



IMPLEMENTATION STRATEGY OF NATIONAL EDUCATION STANDARDS IN IMPROVING THE QUALITY OF EDUCATIONAL INSTITUTIONS

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Abstract

This research aims to assess the extent to which the strategies implemented are able to meet the needs of students and society, while adjusting to the development of science, technology, and global dynamics that continue to change. This study uses a qualitative approach with a descriptive research type, which is chosen to describe in detail the processes, policies, and practices implemented in the context of National Knowledge Standard (SNP) fulfillment. Data collection was carried out through in-depth interviews with purposively selected key informants. The results of the study show that MTs Negeri Sorong City is able to optimally utilize the available educational resources to achieve institutional goals. This is achieved through the implementation of strategies that are systematically designed and carried out efficiently, so that the learning process and education management take place more effectively. This study summarizes that the implementation of SNP in MTs Negeri Sorong City contributes significantly to improving the quality of institutions through a structured strategy, supported by the commitment of madrasah residents, effective leadership, and cooperation with stakeholders. Despite the challenges, continuous improvement and innovation are key in strengthening the quality of education and the ability of institutions to compete.

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INTRODUCTION

Education plays an important role in human resource development (Merentek et al., 2023). Education is the development of all human qualities, the development of faith and piety to God Almighty, noble morals, independent personality, and intellectual abilities and skills (Hadi, 2020). Developed countries pay close attention to education because education is considered a strategic investment for national development (Anjani et al., 2023). This is in line with Law Number 20 of 2003, which aims to increase the empowerment of teachers by creating a respectable national character and civilization to illuminate the lives of the country's young generation (Pelawi et al., 2021). Therefore, the education provided to the next generation of the nation must be directed to achieve high quality. As the future leaders of nation-building, children have a fundamental right to a good education, as well as the right to quality education (Selviana et al., 2024). Quality education is very important because it plays a vital role in developing the intellectual and moral development of students in a positive way, thus enabling them to face life's challenges and contribute effectively to society.

In fact, education in Indonesia still faces various challenges that involve many interrelated and interrelated issues in an effort to achieve educational goals effectively (Mbato, 2024). Paul Suparno divides this problem into three broad categories: educational inequality, educational inequality, and educational inequality. From a quality perspective, several key factors affect the quality of education, including curriculum, learning materials, teaching and assessment methods, teacher quality, availability of materials and equipment, and textbooks. From an equality perspective, the gap in access to education remains a significant problem (Reza, 2024). Data from the Central Statistics Agency (BPS) based on the National Socio-Economic Survey March 2025 reveals that although the number of non-madrasah children has decreased across the country, the gap in access to primary and secondary education remains wide. The Minister of Social Development said that more than four million children in the age group of 7-18 years have failed to attend madrasas or dropped out of madrasas, with a total of 4,160,429 children, most of whom dropped out of madrasas, according to DTSEN data from BPS, reaching 3,793,494 (Yusuf, 2025). On the other hand, according to the World Population Survey, Indonesia's education rankings show progress in 2024, ranking fourth in Southeast Asia and fifteenth out of 208 countries worldwide. While these achievements highlight the direction forward, it also emphasizes the need for continuous efforts to ensure that the country's education continues to improve and enhance global competitiveness (Review, 2025).

Among various education policies, Government Law Number 19 of 2005 was issued to encourage the development of education. Broadly speaking, the National Education Policy consists of eight main components, namely: (1) Graduate Policy standards, (2) content standards, (3) Process standards, (4) assessment standards, (5) educator and education personnel standards, (6) management standards, (7) Facilities and infrastructure standards, and (8) Financing standards (Januar, 2021). These costs are specifically designed to

ensure that educational institutions are able to perform effectively and meet nationally set quality standards.

MTs Negeri Sorong City is an educational institution that continues to strive to promote and improve the quality of education. This educational innovation effort includes not only curriculum implementation but also human resources, resource management, and infrastructure and facilities that support the educational process. With a planned strategy, madrasas focus on creating a positive and safe learning environment that allows students to make the most of their learning. In its implementation, MTs Negeri Sorong City has prepared various important supporting materials as part of our commitment to the National Practice Standards. These benefits include a representative and calm classroom that allows students to learn with enthusiasm and enthusiasm; computer labs to do assignments and exams; a complete library to support writing needs; and sports equipment to support student development and physical development. All of these activities are systematically organized to create a positive and enjoyable learning environment that allows learners to learn actively, fully participate in the learning process, and achieve learning outcomes. This shows that the implementation of Educational Standards in madrasas is not just a formality, but an intensive and planned effort to improve the overall quality of education.

Paragraphs (2) and (3) of Regulation 3 of Government Regulation Number 57 of 2021 stipulate that the National Education Standards also apply to educational development ([Qadafi et al., 2023](#)). Through discussions and direct observations in the field, it is clear that MTs Negeri Sorong City has begun to make initial efforts to connect *Cinta Kasih* and Education with Madrasah through educational reform. Although the process is still in its early stages and has not yet been fully operationalized, this cooperation can be achieved through the integration of core values, such as strengthening religious values, strengthening community values, and emphasizing the importance of family values. During the preparation phase, students are introduced to the values of Teaching Love through familiarization with concepts related to daily learning activities, where teachers and students are directed to learn and understand learning objectives and strive to achieve successful implementation. In addition, the implementation of the Regulation of the Minister of National Education Numbers 22 and 23 at the Madrasah Unit Level in 2006 gives authority to madrasah units at the primary and secondary levels to develop, plan, and implement the curriculum, taking into account the educational conditions of SNP ([Ikbal et al., 2024](#)). MTs coordinates and regulates the implementation of Higher Education and Health and Humanities Education at MTs Negeri Sorong City, in accordance with the National Education Policy Regulations, especially in accordance with the Graduate Regulations. However, the implementation of the National Curriculum Standards in each educational unit is a complex process because it involves various topics and stages that are interrelated. However, these challenges can be overcome and the standards can still be achieved if the objectives of law enforcement agencies are implemented effectively.

