

EXPLORING RESEARCH-BASED LEARNING MANAGEMENT OF MADRASAH

(A Case Study at a State Madrasah Aliyah Kudus Indonesia)

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Abstract:

This study aims to describe the planning, implementation, and evaluation of research-based madrasah learning management and its supporting and inhibiting factors at a State Madrasah Aliyah Kudus Indonesia. This is a descriptive qualitative study. The primary data is taken from the 15 teachers, the principal and 90 students. The secondary research data are documents, notes, archives and madrasah profiles, and learning outcomes reports. Data are collected by interviews, observation, and documentation. Data are analysis with interactive model of Miles and Huberman with data collection, reduction, display, and conclusion. The planning of learning management is adjusted to 2013 curriculum following the Regulation of Indonesian Minister of education and Culture Number 23 of 2016 to meet the aspect of teachers' professional competence. The implementation applies the principles of the *student-centered learning*. The teacher acts as a mediator and motivator to make the students' active, creative, and innovative. The evaluation includes knowledge, skills, and attitudes. The assessment is carried out through daily, midterm, and final assessments. The supporting factors include sophisticated technological developments, subjects collaboration, and students' creativity and innovation. The inhibiting factors are the lack of supporting media, students' ability, self-confidence, reading interest, inadequate facilities and infrastructure.

Keywords: learning, management, research, Madrassa

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Introduction

Formerly, In Indonesia, madrasas are religious schools (*tafaqquh fiddin*) since the beginning of its existence, it has undergone a development process under the Ministry of Religious Affairs policy even though the curriculum has changed according to the demands of the times. The composition of the madrasah curriculum has changed from the aspect of religious and general content. The composition starts from 100% religion, 90% religion: 10% general, 80%: 20%, 70%: 30% general, 60%: 40%, and 50%: 50% (Rangkuti, 2016; Cochran-Smith & Lytle, 1990; Syamsuriyanti & Sukirno, 2017).

Madrasas play role in producing religious experts from both scientific and wisdom aspects. Many prominent scholars, *kyai* and *ustadz* in this country emerged and were raised by Islamic boarding schools, such as Abdurrahman Wahid,

Din Syamsuddin, Hasyim Asy'ari, Hasyim Muzadi, Hidayat Nur Wahid, Nurcholish Majid, and others (<http://id.wikipedia.org/wiki/Pesantren>, accessed on 20 July 2018). However, at this time the climate of research development in educational institutions is still not being intensified, especially in the field of religion in madrasas (Penyusun, 2017; Slameto, 2015).

In aspect of research development, several indicators can viewed in the website of scimagojr.com. The number and quality of the documents of scientific publication from Indonesia compared to other countries. Based on the scientific publication database of scopus in 2011, Indonesia was ranked 63 out of 238 countries with 16,139 documents. This ranking is still below Singapore (32), Malaysia and Thailand (42 and 43), and even Pakistan (47) (Northfield & Ingvarson, 1979). When compared with developed

research countries, such as Japan, China, and the United States (Harrell et al., 2000; Haryanto, 2020a).

Table 1 Publications Rank of Southeast Asia Countries

Rank	Country	Number of Documents
1	Singapore	116.000
2	Malaysia	20.000
3	Thailand	17.500
4	Indonesia	16.139

Table 1 shows the comparability of published scientific documents between Japan and Indonesia, where the stark disparities are evident. Japanese published scientific documents reached the range of 80,000 to 116,000 pieces, while Indonesia was still under 20,000 during the period from 1996 to 2011 (Widyasari, 2019; Liu, 2009).

Viewed from table 1, the number of scientific documents published by Indonesia has indeed increased from year to year. However, this increase is still far behind compared to neighboring Malaysia. Malaysia's published scientific documents reached the range of 5,000 to 20,000 during the period from 2006 to 2011. Meanwhile, data on the number of research collaborations between Indonesia and other countries from 1996 to 2010 were relatively stable, with the highest figure recorded in 2004 at 81.60% and the lowest was 2010 at 67.67% with an average of 74.86%. The tendency of stable collaboration with a relatively high percentage is also shown by other Southeast Asian countries, namely Vietnam and the Philippines (Pound et al., 2000).

