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Performance Baseline and Recommendations for the Development of Islamic Education at MTsN 3 Surabaya

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ABSTRACT

This study aims to analyze the baseline of performance achievements, the implementation of Madrasah Self-Evaluation (EDM), and formulate recommendations for the development of Islamic education in MTsN 3 Surabaya. This study uses a qualitative approach through field and analytical descriptive methods. Data were collected through observation, interviews, documentation, and literature review. The results of the study show that MTsN 3 Surabaya has a structured and good performance baseline, and has the trust of the community. The implementation of EDM routinely has a significant impact on improving the quality of madrasas. Recommendations for educational development formulated after EDM have proven to be relevant and support the growth of madrasas. However, there are still challenges in terms of funding and infrastructure optimization. Madrasah recommends several developments, including improving teacher competence, building and renovating facilities such as libraries, laboratories, and health facilities. In addition, religious programs are also offered to strengthen the identity of Islamic education. With structured management and the right strategy, MTsN 3 Surabaya is expected to continue to develop as a superior Islamic educational institution, adaptive to the changing times, and able to produce a balanced generation between science and Islamic values.

Keywords: ***performance baseline , madrasah self-evaluation, development of islamic education***

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1. INTRODUCTION

Islamic education has a very important role in shaping the character, morals, and personality of Muslims. The main goal is not only so that students are smart in general lessons, but also so that they understand religion and can live their lives according to Islamic teachings. Therefore, Islamic education plays a very important role in creating a good generation and beneficial to society. In today's era that continues to change and is increasingly full of challenges, Islamic education must also develop. In order to continue to be able to answer the needs of society and an increasingly complex world, the quality of Islamic education must continue to be improved and adjusted to the development of the times.

In the journal of religious science entitled "Economic Problems and Da'wah: A Study of the Reality of Access to Education in Islamic Boarding Schools and the Impact of Costs" it is explained that along with the development of times and technology, the cost of education also continues to increase so that it becomes one of the main factors that hinder students' access to education, especially for underprivileged families. The journal also explained the impact of rising costs and solutions to overcome these problems. (Scotland, 2024)

Meanwhile, in the journal of Islamic religious education and Islamic education management entitled "Strategies for the Implementation of Risk Management in Increasing Students' Learning Interest in SMK Muhammadiyah 1 Kadungora" it is explained about the strategic management of Islamic educational institutions that have been made and also have risks to be faced, in the article the author explains how the role of risk management in the management of the strategy is made. In addition, strategy management is a process that directs all members of the organization to succeed in the strategy that has been made. One of the factors that hinders the success of the strategy is the interest of interested students. (Tanti Fitri, 2023)

In an education and counseling journal entitled "The Implementation of Strategic Management in Improving Islamic Education Management", Nawawi said that strategic management is a process or series of decision-making activities that are fundamental and comprehensive, accompanied by

determining how to implement them, which are made by top management and implemented by all ranks in an organization, to achieve their goals. (Asmarina Siregar, Era Yunita, Indri Sofia, Maulina, Rahmat Effendi, 2022)

Educational management is actually a way to organize all activities in schools or educational institutions to run well and according to the goals. So, everything such as teachers, students, lesson schedules, and school facilities is arranged to support the teaching and learning process to the maximum. Meanwhile, education management strategies focus more on how everyone involved in the school—from principals, teachers, to other staff—can work together with a clear goal. Thus, the results of the educational process can be better and the quality of the institution will improve. (Ramdani, 2023)

In addition, recommendations for the development of Islamic education are very important to ensure an adaptive and competitive education system. There are many recommendations offered as a form of strategy for developing the quality of Islamic education, one of which is collaboration with various parties to expand access and quality of Islamic education.

In an effort to improve the quality of Islamic education, a comprehensive evaluation of the performance of educational organizations is needed. The baseline of performance achievement results is an initial benchmark that can be used to assess the effectiveness of the system that has been running. Self-evaluation is also needed to identify strengths, weaknesses, opportunities, and challenges in Islamic education units. Furthermore, development recommendations need to be formulated systematically so that the improvement stages can be implemented appropriately.

Based on the above explanation, there is a need for further study of the baseline of the performance of Islamic education organizations, the results of self-evaluation of the achievements and challenges faced by Islamic education units, as well as the sequence stage of providing recommendations that can help MTsN 3 Surabaya in developing an Islamic education system that is of higher quality and relevant to the needs of modern society.

