

Implementation of School/Madrasah Culture in Improving the Quality of Education Based on the 2020 Education Unit Accreditation Instrument (IASP) at MAN 1 Bandung

Miftahul Anwar¹, Mulyawan Safwandy Nugraha²

¹ Uin Sunan Gunung Djati Bandung, mif.anwar09@gmail.com

² Uin Sunan Gunung Djati Bandung, mulyawan@uinsgd.ac.id

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ABSTRACT

This study aims to analyze the implementation of school/madrasah culture in improving the quality of education based on the 2020 Education Unit Accreditation Instrument (IASP) at MAN 1 Bandung. The research method used is a qualitative descriptive method with a case study approach. Data were collected through observations, interviews, and documentation studies. The results of the study show that the implementation of school/madrasah culture at MAN 1 Bandung has made a positive contribution in improving the quality of education, in accordance with the standards set by IASP in 2020. Factors such as strong leadership, active participation of all related parties, and human resource development are the keys to success in the implementation of school/madrasah culture.

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Corresponding Author:

Miftahul Anwar: Uin Sunan Gunung Djati Bandung, mif.anwar09@gmail.com

1. INTRODUCTION

Education is an effort made by humans consciously, to provide various knowledge to a person to be more capable and mature, both outwardly and inwardly. Thus, education plays an important role in maintaining human life, both personally, socially, and stately. The Indonesian education world today is very critical of its character.

Improving the quality of education in schools/madrasas is one of the main focuses in efforts to create superior and competitive human resources. One of the important components in achieving these goals is the implementation of a conducive and supportive school/madrasah culture. The culture of the school/madrasah includes various aspects such as values, norms, ethics, habits, and interactions between all school/madrasah residents that contribute to a positive and productive learning atmosphere.

Education is the main foundation in the development of a nation. To achieve the goal of quality education, the implementation of madrasah culture has become an important focus in the context of Islamic education. Madrasah culture emphasizes Islamic values, morals, and holistic development of individual potential.

Learners. Character is a psychological, moral, or moral trait that distinguishes a person from others. As stated in Law No. 20 of 2003 which stipulates that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

In the era of globalization and increasingly fierce competition, the quality of education is the main key in preparing a competent and characterful generation. To ensure this quality, various evaluation and accreditation instruments have been developed, one of which is the 2020 Educational Unit Accreditation Instrument (IASP).

Through this research, we seek to understand how the implementation of madrasah culture in MAN 1 Bandung contributes to improving the quality of education in accordance with the standards set by IASP in 2020. By understanding the implementation of madrasah culture and its impact on the quality of education, it is hoped that it can contribute to the development of quality Islamic education in Indonesia.

In this study, we will analyze in depth how madrasah culture is implemented in MAN 1 Bandung, as well as its impact on improving the quality of education based on IASP standards in 2020. It is hoped that the findings of this study can be a valuable input for the development of Islamic education in Indonesia, especially in the context of madrasahs.

2. METODE

This study uses a qualitative approach with a case study method to understand and analyze the implementation of school/madrasah culture in improving the quality of education at MAN 1 Bandung based on the 2020 Education Unit Accreditation Instrument (IASP). The qualitative approach was chosen because it allows researchers to gain an in-depth understanding of complex phenomena through the collection of rich and detailed data.

The case study research design was chosen because it provides the flexibility to explore in depth the implementation of school/madrasah culture in one specific

location, namely MAN 1 Bandung. This design also allows researchers to explore the specific context and various factors that affect the implementation of school/madrasah culture in the place.

Research subjects include:

1. Head of Madrasah: As the highest leader in MAN 1 Bandung, the head of the madrasah has a key role in the implementation and supervision of the school/madrasah culture.
2. Teachers: Teachers play a role in implementing the values and cultural norms of the school/madrasah in the learning process.
3. Education Personnel: Administrative staff and other employees who interact with students and teachers, as well as support school/madrasah operations.
4. Students: As the main recipients of education, students provide perspectives on their experiences of the school/madrasah culture.