The published data above, which are still general, show the low independence of Indonesian research, especially the data on research publications in madrasahs. This condition is caused by several classic problems, including 1) the lack of research funding budget, 2) the lack of "teaching experience" of researchers conducting research and a lack of appreciation for their existence, 3) the inadequate role of postgraduate programs in universities and research institutions in implementing and research development, and 4) no effective synergy between universities, research institutes, and industry has not yet been implemented. This classic problem contributes directly to the lack of availability of adequate research facilities (facilities and infrastructure) and the enthusiasm of researchers in conducting research (De Grauwe, 2005; Lezotte, 1989).

The independence and innovation of educational institutions depend on the independence of creativity and innovation of researchers. Both do not appear suddenly in a researcher if they are not accustomed or trained for a long period. Therefore, it is necessary to have a strategy where every child of the nation has the opportunity to be introduced earlier to scientific research and publications. And students at the secondary level are the best time to introduce research in a more systematic, measured, and patterned way. Based on these thoughts, the Research-Based School (Madrasah) or Research School (SR) is an alternative solution that can be offered to introduce and foster research culture among high school students (Budiharso, 2017; Harrell et al., 2000).

Research-Based Madrasahs are madrasahs that have succeeded in developing research-based academic traditions and producing research findings that are useful for developing science and technology knowledge conducted by madrasah teachers or students. One of the research-based madrasahs in Indonesia is Madrasah Aliyah Negeri (MAN) 2 Kudus Indonesia. Research-based learning, applied at the madrasah because learning is considered very effective to be applied to middle-level students. After all, the Research-Based Learning model encourages students to be active in acquiring knowledge. Thus it is expected to increase the understanding and interest of students in the learning process which can then encourage students to improve learning outcomes. The success of this learning was proven in 2013, The madrasah won the Madrasah Award in the Research-Based Madrasah category (Haryanto, 2020; Taufiq, 2014).

To achieve the success of research-based learning such as at the madrasah, it is necessary to have good learning management so that the expected goals can be achieved. Management is an integral component that cannot be separated from

the overall educational process, because without management educational goals can't be realized optimally, effectively, and efficiently. This concept applies in madrasah which requires effective and efficient management (Mulyasa, 2005:31; Putri et al., 2018).

Realizing this big vision, head of the madrasah, deputy head of madrasah and teachers are strongly required to develop their potential, creativity, and initiative to overcome and create quality education by implementing research-based learning management by learning management to estimate the level of achievement that can be accepted and understood by students.

Several previous studies related to research-based learning have been carried out. Slameto (2015) examines "Research-Based Learning Realizing Inspirational Learning" The results show that implicitly inspiring scientific learning or research-based learning such as Active Learning, Inquiry-Based Learning, Problem - Based Learning and Peer Instruction can improve student learning outcomes. , in the form of% for students who get the lowest score of 8% to the highest 35% managed to achieve an average of 18.45%.

Liu (2009) wrote a review of "School-Based research: A Guide for Education Students". The result will be practical primer for novice researchers in developing and carrying out educational research and it makes a fine choice for a class textbook to be read from cover to cover by post- graduate research students. Fadlan (2014) reports the results of research on a physics learning model at a private Madrasah in the city of Kudus. This research elaborated learning physics the BCS Science class and regular classes as well as students experience acceleration, the absorption latest science and technology, development of critical and analytical thinking, growth of egalitarian attitudes and mutual respect between students and sensitivity to problems in the environment.

Mulyaningsih (2013) examined research-based learning in the subject 'Language Learning Theory' at an Institute of Religion in Cirebon Indonesia as one of the subjects that utilize research by dividing classes into groups. Yahya (2010) examined the management of research-based teaching materials development. The results showed that there was a good relationship between research and teaching in the RET/L perspective, both in the RBL and PBL packaging which had a very good impact on improving the quality and academic culture of lecturers and students. Olds &

Symons (1990) explored presented the result of research that ecommendations for Obtaining Cooperation to Conduct School- based Research. David et al.(2001) investigated children and school-based research about informed consent or educated consent. This research raises questions about distinctions between providing information and teaching, and implications for conducting ethical social research with children.

This study explores Research-Based Madrasah Learning Management at a Public Madrasah in Kudus Indonesia. Based on the background of the problems, this study focus on exploring (1) planning, implementation, and evaluation of research-based madrasah learning and (2) the supporting and inhibiting factors of research-based madrasah learning at The madrassa Indonesia.

