Madrasah Principal Change Management in Creating a Superior Madrasah

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Abstract

This research aims to identify the madrasa head's strategy for managing change in creating superior madrasas and to analyze the success of change management in creating superior madrasas. The research method used is descriptive qualitative with data collection through observation, interviews, and documentation. The results of the study indicate that the implementation of change management in madrasahs, especially Madrasah Aliyah (MA) needs to be implemented and the principal plays a key role in the success of leading change in realizing superior madrasahs by implementing change management, including Awareness, namely motivation and monthly meetings; Desire, namely a personal approach and giving rewards; Knowledge, namely discussion and socialization activities; Ability, namely workshop activities; and Reinforcement, namely monitoring and controlling. Indicators of superior madrasahs include Input, namely the acceptance of new students; Process, namely teacher abilities, learning facilities, curriculum, learning methods, extracurricular activities, and cooperation networks; and Output, namely intellectual competence, emotional competence, and spiritual competence.

Keywords: Change Management; Head master; Superior Madrasah

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A. Introduction

Curriculum changes are a reflection of the dynamics and evolution of education in the demands of the times. Every educational institution must be able to respond to these changes by developing strategic steps and minimizing the negative impacts that may occur from changes in the curriculum (Arpinal et al., 2023). Curriculum changes are implemented to maintain the quality of education in educational institutions. Curriculum implementation must be tailored to the student's level of education (Waton, 2023). Education cannot work properly and effectively without a curriculum. This is because the curriculum is the main pillar of teaching and learning activities. Thus, the good and bad of education can be reflected through the curriculum (Santika et al., 2022).

The competition between educational institutions is increasingly competitive in improving the quality of education. It is intended that the educational institution can attract public interest. If the community considers educational institutions to have a good image and quality, it will be a solution to overcoming competition between educational institutions Innovations and changes in educational institutions must be implemented in various aspects to survive and still exist in anticipation of change (Baidowi, 2022). To gain public trust, educational institutions must introduce their vision and mission, achievements, and various benefits.

Education that prioritizes religious and moral teachings has a potential market share in the structure of religious society (Alam, 2023). Madrasah is one of the educational institutions that tries to provide knowledge to students through the teaching and learning process. Madrasah is a term for formal schools where Islamic-based teaching and learning activities are held. Madrasah contributes to the history of the development of education in Indonesia in educating the nation's life. Thus, today many madrasahs offer a variety of educational programs and experiences that are characteristic of the madrasah (Hasan, 2016). As a form of modernization of boarding school educational institutions, madrasahs assist the national education system similar to schools, including elementary schools, junior high schools, and senior/vocational high schools (Muhammad Rouf, 2016). Students who graduate from madrasah can continue their education, both in Islamic universities under the auspices of the Ministry of Religious Affairs and general universities under the auspices of the Ministry of Education and Culture. The presence of madrasah adds to the renewal of education. Students are not only equipped with general knowledge but also religious understanding and Islamic character. Thus, they can still compete when entering the society or the workforce.

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Madrasah as an Islamic educational institution often has management problems. Among the problems that arise in Islamic educational institutions, such as the implementation of poor management, low school publicity to the society, lack of public trust in the quality and quality of school services, and the society not recognizing madrasahs as a modern educational institution (Suryadi, 2009). Therefore, madrasah must be able to respond to changes in the globalization era and identify the problems that occur so that madrasah can develop better.

In the era of globalization, madrasah must continuously innovate to attract customers' attention. This is conducted to prevent consumers from choosing other educational institutions that continue to innovate. The learning process carried out in primary and secondary education must be interactive, inspiring, fun, challenging, and motivate students to actively participate, and provide sufficient space for initiative, creativity, and independence by the talents, interests, and physical, and psychological development of students (Asmani, 2015). Thus, the implementation of educational innovations in madrasah must be conducted by taking into account the talents and interests of students.