Islamic education at Madrasah Tsanawiyah Negeri (MTsN) has a strategic role in shaping the character and competence of students. As an educational institution that integrates general science and Islamic values, MTsN is required to continue to improve the quality of education in order to be competitive in the era of globalization. In this context, MTsN 3 Surabaya as one of the leading madrasas needs to evaluate its educational performance in order to get an idea of the effectiveness of learning and the obstacles faced.

Evaluation of the performance baseline of MTsN 3 Surabaya is important to find out the extent of the achievements that have been obtained in academic aspects, religious aspects, managerial and organizational aspects, as well as participation and partnership aspects. This research was carried out with the aim of analyzing the performance baseline, Madrasah Self-Evaluation (EDM), and formulating recommendations for the development of Islamic education in MTsN 3 Surabaya. The first step of the purpose of this article is to identify the strengths, weaknesses, opportunities, and challenges faced by madrassas in carrying out their functions as quality Islamic educational institutions. By understanding the latest or current conditions, development recommendations can be designed in a more targeted and data-driven manner.

Several factors such as curriculum, teacher competence, infrastructure, and parent and community participation are the main variables that determine the success of education at MTsN 3 Surabaya. Therefore, this study will examine in depth various aspects that affect the performance of madrasas. Not only that, the resulting recommendations are expected to make a real contribution to efforts to improve the quality of Islamic education at the Madrasah Tsanawiyah (MTS) level. With this research, it is hoped that MTsN 3 Surabaya can further develop as a superior Islamic educational institution, adaptive to the changing times, and able to produce a generation that has a balance between science and Islamic values.

All the problems studied will be analyzed in this article entitled "Performance Baseline and Recommendations for the Development of Islamic Education in MTsN 3 Surabaya" This article aims to explain the results of the study and provide a clear picture of the condition of Islamic education and strategic steps that can be taken to improve Islamic education today.

2. RESEARCH METHOD

In this study, the author uses the type of field research or field research in depth and detail as well as an analytical descriptive approach to explore the phenomenon that occurs in MTsN 3 Surabaya, using qualitative research methods. Romlah, 2021) This research is focused on the baseline of performance achievements, evaluation, and recommendations for determining the conditions and direction of development of Islamic education units in MTsN 3 Surabaya.

In addition, qualitative research is descriptive. The collected data is presented in the form of words and pictures. The research report contains data citations as illustrations and factual support in the presentation. This data includes interview transcripts, field notes, photographs, videos, tapes, documents, and other recordings. In understanding the phenomenon, researchers try to analyze as richly as possible as possible as close to the form of data that has been recorded. (Romlah, 2021)

The data sources used in this study are primary data and secondary data. Primary data are the results of observations, interviews, and documentation conducted by researchers, because this research is a field research. Meanwhile, secondary data is data taken from writings or books related to the theme or theory being researched.

3. RESULTS AND DISCUSSION

A. Baseline of Organizational Performance Achievements in Islamic Education Units at MTsN 3 Surabaya

Islamic education units play an important role in producing a generation that is not only skilled in general knowledge but also has a solid understanding and application of Islamic values. To ensure the effectiveness and efficiency of education implementation, a measurement tool is needed that can objectively assess the performance of Islamic education organizations. One of the measuring tools used is the baseline of organizational performance achievements.

Baseline is the initial data or reference point used to measure changes or developments in a condition before intervention or improvement is made. A baseline is a starting point that is used as a basis for assessing an organization's performance by determining what it wants to achieve and describing the results of the project. Syafi'i, 2024) The baseline of organizational performance achievements in Islamic education units are two initial data that are used as benchmarks to assess the effectiveness of the implementation of Islamic education in an institution. This baseline reflects the current conditions of various key aspects of education, including academic, religious, managerial, and partnership. The baseline serves as a reference in measuring the development and effectiveness of Islamic education units on a regular basis. MTsN 3 Surabaya is one of the madrasas that is often in demand by parents who want to register their children at the junior high school level. This madrasah is predicted to be a school that creates quality graduates in both academic and non-academic terms.