Various previous studies have emphasized the need for effective and efficient implementation of State Education Policies for the effective implementation of the education system. Improvements in education will have a direct impact on the development of the country's human resources, thus providing a foundation for the development of the skills and abilities of the nation's next generation. Subekti et al. (2021) identified six important aspects of education management in primary and secondary education units based on the Regulation of the Minister of National Education Number 19 of 2007, namely: performance, achievement, monitoring and evaluation, leadership, and information system of special madrasah management. Educational institutions must comprehensively coordinate all educational activities, including planning, development, direction (movement), and control, so that the madrasah can run smoothly and achieve the goals that have been set. Furthermore, Maranting et al., (2020) it was concluded that the successful implementation of the National Knowledge Standard (SNP) requires a broad commitment accompanied by comprehensive planning and strategic planning, starting from the head of education, teachers, to government support for the community Setiawan et al., (2024) added that the strengthening of National Education Standards must also be supported through the development of a data-based monitoring system so that the achievement of education quality can be measured objectively and accurately.

In this context, this study focuses on the analysis of strategies used by state MTs in Sorong City in the implementation and sustainability of the education system. The purpose of this research is to test the extent to which these strategies meet the needs of students and society, while addressing the needs of science, technology, and the changing world. This approach emphasizes the importance of creating an educational environment that is relevant to contemporary education dynamics so that the effectiveness of the State Education Standards implementation strategy in improving the quality of educational institutions can be monitored comprehensively and systematically.

METHOD

This study uses a qualitative method with an open questionnaire type, which was chosen because it allows for transformation and in-depth analysis of the implementation of the State National Policy in the process of improving educational outcomes in educational institutions. According to Rusli (2021), Qualitative methods are used to analyze findings in natural environments, where researchers are primarily responsible for data collection and analysis. The ceremony was held at MTs Sorong City, Jl. Basuki Rahmat. 40, South Remu, Sorong Manoi District, Southwest Papua, with carefully selected keynote speakers, among others:

Table 1. List of informants of MTs Negeri Sorong City

No.	Departments	Name
1.	Head of Madrasah	Siti Nurani Gomarbobir, S.Pd.
2.	Deputy Head of Madrasah for Curriculum	Irmawan Hadi, S.Pd.
3.	Deputy Head of Madrasah for Facilities and Infrastructure	Sri Akidah, S.Ag.
4.	Head of Administrative and General Affairs	Salma Ida Tuankotta, S.Ag., M.Pd.

The data collection method was carried out through structured in-depth interviews to gain insights into understanding, perceptions, practices, experiences, and views on the implementation of SNP in Sorong City (Nurmala, 2024). Data analysis is carried out using best-practice methods as described by Agustini et al. (2024). This research involves three stages: data reduction, data presentation, and analysis. To ensure the accuracy of the data, this study uses the source triangulation method to ensure completeness and accuracy (Subhaktiyasa et al., 2025).

RESULT

Implementation of Graduate Competency Standards

These findings reveal that MTs Negeri Sorong City emphasizes the formation of human capital to achieve SKL, which is consistent with the findings of Syarifuddin et al. (2023), which state that religious characteristics significantly affect the formation of human capital through the formation of madrasahs. The main shortcomings identified are: (1) the lack of science laboratories can result in suboptimal activities, (2) the use of gadgets reduces students' interest in reading, and (3) the curriculum focuses too much on the basics of learning, rather than developing life skills. Activities are designed to include self-paced learning through digital media (YouTube, Infocus Projector) and flexible learning using student-generated materials.

Table 1. Achievement of Implementation of Graduate Competency Standards at MTs Negeri Sorong City

Competency Aspect	Implementation Strategy	Success Indicators
Character and Manners	Recitation of the Qur'an (Monday-Thursday, 07.00-07.15 WIT), Al-Kahfi Recitation (Friday), congregational prayer	Habit of sin, manners, noble morals
Knowledge	Formative and summative evaluations, as well as lesson plans based on student characteristics	Report card scores and periodic assessment results
Digital Skills	ICT learning, digital content creation, and journalistic extracurricular	Digital practice skills
Life Skills	Simple practice (water filtration and blood test) and demonstration through a projector	Basic practical skills

Implementation of Content Standards

Madrasah is currently undergoing a transformation period to integrate basic education with curative education. The socialization of "Love to Read" is only scheduled for November 2025, so it has not actually been carried out. Teachers and students are in the preparation phase to understand concepts and use learning materials. Curriculum changes bring support and encouragement. Helpful resources include: (1) regulations prohibiting the use of mobile phones during the learning process, (2) Azzahra's use of CBT to address digital inclusion, and (3) a more positive and conducive environment in the classroom. Thus, the inhibiting factors include: (1) lack of interest in learning due to the widespread use of gadgets, (2) lack of parental supervision of technology, and (3) students' desire to find quick answers with AI. These findings corroborate the findings of Zainuddin (2024). This shows that education reform requires adequate preparation and preparation to improve the learning process.

