for science subjects was 87.13. In contrast, 38 students achieved a perfect score of 100 in Social Studies, which had an average score of 77.21. *Madrasahs* in Central Java can be beaten by MAN IC Pekalongan. By successfully offering comprehensive facilities, instructors trained in religious studies, as well as undergraduate and postgraduate programs, MAN IC Pekalongan has achieved an ideal position with other outstanding madrasahs, such as MAN IC Serpong and MAN IC City Batam.

2) Non-Academic Achievements

Non-academic achievements are skills acquired by students through extracurricular activities, activities that take place outside of regular class hours. To develop their potential, interests, abilities, and hobbies outside of regular school hours, students are involved in various extracurricular

²³Iyoh Mastiyah Mastiyah dan Elis Lisyawati, "Model Penyelenggaraan Program Madrasah Aliyah Negeri Insan Cendekia (MAN IC) Pekalongan Jawa Tengah," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 20, no. 1 (10 Mei 2022): 75, <https://doi.org/10.32729/edukasi.v20i1.1123>.

²⁴Susiloningsih Susiloningsih dan Muhammad Munadi, "Strategi Kepemimpinan Transformasional Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Siswa Di Mts Negeri 1 Karanganyar," *Academy of Education Journal* 14, no. 2 (1 Juli 2023): 195, <https://doi.org/10.47200/aoej.v14i2.1218>.

activities. The outcomes of extracurricular activities, often known as out-of-class activities, are referred to as non-academic achievements.²⁵

Students who compete in extracurricular activities and take part in competitions at the district/city, national, and international levels, such as poetry competitions, MTQ, chess, OSN, KSM, Paskibraka, Physics OSS, and other events, show the non-academic achievements of MAN IC Pekalongan. This is an excellent program for organizational skills. Through the organization of competitions, it encourages community collaboration for religious activities that aim to encourage the development of religious communities, and provides tutoring to junior high school and high school students. The student council has succeeded in building cooperation with other institutions to improve the quality of school administration and student quality. Extracurricular activities are one of the tools to motivate students to improve and develop their potential. This can be seen from the smooth running of the education process and the existence of supporting facilities and infrastructure. In terms of achievement, the results are also very good, which can be seen from the many achievements made by students in various competitions, both at the district and provincial levels.²⁶

Conclusion

Best come and best process MAN IC Pekalongan through the new student admission procedures is one of the main actions consistently taken by every educational institution, including MAN IC Pekalongan. There are several steps involved in this activity, including registration, data verification, selection of prospective students, and announcement of selection results. This procedure has until now been conducted online at MAN IC Pekalongan. Students at MAN IC Pekalongan are selected nationally by a central team through a CBT-based regular selection system, which is intended for graduates of the best public and private MTs / SMPs and achievement pathways.

MAN IC Pekalongan's flagship program is its curriculum system, which is based on the 2013 curriculum. One of the characteristics provided by the superior program of MAN IC Pekalongan is the local content based on religion as a distinctive feature. Excellent programs developed in learning include: Tahfidz Al-Qur'an and Instrument Development, National Olympiad Science (OSN), Madrasah Science Competition (KSM), Matriculation Program, Specialization, and Learning Clinic.

²⁵Ahmad Hikami, Etty Nurbayani, dan Gianto Gianto, "Peran Kepala Sekolah dalam Meningkatkan Prestasi Non-Akademik di Madrasah Ibtidaiyah Ma'arif Nahdlatul Ulama 003 Samarinda," *Jurnal Tarbiyah dan Ilmu Keguruan Borneo* 2, no. 1 (1 Agustus 2020): 39, <https://doi.org/10.21093/jtikborneo.v2i1.3205>.

²⁶Ayu Sundari, "Manajemen Kegiatan Ekstrakurikuler Dalam Meningkatkan Prestasi Non Akademik Siswa," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (21 April 2021): 6, <https://doi.org/10.31538/munaddhomah.v2i1.45>.

Regarding educational results as outcomes and outputs from the implementation of educational strategies at MAN IC Pekalongan, it shows good performance. Many achievements over the past three years, at local, national, and international levels. The effectiveness, efficiency, and productivity of the institution's education quality management are truly reflected in the quality of education.

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