MTsN 3 Surabaya as one of the state tsanawiyah madrasas has a strategic role in producing a generation that excels academically, religiously, and has good organizational management with the support of participation from various parties. Therefore, it is important to measure the baseline of organizational performance achievements in Islamic education units. To get a comprehensive picture of the performance of Islamic education units, several key indicators are used in baseline measurements. As explained, the baseline of organizational performance results has several aspects of achievement, namely: academic aspects (graduation rate, academic achievement, and teacher competence), religious aspects (adherence to Islamic practices and integration of Islamic curriculum), managerial and organizational aspects (educational governance and infrastructure), and finally participation and partnership aspects (parental and community involvement and partnerships with Islamic institutions). (Shawn, 2024)

The baseline of organizational performance achievements in Islamic education units is an important element in measuring the effectiveness and efficiency of educational institutions. By understanding the main indicators, measurement methods, and challenges faced, Islamic education units can make more targeted and sustainable improvements. The use of accurate baselines also helps in data-driven policymaking to improve the overall quality of Islamic education.

MTsN 3 Surabaya also has all the aspects that have been mentioned, starting with the academic aspect, namely the use of a national and Islamic-based curriculum, adequate classroom facilities, and academic achievements. It is evidenced by all students graduating with grades in both general and

religious subjects, and have academic achievements in general and religious subjects, as well as non-academic achievements. One of the factors that students can develop is with adequate and comfortable facilities, such as classrooms that are equipped with air conditioning, smart TVs, fans, and internet networks that support learning, so that they can provide students with access to explore material that is not in the module. As for the teacher's own competence, MTsN 3 Surabaya always provides workshops or training for teachers who feel less competent in several fields. And the workshop that is attended must be in accordance with what is needed by the relevant parties.

Based on the results of observations from the religious aspect itself, this madrasah has a program of habituation of daily worship, tahfidz Al-Qur'an, BTQ, and ma'had which are attended by students. The daily habituation program that must be followed by students is to carry out dhuha prayers every morning before learning begins. Tahfidz Al-Qur'an was attended by several children who had achievements in this field, the BTQ Program which was attended by all madrasah students every morning after the implementation of daily worship habits. And the last is the ma'had program which is attended by several students who want to explore religious knowledge with special guidance such as in Islamic boarding schools.

This madrasah also fulfills good managerial and organizational aspects and is in accordance with the baseline, as evidenced by structured educational governance, adequate facilities and infrastructure, both mandatory facilities and supporting facilities such as: laboratories, places of worship, libraries, etc. Viewed from the aspect of participation and partnership, this madrasah strongly includes the role of parents and the community in every activity. In addition, this madrasah has strong support from parents and the community such as the holding of committee fees which are used to support school operations. Not only that, this madrasah also collaborates with the nearest Islamic boarding school for the implementation of religious activities that have been programmed.

In addition to the aspect of performance baseline assessment, there are also provisions for results and performance baseline evaluation. The results and evaluation of the performance baseline can be seen from the performance summary, improvement recommendations, and follow-up plan. Dewi Susita, n.d.) MTsN 3 Surabaya always identifies the strengths and weaknesses of the madrasah every year, after which the authorities provide a strategy to improve these weaknesses, and then is the follow-up of the improvement strategy. Like madrasas in general, MTsN 3 Surabaya also has shortcomings in several parts, this madrasah has shortcomings in the field of facilities and infrastructure, this is overcome by madrasah facilities and infrastructure staff and also assisted by other staff. After knowing what is lacking and how to improve it, the madrasah infrastructure staff will begin to apply for financial assistance to the office and start repairing what is lacking in madrasas. With evaluations that are routinely carried out every year, qualified graduates, and interesting learning programs make this madrasah always develop over time and become one of the madrasas that are very popular with the surrounding community.

Based on the results of the baseline analysis of organizational performance in Islamic education units and the results and evaluation of performance baselines, it can be concluded that academic, religious, managerial and organizational aspects, as well as aspects of participation and partnership at MTsN 3 Surabaya are well structured and can be carried out in accordance with the provisions. With the performance baseline, it is hoped that Islamic education units can develop more effective strategies to improve the quality of education and produce graduates who excel in academic and Islamic aspects.

In addition to optimizing academic, religious, managerial, and community participation aspects, MTsN 3 Surabaya also continues to strive to improve the quality of educators and education staff. Teachers in this madrasah are not only expected to master the subject matter in depth but must also be able to integrate Islamic values in every learning. To achieve this, madrasas routinely hold trainings, seminars, and workshops related to improving pedagogic competence, professionalism, and the use of technology in learning. This training includes the application of digital-based learning methods, improving teaching skills based on Higher Order Thinking Skills (HOTS), and strategies to instill Islamic character in students. With the improvement of the quality of teaching staff, it is hoped that the learning process in madrassas will be more innovative, interactive, and in accordance with the times.