Literature Review

Research-Based Madrassa

Madrasah (MBR) is a concept of madrasah development that is based on the results of research, either developed by Madrassa or by outside institutions. madrasa institutions, for example, universities. An American educational philosopher, John Dewey, of the University of Chicago founded the *Dewey School* in 1894 to build passion and culture researching among teachers. The main component in this concept is a teacher and research activity. Lawrence Stenhouse (1970), Jean Rudduck (1980), Donald McIntyre (1990) also involved teachers in activities educational research and curriculum development.

In Research-Based Madrassa, teachers and madrasah leaders are the main motors driving research activities in efforts to develop the quality of education in madrasah. Research themes developed in MBR are matters that are directly related to education programs in a madrasah, for example, learning development problems, determining quality policies, increasing student learning motivation, increasing collaboration with external institutions or parties, developing character education, gender, improving community participation, and so on. Meanwhile, in research madrasahs, the main motor of research lies in students, where students develop their knowledge through simple science and technology research.

Both the MBR and SR concepts both have the same spirit, namely cultivating research in the madrasah environment. In doing so, both of them can go hand in hand, be in harmony, and support each other. The results of the teacher's research then become material for reflection and

consideration in determining better policies. The concept of research madrasah is limited and ideally developed at the secondary education level, because research skills and research methods are generally taught at the senior secondary level. One of the easiest indicators is the implementation of Classroom Action Research (CAR) and study lessons by teachers and leaders in madrasah. Research madrasahs are madrasahs that have succeeded in developing research-based academic traditions and producing research findings that are useful for developing science and technology knowledge conducted by madrasah teachers or students.

Research-Based Learning

Research-Based Learning is a learning method that uses *authentic learning*, *problem-solving*, *cooperative learning*, *contextual (hands-on & minds-on)*, and an *inquiry discovery approach* that is guided by the philosophy of constructivism (Mazzocco & Myers, 2002; Widayat, 2010:4). Research-based learning is learning based on a research approach (research) as an implementation step in the process. The learning process that takes place is the implementation of a combination of the characteristics of research action and meaningful *learning* (Moore et al., 1993).

Research-based learning (PBR) is a method of *student-centered learning (SCL)* that integrates research into the learning process. HBWs are multifaceted referring to various kinds of learning methods. HBWs provide opportunities for students to seek information, formulate hypotheses, collect data, analyze data, and make conclusions on data that has been compiled; In this activity, learning applies with an "approach learning by doing" (Clark, 2007:241-255).

HBWs open opportunities for the development of learning methods, namely: (1) Learning renewal (curriculum enrichment) by integrating research results, (2) Active participation of students in research implementation, (3) Learning using research instruments, (4) Development of context research inclusively (students learn the procedures and research results to understand the ins and outs of synthesis) (Widyawati, 2014). Research-based learning is a method of *student-centered learning (SCL)* that integrates research into the learning process. HBWs use *authentic learning*, *problem-solving*, *cooperative learning*, *contextual (hands-on & minds-on)*, and *inquiry discovery approach* which is guided by the philosophy of constructivism. 3 main factors influence the

success of HBWs in developing high-level thinking skills of their students, namely independent learning, students, the ability to solve problems, and the ability to work together (*cooperative and collaborative*) to enrich the learning process with the values (Umar, 2011).

The main steps in research-based learning, namely: (1) Introduction Stage, namely the introduction of students to their respective disciplinary branches, developing analytical and technical tools from appropriate disciplines, and exposing the latest research studies and findings carried out for and / by students; (2) Action Stage, namely enriching students by advancing knowledge (*interdisciplinary*), facilitating participants to students to study, work, and communicate; (3) Data Presentation Stage, which is a new experience towards presenting students' final assignments (Chrysti, 2017).

Management is basically directed to improve the quality and productivity which is carried out at a macro level through the planning, development, and management of human resources and in a micro manner with planning, education and training to achieve an optimum result (Kuchinke, 2014; Rachmawatie, 2013; Haryanto, 2020). Research-Based In conclusion, Madrasah Learning Management is management learning by research in Madrasah including planning, implementation, and evaluation of research-based madrasah learning as well as the factors influencing the research-based madrasah learning.