Table 3. Transition and Curriculum Adjustment at MTs Negeri Sorong City

Period	Applied Curriculum	Implementation Status	Main Obstacles
Before 2020	Curriculum 2013	Full implementation	Rigidity of learning structure
2020-2024	Independent Curriculum	Full implementation	Adaptation of the deep learning approach
2025 (November-present)	Integration of the independent curriculum and the love curriculum	Socialization stage	Not fully implemented; teacher preparation is still ongoing

Implementation of Process Standards

The data shows that teachers engage learners in a variety of ways using a student-centered learning approach. All 15 subjects must be studied, so teachers must be familiar with the various learning strategies. In the current standard assignments, there are several obstacles, such as: (1) difficulty understanding the material due to a lack of interest in learning and (2) lack of knowledge about the content and lack of understanding of the content. However, madrassas continue to implement innovative monitoring and evaluation measures throughout the school year, including: (1) the use of digital boards for visual learning by integrating educational games into the curriculum and (2) the active involvement of teachers in educational objectives identified by educational institutions and external parties to the madrasah. This study supports the findings of Siregar et al. (2024) that improving teaching methods and the use of technology can increase student engagement, but learning goals still require a holistic approach.

Table 4. Learning Methods and Process Standard Implementation Strategies

Subjects	Learning Methods	Media or Tools
Economy	Project-based learning	Market simulation
Fiqh	Practice and memorization of prayer	Live demonstrations
Qur'an and Hadith	BTQ Tests	Oral and written evaluation
Math	Problem solving and building space	Digital and infocus boards
IPA	Simple educational and demonstration videos	YouTube and projectors

Implementation of Standards for Educators and Education Personnel

The results of the study show that the implementation of the standards of educators and education personnel at MTs Negeri Sorong City has been running optimally and structurally. With a total of 60 teachers (7 male and 53 female) serving 809 students – resulting in an ideal ratio of 1:13.5 – all educators (100%) have met the minimum qualification of S1 with a GPA of ≥ 2.5 . The diversity of personnel statuses, including civil servants and non-civil servants (including non-Muslim teachers), is managed through regular working hours and periodic supervision by the Head of Madrasah, who focuses on innovation, motivation, and continuous guidance.

Table 5. Profile of Educators and Education Personnel of MTs Negeri Sorong City

Indicator	Amount/Status	Remarks
Total Teacher	60 teachers	7 males and 53 females
Total Learners	809 students	Teacher-to-student ratio = 1:13.5
Minimum Qualifications	S1 with a GPA of ≥ 2.5	100% fulfilled
Employment Status	Civil Servants and Non-Civil Servants	Including non-Muslim teachers
Annual Workshop	2 times and regularly every month	Virtual via <i>zoom/google meet</i>
Working Hours	07.20-14.20 WIT (Monday & Saturday) 07.20-13.40 WIT (Tuesday, Wednesday and Thursday) 07.20-11.10 WIT (Friday)	Friday: until 11.30 a.m. local time
Supervision	Periodically by the Head of the Madrasah	Focus on innovation, motivation, and guidance

To maintain and improve the professionalism of educators, madrasahs implement a comprehensive teacher competency development system (Teacher Competency Development System). This system integrates four main pillars, namely the holding of regular workshops twice a year and monthly online workshops, strict discipline and attendance evaluations, cooperative instructional supervision, and the implementation of a non-autocratic collaborative system based on peer mentoring between senior and junior

teachers. This strategy has proven to be effective in sustainably encouraging teacher professionalism in the madrasah environment.

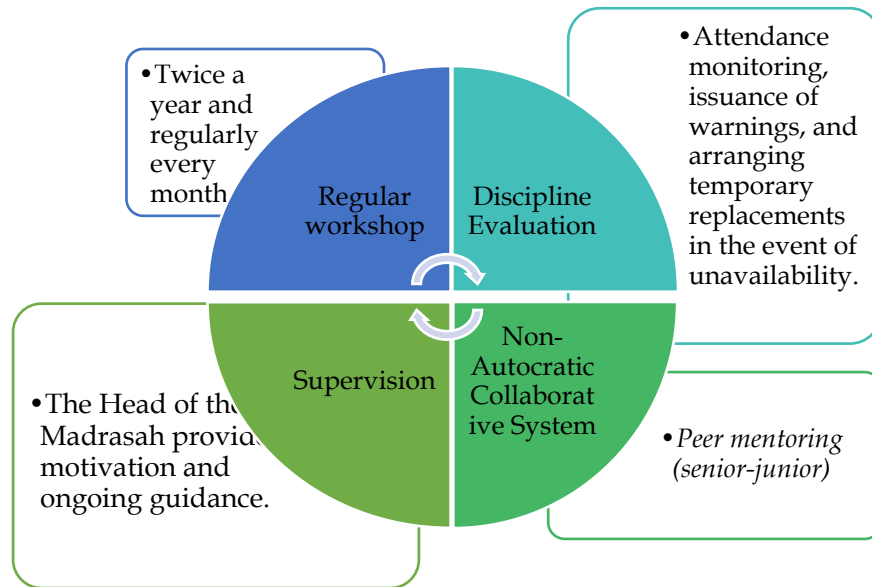


Figure 1. Teacher Competency Development System

This system has been proven to be effective in improving teacher professionalism, in line with research by Ishomuddin & Baharuddin (2024) on the importance of *peer mentoring* in teacher competency development.

Implementation of Facilities and Infrastructure Standards

Key findings are: (1) The lack of science labs requires teachers to spend limited classroom time on short videos and activities that demonstrate students' use of creative tools; (2) The library has not been optimized, so the collection is still in the process of development, which reduces students' interest in reading; (3) Budget and land constraints also pose financial challenges. This trend is consistent with research by Widiyanto et al. (2025). This shows that the better the resources available, especially the laboratory, the better the science teaching and student achievement.

