

Management of Excellent Madrasa Program in Increasing Institutional Competitiveness

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ABSTRACT

This study explores the management of superior Madrasa programs in improving the competitiveness of institutions at MTsN 1 and MTsN 2 Ponorogo. Both institutions have their own uniqueness that is not possessed by other institutions, including a history of consistent competitiveness since their establishment in 1979. The focus of this study is on the planning, organization, implementation, and supervision of superior Madrasa programs. The study used a multi-site study method with a phenomenological approach and field research type. Data were collected through in-depth interviews, non-participant observation, and documentation studies, with snowball sampling techniques for selecting informants. The results of the study indicate that the planning of superior Madrasa programs involves mapping the talents and interests of students, developing a comprehensive curriculum, innovative learning methods, and teacher coaching. Organization is carried out through the formation of a special team, determining the structure and tasks, and monitoring and evaluation. Implementation involves student selection, curriculum implementation, innovative learning methods, intensive guidance, and comprehensive assessment. Supervision includes the formation of a special supervision team and the implementation of periodic supervision, as well as providing recommendations to related parties. This study confirms Henry Fayol's theory of management functions, namely planning, organizing, commanding, coordinating, and controlling. This finding provides an important contribution to the development of educational management in superior Madrasas to improve the competitiveness of institutions.

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1. INTRODUCTION

Madrasa is a formal educational institution that has a strategic role in developing knowledge, both general and religious (El Widdah, 2022). As an institution with Islamic characteristics, Madrasa integrates Islamic values into the national education system (Naim et al., 2022). The existence of Madrasa is not only aimed at forming students who are knowledgeable, but also have a strong Islamic character to face the challenges of the global era (Ar et al., 2025; Dewi et al., 2025; Komariah & Nihayah, 2023). In this context, Madrasa is expected to be a relevant and competitive place of learning.

The development of public interest in Madrasa has shown a positive trend in recent years (Rohman et al., 2023). This is reflected in the increasing number of Madrasa students, which according to data from the Ministry of Religion in 2021 reached 18.5 million people or around 29% of the total students in Indonesia (*Satu Data Kementerian Agama*, n.d.). This phenomenon is also accompanied by the establishment of various new Madrasas, making Madrasas the main choice for parents for their children's education. However, the increasing interest in Madrasas has also triggered competition between educational institutions, both between Madrasas and with other schools (Heriyono, 2024; Wafa et al., 2024). This competition not only demands an increase in academic quality but also strengthening of educational services. Several leading madrasas have succeeded in achieving achievements at national and international levels, showing that madrasas are able to compete and become quality educational institutions (Adiyani et al., 2025; Cahyono et al., 2025; Istiqlal et al., 2024; Prayogi et al., 2021).

This success cannot be separated from efforts to manage education well (Iivari et al., 2020). However, the management of madrasa education currently still faces various challenges, both internal and external (Zarkasyi, 2021). Internal challenges include institutional management, curriculum development, learning strategies, and coaching of educators. Meanwhile, external challenges include synergy with various parties, adaptation to social change, and the use of technology that is still not optimally. In facing these challenges, madrasas are expected to be able to become pioneers (Sent & Kroese, 2022) of change and innovation (Fauzi & Masrupah, 2024; He & Tian, 2020; Sunardi et al., 2024). One approach that can be taken is through innovation in the learning environment (Sasson et al., 2022). Research shows that education reform can be built through three main pillars: learning research (Nind et al., 2020), educational innovation experience (Hopster-den Otter & Wopereis, 2023), and studies of relevant educational and non-educational trends (Velázquez-Romero et al., 2020). With this approach, madrasas can create an environment that supports the achievement of educational goals optimally.

