The Development of Madrasah Laboratory in Islamic Higher Institution:

A Case Study in Indonesia and New Zealand

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Abstract—**This study was conducted based on several factors. Firstly, a fact that there are no models for madrasah laboratory (Islamic School) with national standards. Secondly, a need to have a standardized laboratory models of madrasah with the uniqueness of each Islamic Higher Institution. And the last, a need to develop a laboratory models of qualified madrasa in Islamic Higher Institution. Therefore, the aims of this study are to investigate policy, planning, implementation, supporting and distracting factors, evaluation and success level of the development of Madrasah laboratory in Islamic Higher Institutions. The method used in this study is a qualitative approach. The collecting of data is using triangulation method in which collaborates observation, interviews and snowball technique. The steps of the data analysis are describing a madrasah laboratory models, analyzing, designing product, specifying product, and doing focus group discussion (FGD) to get the product revision picture. The results show that (1) Madrasah Construction of UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory UIN Sunan Kalijaga, and Public School Auckland New Zealand (Parnell District School) are madrasah models of Higher Islamic Institutions. Moreover, Parnell District School is the school representative to be adapted. (2) The Policy of madrasah laboratory and Parnell District School based on the local and central government and also the internal policy is relating to the vision and mission of each madrasah. (3) The planning program of those madrasah is a process toward a whole effort combining the resources and financial to gain the goals of madrasah education development. (4) The policy implementations of those madrasah have been directed to improve the product quality. It can be reflected in their vision and mission. (5) The supporting factors of development are student population, teachers, students, facilities and Infrastructures, budgeting, and academic culture. Besides, the distracting factors are internal and external factors. (6) The evaluation process through a good mechanism can be reflected from their achievements through either academic or non-academic fields.**

Keywords—development; islamic higher institution; madrasah laboratory

I. INTRODUCTION

Historically, madrasas were distinguished as institutions of higher studies and existed in contrast to more rudimentary schools called kuttab that taught only the Quran [1]. Currently, Madrasah (Islamic school) needs to be developed from reactive and proactive characteristics toward the development of society become a social reconstructive institution. The social reconstructive development means madrasah need to actively promote the style and direction to the development of future society. Madrasas, in most Muslim countries today, exist as part of a broader educational infrastructure [2]. To have the independence in reaching excellence, this philosophy needs to be spelled out in future madrasah education development strategy; more strategic and value-adding in enhancing further human dignity. Madrasah development strategies need to formulate a policy and a design to be able to reach a long-term alternative, to produce significant changes, and to achieve the vision and mission of the institution. Therefore, it will have a comparative and competitive advantage against other countries. On the other hand, Madrasah development should not be an enemy against education trends brought by the globalization, internationalization and universalization process [3]. Meanwhile, the development of madrasah should remain strong with its distinctive characteristics as bumper of social life from social and spiritual problems.

In reality, the most substantial problems faced by madrasah is the inability to offset the dynamic needs of society toward the higher quality of education [4]. This condition is exacerbated by government policies that still considers madrasah as a "stepchild" and treated as second-class schools. As a result, people's appreciation to madrasah are low. They treat madrasah as a second choice. The lack of people interest to choose Islamic educational institutions, actually, is not because of a shift in values or religious ties that began to fade, but because most of these institutions are less prospective and less responsive to the current and future demands. In fact, at least, there are three considerations for people to choose a certain institution: the values (religion), social status, and ideals. Moreover, academic societies have various considerations in choosing a school for their children.

According to some Islamic education scholars, the inability of madrassa in balancing the dynamic needs of society is caused by the management of education system that is not professional, especially in planning, preparation of educators, curriculum and the implementation of Islamic education itself

[5]. As a result, madrasah is often unable to compete with public schools organized by other community.

It is not a secret, that the image and prestige of madrasah is often seen lower than the education system organized by other parties. Azyumardi Azra assumed that we can not blame Muslim parents who send their children to other educational institutions, as long as all parties involved in Islamic educational system are not seriously involved to improve and develop Islamic educational system [6]. In line with this, to answer the challenges and the complexity expected by the parents, Islamic institution should be able to play its role in the innovation and development of madrasah through its madrasah laboratory model under the Islamic universities.

Based on the development and the demands of the stakeholders above, the authors conducted the research on (1) Madrasah Construction of UIN Syarif Hidayatullah Jakarta, (2) Madrasah Laboratory UIN Sunan Kalijaga, and (3) Public School Auckland New Zealand (Parnell District School). Those three madrasah are considered to be able to use as reference material in the development of madrasah laboratory models which will be developed in other Islamic University in Indonesia.