Leadership in the madrasah plays an important role in managing the program and minimizing conflicts that can disrupt the development of the madrasah. The head of the madrasah is a teacher who gets additional duties as head of the madrasah and has the responsibility of organizing education in the madrasah (Purwatmini, 2019). Madrasah principals have a role as leaders of students and teachers, and are involved in various fields of education (Meidelina et al., 2023). Thus, changes in madrasas will not occur if the madrasa head does not want to know what is happening (Diana & Sa'diyah, 2021). Based on Article 3 of the Minister of Religious Affairs Regulation (PMA) Number 58, year 2017 concerning the Head of Madrasah. The roles and functions of the head of the madrasah are 1) carrying out managerial duties, developing entrepreneurship, and supervising teachers and education personnel; 2) carrying out learning or mentoring duties to fulfill the needs of madrasah teachers. Meanwhile, the function of the Head of Madrasah is to organize the functions of planning, management, supervision, and evaluation.

The implementation of management changes in madrasah can be implemented through intensive personal approaches to educators and education personnel. This is implemented so they are prepared and do not fail in the face of change. The existence of management change is expected to be able to develop various strategic plans in creating

an excellent and solutive educational institution in the face of unpredictable changing conditions (Arif, 2021).

An innovative madrasah is an excellent madrasah program that is expected to have the ability to reach national and international levels, as well as have mastery of science and technology supported by karakul Karima (Zayadi, 2005). To create the excellence in madrasah, it is important to have guidance, educational processes, teachers and educators, management, educational services, and supporting facilities to realize these goals (Nawawi, 2022). It is also expressed by Bafadhal that to achieve excellent madrasah, it must be supported by adequate personnel, facilities, and funds (Bafadal, 2004). Excellent madrasahs must be designed to compete with other educational institutions and make various innovations to improve a good reputation in society towards these educational institutions (Al Givari, 2020). The excellent madrasah carries its excellent program as a reference to other educational institutions because it has advantages, virtues, goodness, and quality, both in the academic and non-academic fields.

MAN 2 Ponorogo is one of the high-quality formal education institutions in Ponorogo Regency. This madrasah from year to year always makes improvements to the quality. MAN 2 Ponorogo promotes the vision of "The World Madrasah (The realization of a global madrasah by producing advanced, quality, and global MAN 2 Ponorogo students)". Currently, MAN 2 Ponorogo has gained the trust of the Ministry of Religious Affairs as (1) National Academic Excellence Madrasah with Decree of the Director General of Pendis number 1934, year 2021, (2) Research Madrasah with Decree of the Director General of Pendis number 6989 year 2019, (3) Madrasah SKS (Semester Credit System) with Decree of the Director General of Pendis number 6633 year 2019, and (4) Madrasah Plus Skills with Decree of the Director General of Pendis number 6985 year 2018. The superior programs implemented at MAN 2 Ponorogo, namely tahfidz, sports, research, Olympic, and vocational / skill programs. Starting from the 2020/2021 academic year, MAN 2 Ponorogo fully implements the Semester Credit System (SKS) By School, which means that MAN 2 Ponorogo provides opportunities for all students to have 2 or 3 years of graduation.

Based on the background above, the focus of this research is change management at MAN 2 Ponorogo which includes the strategy of the madrasah head to manage changes in realizing an excellent madrasah using the ADKAR method and the success of change management in realizing an excellent madrasah. The findings conducted by (Firmansyah, 2023) that various curriculum changes in Indonesia occurred, one of them being the change from the 2013 curriculum to the independent curriculum *(curriculum Merdeka)*. Then the findings from (Erin Aprillia et al., 2022)

state that if no changes are taken, the quality of education in Indonesia will continue to decline because of the outdated learning system. In addition, research (Setiawati, 2022) states that the involvement of all stakeholders is needed when there is a curriculum change, this can be started from the emergence of awareness that change always occurs in the life cycle of society. The previous research related to this study is the Principal's Change Management Towards Excellent Schools in Junior High Schools (Arpinal et al., 2023), thus the researcher considers the need for research to see how the implementation of change management is implemented in madrasah, especially Madrasah Aliyah (MA) and the success of the implementation of change management. The focus of discussion in this study is the following: (1) how is the strategy of madrasah principals to manage change in realizing excellent madrasah? (2) how is the success of change management in realizing excellent madrasah?