MTsN 1 and MTsN 2 Ponorogo are examples of madrasas that have succeeded in presenting innovation and healthy competition in their management. Established since 1979, these two madrasas have a history and high competitiveness in Ponorogo Regency. Their success is not only seen from the various achievements they have achieved but also from their recognition as superior madrasas by the Ministry of Religion. As leading Madrasas, MTsN 1 and MTsN 2 Ponorogo are also able to create added value through innovative programs. This shows that both have great potential in building sustainable strategic competitiveness. One proof is the achievement of MTsN 2 Ponorogo as a Leading Madrasa in the Academic Field and the success of MTsN 1 Ponorogo in winning five prestigious awards at the 2022 Kemenag Award event. In addition, in terms of geography, the existence of both Madrasas located on the outskirts of Ponorogo provides its own uniqueness. Healthy competition between the two is an example of how Madrasas can encourage each other to improve quality without ignoring

the essence of Islamic education. This uniqueness is also supported by the historical competitiveness of both, which has been maintained since their inception.

Based on this phenomenon, the management of superior Madrasas in MTsN 1 and MTsN 2 Ponorogo is interesting to analyze in more depth. With a focus on the management of superior programs, this study aims to understand how the two Madrasas are able to increase competitiveness and respond to the challenges of the global era. This study is not only relevant to uncovering the best practices in the two Madrasas, but also to provide guidance for other educational institutions in managing superior programs. Thus, Madrasas can continue to develop as superior, competitive institutions, and remain based on Islamic values.

2. METHODS

This study uses a qualitative (Ceswell, 1991) approach with a descriptive design (Sugiono, 2014) in the form of a multi-site study (Baharein & Noor, 2008). This approach was chosen to deeply understand the social phenomena (Vazquez, 2022) related to the management of superior Madrasa programs in improving the competitiveness of institutions at MTsN 1 and MTsN 2 Ponorogo. Qualitative research allows researchers to describe reality naturally, not in controlled or laboratory conditions (Siponen & Klaavuniemi, 2021). With a multi-site design, this study examines two Madrasas that have similar backgrounds and characteristics, so that cross-site analysis (Arora et al., 2023) can be carried out to understand the differences, similarities, and unique characteristics of each. Data sources were obtained through in-depth interviews (Quraishi, 2023), participant observation, and documentation carried out systematically to ensure the validity and completeness of the information (Romadhon, 2024).

Data collection was carried out directly at the research location by paying attention to research ethics, such as maintaining the privacy of informants and ensuring transparency of research objectives. The main informants included the head of the Madrasa, the deputy head of curriculum affairs, and the head of the superior program at each Madrasa. Data analysis used the data condensation method, data presentation, and drawing conclusions, as explained by Miles and Huberman. In addition, cross-site analysis was conducted to compare findings from both locations to identify patterns, similarities, and differences. The validity of the data was tested using triangulation techniques of sources, techniques, and time, as well as credibility, transferability, dependability, and confirmability tests to ensure the reliability and accuracy of the research results (Baharein & Noor, 2008).

3. FINDINGS AND DISCUSSION

Findings

The organization (Amis et al., 2020), implementation (Tawse & Tabesh, 2021), and supervision (Vásquez-Capacho et al., 2024) of the superior Madrasa program at MTsN 1 and MTsN 2 Ponorogo show significant similarities and differences in increasing the competitiveness of the institution. In terms of organization, both Madrasas formed a special team to manage the superior Madrasa program, establish a clear structure and main tasks, prepare a detailed work plan, and carry out periodic monitoring and evaluation. Awards are also given to outstanding students. However, there are differences in the naming of the team, structure, main tasks, frequency of monitoring, and types of awards given, adjusting to the needs of each Madrasa. This effective organization has been shown to increase the effectiveness, efficiency, accountability, and motivation of the team, which overall contribute to increasing the competitiveness of the Madrasa.

In implementing the program, both Madrasas have similarities in the achievement-based student selection process, the implementation of a comprehensive curriculum, the use of innovative learning methods, the provision of intensive guidance, and the implementation of a comprehensive assessment system. Differences arise in the focus of the superior program, where MTsN 1 emphasizes science and mathematics, while MTsN 2 focuses more on language and arts and culture. Variations are also seen in curriculum, teaching methods, availability of resources, and types of extracurricular activities. Effective program implementation has improved student achievement, applicant attraction, Madrasa reputation, and external partnerships, all of which support increased institutional competitiveness.

In terms of supervision, both Madrasas have similarities in forming a special supervision team, determining the scope of supervision, preparing a supervision plan, implementing periodic supervision, and providing follow-up based on recommendations. However, differences are in the naming of the team, frequency, method, and mechanism for following up on the results of supervision. This effective supervision has helped improve the effectiveness, efficiency, accountability, and quality of the superior Madrasa program.