Table 6. Availability and Condition of Infrastructure

Types of facilities	Availability	Conditions
Classroom	Available	Good
Laboratory computer	Available	Good
IPA Laboratory	Not Available	-
Library	Available	In Development
Sports facilities	Available	Good
Papan digital	Available in several classes	Good
Projector/In focus	Available	Good

Implementation of Management Standards

Madrasah leaders play an important role in reducing teacher workload, reducing student burnout, setting realistic and measurable performance expectations, and using technology to promote digital well-being and student well-being. This is related to the assessment of the system by Supandi (2023) on the importance of transformational leadership in building good and innovative madrasahs.

Table 7. Aspects and Mechanisms of Implementation of Management Standards

Management Aspects	Implementation Mechanism	Instruments	Frequency
Program planning	Based on the needs of the students	Online and print questionnaires	Early school year
Learning monitoring	Supervision of madrasah heads	Classroom observation	Periodical
Performance evaluation	Teacher assessment and learning outcomes	Digital report	While
Quality assurance	Data-driven PDCA cycles	Objective and perceptual data	Sustainable
Information system Leadership	Report digital madrasah Collaborative	Integrated platform Supervision, innovation, and motivation	Real-time On going



Figure 2. Education Quality Assurance Cycle

Implementation of Financing Standards

Priority programs are designed to improve the quality of teaching and learning activities in madrasahs, such as the development of learning materials, the implementation of sports and extracurricular activities, the development of student achievements, and other expenses. Budget constraints require madrasahs to use committee funds efficiently and wisely to ensure that facilities are developed in accordance with priority needs. Ningsih & Hapsari (2025) state that the improvement and transparency of financing instruments can improve the efficiency of the utilization of the education budget.

Table 8. Sources and Allocations of Education Financing

Source of Funds	Main Allocation	Remarks
BOS Fund	Learning operations and salary	Main source
Committee funds	Extracurricular activities and emergency needs	Alternative
Other government assistance	Infrastructure Facilities	Not routine

Implementation of Assessment Standards

The assessment methods used to meet the National Education Standards (NES) are effective, comprehensive, objective, and objective. To implement this measurement system, Saidah & Muhid (2025) show that continuous assessment improves achievement and supports teacher development.

Table 9. Assessment Systems and Instruments

Assessment	Instrument	Aspects Assessed	Frequency	Platform
Formative	Assignments, quizzes, and observations	Learning process	Weekly	Manual and digital
Sumative	Written and practical exams	Final result	Each semester	RDM
Project	Presentations and portfolios	Skills and creativity	By theme	RDM
Attitude	Observations	Character and manners	Sustainable	RDM
Remedial	Retests and reassignments	Competency improvement	As needed	Manual

DISCUSSION

Graduate Competency Standards

The Graduate Competency Standard (SKL) is one of the eight national curriculum standards, set by the Ministry of Education and Higher Education Institution (Graduate Competency Standards) (Rahman, 2025). SKL (Standard Competencies) is a set of competencies that students have achieved when they enter the school year, ranging from elementary madrasas to middle madrasas. These competencies are divided into three main domains: cognitive (learning), motor (psychomotor), and attitudes and behaviors (emotional), which correspond to national competencies (Nurmaryam & Musyarapah, 2022). The purpose of the SKL (Standard Knowledge Level) is to ensure that graduates have the basic competencies necessary to prepare them for higher education, employability, and to contribute effectively to national development. Official documents, such as the Regulation of the Minister of Education and Manpower, serve as guidelines for the development of the SKL framework, the achievement of which is monitored through national examinations or other assessments.

The Head of the Sorong City State MTs Madrasah emphasized the importance of implementing educational standards for all educational activities in madrasas. The application of this competency must be in line with government regulations set by the Minister of Education and Training. This standard is in line with the vision and mission of the madrasah in terms of the characteristics,

knowledge, skills, and life skills of students. To achieve these goals in classroom learning, teachers need to develop curriculum development plans (PKP) and learning strategies that take into account the characteristics of upper-class and lower-class students.

Since the beginning of the school year, MTsN Sorong City has been trying to improve the ability of students to collect needs by using direct and written questionnaires, considering the background, knowledge, and learning indicators of students so that they can better understand their needs. The head of the madrasah stated that the implementation of MTs training in Sorong City went well, where the assessment of graduate educational achievement was more focused on improving the behavior and attitude of students through various extracurricular activities, such as *tadarusan hiamis* Karinis punin every Monday at 07.00-07.15. Through joint *tadarusan* activities on Saturday, the spiritual formation of the madrasah with the congregation is accompanied by prayer, high standards, gratitude, behavior, and reflection. The madrasah measures the achievement of students' graduation rates through assessments conducted by students themselves, both weekly, monthly, and per semester. The study is divided into two categories: constructivist and structural. Formative assessments are carried out during the learning process to ensure effective achievement and development, while summative assessments are carried out at the end of the period, namely report cards and graduation scores. The formative format emphasizes the learning process, while the summative format emphasizes the achievement of the learners. At MTs Negeri Sorong City, students are tasked with transforming the curriculum in the digital era with an emphasis on in-depth study of information and communication technology (ICT). Through ICT education, students not only understand theory but also learn to use digital media, including making bold statements and using social media effectively, as well as participating in extracurricular activities that emphasize the importance of information dissemination, thereby improving students' digital literacy skills.

