



Article

**TASK As A Strategy To Improve Academic and Non-Academic
Achievement of Students in Madrasah**

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ABSTRACT:

Achievement for madrasah is one of the factors that provides prestige and will help determine the community's view of a madrasah. Therefore, the head of the madrasah as a leader must set a strategy to be able to realize students who excel in the madrasah. The question of this research is how to formulate, implement, and evaluate strategies by the head of the madrasah to improve the academic and non-academic achievements of MAN 1 Bandar Lampung students. This research uses a qualitative approach and data analysis, namely data reduction, display, and conclusion drawing. Based on the results and discussion of the research which has been carried out at MAN 1 Bandar Lampung, it is concluded as follows: 1) Strategy formulation: The strategy formulation process carried out by the head of the madrasah refers to the vision, mission, and values and the results of environmental analysis to support academic and non-academic achievement using TASK (Talent, Attitude, Skill, and Knowledge). 2) Strategy implementation: Based on the key success factors, namely implementing TASK (Talent, Attitude, Skill, and Knowledge), 3) Strategy evaluation: The head of the madrasah has success indicators for the program and activities of the TASK. The head of the madrasah formulates four indicators of the results of his performance, namely: enjoy, easy, excellent, earn.

Key words: *Strategic Management, School Principal, Academic and Non-Academic Achievements*

INTRODUCTION

The country not only mandates an intellectual intelligence but also the moral and ethical property of each of its citizens. For this reason, it is necessary to have a good and quality education system in schools. The school as an educational institution faces two demands, namely the demands of the community and the demands of the business world. The demands are about the problem of low-quality education and the problem of relevance to the development of people's needs in the increasingly open era of industrialization and globalization. One of the most important aspects that affect the quality of education is leadership. The principal is responsible for all activities at the school. But now many principals are less competent at managing their schools. For example, the principal's lack of decisiveness in making decisions in

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responding to a problem in the school and the principal's lack of creativity in providing updates in the school⁴.

The ability of the head of the madrasah to be a manager is one of the strategic roles to improve academic and non-academic achievement because leadership management can move, empower, and direct existing human resources effectively and efficiently towards achieving goals. The existence of leaders becomes better and more important in developing the vision and mission of the organization to create academic and non-academic achievements by paying attention to what will be done before stepping up. Improving academic and non-academic achievement is an inseparable part of madrasah management activities. An effort to improve academic achievement and non-academic achievement in madrasahs is inseparable from the supervision of the head of the madrasah, and the substance of educational supervision is expected to be better and can improve because the head of the madrasah is the leader of education at the level of education units and must be responsible for the back and forth of the school he leads⁵. Thus, leaders must maximize their full potential in carrying out their duties and functions to realize schools that are effective, productive, independent, and accountable⁶. According to Daryanto, the head of the madrasah acts as a manager when carrying out the duties of a manager, while the managerial duties of the madrasah head include: madrasah program planning, madrasah organizing, staff briefing, resource optimization, and controlling activities⁷.

The head of the madrasa must be able to use resources effectively and efficiently in school management; optimal use of resources is able to support the achievement of the school's vision and mission effectively and efficiently as well. As an administrator, the principal plays a role in structuring activities by organizing people or staff for the achievement of educational goals effectively and efficiently⁸. In this regard, one of the things that can be used as a reference for whether or not quality exists is to look at the achievements of the school's students, both academically and non-academically. Many schools are favorites because they have a lot of proud achievements ranging from the local level to the national and international levels, and this is a plus for the school to achieve good quality and quality schools. Talking about achievements in schools is important and interesting because achievements can be seen and understood as the results of school work as an educational system. School achievements are also ones that will give prestige to schools that have them, so that school achievements will help determine the community's view of the school⁹.

As it is known, achievement is the result of an activity that has been done and created, both individually and in groups, while learning an activity that is carried out consciously for the purpose. The purpose of learning is the occurrence of changes in the individual. Then learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of activities in learning. Changes in behavior If the goal is to be achieved from learning activities, then changes in behavior are one of the indicators that are used as

⁴ Riska Nur Fitriana, Warih Handayani, and Maria Veronika Roesminingsih, 'Strategi Kepala Sekolah Dalam Peningkatan Mutu Akademik Dan Non Akademik Peserta Didik', *Jurnal Ilmiah Mandala Education*, 7.4 (2021).