In addition to increasing educators, this madrasah also maximizes the use of technology in the learning and administration system. Along with the development of the digital era, MTsN 3 Surabaya strives to utilize various digital platforms in the teaching and learning process. One of the innovations

implemented is the use of the Learning Management System (LMS) to facilitate access to online learning materials. In addition, the use of digital-based applications for exams and academic assessments has also been implemented to increase efficiency in the evaluation of student learning outcomes. Digitization of madrasah administration is also carried out to increase the effectiveness of managing student data, attendance, and learning outcome reports, so that all information can be easily accessed by teachers, students, and parents. With this structured system, MTsN 3 Surabaya can manage education administration better and transparently.

One of the main factors in creating a conducive educational environment is the availability of adequate facilities and infrastructure. MTsN 3 Surabaya realizes the importance of comfort and safety in the learning environment for students. Therefore, various efforts are still being made to improve school facilities. In addition to equipping classrooms with modern facilities such as air conditioning, smart TVs, and stable internet networks, the madrasah also plans to add more representative laboratory spaces to support experiment-based learning. In addition, library renovation by adding a collection of digital and printed books is carried out so that students have wider access to learning resources. Not only that, the improvement of sports facilities and extracurricular activities is also a concern of madrasas to support the development of students' potential and interest in non-academic fields.

In addition to academic aspects and facilities, strengthening the Islamic character is also the main focus of madrasas. Daily worship habituation programs such as dhuha prayers, Qur'an tahfidz, and recitation guidance aim to instill religious values from an early age. This program is integrated into students' daily schedules so that they are used to carrying out worship with discipline and full of awareness. The participation of students in religious activities outside the madrasah, such as visits to Islamic boarding schools and da'wah training, is also one of the strategies in forming a strong Islamic character. Thus, it is hoped that the graduates of MTsN 3 Surabaya are not only intellectually smart but also have good morals and are able to be an example for the community.

To ensure that all programs run optimally, madrasas also conduct regular evaluations through monitoring mechanisms and feedback from various parties, including teachers, students and parents. This evaluation is carried out by measuring the achievements of each program that has been implemented and identifying the obstacles faced. The results of the evaluation are the basis for madrasas in developing new strategies and policies to increase the effectiveness of education delivery. In addition, good coordination between stakeholders, including school committees, education offices, and external partners, is key in realizing high-quality and highly competitive madrasas.

With all the efforts that have been made, MTsN 3 Surabaya continues to show significant developments in various aspects of education. This madrasah is an example that Islamic education units can compete with other educational institutions while maintaining the Islamic values that are its hallmark With the full support of all parties, both educators, students, parents, and the government, it is hoped that MTsN 3 Surabaya can continue to develop into a superior madrasah that gives birth to a generation of intelligence, virtuous ethics, and is ready to face future challenges.

B. Description of the Results of Madrasah Self-Evaluation of Achievements and Challenges Faced

Madrasah Self-Evaluation is one of a series of activities in the process of assessing the quality of education implementation carried out by stakeholders at the madrasah level, which is guided by the National Education Standards (SNP). In an effort to improve the quality of education, the culture that develops in the madrasah environment plays a very important role. The culture of discipline, for example, does not only apply to students, but must also be instilled in teachers, madrasah heads, and all madrasah residents. Disciplines that are believed to be consistently able to encourage the achievement of various educational standards, such as Content Standards, Process Standards, Graduate Competency Standards, and Management Standards. To measure the success of this discipline culture, seven indicators are used as a reference.

In addition, it is also important to foster a culture of self-development among teachers and education staff. When educators have the enthusiasm to continue learning and improve their competence, the Standards of Educators and Education Personnel can be achieved more optimally. This culture is measured through four main indicators that reflect how active and serious teachers and education staff are in developing themselves. No less important is the teacher's culture in planning, implementing, and assessing the learning process. The teacher's diligence in carrying it out

comprehensively has a great influence on the quality of education provided. This work culture is closely related to the achievement of Process Standards and Assessment Standards, which are evaluated through seven specific indicators.