From the explanation above, there are three fundamental issues in this study, namely: (1) the absence of a standardized madrasah laboratory model in national level; (2) the need for a standardized laboratory model of madrasah with distinction in each Islamic Institution; and (3) the need to develop an excellent madrasah laboratory model in Islamic Institution field. Therefore, based on the three issues made us to conduct this study entitled: The Development of Madrasah Laboratory Model in Islamic Institution Environment (Research in Madrasah Construction of UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory UIN Sunan Kalijaga Yogyarakata, and Public School Auckland New Zealand).

II. LITERATURE REVIEW

A. The Characteristics of Madrasah Laboratory Models

Based on the results of research conducted through direct observation, interview, and literature review to the Madrasah Construction of UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory Yogyarakata UIN Sunan Kalijaga, and Public School Auckland New Zealand, the description sample of various madrasah model can be found. In this discussion, the obtained data from various sources are analyzed by using eight national standards of education. By using those approach, the implementation of madrasah laboratory model at every level with different characteristics can be observed. The following are the indicators used to analyze them:

1) Policy of Education Development in Madrasah

The vision of Madrasah Construction of Syarif Hidayatullah is becoming the excellent and well known primary and secondary institution in Islamic, knowledge and nationality guidance by appreciating the potency of learners and the global era development [7]. Meanwhile, the missions of the institution are (1) promoting a primary and secondary education that will create the faithful and devoted graduates and also have the competitive and comparative ability; (2)

fostering the physical health development to form a balance life between the power of knowledge and the physical development of learners and graduates that can create a smart, strong and healthy graduates; (3) innovating the curriculum with accentuation on Islamic development, science and technology as well as appreciative to the tendency of globalization to keep our feet on the personality of Indonesia; (4) conducting training for educators as professionals who master the scientific aspects, teaching skills, personality pedagogical and global communication imbued with a noble character; (5) fostering professional teaching force, which dominated the science that supports their duties, a high work ethic, as well as Islamic personality; (6) trying to provide infrastructure and learning facilities that can provide an opportunity for learners to be able to follow the learning activities broadly, so that madrasah actually serves as a learning center; and (7) fostering self-reliance and team work through a variety of activities both intra and extra-curricular learning [7].

On the other hand, the vision of Madrasah Laboratory UIN Sunan Kalijaga is Realization of Muslim Personal Excellence in Scientific and Practical Achievement. While the missions are (1) cultivating an Islamic life for all society in madrasah; (2) organizing effective and qualified learning in accordance with the students' potential; (3) growing the culture and spirit of excellence, both in academic and nonacademic achievement; and (4) implementing madrasah-based democratic, participatory, and transformative management [8].

The Vision of Parnell District School Auckland New Zaeland is confident and active participants, learning to cherish: Themselves, companies, Reviews their bi-cultural heritage, Reviews their environment, Reviews their community, Reviews their learning, and life. From this vision, there are four grades, namely: confident, connected, engaged, lifelong learning. Indicators of this vision, namely: Confident; positive in their own identity, motivated and reliable, resourceful, enterprising and entrepreneurial spirit, resilience. Connected; able to relate well with others, effective user of communication tools, earthy with nature and the environment, and community members, and the international community. Actively involved; participants in various activities in the context of life, contributor to social welfare, culture, economy, and environment. Lifelong Learning; literacy and numeracy, critical and creative thinkers, active search, users and creators of knowledge, and decision makers [9].

Based on the policies referenced in the management of each madrasah then we can conclude that the three research sites have mission and vision that are prospective and one step ahead. Moreover, it also can be good samples for developing the Madrasah Laboratory Model in Islamic Institution in Indonesia.

2) Planning and Organizing in Madrasah

Planning is the starting point of every activity including in the education process in madrasah. Planning is useful for providing direction, becoming a standard work, providing a unified framework and helping to estimate the chances. The planning team should be covered what will be done, how to do it, when to practice and who is responsible and how the budget is required. Therefore, planning is a fundamental step.

Furthermore, as the first step in planning a madrasah is the provision of vision, mission, objectives, identify strengths and weaknesses and understanding opportunities and threats.

The planning program of development process of education in madrasah is not merely the achievement of quantitative targets but also even especially regarding to reform the system to make it more effective and efficient, improving the quality of the learning process, and the material presented in the process not only has high quality but also relevant to the demands of national development.

Based on the results from three locations above, the madrasah management has done a careful planning by involving stakeholders. Planning requires accurate and adequate data and information, so that the decisions taken on policies or programs of the future are not contrary to the objective conditions of the organization at the time of the organization's goals formulated. Principals have done three things in the formulation planning process, as stated by Nanang Fatah (1) formulation of the objectives to be achieved, (2) the selection program to achieve these objectives, and (3) identification and utilization of resources that are always limited in number [10]. Madrasah Laboratory has done three things that are included in the planning process. It shows that in Madrasah Laboratory the planning process has been executed pretty well.

