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**EXCELLENT PROGRAM MANAGEMENT TOWARDS QUALITY SCHOOLS IN
SMAIT THARIQ BIN ZIYAD OF BEKASI**

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ABSTRAK

Hasil pendidikan yang bermutu dapat dilihat dari prestasi yang diraih oleh peserta didik, baik dalam prestasi akademik mau pun non akademik. Salah satu parameter dari sekolah yang bermutu adalah bagaimana sekolah mampu mengelola fungsi manajemen baik dari perencanaan, pengorganisasian, pelaksanaan dan evaluasi terhadap program unggulan sekolah yang menjadi branding mereka sehingga dapat dipercaya masyarakat dalam menitipkan putra putri mereka. Penelitian ini dilakukan di SMA Islam Terpadu (SMAIT) Thariq Bin Ziyad Bekasi yang menerapkan program unggulan sekolah dalam simpul Akhlak, Al Quran, Akademik dan Bahasa (A3B), dimana. Metode penelitian menggunakan kualitatif deskriptif dengan observasi, wawancara dengan informan dan studi dokumentasi. Data yang telah diperoleh direduksi lalu disajikan dalam bentuk hasil dan pembahasan. Hasil dari penelitian ini maka mutu pendidikan dapat diperoleh dengan salah satu jalan melakukan manajemen terhadap program unggulan sekolah akhirnya akan berdampak pada tingginya kepercayaan stakeholder.

Kata-kata kunci: manajemen, program unggulan, sekolah bermutu.

ABSTRACT

Quality educational results can be seen from the achievements achieved by students, both in academic and non-academic achievements. One of the parameters of a quality school is how schools are able to manage management functions both from planning, organizing, implementing and evaluating the school's superior programs that are their branding so that they can be trusted by the community in entrusting their sons and daughters. This research was conducted at the Integrated Islamic High School (SMAIT) Thariq Bin Ziyad Bekasi which implemented the school's flagship program dalam node Akhlak, Al Quran, Academic and

Language (A3B), dimana. The research method uses descriptive qualitative with observation, interviews with informants and documentation studies. The data that has been obtained is reduced and then presented in the form of results and discussions. The results of this study found that the school's flagship program can have an impact on improving the quality of education and high public trust.

Keywords: *management, excellent program, quality schools.*

INTRODUCTION

One of the national ideals that must be fought for by the Indonesian nation is to produce superior and quality human resources (Kholili & Fajaruddin, 2020). In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter 2 Article 3 states that "national education serves to develop the ability and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

To ensure the implementation of quality education, the government has also established Government Regulation Number 4 of 2022 concerning National Education Standards. Chapter II Article 3 consists of content standards, process standards, graduation competency standards, educator and education standards, facilities and infrastructure standards, management standards, financing standards and assessment standards. Community expectations of quality improvement from year to year should increase. (Zarkasyi, 2016).

Along with the rapid challenges of globalization, the challenges to the world of education have become even greater (Noprika et al., 2020). In this situation, all organizations, especially the world of education, are required to be able to create efficiency, prioritize quality, customer satisfaction and take advantage of opportunities quickly in order to compete and survive in the midst of globalization competition in the world of education, so something that will definitely happen following the times. (Noprika et al., 2020). The school's perspective should be broader, that schools that can adapt and conduct SWOT analysis are ready to compete with other schools. (Hasanah, 2020). The quality of learning quality in schools is a determining factor in public interest in the school. Branding of a school is needed, especially being able to create a quality and unique school so that it becomes a selling point in the community (Adilah & Suryana, 2021).

In order to realize an educational institution as described above, of course, good management is needed in improving the quality of an educational institution (Sastradiharja, 2019). In addition, an educational institution must have high competitiveness and attractiveness to meet community satisfaction as consumers of educational services (Fadhli, 2020). One of the school's efforts is how to create a school flagship program, where the school's flagship program is unique and ultimately has an impact on improving the quality of the school. Schools that excel will be seen, one of which is able to describe the excellent programs that are their hallmark (Rohani, 2022).