Overall, these findings indicate that structured and flexible organization, implementation, and supervision according to the characteristics of each Madrasa are the keys to success in increasing the competitiveness of the institution. The success of MTsN 1 and MTsN 2 Ponorogo can be an inspiration for other Madrasas in developing adaptive, quality, and competitive superior programs.

Based on a comparison of research findings at site 1 and site 2, cross-site findings can be seen in the table below:

Table. 1 Cross-site findings of MTsN 1 and MTsN 2 Ponorogo

No	Research Focus	MTsN 1 Ponorogo	MTsN 2 Ponorogo	Cross-Site Findings
1	Planning of the Superior Madrasa Program in MTsN 1 and MTsN 2 Ponorogo to Increase Institutional Competitiveness	Focus on science and mathematics	Focus on languages and cultural arts	The planning of the superior Madrasa program in MTsN 1 and MTsN 2 Ponorogo has proven to be effective in increasing the competitiveness of both institutions
2	Organization of the Superior Madrasa to Increase Institutional Competitiveness (Multi-Site Study at MTsN 1 and MTsN 2 Ponorogo)	MTsN 1 Ponorogo names its superior Madrasa team "Superior Program Development Team"	MTsN 2 Ponorogo names its superior Madrasa team "Superior Madrasa Team"	Effective organization of superior Madrasas is one of the key factors in increasing Madrasa competitiveness
3	Implementation of Superior Madrasa Programs to Increase Institutional Competitiveness (Multi-Site Study at	MTsN 1 Ponorogo focuses on science and mathematics	MTsN 2 Ponorogo focuses on languages and cultural arts	Effective implementation of superior Madrasa programs is one of the key factors in increasing Madrasa competitiveness

	MTsN 1 and MTsN 2 Ponorogo)			
4	Supervision of Superior Madrasa Programs to Increase Institutional Competitiveness (Multi-Site Study at MTsN 1 and MTsN 2 Ponorogo)	MTsN 1 Ponorogo names its superior Madrasa supervision team "Superior Program Supervision Team"	MTsN 2 Ponorogo names its superior Madrasa supervision team "Superior Program Monitoring and Evaluation Team"	Effective supervision of superior Madrasa programs is one of the key factors in increasing Madrasa competitiveness

Discussion

Planning of Excellent Madrasa Program in increasing the competitiveness of Institutions

To improve the quality of education and its competitiveness, Madrasas implement the Excellent Madrasa Program Planning. This program is intended to accommodate talented and accomplished students in academics, sports, and religion. The differences found are: 1) Type of program planning: MTsN 1 Ponorogo has a tahfidz and academic program, while MTsN 2 Ponorogo has a tahfidz, sports, and research program. 2) Learning method: MTsN 1 Ponorogo uses classical and memorization learning methods, while MTsN 2 Ponorogo uses classical, memorization, and practice learning methods.

Both Madrasas have shown positive results in implementing the Excellent Madrasa Program. This is proven by: 1) Increasing student achievement: Students in the Excellent Madrasa class always get higher scores compared to students in regular classes. 2) Increasing student interest: More and more students are interested in registering for the Excellent Madrasa class. 3) Increasing the competitiveness of Madrasas: MTsN 1 and MTsN 2 Ponorogo have become leading Madrasas in Ponorogo Regency.

In MTsN 1 and MTsN 2 Ponorogo, the Leading Madrasa Program has been proven to improve the quality of education and the competitiveness of both institutions. This shows that the Leading Madrasa Program can be one of the right approaches to improve the quality of Madrasas in Indonesia. Based on the research conducted, the Leading Madrasa Program in MTsN 1 and MTsN 2 Ponorogo has shown positive results and has proven effective in improving the quality of education and the competitiveness of both institutions. This can be seen from several indicators, namely: 1) Increasing Student Achievement: Students in the Leading Madrasa class consistently get higher grades compared to students in regular classes. This shows that the Leading Madrasa Program provides higher quality learning and focuses on developing students' potential to the maximum. 2) Increasing Student Interest: More and more students are interested in registering for the Excellent Madrasa class. This shows that the Excellent Madrasa Program has its own appeal for students and parents, because they see the potential benefits that can be obtained from this program. 3) Increasing Madrasa Competitiveness: MTsN 1 and MTsN 2 Ponorogo have become excellent Madrasas in Ponorogo Regency. This shows that the Excellent Madrasa Program has succeeded in improving the reputation and positive image of the two Madrasas.