While the organization at madrasah is a process or a step to define, categorize and organize a wide variety of activities. Based on the information from the Director of Madrasah (the Principals) the organization at the school has been performing well. It can be seen from: (1) the existence of the details work to be done to achieve organizational goals. Those details include the tasks of director, headmaster, deputy director, deputy headmaster, teachers, head of administrative and clerical staff. The division of tasks is also reflected in the organizational structure with parts integrated in achieving the goals of institutions (madrasah), (2) the distribution of the work load, (3) the separation work among departments or fields, (4) coordination of the member organizations work in one harmonious unit, and (5) monitoring the effectiveness of the organization and take the solution steps. In addition, there has

been the setting of the activities to be carried out, how to implement and execute the officer called with the stewardship of the madrasa.

Based on the structure, the organization of madrasah is arranged based on the principle of coordination and the organizational hierarchy. This suggests that, organizing activities at the school has been running well, by the existence of the grouping of tasks, responsibilities and authority to create an organization that can be run as a whole in order to achieve a predetermined goal. As noted by Nawawi that to achieve good and effective organization, it is necessary to apply some of the principles of organizing [11]. Those Principles of the organization are (1) the organization must be functional, the entire work unit should be compact that allows all functions of the organization to be realized, (2) grouping of unit work must describe the division of professional work, (3) organizations must arrange the transfer of functions and responsibility, (4) the organization must reflect the range of control, which can lead effectively, (5) the organization must contain a unity of command, and (6) the organization must be flexible and balance [11]. It is clear that the organization at the school has been running either vertically or horizontally. Although in Madrasah Laboratory UIN Sunan Kalijaga, there is no longer involvement of Tarbiyah and Teaching Faculty of UIN Sunan Kalijaga Yogyakarta, in the planning and organizing process because no coordinative relationship with the faculty since the process of public school status of primary and secondary laboratory of UIN Yogyakarta. Therefore, the authority against both these levels are under the Ministry of Religion of the Republic of Indonesia in which more technically under the authority of the Regional Office of the Ministry of Religious Affair of Yogyakarta.

B. Organizing the implementation of Madrasah Education

Based on the strategic framework for development of education in madrasas, then at the level of implementation briefly formulated in the form of basic programs need to be developed and adapted to the development of society. Below is a matrix of madrasah development strategy implementation [12].

TABLE I.   MATRIX OF MADRASAH DEVELOPMENT STRATEGY IMPLEMENTATION

Program	Short Term	Medium Term	Long Term
Development Management of Early Childhood Education through Raudlatul Athfal (RA) (Kindergarten)	Improving the quality and expansion of early childhood education services opportunity	Integrating early childhood education in RA with coaching the health of children under five, through cooperation with relevant institutions	Strengthening the implementation of early childhood education in RA with various agencies and departments concerned in the context of human resource development from earlier age.
Management of Madrasah and community-based education, especially primary and secondary school.	Integrating a variety programs expanding opportunities with the Society	Encouraging the use of learning resources, and centers of community learning as a base management of madrasah.	Lay the strong institutional basis of madrasah towards society and lifelong learning.
Improving the quality of basic education (primary and secondary school) and completing the compulsory 9-years program of education.	integrating a variety of plans to improve the quality of basic education programs both from the Department of Religious Affairs and other relevant departments, and gaining cooperation programs with local authorities and communities.	decentralization plans, programs, and funds to local governments to improve the quality of education and encourage community participation in realizing the excellent madrasah	Laying strong foundations for improving the quality of basic education in Islamic schools the global life
	Coordinate the 9-year	The implementation of 9 -Year	Encourage community initiatives to set

Program	Short Term	Medium Term	Long Term
	compulsory education program, together with the community.	education program is fully returned to the community through local government coordination in the span of 10 years (2000-2010).	up a 12-year compulsory education plan (up to senior high school).
Madrasah Aliyah (Senior high school) Quality Improvement	Integrating religious education program and skills in Islamic senior high schools.	The excellent and qualified Madrasah Aliyah can be used as a model by other Aliyah, therefore, be selective. Development programs in Islamic senior high schools should be accompanied by improved quality. Aliyah madrasas program develop skills of active participation of the industry and the business world.	Aliyah madrasah excite quality development. Establishment of a national training system that integrates formal education system in madrassas to track non-formal education in the community.
		Regular program development about religious and skills program in Islamic senior high schools in cooperation with institutions and public community.	Formulating an integrated development program, in the form of Islamic senior high schools.
Stabilization mechanism of procurement, placement and teacher career development and also teacher welfare.	Integrating various procurement programs, appointment, placement and training of teachers that are dispersed and wasteful.	The existence of an integrated program in coaching teacher program has been increasing appreciation for the profession of qualified teachers.	The participation of professional organizations of teachers in the procurement program, appointment, placement and coaching teachers
Upholds the professionalism principle in the development of madrasah education system	Establish a commission to assess the important shaft in the ranks of the department, to be held by professionals, based on objective criteria and career development.	Objective career development plan accompanied by a cascade training program that	Redefined the training centers and various training institutions in the Ministry of Religious Affairs. The participation of professional organizations and institutions in improving the quality of the profession.
Decentralized management of madrasa curriculum, with the principle of unity in the policies and diversity in the implementation.	Revise the 1994 curriculum to streamline and define the capabilities and competencies to be achieved and eliminate the dichotomy of the national curriculum and local cope with the excesses of decentralization in the madrasah management curriculum by preparing the madrasah readiness.	Empower madrasah and local governments in implementing the curriculum with the participation of local communities.	Confirming the madrasah curriculum implementation across sectors with various agencies and departments in order to develop human resources to the community learning and lifelong learning.