Methods

The type of research is a descriptive study with a qualitative approach. This study aims to describe the management of research-based madrasah learning at The madrasah. Qualitative research is a research approach that reveals certain social situations by describing reality correctly, formed by words based on techniques for collecting and analyzing relevant data obtained from natural situations (Yin, 2016; Satori & Komariah, 2011:25). Descriptive research is research on a particular phenomenon or population to explain the aspects that are relevant to the observed phenomenon, to explain the characteristics of the phenomenon or problem that exists. In general, descriptive research does not use a hypothesis (non-hypothesis) so that the research does not need to formulate a hypothesis (Arikunto, 2002:198)

The data obtained are in the form of narrative sentences from the results of data analysis from interviews, observations, and

documentation. The research site is at the madrasa Indonesia which was conducted for three months in 2020. The type of data consists of primary data and secondary data (Silverman, 1998). The primary data source is the teacher. The research subjects are the principal, 15 teachers and 90 students. Secondary data comes from documents in the form of notes, information from archives such as the The madrasa profile, student learning outcomes reports, and other documents related to research (Moleong, 2000). The object of research is research-based learning management at the madrasa. The process of checking the validity of the data was carried out through several data testing techniques: participation extension, observation persistence, triangulation (technique, data, and source) (Sugiyono, 2011)

The obtained data were analyzed interactively. The data analysis technique is descriptive-exploratory analysis, namely describing the opinions of the head, curriculum assistant, teachers, and students then analyzing research-based learning management. To the meaning of data, it requires in-depth interpretation. Data analysis are carried out in stages of data *reduction*, *display*, and *conclusion* (Miles & Huberman, 1994).

Results

The madrasa is one of the advanced schools in Kudus that develops research-based learning. In the implementation of research-based learning management at the madrasa, several things must be considered, namely planning, implementation, evaluation, and factors that affect the sustainability of the research-based learning management process. The research results obtained from interviews, observation, and documentation are described as follows:

Research-Based Learning at Madrasah

Research-Based Madrasah (MBR) is a concept of madrasah development that is based on the results of research, either developed by Madrasa or by institutions outside madrasa institutions, for example, universities. Research-based madrasahs are madrasahs that apply a learning process that puts more emphasis on research, research, or discoveries. The results of interviews with the principal of The madrasa explained that the madrasah in the learning process emphasized more research/discoveries.

The concept of the research-based madrasah was first applied in 2010 and received a Madrasah Award from the Indonesian Ministry of

Religion. The background of the application of research-based learning at the madrasa is:

1) Give special characteristics to The madrasa. Research-based madrasah is a characteristic of The madrasa. With its unique characteristics, it can improve the quality of The madrasa so that it can make it one of the leading and favorite madrasahs in the city of Kudus.

2) Research-foundation for the 2013 Curriculum. based madrasahs are the implementation of research-based madrasahs is the foundation for the 2013 Curriculum. This is following the 5M learning principles, namely Asking, Associating, Communicating, and Creating.

3) Developing the potential of teaching staff. Educational personnel at The madrasa have high potential in the field of research. This is because some teachers take part in the research sector so that they support the implementation of research-based madrasahs.

4) Synergize with the needs of higher education.

The existence of research-based madrasahs also tries to produce graduates from The madrasa and synergize with the needs absorbed by well-known universities in Indonesia such as ITB, UGM, IPB, and others.

The Purpose of Research-Based Learning at the Madrasah

The purpose of implementing research-based learning is to prepare students to become a generation ready to enter higher levels, namely the university level, such as ITB, UGM, and ITS. Besides, research-based learning also trains and increases children's sensitivity to the surrounding environment.

In achieving this goal, the madrasa made several efforts to achieve research-based learning objectives, including:

- 1) Always dynamic in following developments in the world of education. It can be in terms of regulations or others.
- 2) Develop and be able to accommodate the various potentials that exist and are owned by students and educators.
- 3) Able to meet the needs of higher education through the learning process. This process can be done by making visits to several well-known universities to dig deeper information.
- 4) Facilitating students by providing knowledge that can support basic subjects, for example, Falak Science, *Nahwu*, and *Shorof*.

Discussion

Research-Based Learning Management at the Madrassa

At the beginning of the launching of International School-Based Madrasah (RSI), the Ministry of Religion had no specific regulation to rise the spirit of togetherness. The RSBI madrasah members were then developed into research-based Madrasahs. However, the madrasah must have the courage to try and routinely carry out dynamic evaluations so that the implementation can be even better.

The application of research-based learning at the madrassa is also adapted to each existing subject. As in the SKI lesson, the teacher applies the inquiry method in the learning process. The inquiry method is a method that can lead students to realize what they get during learning so that it places students as active learning subjects. In this method, it also focuses on literacy and on-location assignments, which aims to reduce the level of boredom in learning SKI subjects in children.