The results of students' academic and non-academic achievements are one of the barometers for achieving school quality (Noprika et al., 2020). The quality of students must continue to be improved through character strengthening programs that are integrated in intracurricular and extracurricular activities (Susanti et al., 2020). The internal quality assurance system is used for the development of academic excellence programs in schools (Suratno, 2018).

The excellence of the school apart from its uniqueness, usually also able to make

branding by creating a superior school program so as to create a quality school, which ultimately provides branding for the school as a superior school that can be seen in various aspects of achievement both academic and non-academic, and the strengthening of student character. So that by creating and developing excellent programs in schools, they will eventually be able to have added value so that they are easily recognized by others (Rohani, 2022). Then schools whose students excel a lot because there are excellent school programs that are well managed by school management (Liriwati et al., 2021).

One way to achieve quality schools is that schools must develop their excellent programs. SMAIT Thariq Bin Ziyad has a more comprehensive flagship program which they call the Akhlaq, Quran, Academic and Language (A3B). Where the superior program includes strengthening aspects in terms of Akhlaq, Quran, Academic and Language (A3B) in accordance with the school's vision to be achieved, namely forming a sholeh and intelligent generation. Prayer includes moral nodes and the Qur'an, while intelligence is attained through academic nodes and language. This is all done so that the quality of students continues to improve and eventually becomes a value for the school and also for the community as a stakeholder, as a place to entrust their children in quality schools (Hayudiyani et al., 2020).

The school's flagship program will not be separated from the goals, vision and mission of the school that was born from the beginning of the school's establishment so that all of it is very important to be studied and analyzed in depth so that the excellent program must be in line with the goals to be achieved. Excellent programs are intended to assist learners in developing talents and interests in themselves, thus giving rise to the peculiarities of an educational institution. Thus, a quality school can be said to be superior if it has graduates resulting from outstanding output in both academic and non-academic fields (Fuadi, 2020).

In achieving the goal of implementing a quality school, school management is needed according to the conditions and situation of the place where the school is held. Thus, a healthy school cultural atmosphere or climate will affect student achievement at school. One of the national ideals that must be fought by the Indonesian nation is "to produce superior and quality human resources. To achieve the goals of quality education, education management is needed that can mobilize all educational resources and conduct continuous evaluation and improvement."

Education management is a management process in the implementation of educational tasks by utilizing all available resources efficiently to achieve goals effectively. In implementing the school flagship program, the most important thing is how to maximize the resources that will implement the excellent program itself, especially the strength of educators (Sabariah, 2021). So that management of superior programs is needed so that it is more directed in the planning process, human resource management, implementation process to students and then must always be monitored and evaluated on an ongoing basis in order to have an impact on improving the quality of a school.

According to Rohmah (2017) schools that have excellent programs can be interpreted as educational institutions that have advantages, virtues and virtues when compared to other schools so that schools must be able to carry out good management governance of these excellent programs so that the quality of graduates excels. Each school must be able to compete with other schools in providing education by improving the quality and quality of education in one way by analyzing the needs of the community and then designing a unique school flagship program. An educational institution that is able to develop superior programs, then the institution will be in demand by certain communities, namely people who understand the quality of education (Setiyani, 2020). Each school must be able to compete with other schools in the form of displaying unique and superior distinctiveness programs (Rohman, 2017). Management of a good school excellence program can deliver a quality school, which can be seen from the achievements that can be achieved by students both academically and

non-academically.