Data shows that the implementation of Madrasah Laboratory at Islamic Institution are oriented in (1) implementation of madrasah education policy; and (2) the implementation of madrasah education program, consisting of: the institutional and infrastructure sector, teachers, curriculum, and students. Therefore, the implementation of madrasah education policy development in Madrasah *Pengembangan*, Madrasah Laboratory, and Parnell District School have been directed at improving the quality of processes and products of madrasah. It is reflected in the vision, mission, goals and strategies that are directed at achieving the excellent madrasah.

C. Supporting and Inhibiting Factors in Madrasah

In the implementation of the madrasah education development conducted by Madrasah Pengembangan of Syarif Hidayatullah State Islamic, Madrasah Laboratory UIN Sunan Kalijaga, and Public School Auckland New Zealand can be influenced by two factors; supporting and inhibiting factors. Both of these factors, given its own color in the implementation of Islamic education development respectively. Supporting factor is all the components that are able to provide full support in the implementation of the education program at the school so as to facilitate the achievement of the desired objectives. While the inhibiting factor is a factor that could impede the implementation of educational programs that have been established that need anticipation and solution. The

success of the Madrasah education development in Madrasah *Pengembangan* of UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Madrasah Laboratory Yogyarakata and Auckland New Zealand Public Schools are determined by many factors. The factors could come from internal and external madrasah. As for the internal factors include: popularity, educators, students, facilities and infrastructure, etc. While external factors such as, social conditions around the implemented program.

In addition to the above factors there are also some factors that determine the success and achievements in the development of madrasah education, namely: (1) equipment (hardware), which include classroom, practice equipment, laboratories, libraries; (2) software that includes curriculum, teaching programs, school management, learning systems; and (3) a brain-ware that is concerned with the presence of teachers, head of madrasah, students, and people who are concerned in the educational process itself.

Meanwhile, the obstacle factor in the implementation of the education program at the school, namely internal factors and external factors. Internal factors include: (1) unoptimal paradigm shift of educator in the development of excellent madrasah. Thus, an extra thought is required; (2) There are still some students who have not been able to be invited to cooperate in terms of learning process as they had a problem in

their family that sometimes can influence their learning process so that the teachers and students need special treatment; (3) the infrastructure of education is one resource that can become a parameter for the quality of madrasah. It needs to be improved continuously along with the development of science and technology. Therefore, both of these components become an obstacle as well, especially in the expansion of development collide with the surrounding environment.

Meanwhile, the external factor include: (1) the government's policy, the management of madrasah sometimes find difficulty to fit with the government policy for example the dynamic curriculum; (2) Parents' attitudes that are unaware about the importance of madrasah education and ignoring the importance of strengthening the madrasah education. The parents thought that madrasah are not promising the bright future for their children.

Based on the inhibiting factors above, it is required a solution that can improve the madrasah quality through the development of madrasah laboratory models oriented to meet the demands of society and the fulfillment of the national education standards that would create the golden generation who are able to fulfill the noble character and science and technology.

D. Evaluation and Success Rate in Madrasah

The evaluation process is a systematic effort to observe and monitor whether the various functions and activities going on in the organization in accordance with a predetermined plan or not. Evaluation in Islamic education is a method or technique of assessment of learners' behavior based on the comprehensive standard calculations on all aspects of mental life-psychological and spiritual-religious, because humans result of Islamic education is not only a private figure who's only religious, but also well-knowledge and skillful that also devote to Allah and their surrounding communities.