Besides, several ways are applied in the classroom. In Class X and XI, the implementation of research-based learning was through (1) digital learning, including a short movie classroom based on IT. Students can conclude and take lessons from the story that is displayed, (2) Students can retell the material that has been read according to what is understood either independently or in groups to form the social character of students. In Class XII, the research-based learning focuses more on intensely deepening the material in preparation for the exam. Also, practice questions and independent tryouts are carried out to further hone the abilities of students. The method used is the inquiry method (which is a method that can lead students to realize what is obtained during learning, so that it places students as active learning subjects) with a focus on literacy so that assignments are given on location, this is to avoid the level of learning boredom children in the SKI subject.

Whereas in learning arts and culture subjects, learning is directed to invite students to be more active and creative. Namely by inviting students to create, find objects or media around them and turn them into items of artistic and special value. In Arabic learning synergy with the objectives to be achieved in learning Arabic consists of 2 things, namely: (1) Arabic as a means of exploring Islamic teachings. This is because the sources of Islamic teachings use Arabic such as the Qur'an, Al-Hadith, and Qoul from the scholars, (2) Arabic is used as a means of international communication, especially in Middle

Eastern countries, and (3) Arabic is also used as a provision for studying at higher education institutions, both domestic Islamic universities and foreign Islamic universities.

English subject needs treatment or a way to further hone the competence of students just like Arabic as a means of communication. Therefore, the speaking or conversation method is further strengthened to present research results. Students need to strengthen their skills and techniques in a presentation. This treatment or method has been applied to class X through the teaching and learning process. Also, in the language program, there is language developed in the form of TOEFL.

In the Fiqh subject, research-based learning is carried out through practical activities that are adapted to existing material or theories. Class and inter-group discussion activities can also guide student understanding. Mentoring or development activities are also carried out through existing religious programs, including determining *rukhatul hilal*, calculating the altitude of the hilal time, determining the direction of the Qibla, determining prayer times.

1) Research-Based Learning Planning at the Madrassa

Planning is designed and made so that a program has clear directions and goals. This research-based learning process, of course, requires careful planning. This planning is adjusted to the existing syllabus following the Regulation of Minister of Education and Culture Permendikbud No.23 of 2016. Furthermore, the teacher of arts and culture also revealed that lesson planning must be following the syllabus. However, in its implementation, it will be developed according to the potential of each child under their major. This is because there are several kinds of cultural arts branches, namely music, dance, and fine arts, especially at the madrassa, it is more emphasized in visual arts.

Professional competence must also be possessed by every educator. For this reason, in learning planning, every educator must prepare a semester program and an annual program following the 2013 Curriculum regulations. Also, teachers must prepare evaluation and assessment methods. From semester programs and annual programs, teachers can develop them during the learning process. Besides, adjustments to classroom conditions also affect planning and

implementation. Sometimes the treatment or delivery method for each class is different based on the wishes of the child and also the results of discussions between allied subjects. It is hoped that English subjects can maximize the vocab memorization program and in the delivery of English material it is also carried out with different delivery techniques according to the material being taught.

2) Implementation of Research-Based Learning at the Madrassa

Research-based learning at the madrassa by applying the principles of learning curriculum 2013, namely *student center*. So the teacher acts as a mediator and motivator in the classroom so that active, creative, and innovative learning can be created. Students become more able to express themselves in their learning.

Besides, in learning, there are also more assignments related to making scientific papers. The learning process does not only focus on the material but also direct practice to further hone students' abilities. This is done through the assignment of writing papers following subjects and study programs (this is for class XII), which leads to practical activities according to subjects except for SKI. As in language learning which functions as a daily communication tool, direct practice is needed. Specifically for learning Arabic, to further improve student competence, practice is held in the language laboratory. Activities carried out aim to train *istima* and *Al-Kalam* from students. In the process of learning French, various methods are used, such as discussion, exploration in pronunciation, speaking, and conversations between friends. The presence of volunteers from France also supports the learning process. Optimizing the role of volunteers can further hone the competence of students.

The basic material for art and culture is also conveyed in the same way as other subjects, namely by holding a hands-on practice. The basic material is still delivered in its entirety and for its development, it is adjusted to each department. For example, for basic line material, for its development in the Science department, line material is applied to making sketches which are realized in making 3D miniature houses. In the religious department, line material is applied in writing *khat* which is applied in making calligraphy. In the Science department, line material is applied in making product designs such as making batik on cloth or making paintings.

The implementation of research-based learning at The madrassa refers to the 2013 curriculum, namely the student center. In addition to providing material, students are also given assignments in the form of scientific papers. The learning process is also carried out in field practice to hone student competencies.