Madrasas also have a big role in providing adequate learning facilities for students and teachers. Culture provides learning facilities not only to complement the classroom, but rather to the awareness that facilities are an important part of supporting the teaching and learning process. This culture supports the achievement of Facilities and Infrastructure Standards, and its success is measured through five indicators. Finally, cultural transparency in budget management and a focus on quality improvement need to be instilled in madrasah governance. When madrasas are managed openly and efficiently, public trust increases and the quality of education is also raised. This culture is the driver for the achievement of Financing Standards, which are evaluated through three main indicators. (Muhtasar, Fahrurrozi, 2023)

The self-evaluation of the madrasah at MTsN 3 Surabaya shows that most of the facilities and infrastructure have met national standards, especially in the provision of comfortable classrooms with facilities such as good ventilation, sufficient lighting, internet network, fans, air conditioning, and multimedia devices. The madrasah has also made various efforts to improve the quality of education, including building new classroom buildings with SBSN funds and implementing a routine maintenance system for existing facilities. In addition, religious habituation programs such as reciting and praying dhuha also continue to be implemented to form a better character of students.

However, there are still several challenges faced, such as land use that is not optimal for libraries, laboratories that do not support learning, and health spaces that do not meet national standards. In addition, limited funds are the main obstacle in the procurement of supervision and maintenance of facilities, considering that madrasas do not collect fees from students and only rely on BOS funds, committee fees, and government grants. The capacity of the study room is also a concern, because the limitation of classrooms causes variations in the number of students in each study group.

As an improvement step, madrasas need to evaluate and re-plan land use, improve laboratory facilities to suit the curriculum, and renovate health spaces to make them more suitable for use. In addition, the search for alternative funding sources such as grants or CSR from the private sector can help in the procurement of better facilities. The development of technological infrastructure, such as improving internet networks and multimedia devices, also needs to be done so that learning is more effective.

C. Stage of Recommendation Sequence of Determination of Conditions and Direction of Madrasah Development

Madrasah development is a process that must be carried out systematically by going through several important stages, ranging from analyzing current conditions, identifying challenges and opportunities, formulating strategies, to program implementation and evaluation. With a structured approach, madrassas can develop into educational institutions that are superior, innovative, and adaptive to the development of the times. Support from various parties, both the government, educators, the community, and students, is needed to achieve the goal of developing quality madrasas. After the madrasah conducts a self-evaluation and compiles a madrasah profile, there are many suggestions on what needs to be done to improve the quality of education in the madrasah after the results of the EDM or the conclusion of the madrasah profile. However, given the limitations of madrasas in terms of human resources, infrastructure, funds, and time, it is impossible for madrassas to follow all the recommendations or conclusions of the madrasah profile.

The stage of the recommendation sequence in determining the conditions and direction of madrasah development generally involves systematic steps to analyze, plan, and implement development strategies. The stages are as follows: 1. Evaluation of the condition of the madrasah (initial assessment), 2. Identify problems and challenges that are the main obstacles, 3. Preparation of strategic planning for development (short-term, medium-term, to long-term), 4. Implementation and strengthening of policies, 5. Periodic monitoring and evaluation. (Mustofa, n.d.)

Based on the results of observations at MTsN 3 Surabaya, the determination of the conditions and direction of its development was carried out in several systematic stages. The first stage is the evaluation of the condition of the madrasah, namely by analyzing the condition of existing facilities and infrastructure, including the use of space, the completeness of facilities, and the obstacles faced, such as library land that is not optimal, laboratories that do not support learning, and health spaces that do

not meet national standards. After knowing what are the weaknesses of the madrasah, problems and challenges are identified to find out the main obstacles in the management of infrastructure and resources, including limited funding and lack of optimization of available facilities.

Based on the results of the evaluation and identification of these problems, madrasas need to prepare a strategic development plan that includes short, medium, and long-term plans. The main focus in this strategy is land use optimization, improvement of laboratory facilities, renovation of health spaces, and strengthening digital infrastructure such as internet networks and multimedia devices. In order for this plan to be realized, madrasas must search and optimize funding sources, either through submitting proposals to the central government through the Simpro application, seeking grants or CSR from the private sector, and managing BOS funds and committee fees more effectively.