Data Collection Techniques

1. In-Depth Interview: Conducted on madrasah heads, teachers, education staff, students, and students' parents. This interview aims to explore their understanding, experience, and views on the implementation of school/madrasah culture in MAN 1 Bandung.
2. Participatory Observation: The researcher is directly involved in daily activities at MAN 1 Bandung to observe the interaction between school/madrasah residents and the implementation of existing values and norms.
3. Document Analysis: Documents such as madrasah work plans, internal policies, activity reports, and accreditation results are used to complete the data and provide further context about the implementation of school/madrasah culture.

Research Limitations

This research has several limitations, including:

1. Limited Scope: The case study was only conducted at MAN 1 Bandung so the results may not be generalized to other schools/madrasahs.
2. Subjectivity: Qualitative approaches are susceptible to the subjectivity of researchers in data interpretation. Efforts have been made to minimize the usual through triangulation and member checking.

With this research method, it is hoped that a deep and comprehensive understanding of the implementation of school/madrasah culture in improving the quality of education at MAN 1 Bandung can be obtained.

3. FINDINGS AND DISCUSSION

School is a form of organization that has its own culture from a complete and distinctive system. The uniqueness of school culture cannot be separated from the vision and educational process that takes place. MAN 1 Bandung has a vision of creating human beings who have the maturity of Aqidah Ahlussunnah Wal Jamaah, have high cadet skills, who can practice developing and/or creating Science and Technology, as well as to Islam and based on noble ethics. From this vision, it can be concluded that MAN 1 Bandung fosters the character of students through Islamic culture that refers to the vision of the madrasah.

A school can form and regulate the existing culture, because the formation and management of a good school culture will support the creation of an effective school. As in MAN 1 Bandung, the formation of school culture has existed since the establishment of the institution, which is aimed at the school to realize a pesantren-based curriculum through Islamic behavior instilled in students.

A school should not only be a place of learning, but also a place to obtain education, including character education. School is essentially not a place for teachers to convey knowledge through various subjects, but schools are institutions that carry out efforts and value-oriented learning processes. Likewise with MAN 1 Bandung, educators are not only focused on teaching tasks, but also

In reality, all components in the school are obliged to carry out the school culture in order to achieve the goals of the school. Educators are basically the main actors in the process of character formation. They transform the school culture to students. For example, by arriving on time before students arrive at school. Character formation and education through schools is a noble effort that is urgent to be done. Schools are responsible not only in producing students who excel in science and technology, but also in character and personality. This can be supported by the school culture.

Because the conducive school culture allows to increase student achievement and will be implemented towards the formation of student character. In addition, the number of crimes and crimes committed by school-age children is due to the lowering of moral norms so that an education is needed that can build students' morals and character. Through various activities and good habits have a great effect on the character of students, especially habituation is carried out regularly in the school environment. The excellence of school culture can be seen from external and internal parties. Internal parties are students, teachers and education staff. For students, it is to increase awareness of discipline, increase devotion to God Almighty, be more

diligent, have high tolerance, be responsible in their duties, be confident, have a spirit of leadership and love for the homeland. The advantage for teachers is that students are easily directed in learning, teachers and education staff become more devoted to God Almighty because of daily habits, students who are more disciplined in collecting the requested data. External parties are parents, the community and the business world and the industrial world (DU/DI). For parents,

The advantage obtained is a feeling of pride in the improvement of the good character of the child, being able to guide the child in a superior environment. For the community, the advantage obtained is the emergence of a standard of student appearance that should exist in the social environment. Meanwhile, the advantage obtained by the business world and the industrial world (DU/DI) is that students can become prospective workers who have an exemplary attitude for their colleagues.

The application of the school culture concept is actually not much different from the application of other organizational culture concepts. If there is a difference, it may only lie in the type of value that is developed so that it becomes a characteristic of its supporters. Values that have a role and function to develop, preserve, and pass on cultural values to their students. School culture is characterized by the regularity of the way of action of all school members that can be observed such as certain ritual events, language used, or certain symbols that reflect the values embraced by school members. As Kompri stated, school culture is a view of life that is recognized by a community group, which includes ways of thinking, behaviors, attitudes, and values that are reflected, both physical and abstract forms.