⁵ Siti Hanifah, 'Strategi Manajemen Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Dan Non Akademik Di Mts. Al-Ma'arif Kota Pontianak', *Jurnal Hospitality*, 11.1 (2022).

⁶ Andang, *Manajemen Dan Kepemimpinan Kepala Sekolah: Konsep, Strategi, Dan Inovasi Menuju Sekolah Efektif* (Yogyakarta: Ar-Ruz Media, 2014).

⁷ Daryanto, *Administrasi Dan Manajemen Sekolah: Untuk Mahasiswa, Guru, Peserta Kuliah Administrasi Pendidikan* (Jakarta: Rineka Cipta, 2013).

⁸ Hendarman, 'Revolusi Kinerja Kepala Sekolah' (Jakarta: PT.Indeks, 2015).

⁹ Tiroy Jonatha Panggabean, Wahyudi, and Usman Radiana, 'Manajemen Kepala Sekolah Dalam Upaya Peningkatan Prestasi Di Sekolah Dasar', *Jurnal Pendidikan Dan Pembelajaran*, 5.4 (2016) <<https://doi.org/http://dx.doi.org/10.26418/jppk.v5i4.15022>>.

guidelines to find out the progress of an individual in everything he gets in school. The progress obtained is not only in the form of science but also in the form of skills; according to Bloom, "academic achievement" is a learning process that students experience and that produces changes in the fields of knowledge, understanding, application, analytical power, synthesis, and evaluation. Students who have a great willingness to learn and great abilities will get maximum results according to their wishes. Then, non-academic achievement is an achievement that cannot be measured and assessed using numbers, usually in terms of sports, scouting, PMR, or the arts such as music, painting, and others. This achievement is usually achieved by students who have certain talents in their fields; therefore, this achievement is usually achieved by students while participating in activities outside the clock, or what can be called extracurricular activities at school. Extracurricular activities are various school activities carried out in order to opportunities for students to be able to develop their potential, interests, talents, and hobbies which are carried out outside normal school hours¹⁰. Furthermore, non-academic achievements, also according to Mulyono, are achievements or abilities achieved by students from activities outside the classroom, which can be called extracurricular activities¹¹.

Related to the above, the head of the madrasah is an important element in achieving the achievements achieved by students because the achievements achieved are the most important thing for the madrasah because the head of the madrasah as the person in charge certainly has the task of developing students. Since students are important objects in the quality of education, students must be able to compete in the face of the development of science and technology by striving to increase competence. A strategy is the key to success in achieving the goals of the madrasa, because a good madrasa head is the head of the madrasa who has a surefire strategy for advancing his madrasah. Without a strategy, the madrasa program will not run, so strategizing is the first and most important step when the leader intends to advance the madrasah¹².

Strategic management is one of the studies in management science that focuses on the formulation, implementation, and evaluation of a program. The basic concepts and principles of strategy management are put forward by Wheelen and Hunger as follows: 1) Strategy management is a series of managerial decisions and actions that meet the company's performance in the long term. Strategy management includes environmental observation, strategy formulation, strategy implementation, and evaluation under control. 2) Strategy management emphasizes the observation and evaluation of opportunities (opportunities) and environmental threats (threats) in terms of strengths and weaknesses (weaknesses). 4) Strategy decisions relate to the future in the long term for the organization as a whole and have three characteristics: rare, consequential, and directive. Rare strategy decisions are those that are unusual and special and cannot be imitated. 5) Strategy management in organizations is developed in four stages, ranging from basic financial planning to forecasting-based planning, which can be called strategic planning, to fully developed strategic management, including implementation, evaluation, and control. 6) Organizations that use strategic management work better than those that don't. 7) Strategic management models ranging from environmental observations to strategy formulation, including mission setting, objectives, strategies, and policies towards strategy implementation, including the development of programs, budgets, and procedures that are based on evaluation and assessment¹³.

¹⁰ Nur Layli Hidayah, 'Upaya Meningkatkan Prestasi Belajar Siswa Sman 2 Kota Bengkulu Melalui Ekstrakurikuler Risma Al-Ashr', *Jurnal: Al-Babtsu*, 3.1 (2018).