Factors that Support the Effectiveness of the Excellent Madrasa Program: 1) Specially designed curriculum: The Excellent Madrasa curriculum is designed to meet the needs and potential of talented and high-achieving students. 2) Competent teaching staff: Teachers in the Excellent Madrasa classes have the qualifications and experience to teach talented students. 3) Adequate facilities and infrastructure: Madrasas provide facilities and infrastructure that

support the implementation of the Excellent Madrasa Program, such as laboratories, comfortable classrooms, and internet access. 4) Support from various parties: The Excellent Madrasa Program receives support from various parties, such as the government, parents, and alumni.

The Excellent Madrasa Program can be a solution to improve the quality of Madrasa education in Indonesia and make Madrasas the main choice for talented and high-achieving students. This can be achieved by implementing the right strategy and getting support from various parties. Madrasa education has an important role in producing a young generation that is intelligent, has noble character, and loves its homeland. However, there are still many challenges faced by Madrasas to improve the quality of their education. Some of these challenges include a lack of human resources, inadequate availability of facilities and infrastructure, and a curriculum that is not fully in accordance with the needs of the times. The Madrasa Unggulan Program is here as the right solution to improve the quality of Madrasa education in Indonesia.

Excellent Madrasa is designed to accommodate talented and high-achieving students in various fields, such as academics, sports, and religion. Through Madrasa Unggulan, Madrasas can: 1) Improve the quality of education (Radhakrishnan et al., 2024): Madrasa Unggulan implements a more comprehensive and innovative curriculum, and uses more effective and efficient learning methods. 2) Improve student achievement (Gore et al., 2021): Madrasa Unggulan students receive special guidance and training from competent and experienced teachers, so that they can achieve higher achievements in various fields. 3) Increase student interest (Golke & Wittwer, 2024): Madrasa Unggulan offers various interesting and beneficial programs and activities for students, thereby increasing their interest in learning and achieving. 4) Improving the image and reputation of the Madrasa (Mendoza-Villafaina & López-Mosquera, 2024): Madrasas that organize Madrasa Unggulan will have a better image and reputation in the eyes of the community, thus attracting more students to register.

In order for the Excellent Madrasa to achieve its goals effectively, several strategies need to be implemented, including: 1) Strict student selection: Students accepted at the Excellent Madrasa must have extraordinary potential and talent. 2) Implementation of a comprehensive curriculum: The Excellent Madrasa curriculum must include academic, religious, and life skills subject matter needed by students in the era of globalization. 3) Provision of special guidance and training: Excellent Madrasa students must receive special guidance and training from competent and experienced teachers. 4) Provision of adequate facilities and infrastructure: The Madrasa must provide adequate facilities and infrastructure to support the implementation of the Excellent Madrasa. 5) Awarding awards to outstanding students: The Madrasa must award outstanding Madrasa students, so as to motivate them to continue learning and developing themselves.

The success of the Excellent Madrasa does not only depend on the Madrasa, but also requires support from various parties, in this case the government needs to provide funding support and policies that support the Excellent Madrasa. The community needs to provide moral support and active participation in the development of the Excellent Madrasa. The business world and industry need to provide support in the form of student scholarships, training, and job opportunities for graduates of the Excellent Madrasa.

In addition to improving the quality of Madrasa education, the Excellent Madrasa also has several other positive impacts, such as: 1) Excellent Madrasa can increase the competitiveness of Madrasas with other schools. 2) Excellent Madrasa can strengthen religious moderation

among Madrasa students. 3) Graduates of the Excellent Madrasa are expected to become quality and competitive human resources at the national and international levels.