Socio-cultural culture is divided into social culture and cultural culture. Social culture includes an attitude of how humans relate and interact with each other. MAN 1 Bandung Sholihin builds good relationships with others through the 5S culture, namely Greeting, Smile, Greeting, Politeness, and Courtesy. The 5S culture is an encouragement that a person does when communicating and socializing with others. Indonesia is famous for being a friendly nation. This statement has been suppressed since the Japanese colonial period because the hospitality is seen when the Indonesian people meet each other, smile at each other, reprimand each other, and slightly bow their bodies or heads. This shows polite behavior to the people around and the elderly.

Meanwhile, cultural culture includes knowledge, beliefs, art, law, morals, customs, and abilities and habits obtained from generation to generation by a community. With the idea of socio-cultural culture, it emphasizes more on interactions related to other people, nature, and interactions that are wider in scope obtained based on habits or descent. The democratic culture is reflected in decision-making and respecting

decisions, as well as knowing the rights and obligations of oneself, others, the nation, and the state. Based on this presentation, the culture that must be developed in schools includes academic culture, socio-cultural culture, and democratic culture.

The culture of MAN 1 Bandung is oriented towards Islamic values or religious characters. Salim revealed that cultivating education through Islamic values can guide students spiritually towards a moral/moral personality, which leads to the formation of ideal human traits and dispositions. MAN 1 Bandung is a pesantren-based madrasah. The values of Islamic boarding schools are also included in the educational institution. This is one of the differentiators of MAN 1 Bandung from schools in general. The students are students of the Mambaus Sholihin Islamic Boarding School and only a few of them live in the Holy Village which is the location of the school.

Identitas dan ciri tersebut merupakan penampakan dari isi dan misi yang didasarkan atas nilai-nilai pendidikan pesantren yang teguh sekaligus luwes dengan perkembangan yang terjadi pada masyarakat. Jati diri dari MAN 1 Bandung sebagai madrasah berbasis pesantren semakin berbeda karena menerapkan ciri khas konvergensi dalam kurikulumnya. Dalam pola ini, madrasah masih mempertahankan muatan local kepesantrenan, disamping mengadopsi Kurikulum Nasional Pendidikan maupun dari Kementrian Agama. Demikian pula karakter kuat madrasah pesantren terlihat dari pola keterpaduan dalam kurikulum dan pengelolaan proses pembelajarannya. Nilai-nilai kepesantrenan dimaksudkan ke dalam kurikulum yang dipadukan dengan proses pembelajaran. Dalam hal ini kebijakan-kebijakan yang ditetapkan baik berkenaan dengan pendidikan, pengajaran maupun kurikulumnya didasarkan pada usaha secara maksimal dari visi dan misi MAN 1 Bandung yang mempunyai otonomi pendidikan.

In order to achieve the school's goals, MAN 1 Bandung strives for students to carry out several activities (school culture) that lead to character formation, including: 5S habituation every morning before entering class. Students are accustomed to 5S activities (Greetings, Smiles, Greetings, Courtesy, and Courtesy). This kind of activity is carried out with the aim of establishing a good relationship between educators and students. Greetings in this case open means shaking hands only, but like

Madrasah Aliyah Negeri (MAN) 1 Bandung since its establishment until today has become the main symbol of the Ciparay district community of Bandung Regency, so the quality of education and learning is always maintained. Maintained and developed from generation to generation. The implementation of school/madrasah culture in MAN 1 Bandung based on the 2020 Education Unit Accreditation Instrument (IASP) includes several main aspects, the quality of graduates, the learning

process, the quality of teachers and education personnel, and school/madrasah management. The following are the results of data collection through interviews, observations, and document analysis.

The quality of graduates at MAN 1 Bandung is influenced by a strong academic culture and Islamic values that are integrated in school activities. Students are encouraged to achieve high academic achievement and develop good character. Extracurricular programs such as tahfidz coaching, debate, and science olympiads also enrich the students' learning experience.