SMAIT Thariq Bin Ziyad Bekasi is a school that has a superior program of Islamic Personal Development (BPI), where students have good personality character because they have a program that hones Islamic character strengthening in the Islamic Personal Development (BPI) program. Another excellent program in the Quran node, where the achievement of students has memorized the Quran between two to thirty juz that has been certified. In the academic field, in 2021 it has a Computer-Based Written Examination (UTBK) score ranked 3rd in Bekasi regency, plus schools have absorption of students accepted at state universities and foreign universities to 71%. Especially for the International Preparation class (IP Class) students are able to get TOEFL scores with high scores. From the achievements that have been achieved by these students, it turns out that SMAIT Thariq Bin Ziyad Bekasi underwent a flagship program which they called the flagship program node A3B (Akhlaq, Al Quran, Academic and Language), where this excellent program is in order to achieve the school's vision to produce a sholeh and intelligent generation.

The purpose of this study was made in order to find out what are the excellent programs run at SMAIT Thariq Bin Ziyad, then how to manage the management functions of planning, organizing, implementing and evaluating superior programs at SMAIT Thariq Bin Ziyad Bekasi and to be an insight for other schools in managing superior program management in their respective educational institutions.

RESEARCH METHODS

A qualitatively descriptive approach was used in the creation of this article. The results of this approach can be in the form of information either orally or in writing from the object of research (Tajudin & Aprilianto, 2020). This research was conducted at SMA Islam Terpadu (SMAIT) Thariq Bin Ziyad Bekasi which is located at Jl. Toyogiri Selatan, South Tambun District, Bekasi Regency.

In the process of this study, observations and interviews were carried out by researchers to be able to understand the events studied directly. The use of this method as a way to find out how the management of school excellence programs at SMAIT Thariq Bin Ziyad Bekasi.

The initial stage needs tools in collecting data to be present and see directly all activities, conducting interviews with informants related to the focus of research, the stage that is no less important is documenting what is seen that will support the success of the research. Observation is used to observe how to manage management functions starting from planning, organizing, implementing and evaluating school excellence programs in improving the quality of students at SMAIT Thariq Bin Ziyad Bekasi. The next method is conducted with interviews which are conversations between researchers and research objects (Lindayani, Yusroni. Zulkarnain, 2019). All informants are very important, starting from the principal of SMAIT Thariq Bin Ziyad as the key informant, then continued by all informants. Coupled with interviews with the person in charge of excellent programs in the fields of morality, the Quran, academics and languages. The results of observations, interviews and documents obtained by researchers are combined and then selected according to the focus raised in this study. Then a reduction of the data that has been obtained by researchers is carried out and displayed in the form of results and discussions. All of this will give birth to more complete and useful research results (Gobel et al., 2020).

RESULTS AND DISCUSSION

Result

According to Winoto (2020), to achieve organizational goals, a good planning, organizing, actuating, controlling process is needed by maximizing the resources owned by an organization. Meanwhile, according to Hariawan (2018) is an effort to achieve organizational

goals through the hands of others. Management can also be interpreted as a process or effort made by a person or group of people in organizing and managing Human Resources (HR) and Natural Resources (SDA) effectively and efficiently to achieve the desired goals of the organization (Yaqutunnafis, 2020). Therefore, the author can draw conclusions that management is a process of activity in planning, organizing, implementing and supervising activities in the form of cooperation between individuals by maximizing the resources owned to achieve the goals of an organization effectively and efficiently.

The definition of a program is a representation of a design of various tips for identification, determination, and interaction between components that lead to the achievement of predetermined goals (Aeni, 2017). Furthermore, the program is not carried out only once, but on an ongoing basis (Mubarat, Azmi, & Halimah, 2019). Thus, the program is a series of activities that occur in an organization that are carefully planned and in their implementation take place continuously to achieve the goals that have been set.

Furthermore, superior comes from the word superior which has a higher meaning (smart, good, capable, strong, durable, and so on) than others (Language Development and Development Agency of the Ministry of Education and Culture and Technology, 2016). Therefore, the word superior can also mean something best or something that is strived to be better (Rohani, 2022).

From the explanation above, it can be understood that superior program management is the process of planning, organizing, implementing and supervising programs developed by schools by maximizing their resources in order to achieve the goals of educational institutions that take place continuously to achieve excellence manifested in the form of educational outputs.