The Excellent Madrasa Program is a strategic program that needs to be supported by all parties. With strong commitment and cooperation, the Excellent Madrasa can be the key to the progress of Madrasa education in Indonesia. Thus it can be concluded that the Planning of the Excellent Madrasa Program is the right choice to improve the quality of Madrasa education in Indonesia and make Madrasas the main choice for talented and high-achieving students. This program can provide a significant contribution in realizing high-quality Madrasa education by implementing the right strategy and getting support from various parties.

Organizing the Excellent Madrasa Program to Increase Competitiveness

Good and systematic organization can help Madrasas achieve the goals of the Excellent Madrasa Program, namely improving the quality of education and increasing the competitiveness of institutions. To improve the quality of education and its competitiveness, Madrasas implement Excellent Madrasa, a program intended to accommodate talented and high-achieving students in various fields, such as academics, sports, and religion. Good and systematic organization greatly influences the performance of the Excellent Madrasa Program.

The results of the study showed that MTsN 1 and MTsN 2 Ponorogo have a clear organizational structure and work mechanism to support the implementation of the Excellent Madrasa Program. Several important points found in the organization of Excellent Madrasa in both Madrasas are: 1) Madrasas form a special team that is responsible for managing and implementing the Excellent Madrasa Program. This team consists of the principal, deputy principal, competent teachers in their fields, and other supporting staff. 2) The Excellent Madrasa Team prepares a comprehensive program plan, including curriculum, learning methods, evaluation, and required resources. 3) The Excellent Madrasa Program is implemented systematically and measurably, with monitoring and evaluation carried out periodically. 3) The Madrasa provides training and development for teachers involved in the Excellent Madrasa Program to improve their competence. 4) Establish cooperation with various parties, such as universities, research institutions, and other organizations, to support the implementation of the Excellent Madrasa Program.

The good organization of the Excellent Madrasa at MTsN 1 and MTsN 2 Ponorogo has had a positive impact in increasing the competitiveness of the two institutions, including: 1) Increasing student achievement: Students in the Excellent Madrasa class consistently get higher grades compared to students in regular classes. 2) Increasing student interest: More and more students are interested in registering for the Excellent Madrasa class. 3) Increasing the reputation of the Madrasa: MTsN 1 and MTsN 2 Ponorogo have become excellent Madrasas in Ponorogo Regency.

Effective organization of Excellent Madrasa is an important element in increasing the competitiveness of educational institutions. Multi-site studies at MTsN 1 and MTsN 2 Ponorogo showed that both Madrasas have successfully implemented a good and systematic organizational system. This has a positive impact on improving the quality of education and the competitiveness of their institutions. By implementing the right organization and getting support from various parties, the Excellent Madrasa Program can be a solution to improve the quality of Madrasa education in Indonesia. This can also raise the image of Madrasas as the main choice for talented and high-achieving students.

Increasing competitiveness through the organization of Excellent Madrasas is a step to strengthen the quality of Islamic education so that it can compete at the global level (Rosyadi

et al., 2023). This includes various aspects, such as management, curriculum, human resources, and facilities. The following is an explanation along with theories from experts that are relevant to this concept, accompanied by supporting arguments from the Qur'an and hadith: 1) Curriculum Development and Learning Methods (Lee et al., 2024): Howard Gardner in his theory of multiple intelligences states that every individual has unique potential in developing their intelligence. Therefore, Excellent Madrasas can adopt diverse approaches in curriculum and learning methods to achieve the potential of students holistically. The Qur'an and Hadith emphasize the importance of seeking knowledge in various contexts, and provide rewards for those who are diligent in seeking knowledge. 2) Effective Management and Administration (Bawa, 2024): Modern management theories, such as contingency theory, highlight the importance of adapting to changing conditions and needs. Excellent Madrasas need to have management and administration that can adapt flexibly and responsively, and focus on achieving desired outcomes. The Qur'an provides guidance on fair, transparent, and welfare-oriented management. The Hadith also emphasizes the importance of good and just leadership in various contexts. 3) Human Resource Development (Coulibaly, 2024): Human resource development theories highlight the need to invest in employee development so that they can reach their maximum potential. Excellent Madrasas need to provide training, support, and incentives to staff and teachers. The Qur'an emphasizes the importance of fairness and respect for the workforce, while the Hadith encourages giving rewards and support to those who strive and do good. 4) Partnership with External Stakeholders (Lukman et al., 2023): The theory of public-private partnership in education emphasizes the importance of cooperation between educational institutions and external parties such as government, business, and civil society, to improve access, quality, and relevance of education. The Qur'an emphasizes the importance of doing good to fellow human beings and working together in goodness. The Hadith also emphasizes the values of cooperation and partnership in various contexts. By uniting the principles of management and education theory with Islamic values contained in the Qur'an and Hadith, the organization of Madrasa Unggulan can create superior, relevant, and competitive education.