1. Interviews with Students: Students feel that the competitive learning environment and support from teachers help them achieve achievements.
2. Observation: The researcher observed that there were awards and appreciation for outstanding students who encouraged the spirit of learning.
3. The learning process at MAN 1 Bandung is supported by an approach that prioritizes active interaction between teachers and students, as well as the application of varied learning methods. Teachers use modern technology and learning media to make lessons more engaging and relevant.
4. Interviews with Teachers: Teachers stated that they continue to improve their competence through training and workshops, which are organized regularly by the madrasah.
5. Classroom Observation: Researchers observe the use of technology in learning, such as projectors and educational software, as well as active learning methods such as group discussions and presentations.
6. The quality of teachers and education staff at MAN 1 Bandung is maintained through strict selection and continuous professional development programs. Teachers are encouraged to pursue further education and training relevant to their field.
7. Interview with the Head of the Madrassah: The head of the madrasah emphasizes the importance of professional development of teachers and states that the madrasah provides a special budget for training.
8. Document Analysis: The madrasah work plan document shows the allocation of funds and routine training programs for teachers and education staff.
9. Management at MAN 1 Bandung implements a transparent and accountable system. The participation of school residents in decision-making is emphasized, and there are efforts to involve parents and the community in school activities.

10. Interviews with Students' Parents: Parents feel involved in school activities through regular meetings and student progress reports.
11. Meeting Observation: The researcher observed the active participation of teachers, students, and parents in meetings held by madrasahs.
12. The effective implementation of school/madrasah culture at MAN 1 Bandung has a positive impact on the quality of education. A conducive culture creates a learning environment that supports the academic development and character of students.
13. Learning Motivation: A school culture that values achievement and encourages active participation increases student learning motivation.
14. Discipline and Positive Values: The integration of Islamic values and ethics in daily activities helps to form discipline and positive character in students.
15. Teacher-Student Relationship: Good interaction between teachers and students creates a comfortable and productive learning atmosphere.
16. Parent and Community Participation: The involvement of parents and the community strengthens external support for the educational process, thus creating synergies that support student success.
17. Limited Resources: Although there have been improvement efforts, there are still limitations in terms of learning facilities and technology.
18. Teacher Competency Gap: Not all teachers have the same level of competence, so more effort is needed to even out the quality of teaching.
19. Facility Development: Adding and updating learning facilities to support a more effective learning process.
20. Intensive Training Program: Holding intensive and periodic training programs to improve teacher competence equally.
21. Strengthening Collaboration: Increasing collaboration with external parties such as universities, educational institutions, and industry to enrich resources and knowledge.

The implementation of school/madrasah culture is an important aspect in efforts to improve the quality of education. The culture of the school/madrasah includes various values, norms, and practices that are applied consistently in the educational environment and influence the behavior and attitudes of all school residents. The following are the theories that underlie the implementation of school/madrasah culture in the context of improving the quality of education based on the 2020 Educational Unit Accreditation Instrument (IASP).

Edgar Schein (1992) stated that organizational culture consists of three levels, namely artifacts are physical and symbolic manifestations of culture, such as buildings, spatial layouts, clothing, and rituals. Then Accepted Values as Principles and standards upheld by the members of the organization and the Underlying Assumptions for Fundamental Beliefs and understandings that are not realized but profoundly influence the behavior and practices of the organization.

In the context of schools/madrasas, artifacts can be in the form of physical facilities and educational symbols, accepted values include learning ethics and social relationships, and basic assumptions include beliefs about the importance of education and the role of each individual in achieving educational goals. Hoy and Miskel (2013) stated that the school climate is the quality of the school environment felt by its members. This climate includes various aspects such as the Quality of Social Interaction as the Relationship between teachers, students, and staff, Involvement and Participation, the level of participation of school residents in school activities and Discipline and Rules, the application of rules and discipline in schools.