After funding sources are available, the next step is the implementation of the development of facilities and infrastructure by carrying out renovation or facility construction according to the priority scale. The main projects that need to be carried out include the construction of new library rooms, laboratory renovations, and the improvement of madrasah health facilities. To ensure the sustainability of facility management, madrasas also need to conduct periodic monitoring and evaluation of the effectiveness of the facilities and infrastructure that have been developed. This evaluation aims to ensure that all facilities function optimally in support of the learning process. In addition, more effective internal coordination, such as the use of WhatsApp groups for reporting on facility conditions, can be a quick solution in dealing with problems that arise.

By following this stage systematically, it is hoped that MTsN 3 Surabaya can continue to develop into a quality madrasah with better facilities and in accordance with national education standards. In addition, the active participation of all madrasah residents, including teachers, students, and parents is needed in supporting the development of facilities and infrastructure. This involvement can be realized through mutual cooperation programs, independent fundraising, and the use of alumni to contribute, both in the form of materials and expertise. Madrasas can also establish partnerships with universities or other educational institutions to get assistance in managing facilities and improving the quality of learning. With the synergy between various parties, it is hoped that each stage of development that has been planned can run more effectively and have a positive impact on the entire academic community of MTsN 3 Surabaya.

Madrasah is a very important place to educate children, not only in science, but also in the formation of character and morals. To make madrasas develop well and provide great benefits for students, we need to evaluate and develop in a planned manner. This process must go through several stages, namely analysis of current conditions, identification of challenges and opportunities, and formulation of appropriate development strategies.

The first stage is an analysis of the condition of the madrasah which includes several aspects, such as human resources, facilities and infrastructure, as well as curriculum and learning. In the aspect of human resources, evaluations are carried out on academic qualifications and teacher competencies, the welfare of educators, and the availability of adequate teaching staff. Aspects of facilities and infrastructure include the availability of classrooms, laboratories, libraries, learning support technology, and cleanliness and comfort of the madrasah environment. Meanwhile, curriculum and learning aspects include curriculum conformity with national standards, the effectiveness of learning methods, and extracurricular activities that support education.

After analyzing the condition of the madrasah, the next step is to identify the challenges and opportunities faced. The main challenges that madrasas often face include budget limitations, lack of qualified educators, low community participation, and competition with other educational institutions. However, there are also opportunities that can be utilized, such as government support in madrasah education programs, technological developments that can be integrated in learning, and increasing public awareness of the importance of Islamic-based education.

This strategy includes strengthening human resources through training and improving the welfare of educators, improving facilities and infrastructure with funding from the government and the private sector, developing a curriculum that is more adaptive with digital-based learning methods, and improving relationships with the community through good communication and scholarship programs for outstanding students.

After the development strategy is designed, the next stage is the gradual implementation of the program by involving all stakeholders, such as madrasah heads, teachers, students, and the community. This implementation must be supported by transparent budget management, strict monitoring, and assistance from experts in certain fields. In addition, periodic evaluation of the program is necessary to measure success, identify obstacles that arise, and make recommendations for improvement for the next period.

The development of madrassas is a process that must be carried out systematically and in a structured manner. With the right steps, madrasas can develop into educational institutions that are superior, innovative, and adaptive to the development of the times. Support from various parties, both the government, educators, the community, and students, is needed to achieve the goal of developing quality madrasas.

4. CONCLUSION

From the results of the author's research, it can be concluded that MTsN 3 Surabaya has a well-structured performance baseline in academic, managerial, and infrastructure aspects that make this madrasah in demand by the community. The performance baseline has 4 aspects, namely: 1. Academic aspect, 2. Religious aspect, 3. Managerial and organizational aspect, 4. Participation and partnership aspect. If all aspects of the performance baseline have been met, results and performance evaluations will be formed, this evaluation can be carried out using Madrasah Self-Evaluation (EDM). The implementation of Madrasah Self-Evaluation (EDM) which is carried out regularly can make a positive contribution to improving the quality and performance of madrasas, as well as providing a clear picture of strengths and weaknesses that need to be improved. Armed with the results of self-evaluation, the madrasah proposed several recommendations for the development of Islamic education. The proposed recommendations include improving teacher competencies and building new infrastructure to support the development of Islamic education.

Although it has many good aspects, madrassas face challenges in terms of funding and optimization of existing infrastructure, so it requires better attention and planning. With the right strategy such as collaboration with various parties, MTsN 3 Surabaya is expected to continue to improve the quality of Islamic education and produce graduates who are competitive according to the needs of the times. With this conclusion, the article affirms the importance of periodic evaluation and planned development to achieve a better quality of education in madrassa

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