¹¹ Ahmad Hikami, Etty Nurbayani, and Gianto, 'Peran Kepala Sekolah Dalam Meningkatkan Prestasi Non-Akademik Di Madrasah Ibtidaiyah Ma'arif Nahdlatul Ulama', *Jurnal Tarbiyah & Ilmu Keguruan (JTIK) Borneo*, 2.1 (2020).

¹² Mulyasa, *Manajemen Dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2015).

¹³ Siti Hanifah, 'Strategi Manajemen Kepala Madrasah Dalam Meningkatkan Prestasi Akademik dan Non Akademik Di Mts. Al-Ma'arif Kota Pontianak', *Jurnal Hospitality*, 11.1 (2022).

According to Kholis, in managing strategies in the educational environment, three stages are needed: strategy formulation, in which there is a formulation of the vision, mission, and values of the organization; and scrutiny of the environment, both external and internal. The second stage is strategy implementation, in which there is an analysis of strategy choices, key success factors, goal setting, goals, and strategy making (policies, programs, and activities), and the last stage is strategy evaluation¹⁴. Strategic management is always Responding to the dynamics of environmental changes so that it can affect the implementation of management and realize the goals that have been set in line with it, the following are the characteristics of strategy management: a) It is long-term; b) It is dynamic; c) It is something that combines with operational management; d) It needs to be driven by elements at the top level of management; e) It is oriented and approaching the future; f) It is constantly encouraging and supporting the implementation of all available economic resources¹⁵. According to Fred R., the main benefit of strategy management is that it helps organizations formulate better strategies through the use of more systematic, logical, and rational strategy choices¹⁶.

Based on the pre-research conducted, it is known that in the 2021–2022 period, MAN 1 Bandar Lampung, and especially MAN 1 Bandar Lampung students, will again gain many achievements by participating in various competitions. The following is the number of academic and non-academic achievements that have been achieved by MAN 1 Bandar Lampung in 2022, as many as 119 medal gains in the period:

¹⁴ Nur Kholis, *Manajemen Strategi Pendidikan* (Surabaya: UIN Sunan Ampel Press, 2014).

¹⁵ Sedarmayanti, *Manajemen Strategi* (Bandung: PT Refika Aditama, 2014).

¹⁶ Fred R David, *Manajemen Strategi : Konsep* (Jakarta: Salemba Empat, 2010).

Prestasi Akademik dan Non Akademik Peserta Didik MAN 1 Bandar Lampung Tahun 2021-2022