A positive school climate can create a supportive learning atmosphere and increase student motivation and involvement in the learning process. Albert Bandura (1977) stated that social learning occurs through observation and imitation of other people's behavior. In the context of school/madrasah culture, students learn from the behavior of teachers, staff, and peers. Good practices displayed by school residents can influence students to adopt positive values and improve learning achievement. Talcott Parsons (1951) stated that school is a social system consisting of various components that interact with each other. These components include: The *School Adaptation Function* must be able to adapt to changes in the external environment, the *School Goal Achievement Function* must establish and achieve Educational goals, the *School Integration Function* must create harmony and unity among school residents, the *School Latency Function* must maintain and transmit cultural values.

Henry Mintzberg (1983) identified that the effectiveness of education management depends on the ability of leaders to formulate a Vision and Mission Directing schools/madrasas towards the achievement of long-term goals, Managing Resources to Ensure human, financial, and material resources are well managed. Creating a Conducive Environment in Developing a culture that supports learning and innovation.

The 2020 Educational Unit Accreditation Instrument (IASP) emphasizes the importance of four main components in the assessment of the quality of schools/madrasas, namely *Graduate Quality* as an educational output that reflects

academic achievement and student character. *Learning Process* for the Effectiveness of Curriculum Implementation and Learning Methods. *Quality of Teachers and Education Personnel* Competence and professionalism of educators and education personnel. *School Management/Madrasah* Governance that supports educational operations effectively

A positive and conducive school/madrasah culture plays an important role in supporting each of these components. The implementation of a good culture can improve the quality of graduates by forming strong learning character and ethics, improve the learning process by creating an environment that supports innovation and participation, improve the quality of teachers and education staff through support for professional development, and strengthen school/madrasah management by creating a transparent and accountable system.

Characters believed by MAN 1 Bandung

MAN 1 Bandung has a character in implementing or implementing its madrasah culture, including the character of a safe and orderly madrasah environment, a clean and healthy madrasah, good waste management, a rapidly developing climate and culture, logical instructional leadership, a clear vision, mission and mission, focused and measurable, providing opportunities for learning as comfortable as possible, the development of learning for educators, improving technology-based services, upholding the commitment of Madrasahs. These characters are not only reflected in daily activities, but also in educational approaches, social interactions, and values that are firmly held by all madrasah residents. Here are some of the main characters owned by MAN 1 Bandung:

1. Integration of Islamic Values in Education

One of the main characteristics of MAN 1 Bandung is the integration of Islamic values in all aspects of education. This can be seen from: Curriculum, Extracurricular Activities, Ethics and Morals.

2. Academic and Non-Academic Achievement

MAN 1 Bandung is known for its high academic and non-academic achievements, which reflects the madrasah's commitment to the quality of education that produces academic achievement with many MAN 1 Bandung students often believing by MAN 1 Bandung

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3. Conducive Learning Environment

This madrasah provides a learning environment that supports the academic and personal development of students supported by educational facilities, comfortable classrooms, a complete library, and adequate technological facilities then good teacher-student interaction becomes a harmonious and supportive relationship between teachers and students that creates a positive learning atmosphere.

4. Active Participation and Collaboration

MAN 1 Bandung emphasizes the importance of active participation and collaboration among all madrasah residents starting from Parent Involvement as a partnership program with parents through regular communication and involvement in madrasah activities. Collaboration with Communities that can

collaborate with local communities and other educational institutions to enrich the learning experience of students.

5. Discipline and Responsibility

Discipline and responsibility are integral parts of the madrasah culture, rules and regulations as the foundation for the implementation of clear and consistent rules to create an orderly and safe environment. As well as Character Development, a coaching program designed to develop students' discipline and sense of responsibility.

6. Professional Development of Teachers and Education Personnel

MAN 1 Bandung is committed to improving the competence and professionalism of teachers and education personnel such as Training and Workshop and Evaluation and Feedback

The characteristics possessed by MAN 1 Bandung reflect the madrasah's commitment to creating a holistic educational environment, integrating Islamic values with high academic and non-academic achievements. With a conducive environment, active participation, discipline, innovation, and continuous professional development, MAN 1 Bandung strives to form students who are not only intellectually intelligent, but also characterful and ready to face global challenges.