B. Method

This research employed a qualitative approach. Qualitative research is a type of descriptive research where data collected are more in the form of words or images rather than numbers (Ibrahim et al., 2018). Qualitative research is used to observe natural conditions of objects and places more emphasis on meaning rather than generalization (Suracmad, 2012). The type of research used in this study was a case study. The case study method is a series of scientific activities conducted intensively, in detail, and in-depth about an event, as well as the activities of individuals, institutions, or organizations to obtain in-depth knowledge about the event (Ridlo, 2023). This research was conducted at MAN 2 Ponorogo, located at Jalan Soekarno-Hatta No. 381, Ds. Keniten, Kec. Ponorogo, Kab. Ponorogo, East Java. The researcher aimed to explore the school principal's change management in realizing an excellent madrasah. MAN 2 Ponorogo is one of the state madrasahs in Ponorogo Regency that has been designated as a National Academically Excellent Madrasah based on the Decree of the Director General of Islamic Education Number 1834 of 2021.

Several theories were used in this research, namely Constructivism Theory, Grounded Theory, Narrative Analysis Theory, Social Systems Theory, and Participation Theory. This research used two types of data, namely primary data collected by the researcher through interviews with several informants including the Principal of MAN 2 Ponorogo, Vice Principal for Public Relations, Vice Principal for Facilities and Infrastructure, and Vice Principal for Curriculum. Secondary data in this research included the madrasah's history, vision, mission, curriculum, organizational structure, student achievement data, and photos taken by the researcher during interviews. Data

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analysis in this research was conducted using three activities, namely data reduction, data presentation, and conclusion drawing/verification. To increase the credibility (trustworthiness) of qualitative data, increased observation persistence, source triangulation, and method triangulation were used. The research stages in the qualitative method that will be carried out in this research process include the preparation stage, implementation stage, data analysis stage, and reporting stage.

C. Results and Discussion

The results of this study discuss two primary focuses of the investigation, i.e., the strategy of the madrasah principal in managing change in the realization of excellent madrasahs. In addition, the success of change management in the establishment of excellent madrasahs is also addressed.

1. Madrasah Principal's Strategy in Managing Change in Realizing Excellent Madrasahs

The madrasah principal's ability to effectively manage the ADKAR model of change management, which encompasses Awareness, Desire, Knowledge, Ability, and Reinforcement, is the key to the successful realization of excellent madrasahs. Consequently, the leadership must implement tangible measures to attain the educational quality objectives that have been established in response to modifications in the targets (Susanto & Wibowo, 2017). The permanent impact of the successful implementation of the ADKAR model is a result of the changes that start with awareness and desire to change and are accompanied by knowledge, ability, and reinforcement (Tandelilin, 2013). In the same vein, MAN 2 Ponorogo has implemented the principal's management of change to establish excellent madrasahs. An explication of the implementation of change management at MAN 2 Ponorogo in the realization of excellent madrasahs is provided below.

a. Awareness

Changes towards an excellent madrasah are necessary because of innovation to meet the needs of society, encompassing both religious and general needs. Change management is a systematic approach to handling modifications in the abilities, structures, and objectives of a corporation to meet the demands of customers, markets, current circumstances, and employees (Ummah, 2022). Change management is a crucial factor for institutions. Therefore, the implementation of change management is necessary for an institution to foster its growth and enhance its competitive advantage.

Changes towards excellent madrasahs are urgently needed. If they do not change, madrasahs will be overtaken by the times because today, tomorrow, or the future are changing. For this reason, the efforts of the madrasah principal in providing awareness to staff included providing motivation and joint meetings. Motivation was carried out to build shared awareness of change so that conflict could be avoided. For policies to be implemented properly, leaders need to motivate all members of the organization so that they are willing and able to implement policies with full awareness and responsibility (Baidowi, 2022). The madrasah principal acted as an agent encouraging change by providing understanding to all members.

b. Desire

Developing staff desires is a step taken after ensuring that each member of staff is aware of the changes in realizing an excellent madrasah. At this stage, the participation and motivation of each person are required to determine the continuation of the changes that have been determined as future organizational development (Al Givari, 2020). The principal of the madrasah would take a personal approach to staff who had difficulty in carrying out their duties. The principal of the madrasah would also identify possible obstacles that might arise. In this case, the principal of the madrasah would discuss with the staff their desires and hopes for better opportunities for the staff and the organization. As such, these obstacles could be overcome by finding solutions.