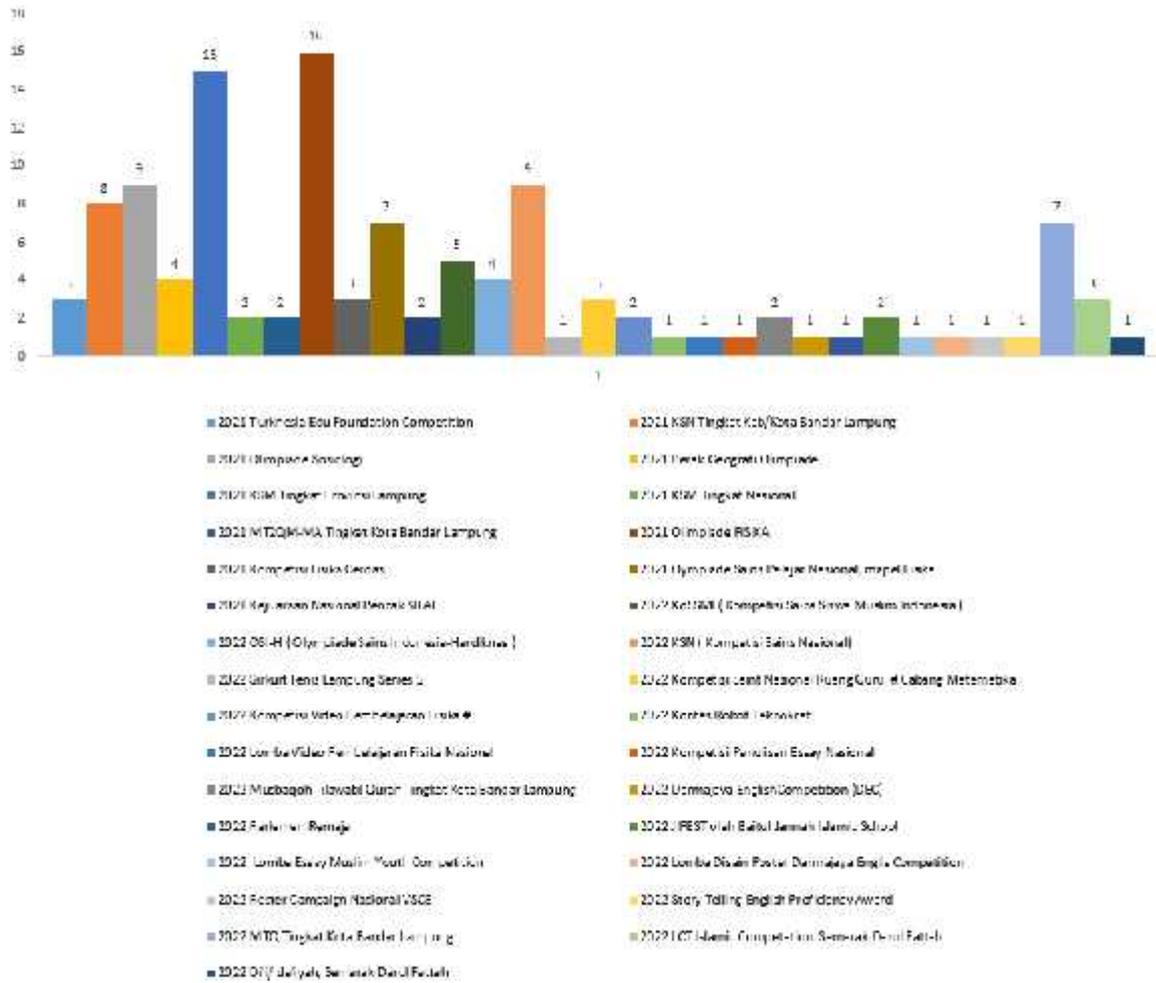


Figure 1. Academic and Non-Academic Achievement Chart for the 2021-2022 Period MAN 1 Bandar Lampung

From the large number of achievements possessed, it indicates harmony with the motto of the madrasah, "Independent and Outstanding Madrasah." The results of the achievements in MAN 1 Bandar Lampung show that MAN 1 Bandar Lampung recorded a record as the Bandar Lampung madrasah with the highest number of students and achieved achievements both in academic and non-academic fields at the city, provincial, and national levels. Therefore, based on these many achievements, researchers consider that research on madrasah head strategy management needs to know what kind of strategy management the madrasah head has developed to educate students to be excellent in MAN 1 Bandar Lampung. The questions in this study are about how to formulate strategies, implement strategies, and evaluate the strategies of madrasah heads in improving the academic and non-academic achievements of MAN 1 Bandar Lampung students.

METHOD

This research uses a descriptive-qualitative approach conducted at MAN 1 Bandar Lampung. The purpose of this study is to describe the strategy formulation, strategy implementation, and evaluation of the madrasah head's strategy for improving academic and non-academic achievement in MAN-1 Bandar Lampung. The data collection method is carried out through observation, interviews, and documentation. The data analysis technique carried out

involves three steps, including data reduction, data display, and drawing conclusions. Then test the validity of the data using triangulation techniques.

RESULT AND DISCUSSION

Madrasah Profile

Madrasah Aliyah Negeri 1 Tanjungkarang was established on July 1, 1979. This madrasa is a transfer of functions from the Sekolah Persiapan Institut Ilmu Agama Islam Negeri (SPAIN) Tanjungkarang. The madrasah, which is still integrated with the IAIN Lampung campus in Kaliawi, is also the first MAN in Lampung Province. The name of this madrasa is Madrasah Aliyah Negeri Tanjungkarang. The change of mention to MAN 1 Bandar Lampung by the community is an adjustment to the change in the name of the provincial capital of Lampung. Along with the process of urban development and conditions that were still difficult to develop at that time, Mr. Yasir Hadibroto, as the Governor of KDH Lampung at the time, through the Head of the Regional Office of the Ministry, Prof. Drs. H. Masdar Helmi, donated an area of 2 ha in Sukarame to be used as a construction site for MAN 1 Bandar Lampung. The mayor of Bandar Lampung at that time also gave an area of 0.6 ha, bringing the total area of this madrasah to 2.6 ha (26,000 m²). MAN 1 Bandar Lampung wants to have a positive impact on improving the quality of the people with a new generation who are knowledgeable and have a noble character so that they can continue their development in creating a conducive atmosphere in accordance with the vision of "Madrasah as a Center for Superior and Globally Minded Islamic-Based Education and Cultivation." While the missions set by MAN 1 Bandar Lampung are:

1. Organizing education that fosters the intellectual, spiritual, emotional, and social intelligence of students in an optimal and balanced manner
2. Organizing education that fosters global insights
3. Organizing education that fosters a scientific culture creatively and innovatively according to the potential interests and talents of students
4. Organizing education that fosters the cultivation of Islamic values

The goals to be achieved by MAN 1 Bandar Lampung through the implementation of education in line with the vision and mission are:

1. To make students with distinctively superior character, including intelligence, mental toughness, and piety
2. Creating students with social character to be ready and able to face global challenges: being visionary, creative, innovative, adaptive to changes and advances in science and technology, democratic, able to live together in diversity, competitive, independent, honest, and responsible
3. Make sure students have character. Scientific; accustomed to thinking critically, analytically, and logically so that it can develop its intellectual potential and intellectuality
4. Forming students with islamic character and ahlakul karimah behavior so that they can be exemplary in their community

In relation to the strategy of the head of the madrasah in an educational institution, it will not work well if the head of the madrasah as the leader is not proficient in strategy management, because in this case the head of the madrasah is not only formulating a strategy but must be able to organize the strategy so that the strategic objectives can be achieved as expected. It is well known that the existence of good strategic management will reflect the high performance of an organization. With this, an institution is expected to have clarity in the direction of goals and objectives, which will be seen in the plan shown in the vision and mission of the madrasah organization and refer to the guidelines for the implementation of activities in the madrasah that are shown to contribute to the realization of the educational goals themselves and improve

academic and non-academic achievement for students¹⁷. The strategy management of the head of the madrasah at MAN 1 Bandar Lampung has stages that are carried out, including the stages of strategy formulation, strategy, implementation strategy, and evaluation strategy. The following is an explanation of the results of the study:

Formulation of the Madrasah Head's Strategy for Improving Academic and Non-Academic Achievement of Students

Based on the results of the research, it is known that in the process of strategy management at MAN 1 Bandar Lampung, Hi. Lukman Hakim, M.M., as the head of MAN 1 Bandar Lampung, prepares for the initial stage by making a strategy that he makes along with the curriculum waka, student waka, treasurer, and homeroom teacher, along with other members at MAN 1 Bandar Lampung, in a quadrennial period meeting, or what is called the Medium-Term Performance Plan (RKJM-Rencana Kinerja Jangka Menengah). Then from this RKJM, details are provided in the planning of programs and activities as well as annual budget planning, or what is called the Madrasah Activity and Budget Plan (RKAM-Rencana Kegiatan dan Anggaran Madrasah), all of which aim to realize the vision of the madrasah. The preparation of this strategy formulation plan is in accordance with the vision and mission that exist in the madrasah, pays attention to the results of the analysis of internal and external factors in the madrasah, and adjusts to the objectives of the results of the madrasa's self-evaluation. When the formulation of madrasah strategy refers to the vision and mission, the vision of the madrasah is: "The realization of an Islamic, Professional, Superior, Trusted, and Environmentally Friendly Madrasah." Then, for its mission, as follows: Carrying out Islamic learning that prioritizes the example of noble morals and piety to Allah in accordance with Islamic teachings based on Ahlussunnah Waljama'ah Annahdliyah Improving the professionalism of the performance of educators and education staff in developing student competencies Prioritizing the achievements of students in academic and non-academic fields improving the quality of educational services in the academic and nonacademic fields. Improving environmental care behavior by creating a green (green), clean (clean), and healthy (hygiene) environment. The values instilled are: honesty, responsibility, never giving up, patience, gratitude, and cooperation (not competition but collaborating because differences are not a reason to be hostile).