Forms of Madrasah Culture at MAN 1 Bandung

MAN 1 Bandung has various forms of madrasah culture that are applied in an effort to improve the quality of education and shape the character of students. These cultures cover various aspects, ranging from daily customs, upheld values, to special programs implemented in madrasahs. The following are some forms of madrasah culture in MAN 1 Bandung:

Religious Culture Every day begins with a joint prayer activity or tadarus of the Qur'an. In addition, the madrasah also routinely holds recitations, congregational prayers, and commemorations of Islamic holidays, a special program to memorize the Qur'an which is attended by students. This program not only improves memorization skills but also strengthens religious values among students.

Madrasah Discipline Culture has clear rules and regulations and is applied consistently. Students are expected to arrive on time, wear a full uniform, and comply with all applicable regulations. Emphasis on the importance of discipline in learning, including completing assignments on time, maintaining order in the classroom, and valuing study time.

Achievement Culture Students who excel in academic and non-academic fields receive awards. This includes charters, trophies, and scholarships. A variety of

extracurricular programs that support the development of students' talents and interests, such as science olympiads, art competitions, and sports.

Culture of Social Concern Students are encouraged to be involved in social activities, such as social services, blood donations, and assistance to communities in need. Madrasah collaborates with local communities for various activities, so that students can learn about social care and social responsibility.

Culture of Cleanliness and Health Program which aims to create a clean, green, and healthy madrasah environment. Students are actively involved in maintaining the cleanliness of the school environment and implementing greening programs. Madrasah holds a healthy living campaign that includes morning gymnastics activities, routine health checks, and socialization about the importance of maintaining health.

Culture of Innovation and Creativity Integration of technology in the learning process, such as the use of e-learning, multimedia, and educational software. Activities that encourage students to innovate and create, such as student work exhibitions, technological innovation competitions, and art workshops.

Culture of Cooperation and Mutual Cooperation Students and teachers work together in mutual cooperation activities to clean the school environment, improve facilities, and other activities that require cooperation. Programs designed to increase cooperation and cohesiveness between students, such as outbound and group activities.

Entrepreneurial Culture Students are involved in entrepreneurship programs that teach about business, management, and finance. The program can be a bazaar, a student co-op, or a small business project. Collaboration with local industry or businesses to provide students with practical work experience.

The madrasah culture at MAN 1 Bandung covers various aspects that support the improvement of the quality of education and the development of students' character. By implementing a culture of religion, discipline, achievement, social care, cleanliness and health, innovation and creativity, cooperation and mutual cooperation, and entrepreneurship, MAN 1 Bandung has succeeded in creating a holistic learning environment that is conducive to student development. The implementation of this culture not only improves academic achievement but also forms students who have character, integrity, and are ready to face future challenges.

In line with the Lingkungan Cultural Madrasah Program, it has become the obligation of MAN 1 Bandung students. The Deputy Head of Curriculum revealed that the proof of this culture is several activities carried out both intracurricular and

extracurricular. For example, intracurricular activities are collaborative projects with the theme of go green. Which involves all teaching points. Then for intracurricular and extracurricular activities, these are accommodated in the form of a) Clean Friday program. This program is the beginning of the madrasah environmental care movement b) in caring for environmental culture MAN 1 Bandung received the National Adiwiyata award in 2021 and the Provincial Adiwiyata in 2020.

Furthermore, students towards the environment and a clean and healthy living culture of MAN 1 Bandung innovated to create a **Class-Based Madrasah Waste Management System**. And this system proves that waste management produces a clean environment, has economic value, is processed into ecobricks (environmentally friendly bricks and becomes the basis of compost.

After a very good lingkungan culture in madrasah culture, the culture of achievement at MAN 1 Bandung has proven to be successful as evidenced by various achievements in academic and non-academic competitions achieved by students from regency, provincial and national levels. For example, the achievements that are always achieved are in the field of sans madrasah competition, the field of art and religion. Then healthy learning competition from students to obtain excellent learning results so that they can continue to the best State Universities in the country and abroad. Such as ITB, IB, UNPD, UIN, UPI, POLBAN POLTEKER and many others.