Currently, madrasahs face various challenges in producing the best knowledge for their graduates. One of the main obstacles is the lack of facilities and equipment to support learning, especially science laboratories. Nonetheless, teachers demonstrate their learning through digital media, such as YouTube or other social media platforms, by promoting learning activities and learning activities through digital videos. Simpler activities were also carried out, such as asking students to make simple drawings using a clean water filter by hand, and conducting educational activities about blood tests by demonstrating the color of blood types. In addition, the lack of interest in reading among the younger generation poses another challenge, where the head of the madrasah says that the current generation learns more from practice than from books. To achieve this, it is expected to be improved through the use of facilities such as libraries, science labs, and computer labs. Regarding the relevance of postgraduate madrasahs to the needs of the workforce, the head of the madrasah said that at the madrasah level, education emphasizes broader aspects of education, in

contrast to the upper secondary madrasahs level, which emphasizes life skills and allows students to choose their interests and majors.

The Graduate Competency Standards at MTs have been implemented as the main guideline in accordance with government policies, which is consistent with the goals and objectives of the institution to improve students' behavioral, cognitive, academic, and life skills (as well as academic achievement). This assessment is carried out through effective learning action plans (LLPs), formative and summative assessments, and information and communication technology (ICT) in all madrasahs. Various problems, such as lack of resources and equipment and a lack of interest in learning, can be addressed through higher education infrastructure and supporting facilities such as libraries and laboratories. This strategy focuses on strengthening core aspects of education that are relevant to the needs of the world of work, critical thinking, and character building through daily Islamic activities, such as reading the Qur'an and congregational prayers, so that all activities contribute to creating positive and effective education.

Content Standard

Content standards describe the scope and level of content abilities described through criteria related to graduate competencies, curriculum content, subject content, and teaching syllabus that students must master at certain stages and specific areas of learning (Maranting, Arif, et al., 2020). These standards also govern the basic teaching framework and structure, the amount of teaching load, the teaching curriculum at the unit level, and the teaching calendar (Sakdiah & Syahrani, 2022). Curriculum, in general, can be understood as a system or planning tool that regulates learning objects and serves as a guideline for students to carry out learning activities (Aulia, 2023). As an important tool in the educational process, the curriculum is constantly updated to keep pace with trends and developments in society. The main objective of this update is to ensure that the curriculum is relevant to the needs of learners, the community, and the content being taught (Yunita et al., 2023). Therefore, curriculum development involves responding to the demands of not only intellectual transformation but, of course, transformation itself. Curriculum development can then be achieved through teaching designed to allow learning principles to be applied more effectively, efficiently, and communicatively. This allows for clear communication about educational goals to various stakeholders, including madrasah heads, teaching staff, and other supporting stakeholders (Sumarsih et al., 2022). In reality, the curriculum not only serves as a formal document but also as a tool for implementing the curriculum in units of study. A well-managed curriculum helps to create quality education and helps improve the quality of education in educational institutions.

Initially, MTs Negeri Sorong City used the 2013 curriculum as the basis for their training before switching to the Intermediate Curriculum in 2020, which provided a key component for a robust training process. With the change in education policy, this approach is intended to strengthen the curriculum in line

with the Cinta Kasih Curriculum. However, the Teaching of Love has not yet been fully implemented, as its public relations campaign will only begin in November 2025. During this period, students and education staff have begun to gradually prepare themselves to adjust to the new curriculum policy and maintain the continuity of the direction of education in accordance with the goals of the madrasah. To achieve this, the use of mobile phones during educational activities is prohibited to make the classroom atmosphere more conducive and focused, although sometimes teachers are allowed to bring these devices for app-based Azzahra evaluation in CBT. On the other hand, the inhibiting factor of intervention is a decrease in students' motivation to learn due to the widespread use of media and digital technology, especially when parental supervision of the use of these devices is still less than optimal.

Process Standards

Process Standards are a component of the National Education Standards, which regulate the development of students' educational processes to achieve the competencies of graduates that have been determined. These standards encourage the achievement of higher educational standards at all levels of primary and secondary education, through a package system and a semester system, across the curriculum (Ikbal et al., 2024). More specifically, the Process Standards address a range of issues, including: a) learning objectives, which include implementation procedures, the highest inspection standards, and assessment procedures; b) the scope of learning, which requires students to be engaged, motivated, active, creative, and innovative with a legitimate learning process; c) development of teaching methods, including the preparation of syllabus and lesson plans (LPP); d) learning outcomes, outcome measures, core measures, and closing measures; e) assessment of learning performance, both test and non-test, orally and in writing, carried out directly, assessment, and program; and f) monitoring of the learning process, including monitoring, assessment, and evaluation of learning outcomes (Sakdiah & Syahrani, 2022).

In addition, the Law of the Minister of Education and Community Affairs Number 65 of 2013 emphasizes that learning activities in these educational units must be collaborative, encouraging, involving, challenging, and motivating students to work together. The learning process must also provide opportunities to learn, create, and develop personal interests in accordance with the abilities, interests, and physical and intellectual abilities of students. In this case, teachers' abilities and creativity are very important as the starting point for the success of the teacher's learning process, because teachers need to be able to design and structure teaching according to the standards they have set (Ilhami, 2024).

Based on the results of the interview, it was stated that all students at MTs Negeri Sorong City must learn 15 languages; therefore, teachers must learn various teaching methods in accordance with the principles of the Independent Curriculum in order to be able to adapt it to the field situation, interests, and reality. For example, project-based learning and problem-solving activities vary according to the context of the work; in Economics, students are taught project-

based buying and selling activities; in Fiqih lessons, they memorize prayers while working; the BTQ Test is carried out on the interpretation of the Qur'an and Hadith; while in accounting, students are taught spatial arrangements. This strategy is designed to ensure that learning activities not only meet academic demands, but also encourage learners to reflect, experiment actively, and use their creative abilities effectively, thus making the learning process more efficient and effective.