Implementation of the Excellent Madrasa Program in increasing the competitiveness of institutions

To improve the standard of education and competitiveness of schools, Madrasa Unggulan is a strategic initiative created to accept students who have talents and achievements in various fields, including academics, sports, and religion. The results of the study indicate that the implementation of the Madrasa Unggulan Program at MTsN 1 and MTsN 2 Ponorogo has several similarities and differences. In terms of similarities: 1) Improving the quality of education and competitiveness of madrasas. 2) Targets: Talented and high-achieving students. 3) Curriculum: Adopting the national curriculum with the addition of special materials and programs. 4) Teaching staff: Competent and experienced teachers. 5) Facilities and infrastructure: Adequate and support the implementation of the program. While in terms of differences include: 1) Type of program: MTsN 1 Ponorogo has tahfidz and academic programs, while MTsN 2 Ponorogo has tahfidz, sports, and research programs. 2) Learning methods: MTsN 1 Ponorogo uses classical and memorization learning methods, while MTsN 2 Ponorogo uses classical, memorization, and practice learning methods.

The Leading Madrasa Program at MTsN 1 and MTsN 2 Ponorogo has been proven to contribute to increasing the competitiveness of both institutions. This is indicated by several indicators, such as: 1) Increasing student achievement: Students in the Leading Madrasa class

consistently get higher grades compared to students in regular classes. 2) Increasing student interest: More and more students are interested in registering for the Leading Madrasa class. 3) Increasing the reputation of the Madrasa: MTsN 1 and MTsN 2 Ponorogo have become leading Madrasas in Ponorogo Regency.

Several factors that support the effectiveness of the implementation of the Excellent Madrasa Program at MTsN 1 and MTsN 2 Ponorogo, include: The leadership of the Madrasa provides full commitment and support for the implementation of the Excellent Madrasa Program. Teachers in the Excellent Madrasa classes have qualified and experienced teachers in teaching talented students. In addition, the Madrasa provides facilities and infrastructure that support the implementation of the Excellent Madrasa Program, such as laboratories, comfortable classrooms, and internet access.

The Madrasa establishes partnerships with various parties such as universities, research institutions, and other organizations to support the implementation of the Excellent Madrasa Program. This shows that the Excellent Madrasa has proven to be an effective strategy in increasing the competitiveness of MTsN 1 and MTsN 2 Ponorogo. This success can be used as an example for other Madrasas who want to improve the quality of their education.

The implementation of the Excellent Madrasa Program in improving the competitiveness of institutions involves various aspects, such as the development of a quality curriculum, effective management, human resource development, and partnerships with external stakeholders. Theories from experts can provide a basis for these strategies, while the Qur'an and Hadith provide moral and spiritual guidelines for achieving broader educational goals. Here is a further explanation: 1) Quality Curriculum Development: The constructivism theory by Jean Piaget and Lev Vygotsky emphasizes the importance of student-centered learning, where students actively construct their knowledge through interaction with their environment. The Excellent Madrasa Curriculum can integrate these constructivism (Do et al., 2023) principles by emphasizing active, collaborative (Huang & Macgilchrist, 2024), and problem-based learning (Gao et al., 2024). The Qur'an emphasizes the importance of seeking knowledge in various contexts and provides examples of stories of prophets who sought knowledge and demanded intellectual development. The Hadith also emphasizes the importance of seeking knowledge and rewarding those who strive to gain knowledge. 2) Effective Management: Modern management theories, such as contingency theory and participatory theory, emphasize the importance of adapting to changing conditions and needs and the importance of involving all stakeholders in the decision-making process. Excellent Madrasas need to have flexible, responsive, and results-oriented management, and involve the active participation of teachers, students, and parents. The Qur'an provides guidelines for fair, transparent, and common good-oriented management. The Hadith also highlight the values of good and just leadership in various contexts. 3) Human Resource Development: Human resource development theory emphasizes the importance of investing in employee development so that they can reach their full potential. Excellent Madrasas need to provide training, support, and incentives for staff and teachers. The Qur'an emphasizes the importance of fairness and respect for labor, while the Hadith encourages rewarding and supporting those who strive and do good. 4) Partnerships with External Stakeholders: The theory of public-private partnerships in education emphasizes the importance of collaboration between educational institutions and external parties, including government, business, and civil society, to improve access, quality, and relevance of education. The Qur'an emphasizes the importance of doing good to fellow human beings and working together in goodness. The Hadith also highlights the values of cooperation and partnership in various contexts.