Furthermore, MAN 1 Bandung has a very good literacy culture by implementing a literacy culture for students to prioritize reading over other activities among the literacy culture, each class provides a reading corner as a means of improving reading literacy for students, there are also integrated literacy activities in all subjects, activities outside the classroom such as the Literacy Movement initiated by the MAN 1 Bandung library, Then there are activities of writing literary works, making madding, and the conoh literacy tree is evidenced by the work of students in the form of novels, short stories, poems, poems and other forms. The last is the cultivation of digital literacy culture through the use of the digimax application.

In addition to the culture that has been explained, the most important madrasah culture is madrasah culture in shaping the character of students, namely moral knowling, moral feeling, moral ection (Sobri, 2015), the first is the characteristics of the student learning process, in the teaching process at MAN 1 Bandung, educators understand that each student has a different background and learning methods. To produce quality learning at MAN 1 Bandung, teachers must have competence and always improve their competence and need to reflect and evaluate the planned

learning process which in the end can be output with character in accordance with the vision and mission at MAN 1 Bandung which is adjusted to the IASP in 2020.

Second, the characteristics of Student Learning Outcomes, the results of the 2022-2023 National Assessment (AN) and the Indonesian Madrasah Competency Assessment (AKMI) obtained by MAN 1 Bandung students, are used as output components, namely the quality of student learning achievements in the form of quality and relevance of learning and education.

Thus, in line with the National Education Goals and in accordance with the 2020 Educational Unit Accreditation Instrument (IASP), national education aims to develop the potential of students to become human beings who believe in and fear God Almighty. Having noble character, healthy, capable, creative, independent and becoming a democratic and responsible state organ, then developed in the competency standards of graduates of the Madrasah Aliyah Negeri (MAN) 1 Bandung Education unit which is cultured in every aspect of learning such as: understanding religious teachings, understanding one's own shortcomings and strengths, showing a confident attitude, complying with social and environmental rules, valuing diversity, ethnicity, culture, race and class.

In line with the goals of secondary education, Madrasah Aliyah MAN 1 Bandung, all of this is included in the vision and mission of MAN Bandung, namely: "Becoming a Madrasah Excels in Achievement and Islamic Character".

Problems and Solutions in the Implementation of School/Madrasah Culture in Improving the Quality of Education Based on IASP 2020

The implementation of school/madrasah culture in improving the quality of education in accordance with the 2020 Educational Unit Accreditation Instrument (IASP) faces various challenges. However, with the right strategies and solutions, these problems can be overcome, some of the problems that exist include Limited Resources, Teacher Competency Gaps, Parent and Community Involvement, Management and Leadership, School Culture and Discipline.

The solution to overcome the problem is by increasing resources supported by Technology Facilities, Teacher Competency Development such as Routine Training and Community Practitioners, Increasing Parent and Community Involvement, Management and Leadership, Cultural Development and School Discipline.

Then the problems faced by MAN 1 Bandung come from students who do not want to, do not participate in madrasah school cultural activities, but are not used as a solution still by paying attention to each other and reminding students to be able to

follow the rules that have been made and become an agreement or teaching contract at the beginning of entering MAN 1 Bandung.

Menurut Maarif (2012) stated that the application of religious education in schools alone is not successful in forming religious and moral characters, so cooperation between all stakeholders, be it the head, teachers, students and parents is needed

The Role of Madrasah Heads, Deputy Madrasah Heads and Teachers in the Implementation of School Culture/Madrasah in Improving the Quality of Education Based on IASP 2020

The role of the head of the Madrasah is very strategic in running a Special Education Institution in MAN 1 Bndung, the Head of Madrasah is the role of the head of the Madrasah while the Head and teachers as implementers and educators, namely accompanying students in implementing the school/madrasah culture, the principal and teachers can also provide a good example in behaving at school so that students indirectly follow it.