In carrying out learning activities, teachers almost always face various obstacles, one of which is the lack of interest in learning among students and difficulty understanding the material presented. With these conditions, teachers apply various teaching strategies according to the circumstances and needs of students, as explained earlier. Technology-based tools, such as Infocus and audiovisual tools, are designed to help learners understand concepts through visual representation. As a form of assistance in overcoming this problem, the Regional Government has provided digital board tools that can support the teaching process in the classroom. In addition, to improve physical fitness, teachers integrate educational games into the curriculum, thereby increasing students' interest, motivation, and engagement in certain subjects. Another challenge faced by madrasas is the declining motivation of teachers to learn, which is caused by various factors, such as the absence of a scoring system in reports, excessive use of gadgets, and the ability to receive instant feedback on digital platforms and other forms of collaboration. This situation requires teachers to be more innovative and creative in designing and delivering learning materials to encourage students to actively participate in the classroom.

In addition, students who show positive academic progress are identified in advance by the class head, and the benefits of such observations are communicated to the madrasah. This information will be the basis for teachers to design learning enrichment programs tailored to students' learning abilities and needs so that they can develop their learning skills effectively and efficiently. MTs Negeri Sorong City also includes various extracurricular activities such as marching band, recitation, and martial arts to support the overall development of students. Madrasah supports the selection of these activities through objective assessments to encourage each student to participate in extracurricular activities that match their abilities, interests, and goals. This approach not only helps learners build physical, social, and emotional skills, but also creates a balance between academic and extracurricular activities. Thus, extracurricular activities play an important role in holistic education, all of which are at the core of academic achievement.

Standards for Educators and Education Personnel

The guidelines for students and lecturers are part of the Indonesian National Policy, which is stipulated based on Government Regulation Number 19 of 2005 and subsequently based on Government Regulation Number 57 of 2021 ([Amrullah et al., 2023](#)). The National Education Standards (SNP) cover a wide range of topics, including curriculum, teaching methods, graduate

programs, faculty and staff, facilities, infrastructure, funding, and education. This standard applies to all madrassas and madrassas under the Ministry of Religious Affairs, whose main purpose is to ensure the quality of human resources so that educational activities can be carried out effectively and efficiently (Yanti, 2025).

Currently, MTs Negeri Sorong City has met the needs of educators and education personnel in accordance with their respective fields of expertise. Although the number of teachers reaches 60 people (7 men and 53 women) for 809 students, madrassas are still actively recruiting teachers with S1 qualifications to cover the shortage of teaching staff. The minimum qualification for teachers at MTs Negeri Sorong City is a minimum Cumulative Grade Point Average (GPA) of 2.5 to ensure optimal teaching quality. In addition, even though it is under the auspices of the Ministry of Religious Affairs, this madrasah also has non-Muslim teachers according to government regulations, as explained by the head of the madrasah. At MTs Negeri Sorong City, learning activities take place according to the schedule that has been set. From Monday to Saturday, the teaching and learning process starts at 07.20 WIT and ends at 14.20 WIT. Meanwhile, on Tuesdays, Wednesdays, and Thursdays, learning activities take place from 07.20 WIT to 13.40 WIT. Meanwhile, on Fridays, class hours start at 07.20 WIT and end at 11.10 WIT. Meanwhile, on Tuesdays, Wednesdays, and Thursdays, learning activities take place from 07.20 WIT to 13.40 WIT. Meanwhile, on Fridays, class hours start at 07.20 WIT and end at 11.10 WIT. On Fridays, the activity ends at 11.30 WIT according to the Friday prayer time. Madrasah heads implement collaboration-based management, prioritizing supervision, innovation, motivation, and comprehensive guidance for teachers and students, because the right policies and decisions will have a significant impact on the development of madrassas. In addition, all educators and education staff have participated in a workshop on the Cinta curriculum in order to be able to prepare a Semester Implementation Plan (RPS) according to the curriculum that will be implemented in the new school year.

To improve the professional development of teachers and education staff, MT Negeri Sorong City regularly organizes workshops, either twice a year or every three months. These activities are often done online, such as through Zoom, Google Meet, or other collaborative learning platforms. The head of the madrasah emphasized the importance of teaching and learning to keep teachers always up to date with the latest educational trends and needs. The professionalism of the teacher is the main responsibility of the madrasah, which includes discipline within the madrasah, since embarrassing teaching will be acted upon by the deputy head of the madrasah or the staff of the madrasah. In some cases, the teacher who makes it difficult will be temporarily replaced by the head of the class. Furthermore, if it is determined that the student still needs development, for example, in mathematics subjects related to solving and solving of algebraic problems, the student must be guided directly by a more senior teacher or an expert in the field. This approach can be compared to the relationship between right and left; Optimal strength occurs when both parties

work in support of each other. This collaborative model not only strengthens the relationship between teachers, but also plays a positive role in improving the quality of education at MtsN Sorong City, according to the head of the madrasah.

Facilities and Infrastructure Standards

The implementation of the National Education Standards (SNP) to improve learning outcomes in madrassas cannot be separated from the management of effective and sustainable teaching materials and learning materials. An important standard of SNPs is materials and equipment, which serve as a key tool in improving effective teaching practices, as learning materials help to create a safe, comfortable, and effective learning environment. The availability of classrooms, laboratories, libraries, and adequate teaching materials has a positive impact on the learning process and student achievement. Therefore, this must be seen as a strategic part of efforts to improve the quality of madrasah education. Strategies for SNP implementation should begin with effective local planning and are necessary in terms of goals and objectives. This planning includes a review of the status of existing equipment and adjustments to standards that have been set, as poorly planned purchases of equipment and fixtures can lead to wastage of equipment and inefficient use of equipment (Fitria et al., 2025). With systematic planning, madrassas can rationally identify funding priorities, create budgets effectively, and ensure that the resources provided actually contribute to the achievement of educational goals and optimize educational outcomes.