The principal of the madrasah annually rewarded the ten most exceptional staff with the award. Staff members were granted this distinction on the basis of numerous criteria. The award was granted to employees who demonstrated proficiency in literacy, religion, and achievement. Nevertheless, these indicators are subject to alteration annually. Hopefully, MAN 2 Ponorogo will not only be an excellent madrasah but also a world-class madrasah in the future, as evidenced by the five students who have pursued their education abroad. This is consistent with the core curriculum, which is an advanced, quality, and world-class madrasah. In order to enhance the educational institution's reputation within the community, all stakeholders must participate in the establishment of a world-class madrasah.

c. Knowledge

Change management is performed by educational management to update organizational performance to match the institution's vision and mission (Baidowi, 2022). However, all members of the organization must know and understand the contents of the changes so that they can respond to the changes (Lase & Sari, 2023). Education personnel need to understand how to make changes. The principal of the

madrasah carried out discussion and socialization activities. Every activity carried out always employed the POAC (Planning, Organizing, Actuating, and Controlling) method. Thus, they successfully implemented changes, achieved goals, and took action to make changes.

d. Ability

The existence of change management makes it easier for individuals to make personal transitions (Sulistiyani & Budiarti, 2020). One of the efforts of the madrasah principal to support staff capabilities was through workshop activities. One of the workshop activities carried out was related to the implementation of the Merdeka Curriculum. The Merdeka Curriculum was intended to be introduced during the first year's workshop. The workshop of the second year was concerned with the evaluation of the Merdeka Curriculum that had been implemented. The workshop that was to be conducted in the third year was concerned with differentiated and innovative learning. Staff members are required to participate in workshop activities. If there are staff who are unable to attend, they are required to locate an equivalent activity. At this juncture, the outcomes of the information and training provision would be observed to ensure that the changes are implemented correctly by all parties.

e. Reinforcement

Change management endeavors to regulate the source of change, including internal factors and changes that occur within an organization, and to identify solutions to issues (Melati & Aslami, 2022). The final phase in the ADKAR model of change management is to fortify the changes that come about. The final condition necessitates encouragement from both within and outside the organization to facilitate change. The madrasah principal's efforts to maintain change toward an exceptional madrasah were achieved through the implementation of MONEV (monitoring and evaluation) and control.

The principal, as the highest leader, has an essential role in determining the progress of the school, so he must have administrative skills, high commitment, and flexibility (Nurlela & Marhen, 2019). The principal also acts as the vanguard by bringing the concept of change offered to the staff. Following that, it is improved and divided into groups according to their respective duties. The role of the leader is also vital to motivate all citizens to strengthen and maintain the results of the changes that have been achieved (Purwatmini, 2019). This can be fulfilled by the principal as an agent of change who can bring about any change in the revitalization of education in the institution he leads. Therefore, the principal should be someone with a vision and mission of the institution, conceptual abilities, skills, and art in interpersonal relations,

master technical aspects, and a spirit of devotion and character that is accepted by his environment (Hadi HM et al., 2019).
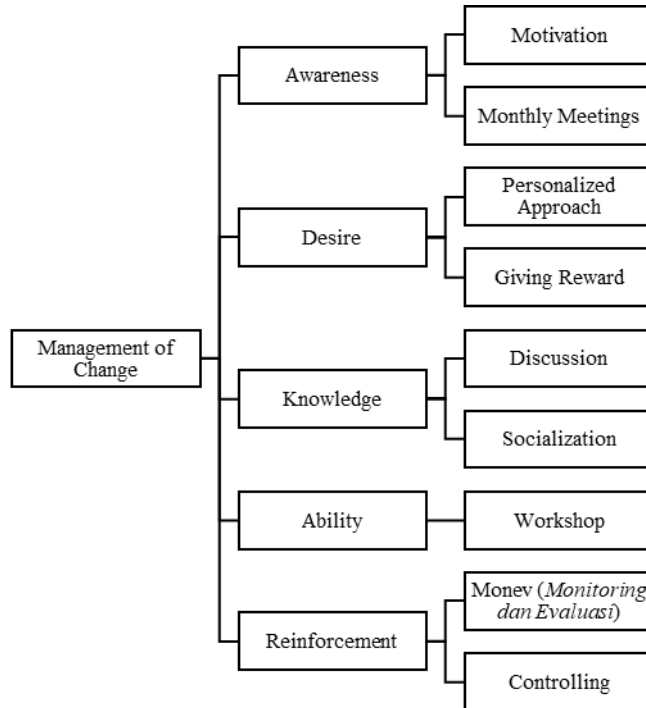