In Government Regulation No. 32 of 2013 on National Education Standards that the educational assessment standard is the national education standard relating to the mechanisms, procedures and instruments of student achievement assessment. Assessment of learning outcomes of learners conducted by educators on an ongoing basis to monitor the process, ability and progress of learning outcomes. Assessment is used to: assess the achievement of the competence of learners, the preparation of progress reports on learning outcomes, improve the learning process, and determine the graduation of learners. Therefore, evaluation is a process of planning, obtaining and providing information that is essential to making alternative educational decisions

Based on the education assessment standards in the National Education Standards, Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory UIN Sunan Kalijaga Yogyakarta, and Parnell District School Auckland New Zaeland develops improve and implement several evaluation programs and activities such as: (1) development assessment tools of teaching and learning (2) implementation of learning evaluation model: daily test, mid-term test, final-term test, upgrade test, (3) development of instrument or questions tool for various evaluation models, (4) development

of guidelines Evaluation in accordance with the guidelines established by the government or the National Education Standards Agency, (5) the development of competitions or trials in the effort to improve the standard of competence or value, (6) establish cooperation with related parties to carry out assessment in the framework of assessment development tools up to the analysis and reporting of learners' learning outcomes, and (7) undertaking cooperation with others to conduct periodic tests or trials of learners' achievements.

From the information obtained there is a picture that the supervision activities in Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory UIN Sunan Kalijaga Yogyakarta, and Parnell District School Auckland New Zaeland conducted by Director of Madrasah, Supervisor and Head of Madrasah. The supervision made during this time is quite cooperative according to teacher's opinion. It means supervision develops feelings of togetherness to create and develop better teaching and learning situation. By this supervision, the teachers felt that there was a supervisor who in turn could encourage performance in improving the quality of the madrasah / school respectively.

Likewise, the supervision activities that are carried out both in the educational and administrative aspects have not been recorded in the supervision book. The things that are supervised are only limited to those related to learning and administration in general. Madrasahs have not fully run the supervision even though the guidelines for supervision already exist. Supervision activities conducted by Heads of Madrasahs and supervisors from the Office of the Ministry of Religious Affairs that are able to encourage all madrasah personnel to improve performance in each madrasah so as to achieve the quality of education.

From the obtained information, it is found that the supervision function in Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory UIN Sunan Kalijaga Yogyakarta, and Parnell District School Auckland New Zaeland in improving the quality of madrasah has been running. Monitoring activities undertaken include academic, and administrative aspects. Supervision activities undertaken by the Director, Head of Madrasah have been recorded well. While supervisory activities carried out by supervisors from the Ministry of Religious Affairs have been well documented. Job quality objectives and standards are the highest priority of supervision, including all activities undertaken in Madrasah. The matters supervised by the Director, Head of Madrasah cover two aspects, namely: (1) administrative matters covering madrasah administration in general, student, manpower, education equipment, finance, and madrasah relation with society. (2) academic covering the curriculum of teaching and learning activities, guidance and counseling and utilization of media and learning facilities.

Supervision activities are directed at achieving the specified objectives and quality standards of work desired. Supervision is carried out by monitoring every activity in the madrasah, especially those related to administrative and academic aspects. If the supervision finds irregularities, an improvement is made as necessary. Other findings indicate that, with supervision, members of the organization are generally encouraged and

have the same commitment to improve their performance in achieving educational goals including to improve the quality of Madrasah.

The Director's Step, the Head of Madrasah in the field of supervision, is actually in line with Terry's opinion: oversight is a process of determining what is achieved i.e. the standard, what is being generated i.e. implementation and when necessary take corrective action so that the implementation can run according to the standard. However, as Nanang Fattah pointed out, the oversight is effective if it is based on an effective management information system [10]. Then in the implementation, the Director, Principal of Madrasah should follow the principles of supervision, namely: (1) mutual trust, (2) supervision is horizontal, (3) communicative, and (4) helpful. In practice, the supervisory function is initiated by: (1) standard setting activity: time, cost, quantity, and quality of work, (2) measurement or understanding of the presence of deviations from standards, (3) comparing existing deviations with agreed tolerance limits, And (4) if it is outside the tolerance limit it will require corrective action / modification, whether the plan will be revised or the achievement of its educational staff more improved.

Therefore, to be successful in supervising, the Director or Head of Madrasah should have qualities such as integrity, initiative, awareness of law, ability to serve and emotional stability. Furthermore, if the supervision made found irregularities, in addition to straightening, the head of Madrasahs can also take action in the form of giving sanctions to members of the organization. Of course, the provision of sanctions should be done in stages along with the procedures announced to the members of the organization.

III. MATERIALS AND METHODS

A. Study Design and Methods

The method used in this research is the research and development with a qualitative approach. Sample data sources are gain by purposive and snowball technique.

B. Data Collection and Analysis

The Collecting data is using triangulation method and the data were analyzed qualitatively by explaining the overview of those three madrasah laboratory models, analyzing, and designing products, explaining product specifications and conducting focus group discussion (FGD) to obtain the product revision.

IV. RESULTS AND DISCUSSION

A. Model Development in Madrasah

Model development is a hypothetical model that became the product of this research. Model development was developed from the baseline model and enriched with data and information from the field which research was carried out in three research locations (Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory of UIN Sunan Kalijaga Yogyakarta, and Parnell District School Auckland New Zaeland). Furthermore, through the development

procedure, the hypothetical model of the implementation of education in the madrasah laboratory in the form of blue print (blueprint) of the implementation of Madrasah Ibtidaiyah (elementary school), Madrasah Tsanawiyah (Junior high school) and Madrasah Aliyah (Senior High School) education. The discussion in this case to answer the problem formulation about the development of the madrasah laboratory model.