School excellence program planning is an effort that needs to be made to determine the objectives of the superior program, what strategies and activities of the excellent program will be planned to build the school to become a quality school and have added value so that it can have competitiveness both nationally and internationally. Where to set goals and plan achievement targets, from the sub-district level to the international level, so that to achieve these achievements, it is necessary to design school programs that are excellent for schools (Sabariah, 2021).

There are also planning principles in excellent programs according to Sabariah (2021) are: 1). Effective and efficient, effective meaning means that school excellence program planning must be in accordance with the goals to be achieved, as well as in the use of resources must be used efficiently. 2) Interdisciplinary, through educational facilities we will produce quality human resources. Therefore, planning for excellent programs is expected to be carried out with full accuracy, thoroughness, and the ability to translate the needs of the community in the future so that it is useful for students in the future. For this reason, various disciplines are needed in arranging how to plan for superior programs. 3) Flexible, an educational institution is expected to be able to analyze and then respond to the needs of the community. This means that education is required to be able to capture the aspirations of the community through flexible, dynamic, flexible, and aspirational planning with the desired community needs, especially in giving birth to excellent programs in schools. 4). Objective, rational and based on the results of previous analyses, where in planning excellent programs must be based on the interests of students and based on objective and rational data and information. 5). Comprehensive, educational planning for excellent programs is expected to be able to produce excellence for students from all aspects of their interests and talents and in accordance with the objectives of comprehensive education. 6). Strength itself, an educational institution is expected to make a SWOT analysis in advance. Education planning for school excellence programs should pay attention to the weaknesses, strengths, and potentials of educational organizations by first making a SWOT analysis.

Therefore, educational planning in a flagship program must be based on the strengths possessed by an educational institution. 7). Gathering forces in an organized manner, the principle of collaboration is important when developing excellent programs between schools, committees, parents and communities. In principle, educational planning in school excellence programs is a process of gathering internal and external forces of educational organizations to achieve the goals to be achieved. 8). Based on existing resources, educational planning is expected based on the resources owned by the organization, both human and non-human resources. The purpose of the excellent program was formed at SMAIT Thariq Bin Ziyad Bekasi in order to realize the school's vision, which is to produce a sholeh and intelligent generation, so that a school flagship program was established called the A3B (Morals, Qur'an, Academic and Language).

In the management function of organizing school excellence programs, the role of a principal is needed to see and make strategies in regulating and giving authority and division of responsibility in managing school excellence programs (Gurr, Longmuir, & Reed, 2021). menurut Winoto (2020), Organizing is the process of grouping all tasks, responsibilities, authorities, and components in the process of cooperation, so as to create a good work system in order to achieve the goals that have been set. Organizing is carried out based on objectives and work programs as produced in the planning

The implementation of the school excellence program is to implement the planning of the school excellence program so that the expected goal of becoming a quality and competitive school can be realized. According to Tundung (2019), implementation is the process of implementing the program so that it can be carried out by all parties in the organization and the process of motivating so that all parties can carry out their responsibilities with full awareness and high productivity. In the implementation of the school excellence program, strategies are needed to be achieved in accordance with what has been planned where the quality of graduates can excel in both academic and non-academic fields (Nurul Fatqur Rohmah, 2021). The strategy implemented (1). Creating innovation continuously. Innovation does need to be done to improve the quality of schools. (2). Build a collective mindset, To develop the quality of the school requires ideals, imagination, values, beliefs, and strong views. (3). Utilizing school information technology should not be left behind with the mastery of technology which if this is developed it will greatly affect the quality of an educational institution.

According to Riyuzen (2018), an important evaluation is carried out to determine the suitability between the planning that has been made and the implementation that has been carried out. In other words, evaluation is needed to compare the results achieved with predetermined benchmarks or criteria. So it can be understood that monitoring and evaluation in school excellence programs is an activity in assessing the success rate of a school flagship program activity that has been carried out by comparing the results of planned activities and then becomes a consideration in implementing the next flagship program activity to improve the quality of educational institutions.