3) Evaluation of Research-Based Learning at the Madrassa

Evaluation is carried out to see the extent to which the students' abilities and materials are absorbed. The evaluation process is carried out following the 2013 curriculum assessment standards. This assessment includes an assessment of knowledge, skills, and attitudes. The assessment is carried out through daily assessments, midterm assessments and final semester assessments. Adjusted to the 2013 curriculum assessment standards, so that there is an assessment of attitudes (spiritual and social), knowledge, and skills through; PH, PTS, PAS.

Religious mentoring activities carried out independently. This means that it is held by the school itself and its implementation is before the end of the semester assessment. This is because the curriculum used is a local curriculum compiled by the school itself. These religious subjects include *nahwu*, *shorof*, *falak* and *qiro'atul qutub*. For cultural arts lessons, the assessment process is also carried out through the assessment of artwork or product results produced by students.

Supporting and Inhibiting Factors for Research-Based Learning at the Madrassa

The implementation of research-based learning cannot be separated from various influencing factors. Factors that support or hinder the process. Learning French is supported by increasingly sophisticated technological developments. With the internet facilities and Google tools to make learning run effectively. Various obstacles were also experienced, especially in terms of daily habituation. The reason for this is the lack of everyday media that contains French. So that teachers must continue to provide more motivation for students in terms of habituation.

Internet access supports the learning process, especially in digital classrooms. Optimizing the use of language laboratories also further hones the abilities of students. Support and collaboration with other subjects such as Al-Qur'an and Hadith also have a synchronizing effect on learning. As a result, PAI and Arabic courses complement each other and can provide input to

one another. The obstacles faced is the lack of the child's ability to explore themselves so that the time with the target or goal to be achieved is less balanced. To anticipate this lack of self-exploration, teachers can do it through the delivery of material and practice.

Besides, the level of self-confidence of children can also affect the learning process. As experienced by the English teacher, that shame makes children afraid to practice speaking habits. Because his lack of fluency in pronouncing words and unwillingness to memorize vocab is one of the driving factors. So that teachers must be able to motivate children to be more confident and not ashamed when learning.

In cultural arts lessons, the inhibiting factor comes from inadequate infrastructure. So to overcome this sometimes students provide the tools and materials needed through the self-help of students or can be coordinated by the teacher. The positive thing that can be taken from this cultural arts lesson is that children are honed to be more creative and innovative. Namely by making used goods or trash into special items.

Conclusion

Based on the results of research and discussion, Research-Based Learning Management at the madrassa consists of aspects of planning, implementation, and evaluation. Planning is designed and made so that a program has clear directions and goals. This research-based learning process, of course, requires careful planning. This planning is adjusted to the existing syllabus following Permendikbud No.23 of 2016. Professional competence must also be possessed by every educator. For this reason, in learning planning, every educator must prepare a semester program and an annual program following the 2013 Curriculum regulations. Also, teachers have to prepare evaluation and assessment methods. Then from the semester program and annual program that are owned, the teacher can develop it during the learning process.

The implementation of research-based learning at The madrassa applies the principles of learning the 2013 curriculum, namely the *student center*. The teacher acts as a mediator and motivator in the classroom so that active, creative, and innovative learning can be created. Students become more able to express themselves in their learning. Research-based learning leads to assignments related to making scientific papers. This learning does not only focus on material

alone but also conducts hands-on practice to further hone students' abilities.

Evaluation is carried out to see the extent to which the abilities and material are absorbed by students. The evaluation process is carried out following the 2013 curriculum assessment standards. This assessment includes an assessment of knowledge, skills, and attitudes. The assessment is carried out through daily assessments, midterm assessments, and final semester assessments. Religious mentoring activities are carried out independently of exams which are held by the school itself and are carried out before the final semester assessment. This is because the curriculum used is a local curriculum compiled by the school itself. These religious subjects include *nahwu*, *shorof*, *falak*, and *qiro'atul qutub*. For cultural arts lessons, the assessment process is also carried out through the assessment of artwork or product results produced by students.

Supporting factors for research-based learning management include increasingly sophisticated technological developments, support and collaboration with other subjects, and children's creativity and innovation. The inhibiting factors for research-based learning management at the madrassa are the lack of supporting media for learning, the lack of children's ability to explore their abilities, lack of self-confidence, lack of student reading interest, inadequate facilities and infrastructure.

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