In addition to planning and funding, the National Education Standards (SNP) initiative is also financed primarily through the development and use of educational materials and resources. Existing equipment needs to be used effectively, through safety procedures and daily maintenance to ensure its safe use. Effective management of resources and equipment facilitates more diverse and collaborative learning that enhances learners' confidence, conceptual understanding, and learning, along with strategic madrasah management policies that emphasize the effective management of all madrasah resources (Aritonang, 2020).

In practice, funding for activities at MTs Negeri Sorong City often focuses on activities that contribute to students' interests, academics, and community development, such as sports and extracurricular activities. These programs are considered strategic because they help promote non-academic skills among the younger generation. This circumstance highlights the importance of providing resources not only for core learning activities but also to support activities that shape teacher behavior. To overcome budget constraints, madrasah committee funds often serve as a source of funding to support various educational services that are not related to core funding. In addition to committee funds, the *School Business Assistance Fund* (SBA) also plays an important role in maintaining educational infrastructure and meeting the needs of madrasah businesses. BOS funds are designed to meet the operational needs of educational institutions, and it has been proven that the proper use of BOS funds can improve financial

performance and madrasah performance ([Erlangga et al., 2024](#)). In some cases, the committee may use financial mechanisms to finance educational activities. A planned, early, and efficient assessment is expected to be a strategic tool in improving educational achievement.

Management Standards

Management standards have emphasized the substantial planning, implementation, monitoring, and evaluation of structured planning related to the development of the teaching and learning process system. The implementation of management in educational institutions needs to be carried out transparently, effectively, and efficiently in order to encourage the success of educational missions and goals that are able to produce quality achievements. Effective use of resources by all madrasah residents, a professional madrasah leadership model, and optimal management of education can support the success of this standard ([Soedirman, 2022](#)). The ability of madrasah leaders to monitor resources, collaborate with educators, and implement education policies according to data and theoretical evidence is very influential in improving optimal educational outcomes. One of the challenges in the process of developing an inclusive, responsive, and adaptive education system for students is the implementation of an effective madrasah leadership model ([Al Haq et al., 2025](#)).

The assessment of the effectiveness of education management at MTs Negeri Sorong City implements a measurable and comprehensive management system, including monitoring and evaluation processes based on national and international standards. This system includes monitoring the teaching and learning process, student achievements, and overall performance results to implement high-quality standards and become the initial foundation for internal improvement. The implementation of quality assurance through a full cycle of assessment, monitoring, evaluation, and analysis during the school year is based on objective data, the views of teachers and students, as well as standards for assessing the condition of the madrasah environment. This data-based approach can provide the view that the teaching and learning process not only plays a role as a center of information resources, but also plays a crucial role as a strategic step that aims to improve student learning outcomes and educational outcomes.

Madrasah leadership is a holistic approach that prioritizes the well-being and success of students. This approach is facilitated by the support of professional teachers and the creation of a positive, inclusive, and collaborative work culture. This assistance includes the use of technology to reduce teachers' workloads. In addition, madrasahs allocate time to educational planning, implement adaptive work policies, and set realistic and measurable performance expectations. A safe work environment, flexible working hours, and attention to teachers' mental health and well-being are important elements in creating a positive and conducive work climate.

Leadership in schools is a holistic approach that emphasizes student well-being and success. This approach is supported by professional teachers and the formation of a positive, inclusive, and collaborative work culture. This assistance

includes the application of technology to ease the workload of teachers. In addition, educational facilities set aside time to design curriculum, implement flexible work policies, and set realistic and measurable performance expectations. A safe work environment, flexible working hours, and attention to the mental health and well-being of educators are essential elements to form a positive and supportive work climate.

In supporting the growth of higher education, laboratories and libraries have a key role. As an important element for educational activities and educational progress. Currently, these two sectors are still in the process of development and have not fully matured due to shifts and lack of ownership. However, the availability of new laboratory tools to deal with urgent needs has provided relief. Improve preparedness and reduces health hazards. In this situation, the development of laboratories and libraries requires efficient institutional direction and distribution of financial and non-financial resources to achieve predetermined educational goals.

Overall, no significant progress has been seen in the implementation of educational activities, so the management's focus shifts to improving the education system and quality. Budget setting and school financial decisions are the primary foundation in the maintenance and development of educational resources. Budget planning, implementation, and reporting are prerequisites for efficient and effective use of resources. With an efficient budgeting system, resources can be distributed to meet educational needs, supply supplies and equipment, improve the quality of education, and improve it. Teacher career development. The entire management process is carried out by the principal, who is involved in strategic initiatives to improve interaction and cooperation with all parties involved throughout the school. Through good leadership, the principal can unite various interests and potentials, demonstrate transparency and responsibility, and synergistically involve all relevant parties. To achieve the educational goals that have been determined.