Discussion

Below are the management functions in the Flagship program of SMAIT Thariq Bin Ziyad Bekasi school:

A. A3B Flagship Program Planning

There is also an explanation of the function of planning school excellence programs in the A3B node (Akhlak, Quran, Academic and Language) as follows:

A.1. Akhlaq Node Flagship Program Planning

The flagship program of the Akhlak node is the Islamic Personal Development (BPI) program. In accordance with the purpose of Education, success for students is not only cognitive knowledge but also the power of akhlaq (Nurjanah, Yahdiyani, & Wahyuni, 2020). Morals are karacters that are formed continuously so as to give birth to

good deeds in a person (Wibowo & Subhan, 2020). This excellent program in improving the quality of the akhlaq node creates a program called Bina Pribadi Islami (BPI), where students gain additional Islamic insight outside of teaching and learning activities. This BPI activity is carried out once a week with special supervisors with the number of students between 10-15 people per group. The form of activities is in the form of Islamic insight studies, fasting together, night of building taqwa and social activities to the community. So the fruit of this Islamic personal development activity is an increase in morals and worship of students so that it becomes a flagship program at SMAIT Thariq Bin Ziyad. Below is one of the activities in strengthening the akhlaq node of students in sharing with underprivileged communities.

A.2. Featured Program Planning Quran

The Featured Programs for Quran nodes are Tahsin and Tahfizh. Definition of the Quran as expressed (Fachrudin, 2017), "The Quran is the word of God given to Prophet Muhammad SAW to be conveyed to mankind". The flagship program in improving the quality of the Quran node is the teaching and learning process of the Tahsin Al Quran program is an effort to improve and improve the reading of the Quran (Tajudin & Aprilianto, 2020). Tahsin activities at SMAIT Thariq Bin Ziyad use the talaqqi method with the teacher, where students see and imitate readings from the teacher face to face. Tahfizh means memorization, Abdul Aziz Abdul Rauf (2004) defines it as "the process of repeating something either by reading or listening". Tahfizh activities at SMAIT Thariq Bin Ziyad are carried out by students by depositing their Quran memorization every morning to their ustad or ustazah. If you have finished depositing memorization of the Quran as much as one Juz, then students are required to take part in certification activities (testing) by the LPIT Thariq Bin Ziyad Al Quran team to get a certificate as proof of having completed memorization as much as one Juz. The result of the quality improvement program at the Quran node is that many students have completed their memorization of the Quran at SMAIT Thariq Bin Ziyad as much as 5 juz, 10 juz even some students in grade 12 are able to complete memorization as much as 30 juz. This featured in the Quran is able to attract parents in entrusting their sons and daughters at SMAIT Thariq Bin Ziyad Bekasi. Below are the activities of learners in interaction with the Quran.

A.3. Academic Node flagship Program Planning

The flagship program in the academic node is successful further study. Academic achievement is one of the highlights at SMAIT Thariq Bin Ziyad. This academic success is supported by the strength of teacher competence, curriculum and infrastructure that supports the learning process of students. In improving the quality of academic nodes, the principal and the curriculum team carry out intensive tutoring activities (tutoring) in schools, starting from class XI to class XII, especially in class XII, they have prepared for the Computer-Based Written Examination (UTBK) to enter state universities. With this strategy, SMAIT Thariq Bin Ziyad students can finally be accepted at state universities or abroad.

A.4. Language Node flagship Program Planning

The flagship program of the Language node is TOEFL. Language is a means of communication, both orally and in writing. Improving the quality of education in language nodes at SMAIT Thariq Bin Ziyad by implementing strengthening foreign languages, namely Arabic and English. Especially for International preparation (IP) classes in the teaching and learning process using native personnel as teachers who are presented twice a month. This native use allows students to have direct conversations with strangers. In improving the quality of this language node, SMAIT Thariq Bin Ziyad also includes English learning in the form of TOEFL learning activities into the

curriculum of classes X-XII so that at the end of class XII students of the International Preparation (IP) Class are required to carry out the TOEFL test exam from a certified institution. This TOEFL certificate is very useful for students to continue their education to the next level.