1) The Principle of Excellent Madrasah Education

In the development of excellent madrasah laboratory models within the Islamic Higher Education, we will present a new finding through the principles of an excellent madrasah education, which are:

a) Socialization Media of Religion Values. As an educational institution with religious character, through the nature and form of the education, madrasah have a greater opportunity to function as a medium of religious values socialization to students more effectively because it is given early. The inherent religious nature of the institution makes the madrasah have a strong mandate to perform the role. While as a system of madrasah, madrasah is possible to do religion socialization massively. The problem now is how far to create a madrasah that has a quality of religious education. The government through the policies outlined has made efforts to reform the condition of madrasah education, both physical and non-physical (educational), especially through madrasah improvement programs, both funded by routine and foreign aid funds.

b) Islamic Tradition Maintenance. As a religious educational institution, one of the important roles that the madrasah carries is to preserve religious traditions. Religious tradition Maintenance is done in addition to formally through the teachings of religious sciences such as the Koran, hadith, aqidah, akhlak, fiqh, Arabic and history of Islamic culture, also done informally through habituation to work and practice shari'a religion from an early age. For example, children since childhood are accustomed to praying and fasting during Ramadan, visiting friends who are sick or in calamity, greetings when meeting friends, and so forth. The maintenance of this religious tradition is being challenged by the increasingly materialistic and individualistic development of life as the impact of national development, especially economic development.

c) Establish Morals and Personality. The cultural role of madrassas and boarding schools has been recognized by many parties even today. Pondok pesantren (Islamic Boarding School) education system is still considered the only institution that can print candidate of ulama. Many scholars and national leaders who became role models of society and nation were born from this madrasah system. This can happen because the education system in addition to emphasize the mastery of knowledge is also very concerned about high ethical and moral education. The goal of madrasah or pesantren education is not solely to enrich the students' minds with the knowledge, but to elevate morale, to train and heighten the spirit, to appreciate spiritual values and

humanity, to teach honest and moral attitudes and behavior, and prepare students for Live a simple and clean heart.

d) The Morality Defent. The rapid progress of national development over the past three decades has had a positive effect on the progress and improvement of the quality of life of Indonesian society, especially the material welfare level. The income per capita of Indonesian society has increased rapidly with a high rate of economic growth. In turn this progress has contributed to improving the quality of people's lives. Today society is relatively easy to get food and clothing. On the other hand, economic progress has in turn also generated new problems, such as the increasing social gap between the rich and the poor, the increase in crime, such as murder and sadistic robbery, the rising number of juvenile delinquents, the development of promiscuity and practice Prostitution, the decline of social awareness of the community. This condition causes people to start looking back at Madrasah institutions such as madrasah or boarding school. In the past ten years there has been a tendency for some middle-class families in Indonesia to send their children to madrasah educational institutions and boarding schools. This tendency to provide evidence of madrasah and pesantren is believed to be a powerful fortress to maintain the decline of public morality.

B. The Vision of Excellent Madrasah Education

Creating a positive educational environment for learners as an effort to prepare Indonesian human resources whoa are smart and has a noble character (akhlak al karimah).

C. The Mission of Excellent Madrasah Education

- Organizing dynamic, creative and participatory learning that is able to develop the potential variety that the students have;

- Equip students with morals and knowledge (content knowledge), life skills and social skills;

- Fostering potential leadership, an open and tolerant mental attitude.

D. The Goal of Excellent Madrasah Education

- Establish an independent, intelligent, and credible learning community (civic values).

- Implement transparent and accountable Madrasah management

- Develop students' skills in the mastery of science and technology as well as socio-cultural field, social interaction (human relations), intellectual, emotional and spiritual independent personality.

- Encouraging community participation in the implementation of education (community-based learning).

- Establish an educational innovation development center for Madrasahs environment

E. The Development Curriculum in Madrasah

There is no standard concept about the scope of a curriculum. One or more of the following combined components is often called the curriculum: the scope and sequence of materials and thinking skills, syllabus (comprehensive or specialized, such as college bound syllabus), the elaboration of subject matter, textbooks and user manuals for educators and learning experiences prepared for learners.

In addition, the curriculum used by a madrasah may be more than one, and one of them is used as a basis for the practice of educational assessment. The curriculum is as follows: (1) the official curriculum, (2) the operational curriculum, which is part of the official curriculum taught to the students and on that basis the students will be tested for their ability or achievement, (3) Hidden curriculum, a curriculum that includes experience and understanding taught to students during the madrasah, such as norms, values, roles and authority, and knowledge, and (4) extra curriculum, for example designing learning experiences for learners outside madrasah lesson materials. Students can learn leadership, fair play, competition, and other non-academic activities.