By applying the principles of management and education theory, as well as Islamic values contained in the Qur'an and Hadith, the organization of the Leading Madrasa can produce quality, relevant, and highly competitive education in producing competent and noble generations..

Supervision of the Leading Madrasa Program in increasing the competitiveness of the Institution

Supervision of the implementation of the Excellent Madrasa Program is a crucial factor in ensuring the success of the program in achieving its stated goals. Efficient and focused supervision (López-Varela et al., 2025) can help Madrasas identify and overcome various obstacles that may arise during the implementation of the program, thereby improving the quality of education and the competitiveness of the Madrasa (Haqqi et al., 2025; Madkan et al., 2025; Rokhimawan et al., 2025). The results of the study indicate that MTsN 1 and MTsN 2 Ponorogo have different supervision systems for the Excellent Madrasa Program, but have the same goal, namely to improve the quality of education and the competitiveness of Madrasas. The supervision system at MTsN 1 Ponorogo: 1) Has a special supervision team for the Excellent Madrasa Program. 2) Conducts regular supervision of various aspects of program implementation, such as curriculum, learning, assessment, and manpower. 3) The results of supervision are used to provide input and recommendations to the Madrasa for program improvement. Meanwhile, the supervision system at MTsN 2 Ponorogo: 1) Conducts supervision of the Excellent Madrasa Program through the Madrasa supervisory team as a whole. 2) Focus supervision on the achievement of the main performance indicators (IKP) (Arifien et al., 2022; Mariani et al., 2024; Sunardi & Satori, 2024) of the Excellent Madrasa Program. 3) The results of supervision are reported to the head of the Madrasa and other related parties.

Supervision of the Excellent Madrasa Program at MTsN 1 and MTsN 2 Ponorogo has been proven to contribute to increasing the competitiveness of the two institutions. This is indicated by several indicators, such as: 1) Increasing the quality of the implementation of the Excellent Madrasa Program: The results of supervision have encouraged continuous program improvement (Said, 2025; Yulianto, 2024; Zufriyatun et al., 2025). 2) Increasing student achievement in the Excellent Madrasa class: Students in the Excellent Madrasa class show better achievement compared to students in regular classes. 3) Increasing the reputation of the Madrasa: MTsN 1 and MTsN 2 Ponorogo are known as excellent Madrasas in Ponorogo Regency.

Several factors that support the effectiveness of supervision of the Excellent Madrasa Program at MTsN 1 and MTsN 2 Ponorogo, include: 1) Commitment of the Madrasa leadership: The Madrasa leadership shows a strong commitment to the implementation of the Excellent Madrasa Program and its supervision. 2) Competence of the supervisory team: The supervisory team has adequate qualifications and experience in the fields of education and supervision. 3) Structured supervision system: The Madrasa has a clearly structured supervision system with divided duties and responsibilities. 4) Availability of resources: The Madrasa provides adequate resources to support the implementation of supervision, such as funds, facilities and infrastructure, and technology.

Thus, supervision of the implementation of the Excellent Madrasa Program at MTsN 1 and MTsN 2 Ponorogo has produced a positive impact that has proven effective in improving the quality of education and the competitiveness of the two institutions. This confirms that

effective and targeted supervision is one of the main factors in the success of the Excellent Madrasa Program.