B. Organizing A3B Flagship Programs

There is also an explanation of the function of organizing school flagship programs in the A3B node (Akhlak, Quran, Academic and Language) as follows:

B.1. Organizing the Flagship Program of Al Akhlak

The principal is responsible for the flagship program of the Akhlak node, namely Bina Pribadi Islami (BPI), while the principal determines that there is a head of guidance who is operationally responsible for the implementation of the Bina Pribadi Islami (BPI) program. Then the Head of the coaching division is assisted by the secretary in charge of processing coaching data and several teachers who serve as Coaches for BPI groups that have been formed

B.2. Organizing the Flagship Program of the Quran

The principal is responsible for the flagship program of the Quran node, namely the Tahsin Tahfizh Al Quran program, for easy coordination the principal determines that there is a head of the Quran who is operationally responsible for the implementation of the Tahsin Tahfizh Al Quran program Then the Head of the Quran is assisted by the secretary who helps process the data of the Tahsin Tahfizh Group and several teachers who serve as group coaches of Al Quran.

B.3. Organizing Academic Node Excellence Programs

In the excellent program of further study, the main responsibility is with the principal, assisted by the vice principal for curriculum and the head of counseling guidance. The vice principal for curriculum is assisted by teachers who are either teachers in the field of study or as supervisors during incertification activities, the lessons to be tested in UTBK.

B.4. Organizing Language Node Flagship Programs

Similarly, the main line of command is in the principal in the success of the TOEFL flagship program, further assisted by the Head of International Preparation (IP) and the Person in Charge of Language. In the implementation of intracurricular English assisted by English teachers and TOEFL incentive guidance programs there are joint teachers carried out in schools

C. Implementation of A3B Flagship Program

There is also an explanation of the function of implementing the school's flagship program in the A3B node (Akhlak, Quran, Academic and Language) as follows:

C.1. Implementation of the Akhlak Flagship Program

The flagship program in the Akhlak node is the Islamic Personal Development Program (BPI). The group that has been formed based on the plan made is carried out once a week once every Monday after school. This BPI activity is still carried out at the school location. Where in its implementation a Coach must follow a predetermined agenda starting with the recitation of the holy verses of the Quran for each child then Together with the memorization of hadith, the Coach fills in absentee absences and asks questions about the condition of students who are absent. The next step is to take turns every week for students to fill in the cult and then continued by the Coach to fill in tausiah according to the curriculum material set by the head of the coaching field. The last agenda of the Supervisor can ask about the condition of students and their families then the BPI agenda is closed by mc carried out by BPI members

C.2. Implementation of the Flagship Program of the Quran Knot

The featured programs in the Qur'an node are the Tahsin and Tahfizh Programs.

The Tahsin group is intended for students who still have to be improved while the tahfizh group is a group where students are ready to memorize the Quran. The target of the school for three years is achieved at least 2 juz. The division of Tahfizh groups is based on their memorization levels such as juz 30 group, juz 29 group and so on. Each group is guided by an ustad or ustazah where the number of participants ranges from 10-15 people per group. The implementation of memorization deposits is carried out every Tuesday, Wednesday, Thursday and Friday in the morning at 07.00 – 08.00 before Teaching and learning activities begin. After the learners memorize 1 juz of the Quran then they must take a certification exam to certify that the learners have mutqin memorized it.