Therefore, Shaleh thought that the curriculum should include means and rational [13], and through both Madrasah can coordinate learning experiences, teaching materials, teaching programs and create conditions that enable students to learn well. A well-developed curriculum will cover not only the formulation of goals, standards, and learning targets; Moreover, the curriculum also includes a complete educational formula that not only establishes the social and moral rationalization of the expected learning outcomes but also gives attention and emphasis to the learning process activities as a means of monitoring the learning progress of the learners [14].

F. National Plus Curriculum

Briefly it can be said that the teaching process is not just presenting the facts of information to the students [15]; More than that the learning process also gives emphasis on the process of critical thinking, analytic, and creative [16]. In addition, curriculum development is also made awareness of the importance of knowledge acquisition, implementation, and when or in what situations knowledge can be used and the ability to be able to "adjustment" to new and different situations. Students are not only taught (learning to know), but also able to use the knowledge that has been studied in different situations (learning to do).

G. Structure of Education Program

- In general the subjects to be offered consist of several groups:

- Language Group. (Indonesian, English, Arabic, and other foreign languages as needed).

- Science Group. (Biology, Chemistry, Physics, Integrated Science, Environmental Science).

- Mathematics Group. (Mathematics, Advanced Mathematics (Statistics and Mechanics).

Humanities and Social Sciences. (Religion, Sociology and Anthropology, Geography, History, PKN, Economics, and Art of Music and Art).

- Business, Engineering, and Vocational Groups. (Accounting, Computers, Business Studies, Culinary (food science), and Dress Service (dress and textile).

H. Educators Sources

In the National Standards of Education, it is explained that educators should have academic and competence qualifications as learning agents, physically and mentally healthy, and have the ability to realize the goals of national education. Academic qualification is the minimum level of education that must be met by an educator proven by a diploma and / or a certificate of expertise in accordance with applicable laws and regulations. Meanwhile, competence is the minimum level of ability that an educator must meet to be able to act as a learning agent. Competence is tangible in four different, namely pedagogic competence, personality competence, professional competence, and social competence. The types of education personnel referred to as Law Number 20 of 2003 on National Education System and Government Regulation Number 19 Year 2005 on National Education Standards, it can be seen in the table below, namely:

TABLE II.   KINDS OF EDUCATIONAL SUPPORT IN MADRASAH

Kind of Education	Educational Supports
RA/TK (Kindergarten)	Head of RA/TK Cleaning Service
MI/SD (Elementary School)	Head of MI/SD Administration Staff Library Staff Cleaning Service
MTs./SMP (Junior High School)	Head of MTs/SMP Administration Staff Library Staff Laboratory Staff Cleaning Service
MA/SMA (Senior High School)	Head of MA/ SMA Administration Staff Library Staff Laboratory Staff Cleaning Service

Educational resources play a very important role in the learning process. On that basis, they must meet the required qualifications and competencies. The following are the qualifications and tasks that must be fulfilled by the Madrasah Laboratory education resources, as well as the recruitment system designed to obtain educational resources that meet the required qualification and competency standards. The qualifications and recruitment system of educational resources are presented based on positions or positions to be established at the Madrasah Laboratory (starting from qualifications and duties of Madrasah director, deputy director of madrasah, head of madrasah, administration, educator etc.; Complete facilities and infrastructure, integrated information system, professional development, direction and form of teacher development activities, modern madrasah institutional management, madrasah quality development, basic design of policy setting,

continuous monitoring and evaluation, and participation of madrasah community). All of this will depend on the development of the madrasah laboratory model to achieve clear vision and mission with professional management so that the excellent laboratory madrasah model to produce graduates capable of mastering faith and piety (IMTAK) and science and technology (IPTEK) will be achieved.

V. CONCLUSION

From the results above, the Development of Madrasah Laboratory Model in Islamic Higher Education research in Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory UIN Sunan Kalijaga Yogyakarata, and Auckland State School of Zealand can be concluded that: First, Madrasah Development of UIN Syarif Hidayatullah Jakarta is one of the madrasah under the Islamic Higher Education which has lofty ideals in order to educate the children and from the desire of figures in Department of Religion Affairs and IAIN Syarif Hidayatullah Jakarta will be a representative of Islamic education. The Madrasah was founded in 1972 but began to officially accept students in 1974 only to open the level of Madrasah Ibtidaiyah (MI). Until now, Madrasah Pembangunan has three types of education, namely Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) accreditation status all three have a score of A. While Madrasah Laboratory UIN Sunan Kalijaga Yogyakarta originated from PGA School then taken over by UIN. After it was taken by the Ministry of Religious Affairs of the Republic Indonesia so that the status of Madrasah became public school. Moreover, the accreditation status of the two madrasahs gets a grade A. Parnell District School is one of Auckland New Zealand Elementary School that we serve as the location of this research because the school is considered representative to describe schools in Auckland New Zealand.