By implementing appropriate supervision and supported by various parties, the Excellent Madrasa Program has the potential to be a solution in improving the quality of education in Madrasas in Indonesia. In addition, this program can make Madrasas the main choice for students who have talents and achievements.

Supervision of Excellent Madrasas is an important part of efforts to improve the competitiveness of institutions. This involves a process of monitoring, evaluation, and continuous improvement to ensure that quality standards and excellence are maintained (Henik, 2024; Lathifah et al., 2025; Taj et al., 2024). The following is an explanation of the supervision of Excellent Madrasas, as well as theories from relevant experts, accompanied by supporting Qur'anic and Hadith arguments: 1) Supervision and Evaluation: Douglas McGregor's theory of supervision emphasizes the importance of supervision based on trust and support for employees, not just authoritarian supervision. This can create an environment where employees feel valued and motivated to perform at a high level. The Qur'an emphasizes the importance of justice and responsibility in all aspects of life, including in management and supervision. The Hadith also highlights the importance of being fair in supervision and providing encouragement to do good to others. 2) Coaching and Continuous Improvement: Total Quality Management (TQM) (Bannor et al., 2024) theory emphasizes the importance of coaching and continuous improvement in every aspect of the organization. This involves all members of the organization in an effort to continuously improve the quality of products or services. The Qur'an emphasizes the importance of making improvements and improving oneself continuously in various aspects of life. The Hadith also provides encouragement to continuously improve quality and do good to others. 3) Stakeholder Involvement: Stakeholder theory in management emphasizes the importance of involving all stakeholders, including students, parents, staff, and the community, in the supervision and decision-making process. This can create a participatory climate and increase transparency and accountability (Azizah & Mardiana, 2024; Rusmana et al., 2025). The Qur'an emphasizes the importance of cooperation and doing good to fellow human beings. The Hadith also highlights the values of cooperation and participation in various contexts.

By implementing efficient supervision principles, Madrasa Unggulan can ensure that the institution remains on the path to excellence and makes a positive contribution to society. Based on the findings of the study on the Management of the Madrasa Unggulan Program in improving the competitiveness of institutions at MTsN 1 and MTsN 2 Ponorogo, it can be concluded that effective program planning is highly dependent on mapping the talents and interests of students, internalizing the right vision and mission of the institution, and preparing a curriculum that meets the needs of talented students. Teacher qualifications and experience, adequate facilities and infrastructure, and support from various parties also play an important role in improving the competitiveness of institutions.

In terms of organization, the formation of a special team in charge, comprehensive program development, and teacher training greatly support the success of the program. Cooperation with various parties is also a factor that strengthens the organization of the Excellent Madrasa program. The implementation of the program supported by a quality curriculum, active management, and full commitment from the head of the Madrasa plays a major role in increasing the competitiveness of the institution, especially through consistent student achievement. Program supervision carried out periodically and reported to related parties, with a focus on achieving key performance indicators (IKP) and supervision of the

Madrasa team, also contributes significantly to increasing the competitiveness of the institution. Overall, structured management starting from planning, organizing, implementing, to supervision, has a positive impact on the competitiveness of Excellent Madrasas at MTsN 1 and MTsN 2 Ponorogo.

4. CONCLUSION

Based on the research focus, data presentation, and research findings on the Management of the Excellent Madrasa Program in improving the competitiveness of institutions at MTsN 1 and MTsN 2 Ponorogo, it can be concluded that program planning is carried out through mapping the talents and interests of students, developing a comprehensive curriculum, implementing innovative learning methods, and coaching excellent program teachers. Organizing the program involves the formation of a special team consisting of the head of the Madrasa, deputy head of the Madrasa, program coordinator, teachers, and administrative staff, as well as preparing a work plan that includes goals, objectives, programs, activities, and evaluations. Program implementation is carried out by selecting students based on achievement, talent, and interests, implementing a comprehensive curriculum, using innovative learning methods, intensive guidance, and comprehensive assessments. Program supervision is carried out by forming a special supervision team, supervising the planning, implementation, and evaluation of the program, and providing recommendations for program improvement based on the results of supervision. All of these aspects contribute to improving the competitiveness of institutions in both Madrasas.

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