Figure 1. The head of Madrasah's Strategy to Manage Change in Realizing an Excellent Madrasah

The strength of the ADKAR model creates focus on the first element, which is the root of failure (Putri, 2022). From the analysis above, it can be understood that the management of the principal of MAN 2 Ponorogo applied the ADKAR change management model in realizing an excellent madrasah, including awareness through motivation and monthly meetings, desire through a personal approach and rewards, knowledge through discussions and socialization, ability through workshops, and reinforcement through MONEV (monitoring and evaluation) and control. This model allowed the principal to make changes in a programmed manner.

2. The Success of Change Management in Realizing Excellent Madrasahs

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As evidenced by a variety of indicators and the implementation of change management, MAN 2 Ponorogo is an excellent madrasah. This is consistent with the theory stating that educational institutions are considered excellent if their input, process, and outcomes are capable of satisfying the requirements of educational service consumers (Nurul, 2018). The following are indicators of excellent madrasahs at MAN 2 Ponorogo:

a. Input

The process of new student admission at MAN 2 Ponorogo has two tracks, namely the interest, talent, and achievement exploration track and the general track. The interest, talent, and achievement exploration track is divided into six tracks, namely the participation achievement track, the report card achievement track, the academic/non-academic achievement track, the *tahfidz* admission track, the OSIS chairman admission track, and the invitation track. The achievement admission track is intended for students who are ranked in the SAC, PSC, and IBM events at MAN 2 Ponorogo. The achievement report card admission track is intended for prospective students who have an average report card score of semesters 1 to 5 in mathematics, science, social studies, Indonesian, and English with a minimum score of 80. The academic/non-academic achievement admission track is intended for prospective students who have achievements in academic championships/Olympiads (such as KSM/KSN/MYRES or similar competitions organized by the Ministry of Religion or official government agencies and accredited universities)/non-academic champions 1 to 6 for individuals and champions 1 to 3 for teams, at least at the regency level.

The *tahfidz* admission track is intended for prospective students who have memorized at least three *juz* of the Qur'an (other than *juz* 30), as evidenced by a *tahfidz* certificate issued by the relevant agency. Next, the OSIS chairman admission track is intended for prospective students who have competence, especially in the field of leadership, by showing a decree as the OSIS chairman from the principal/madrasah. The invitation track is intended for prospective students from state or private MTs/SMPs who have achievements in first, second, and third place in the academic fields of OSN/KSM, LKIR, MYRES/NYIA/OPSI, and the non-academic field of O2SN at the national level.

In comparison, on the general track, prospective students can follow the PPDB (New Student Admissions) Technical Instructions from the Ministry of Religion, which can be seen on the website https://manduaponorogo.sch.id./ Since MAN 2 Ponorogo implements a semester credit system per school, it allows all students to complete two or three years of education, taking into account students' abilities in completing the

Independent Learning Activity Unit (UKBM). MAN 2 Ponorogo also provides a choice of class services, namely the ICP class service with an internationally certified Cambridge curriculum, the KBC class service, which is projected to last for two years, the achievement coaching class service, which is projected to have excellence in academics, Olympiads, research, and is specifically prepared to enter favorite universities, and the superior class service which is given to most MAN 2 Ponorogo students with coaching and development of academic talents.

b. Process

In excellent madrasahs, teaching and learning activities are related to the professional abilities of teachers, adequate learning facilities and infrastructure, national and international standard curriculum, active and creative learning methods, various extracurricular programs, and good cooperation networks with various agencies (Hasan, 2016). In this case, teachers are educators who are tasked with encouraging, guiding, and providing learning facilities for students to achieve their goals. Every educational institution needs quality teachers, namely teachers who can teach their students the knowledge they have mastered well. The criteria for professional teachers who teach at MAN 2 Ponorogo are that the teachers must have a minimum bachelor's degree according to their respective criteria and have more competence in the field they are studying. The educational qualification of educators and education personnel at MAN 2 Ponorogo starts from senior high school, D1, D2, D3, S1, and S2 levels. The number of educators and education personnel who have been certified was 63 people, and those who have not been certified were 24 people.