C.3. Implementation of the Academic Node Excellence Program

The flagship program in the academic node is the advanced study program. There are several stages carried out, namely (1). The student's aptitude interest test at the beginning of the student enters SMAIT Thariq Bin Ziyad as an initial mapping. (2). Normal intracurricular learning process for strengthening students' academic insight. (3). Conduct incentive programs in cooperation with external tutoring institutions but carried out within schools. (4). General stadium of state universities and invite alumni who have been successfully accepted at state universities. (5). Specialization Test for the selection of majors at universities conducted by the school. (6). Assistance from Counseling Guidance (BK) for students starting to follow the SNPTN, SBMPTN, official and independent paths

C.4. Implementation of Language Node Excellence Program

The flagship program in the Language node is TOEFL. This TOEFL program must be followed by all students in the International Preparation (IP) class. In its implementation, it is supported by activities (1). Bring natives to school every one month 2 times for Train students' conversation and listening directly from foreign tutors. (2) TOEFL learning in intracurricular KBM poses in class by English teachers. (3) Conduct TOEFL incentives outside class hours for structure, reading and listening categories. (4). Do try out (TO) and TOEFL preparation test (5). Conducting the TOEFL ITP exam for students in grade 12.

D. A3B Flagship Program Evaluation

There is also an explanation of the evaluation function of the school's flagship program in the A3B node (Akhlak, Quran, Academic and Language) as follows:

D.1. Evaluation of the Moral Knot Excellence Program

The results of the evaluation in the activities of Islamic Personal Development (BPI) in cognitive aspects are prepared BPI report cards that will be received every semester. While the cognitive aspects of students participating in mabit, daughterhood, social service and affective aspects will give birth to obedient behavior of worship, honesty and respect for parents and others in general. This aspect of moral development of students at SMAIT Thariq Bin ziyad is the reason parents want to send their children to PPDB activity interviews.

D.2. Evaluation of the Featured Program of the Quran

The evaluation is carried out by the supervisor of the Tahfizh group, if a student has completed 1 juz of memorization then the student must take a certification which will be tested by a team of Quran managers from LPIT. Memorization of students at least 2 juz for 3 years. The reality in the field of students can exceed the memorization target and there are some students who can complete the memorization 30 juz.

D.3. Evaluation of Academic Node Excellence Programs

The results of the Computer-Based Written Examination (UTBK) in 2022 students of SMAIT Thariq Bin Ziyad were ranked 3rd in Bekasi Regency and in the long year the absorption of students accepted at State or Foreign Universities was 71%

D.4. Language node flagship program evaluation

After the implementation of TOEFL coaching, in grade 12 students take the TOEFL ITP test in collaboration with the TOEFL test organizer for students will get a TOEFL certificate if the score is above the score of 460.

The achievements that have been achieved by students through the flagship program Akhlaq, Al Quran, Academic and Language (A3B) have an impact on stakeholder interest in the New Student Peseta Admission (PPDB) activity, where public interest is so high that every year SMAIT Thariq Bin Ziyad can receive and accommodate students between 150-175 students in 6-8 rombel classes.

CLOSING

An educational institution continues to improve the quality of schools by one way is to do the best management of school excellence programs. Management-functions such as planning, organizing, implementing and evaluating must always be a benchmark in managing school excellence programs so that they can become quality schools.

The management of the flagship program at SMAIT Thariq Bin Ziyad through the flagship program Akhlaq, Al Quran, Academic and Language (A3B), has an impact every year on increasing the interest of prospective students to apply to this school. And the output is that students are able to compete and be accepted in higher education in public or abroad. As a quality school, it must continue to be creative and innovate in making changes to superior programs in accordance with the needs of the times and also in demand by the community so that it is able to produce a sholeh and smart generation in accordance with the vision of the school to be achieved.

The successful implementation of school excellence programs for improving the quality of students must be supported by all parties both by students themselves, teachers and employees are no less important supported by parents, the community and the education office who support every program implementation. The excellence of the school so that the main goal of SMAIT Thariq Bin Ziyad students is quality, excellence and quality which is the nation's asset to advance the economy and development of the Indonesian nation in the future.

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