The role of the principal in implementing the culture of the school/madrasah in MAN 1 Bandung is more important as a task divider and all those involved play an active role in the implementation of the culture of the school and madrasah in MAN 1 Bandung, the theory of the concept of the role of the principal/madrasah in MAN 1 Baandung refers to the theory of kurnia and Qumaruzzman 2012) that is a positive change that occurs in schools only occurs if all school residents understand how the culture itself, whether it is visible or invisible or formal or informal

Effective implementation of school/madrasah culture in improving the quality of education requires the active role of various parties, especially the head of the madrasah, deputy head of the madrasah, and teachers. Here are the roles of each in that context:

1. The Role of Madrasah Heads

- a. Leaders and Movers and Sets Vision and Mission to Define the direction and goals of the madrasah clearly, which includes cultural values and the quality of education. Encouraging Implementation in Mobilizing all madrasah residents to implement the vision and mission through various programs and activities.
- b. Policymakers and Decision Makers who make policies that support a positive culture in the madrasah, such as discipline, ethics, and

discipline policies and Make strategic decisions that focus on improving the quality of education and the implementation of school culture.

- c. The Resource Manager is able to allocate Resources (financial, physical, and human) effectively to support school culture programs and then Infrastructure Management in ensuring that facilities and infrastructure support a conducive learning process.
 - d. Teacher Competency Improvement that encourages and facilitates professional development for teachers through training and workshops and periodic Monitoring and Evaluation of the learning process and the implementation of school culture.
2. The Role of the Deputy Head of Madrasah
 - a. Coordinating the Program by coordinating the implementation of school cultural programs, such as extracurricular activities, character development, and moral development, Helping to integrate cultural values in the curriculum and daily learning activities.
 - b. Community Liaison such as Collaboration with Parents and Community to Build and maintain good relationships with parents and local communities to support the school's cultural programs Furthermore Develop a network of cooperation with other institutions to support the improvement of the quality of education.
 - c. Discipline and Discipline Manager by enforcing the rules and regulations that have been set fairly and consistently then providing guidance to students who violate the rules and providing motivation to improve discipline.

3. The Role of Teachers

Learning implementers are role models for students in implementing positive values and school culture. Development Develop and implement innovative learning methods and support a positive learning culture. Provide academic and moral guidance to students, helping them overcome learning and personal problems. Increase students' motivation to learn through a supportive and inspiring approach. Working with fellow teachers to design and implement school culture programs. Actively participate in professional training and development to improve the quality of teaching.

Madrasah heads, deputy heads of madrasahs, and teachers have complementary roles in the implementation of school/madrasah culture to improve the quality of education based on IASP 2020. The head of the madrasah plays the role of a strategic leader who

sets the direction and policy, the deputy head of the madrasah as the coordinator and program manager, and the teacher as the implementer of learning and student guidance. Effective collaboration between these three parties is essential to create a conducive learning environment, discipline, and a positive culture, which will ultimately improve the quality of education in madrasah.

Conclusion and Advice

The implementation of school/madrasah culture has a crucial role in improving the quality of education. Based on the 2020 Educational Unit Accreditation Instrument (IASP), several key points can be concluded regarding the impact and importance of implementing effective school/madrasah culture, the importance of school/madrasah culture, leadership roles, teacher competency development, parent and community involvement, resource management, continuous evaluation and assessment**

Effective implementation of school/madrasah culture, based on IASP 2020, is the key to improving the quality of education. With strong leadership, teacher competency development, active involvement of parents and communities, proper resource management, and continuous evaluation, madrasahs can create a conducive and quality learning environment. A positive school culture not only improves academic achievement but also shapes students' good character, so that they are ready to face future global challenges.

Various school/Madrasah cultural activities at MAN 1 Bandung that are in accordance with Islamic values, namely the value of Islamic ukhuwah. The problems faced in the implementation of school/Madrasah culture at MAN 1 Bandung come from the students. Whether students want to carry out various Islamic school cultural activities, it all depends on the students themselves. There are problems that arise in the implementation of school culture/Madrasah, MAN 1 Bandung must have a solution in solving existing problems, so that in fostering the character of Islamic students can run in accordance with the goals that the school wants to achieve. Then by participating in the Madrasah school accreditation instrument, it can improve the quality of Educational Institutions as stated in the IASP in 2020.

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