Field data revealed that the provision of learning facilities and infrastructure at MAN 2 Ponorogo has been adequate. The digitalization program is increasingly being improved, such as internet access, applications, and everything needed to support learning activities. The infrastructure available at MAN 2 Ponorogo includes classrooms, the principal of the madrasah's room, the vice principal of the madrasah's room, the administration room, the teacher's room, the library, the laboratory, the hall, the skills room, the art room, the UKS room, the OSIS room, the scout room, the KIR room, the English club/Arabic club room, the PMR room, the PKS room, the BK room, the committee room, the achievement development secretariat, the mosque, the male boarding house, the female boarding house, the toilets, the parking lot, the GOR/Sports Arena), the student cooperative, the gazebo, the workshop building totaling 100 units and in good condition. In addition, the facilities that students and teachers can get at MAN 2 Ponorogo are a mosque, outdoor parking lot, classrooms, student cooperatives,

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hygienic canteens, hotspot areas, meeting halls, gazebos, madrasa cars, LCDs, AC/fans, sports buildings, badminton courts, futsal courts, tennis courts, basketball courts, volleyball courts, clean toilets, and UKS.

Furthermore, the curriculums used at MAN 2 Ponorogo are an independent curriculum and a Cambridge curriculum that is specifically given to students who take ICP class services. The independent curriculum has been implemented for two years ago, namely grades 10 and 11. However, next year, learning will be carried out with a full independent curriculum starting from grades 10, 11, and 12. Madrasas must prepare several key elements to implement an independent curriculum. These include developing a functional madrasa curriculum, assessing teacher workload with the requirement that each teacher teaches a minimum of 24 hours, assigning teacher responsibilities based on existing tasks, and creating a lesson schedule.

Nevertheless, in implementing an independent curriculum, there are obstacles faced, including that the independent curriculum is a new curriculum that improves the old curriculum both in terms of content and model. Thus, many adaptations are still needed to change the curriculum from K13 to an independent curriculum. The K13 curriculum uses 5C characters, namely creativity, critical thinking, communication, collaboration, and character. Meanwhile, the independent curriculum applies 5C and differentiated learning. Implementing an independent curriculum is not as easy as imagined. Therefore, to equip all teachers, a workshop has been held every year. In the first year, the workshop activities were aimed at introducing the independent curriculum. In the following year, a workshop was held on the assessment of the independent curriculum. In addition, the third-year workshop to be held is related to innovative and differentiated learning.

The learning methods utilized are tailored or adapted to the individual circumstances of each student. However, it is essential to utilize differentiated learning as a point of reference. Differentiated learning is an approach that aims to meet the learning needs of students according to their potential in the learning process (Kurniasandi et al., 2023). There are 17 extracurricular activities at MAN 2 Ponorogo, namely OSIM, KIR, scouts, PMR, arts (*reog*, music, dance, theater), sports (futsal, basketball, volleyball, taekwondo, badminton, table tennis, track tennis), *Majelis Ta'lim* (actual study, *hadroh*, calligraphy, *tilawatil qur'an, muhadhoroh*), English club, Olympiad, flag raising team, robotics, informatics engineering, PKS, Arabic language club, journalism, UKS, and website. For this reason, teachers must be able to map students when they first enter through diagnostic tests. Collaborative networks with various institutions, such as universities, have also been carried out to improve the quality of madrasas.