Secondly, the development policy of education both in Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory of UIN Sunan Kalijaga Yogyakarata, and also the Auckland state of New Zealand are based on policies imposed both by central government and local government including internal policy of madrasah itself. The closely related policy in this study, especially the two madrasah in Indonesia is based on Law Number 20 Year 2003 on National Education System; Government Regulation Number 32 Year 2013 concerning Amendment to Government Regulation Number 19 Year 2005 regarding National Education Standard; As well as related ministerial regulations. The vision of Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, namely: a leading secondary and leading educational institutions in the development of Islamic, scientific and nationality, by appreciating the potential of learners and the development of the global era. The vision of Madrasah Laboratory UIN Sunan Kalijaga Yogyakarata, namely: the realization of Muslim who excels in scientific achievements and practice. While the vision of State School Parnell District Auckland, namely: confident, connected, engaged actively, lifelong learning. From these visions, it is their own policy in the development of madrasah and schools.

Third, the planning of education development program of Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta,

Madrasah Laboratory UIN Sunan Kalijaga Yogyarakata, and also the Auckland New Zealand State School is a process that directs the whole business involving the ability and utilization of resources and funds to achieve the education goal development program in madrasah. Planning of educational development programs undertaken or planned well in Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Laboratory Madrasah UIN Sunan Kalijaga Yogyarakata, and Auckland New Zealand State School have been planned and documented in each educational unit. This indicates that the three madrasah / schools are sensitive in following highly responsive developments in order to improve the quality of education in each of their educational units.

Fourth, implementation of policy and implementation of development program in Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory UIN Sunan Kalijaga Yogyarakata, and Auckland State School of Zealand. From the data obtained that the implementation of education development policies in the three madrasah / school has been directed at efforts to improve the quality of madrasah products. This is reflected in the vision, mission, goals and strategies of madrasah aimed at achievement and quality. To obtain optimal educational outcomes based on madrasah education development policies have a relatively conducive madrasah culture. This includes: (a) the environment of each regular school, (b) agreement and cooperation among teachers is built through a harmonious atmosphere, (c) concentration on basic skills and time needed to learn student progress monitoring (evaluation) is always intensive, (e) adequate administration and democratic and communicative leadership with all madrasahs, (f) policies involving parents, and (g) high expectations of the community about existence their sons and daughters in the madrasah.

Fifth, in development level of education in Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Madrasah Laboratory UIN Sunan Kalijaga Yogyarakata, and Auckland State School of Zealand is inseparable from two factors, namely supporting factors and inhibiting factors. As for the supporting factors in the implementation of madrasah education development among others, namely: campus, educators / teachers, learners, facilities and infrastructure, madrasah environment, educational funding, and madrasah academic culture. While that includes the distractor factor in the implementation of madrasah education development, namely: internal factors and external factors. Internal factors such as educators (teachers), learners, and facilities and infrastructure. While external factors, namely: government policies and parental capabilities.

Sixth, evaluation and achievement level of education achievement at Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta, Laboratory Madrasah UIN Sunan Kalijaga Yogyarakata, and Auckland State School New Zealand, namely: (1) evaluation process conducted by three madrassas have been started from mechanism, procedure and A comprehensive evaluation instrument either through learning or through its educational institution through BAN Madrasah / School; (2) the success rate of both academic and non-academic of each madrasah is evidenced by the achievements obtained both local, regional, national and even international

level championships. Therefore, a qualified madrasah is a madrasa capable of developing its madrasah through the demands and development of the times that we are able to utilize to produce a golden generation capable of integrating noble character and science and technology skills.

Seventh, the development of madrasah laboratories model in Islamic Higher Education is formulated based on the baseline model of madrasah and differentiation of madrasah model. The baseline model is the initial model conceptual framework prior to the development procedure to obtain the model development outcomes in the form of model differentiation. Baseline model of madrasah is vision, mission, purpose of madrasah; Madrasah development policy; Education system planning; Implementation of policy / learning; Supporting and inhibiting factors, and the level of educational success achievement. Differentiation of madrasah model obtained from UIN Syarif Hidayatullah Development Jakarta, Madrasah Laboratory UIN Sunan Kalijaga Yogyarakata, and Parnell District School Auckland New Zaeland, hence obtained picture of various madrasah model. From the baseline and the differentiation of the model, it is found that madrasah education aims to deliver the students to be a faithful and devoted individual to God then have noble character and personality, and master the science and technology as well as able to actualize themselves in the life of society, nation and state. To achieve these objectives, it is necessary to develop a model of a madrasah laboratory in a prominent Islamic Higher University based on local culture and Islamic Higher Education (IHE) respectively.

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