Financing Standards

Financial inclusion standards in education are an important component of the National Education Standards, which encourage effective, efficient, and sustainable educational practices. Objective standards should be based on actual learning needs and support the implementation and learning process across learning units. Financing planning that is not in accordance with the real needs of the madrasah can lead to the achievement of educational goals and a decrease in the quality of educational services (Al Akbar & Noviani, 2023). Therefore, financial planning must be systematically integrated into the Madrasah Work Plan (RKS) to ensure that all resources are allocated efficiently and effectively and have a direct impact on improving student learning. Education funding standards stipulate that education funding is a collaborative effort between the legislature, local governments, and communities, and must be based on the principles of justice, equity, transparency, and efficiency. These decisions show that the provision of educational resources is not a mere administrative need, but

part of an education governance strategy to achieve the country's educational goals (Erlangga et al., 2024). Thus, education funding is intended to ensure the sustainability of educational activities and support the achievement of National Education Standards through systematic and administrative planning and budget allocation.

The National Education Standard states that expenditure on education has three main components: madrasah money, operational costs, and personnel costs. The investment funds the provision and maintenance of educational facilities and equipment, which play a critical role in supporting the development and expansion of education (Olga & Nurraihan, 2024). Operational costs are used to pay for routine madrasah activities, including the implementation of education and various support services that help madrasahs operate. Personnel costs are directly related to the needs of students in the educational process. For this reason, more than 1000 employees are expected to be able to take care of other employees simultaneously in the near future (Mutakin et al., 2022).

In practice, funding for initiatives at MTs Negeri Sorong City often focuses on activities that contribute to students' interests, academic and social development, such as sports and extracurricular activities. These programs are considered strategic because they contribute to the development of non-academic skills among young people. This situation highlights the importance of allocating resources not only for core learning activities, but also for supporting activities that shape teacher behavior. To overcome budget constraints, madrasah committee funds often serve as a source of funding to support various educational services that are not adequately covered by core funds. In addition to committee funds, the *School Business Assistance Fund (SBA)* also plays an important role in keeping education running and meeting the needs of madrasah businesses. BOS funds are designed to meet the operational needs of madrasahs, and the effective use of BOS funds has been proven to improve madrasah financial development and educational performance (Erlangga et al., 2024). In some cases, the committee may use cost-effective financing methods to facilitate the implementation of educational activities. A planned, transparent, and objective assessment standard is expected to be a strategic tool in improving the overall excellence of education.

Assessment Standards

Educational achievement standards place assessment as an integral part of education and encourage assessment to get an accurate picture of a student's level of achievement (Maranting, Arif, et al., 2020). The assessment process must be objective, accurate, proven, and accountable, using various appropriate assessment methods and tools, through formative and summative assessments, so that the findings can be used as a basis for improving teaching and shaping educational decisions. According to the Independent Curriculum guidelines, assessment is understood not only as a tool to measure final learning outcomes, but also as a reflective tool that serves to strengthen and provide added value to student learning (Wijayama et al., 2024). The success of the implementation of

assessments through these assessment standards can be shown through the use of rubrics and assessment scales that are developed clearly and systematically. Rubrics serve as objective guidelines in the assessment of learning outcomes by students and also assist students in determining the criteria for assessing learning outcomes. Furthermore, the use of structured rubrics encourages assessment, improves evaluation, and strengthens the assessment process across learning units (Shodiq et al., 2025).

Evaluation and assessment in madrasas located in the city of Sorong are carried out through pre-processing and evaluation, using the Madrasah Digital Report Card (RDM) as the main tool to record students' learning outcomes. RDM serves as a mechanism to record and report quality data, supporting educators and madrasah managers to access and manage quality data systematically. Overall, RDM implementation is not difficult as it provides easy access to quantitative and qualitative data for all stakeholders. Thus, RDM serves as an important foundation for data-driven academic decision-making and allows for continuous and well-documented monitoring of learners' learning progress.

To ensure an objective, fair, and effective assessment process, assessment principles will be developed based on the competencies and responsibilities of students. Assessments are based on a variety of methods and tools, such as individual and group work, project-based learning, portfolios, and written and oral tests. These various methods of inquiry reflect the diversity of knowledge, skills, and attitudes of teachers, where investigations consider not only the cognitive side but also the affective and psychomotor sides, in response to the challenges of 21st-century learning. Furthermore, madrasas always apply methods that anticipate potential learning problems for students through assessment and evaluation. Follow-up assessment results are carried out through various strategies, such as encouraging creativity and differentiated learning, providing creative or innovative activities, and working closely with parents as strategic partners in creative activities. All of this is done with a focus on justice and equity for students, by building the strengths of each individual. Thus, assessments not only serve as a benchmark of learning outcomes, but also as a measure of motivation, self-esteem, and enthusiasm for learning among students during the learning process.

CONCLUSION

It should be noted that the implementation of the National Education Standards (SNP) in state madrasas in Sorong City further improves the quality of education. Eight integrated and planned learning outcomes were used to implement SNPs. This assessment includes graduate competency assessment, content assessment, process assessment, educator and education staff assessment, advice and infrastructure assessment, management assessment, financing assessment, and assessment standards. Assessment standards assess a student's holistic development, including attitudes, knowledge, and skills. With

the support of the principal and the resources available, the school's rules and foundations can be built to meet the standards of learners and teachers.

The madrasah provides adequate resources to support education. Financial management and management standards are developed to ensure that requirements are met efficiently, effectively, and appropriately, using School Operational Support (BOS) tools and with the help of school committees. Furthermore, the results of the assessment of the Madrasah Digital Report on the measure of new educational achievement and the effectiveness of the measure. First of all, the implementation of the Sorong City State MTs Education Policy has achieved educational excellence thanks to the commitment of all education stakeholders, the support of great leaders, and the efforts of many young generations. Despite the many challenges, collaboration and engagement are key to maintaining a positive and inclusive school environment.

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