c. Output

The quality of output (graduates) can be an indicator of the high intellectual competence, skills, and social competence of students/graduates (Albab, 2021). In this instance, MAN 2 Ponorogo as an excellent madrasah in East Java has been proven by the achievement of the TOP 1000 UTBK in 2022, number 630 out of 23,657 senior high schools throughout Indonesia and seven students as recipients of overseas scholarships through the Advanced Indonesia Scholarship Program (BIM). The achievements that MAN 2 Ponorogo has obtained are highly diverse, both academic and non-academic, at the local and international levels. In addition, many alums of MAN 2 Ponorogo have been accepted at favorite state universities, both domestically and abroad. This is supported by the many superior classes that can be chosen according to students' wishes, namely achievement development classes (ICP and KBC) and superior classes (research programs, Olympiad programs, multimedia vocational programs, fashion programs, electro/robotics vocational programs, sports programs, arts programs, and *tahfidz* programs).

Moreover, MAN 2 Ponorogo graduates possess good attitudes because, holistically, religious education can shape character and morals (Pramudhiarto et al., 2024). MAN 2 Ponorogo implements the 5S culture (smile, greet, greeting, polite, courteous) + 1B (shake hands). Shaking hands is done with both women and men. This application is not only carried out by students, but teachers and education personnel also participate in implementing the culture. This is conducted to develop character for MAN 2 Ponorogo students and establish good communication between teachers, education personnel, and students.

The existence of excellent Islamic schools and madrasahs is expected to attract prospective ulama' (religious experts) and intellectuals (academics) (Mujtahid, 2011). The spiritual abilities of MAN 2 Ponorogo students are also good because of the culture that has been accustomed to every time they enter class, namely starting with learning prayer, *asmaul husna*, and reading the Qur'an, which is monitored by the subject teacher who teaches in the first hour. MAN 2 Ponorogo students also have the habit of praying *dhuha* and *dzuhur* in the congregation.

Table 1. Indicators of the Success of Change Management in Creating a Superior Madrasah

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No	Indicators	Achievements
	Input	
	a. New student admission selection process	- A Path to explore interests, talents, achievements
		- Common route
	Process	
	Professional teacher	- Holds a bachelor's degree aligned with respective criteria - Possesses advanced competencies in their respective fields - 63 certified and 24 uncertified educators and educational personnel
	learning facilities	Adequate facilities and infrastructure Increasing digitalization programs The total infrastructure facilities are 100 units A total of 100 units of facilities and infrastructure There are supporting facilities
	c. Curriculum	- Independent curriculum and Cambridge curriculum - The Cambridge curriculum is specifically offered to ICP classes - Preparation for the independent curriculum implementation includes: developing the madrasah operational curriculum, conducting teacher workload analysis with a minimum teaching load of 24 hours per teacher, and assigning teacher duties according to existing tasks - The independent curriculum implements the 5C framework and differentiated learning
	d. Learning methods	- Learning methods used are relatively flexible - Utilizes differentiated learning
	e. Extracurricular programs	- A variety of extracurricular activities are available
	f. Collaboration network	- Collaborates with various institutions such as universities
	Output	
	a. Intellectual competence	- Various academic and non-academic achievements at local and international levels - Graduates of Man 2 Ponorogo have been accepted into many prestigious domestic and international public universities
	b. Emotional competence	- Possesses good character - Good communication exists between teachers, staff, and students
	c. Spiritual competence	- Possesses strong spiritual abilities

D. Conclusion

Based on the research that has been done, it can be concluded that MAN 2 Ponorogo must adopt changes to reach unggul madrasah. The changes made by the head of MAN 2 Ponorgo using the ADKAR model began with making employees aware through motivational meetings, growing employee desires with a personal and rewarding approach, increasing knowledge through discussions and socialization, supporting employee abilities through workshops, and maintaining changes through monev. The success of MAN 2 Ponorogo in realizing superior madrasah can be seen through input indicators (acceptance of students), process (quality of teaching, infrastructure, curriculum, learning methods, extracurricular, and cooperation), and output (achievement of students and acceptance of alumni in higher education).

The method suggested by the research team that can be used in the future to realize superior madrasah is the need for synergy and good collaboration between stakeholders in the madrasah. The head of the madrasah must be the initiator of renewal in the madrasah, educators must be able to carry out optimal learning, educators must maximize services to support the educational process, and students must try to follow learning activities properly.

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