In the planning stage of the strategy formulation, the head of MAN 1 Bandar Lampung also analyzes the environment to find out the quality of human resources, sources of funds, and other advantages from within the madrasah as well as the challenges and opportunities that come from outside the madrasah. These two terms are also called environmental analysis of internal and external factors in strategies aimed at achieving the effectiveness of the strategy. Based on the results of the interview with the head of the madrasa, it is known that the results of the strategic environmental analyst are as follows:

1. Internal analysis:
 - a. Madrasah has teachers and tandik (educators) who are sufficient in number for the number of existing students, competent, and in accordance with their fields
 - b. The ability to identify the potential of teachers, educators, and students with the TM (Talent Mapping) method is strengthened by educator empowerment activities, training, and improving their educational professionalism to be more competent, while students are strengthened by the habitual program and curricular environment in the community
 - c. Have an environment that is comfortable: green, clean, and healthy (hygiene)
 - d. All program financing and activities are easy and smooth
 - e. Placement of assignments of teacher educators according to their fields
 - f. Students are educated by good and competent teachers in their fields
 - g. The location of madrasahs that are not visible from the highway

¹⁷ Ali Imron, *Proses Manajemen Tingkat Satuan Pendidikan* (Jakarta: Bumi Aksara, 2013).

2. External analysis:
 - a. Community trust
 - b. Guardians of students who support the madrasah program
 - c. Competition for quality education (achievement and character) in the surrounding madrasah environment
 - d. There is cooperation with parents regarding the achievements of their children.
 - e. Government regulations regarding school-based management
 - f. Teaching staff outside the madrasah

After analyzing the internal and external factors, the head of the madrasah, together with the committee, curriculum waka, student waka, treasurer, homeroom teacher, and all teachers and students at MAN 1 Bandar Lampung, conducted a strategic planning meeting to formulate the right RKJM (Rencana Kinerja Jangka Menengah). This meeting was held before the new school year in each period. For the formulation of academic programs, it is borne by the curriculum waka; for the formulation of non-academic programs, it is borne by the student waka; for the cost planning program, it is borne by the treasurer; for the infrastructure program, it is borne by the waka saspras, or public relations; for the habituation program, or improving the character of students; and for other programs, it is borne by the homeroom teacher and other teachers at MAN 1 Bandar Lampung, Indonesia. Based on the results of an interview with the Head of Madrasah MAN 1, Bandar Lampung, regarding the vision and mission of MAN 1, Bandar Lampung, the strategy of developing academic and non-academic achievement activities describes how MAN 1, Bandar Lampung, provides facilities for its students to work and provide the best results by supporting extra provisions and training to prospective students with good achievements and non-academic achievement pathways through strategies by applying TASK (talent, attitude, skill, and knowledge). The vision and mission of MAN 1 Bandar Lampung, in addition to being Islamic culture, also focus on the noble morals of various types of activities.

Human resources in academic and non-academic activities of MAN 1 Bandar Lampung are highly prioritized. Here, it can be seen that there are additional costs of both transport money and meals every time they participate in academic and non-academic activities outside, both teachers and students who participate in the competition, so in this discussion, MAN 1 Bandar Lampung facilitates all activities related to the good name of MAN 1 Bandar Lampung to improve the quality of the outstanding young generation.

Implementation of the Madrasah Head's Strategy for Improving Academic and Non-Academic Achievement of Students

After correctly formulating the strategy, the head of the madrasa implements it. In the stage of implementing the strategy, which will produce policies, programs, and activities that have been planned at the formulation strategy stage above, the policies formulated by the head of MAN 1 Bandar Lampung according to the presentation of data findings from interviews with madrasah heads are as follows:

1. Programs and activities in MAN 1 Bandar Lampung must have the basic elements of TASK (talent, attitude, skill, and knowledge).
2. All teachers are placed according to their fields with the help of the talent mapping method for employees and supported by teacher training.
3. After the placement of teachers according to their fields, the teacher is tasked with assisting children in identifying learning processes that are suitable for the Talent Mapping method for students and are developed with academic and non-academic activities that are suitable for students.
4. Each class is attended by the same two homeroom teachers from the beginning of grade 10 (ten) to grade 12 (twelve), with the aim of optimizing tutoring activities (as well as replacing the work of Guidance Counseling teachers).

5. Every teacher and coach is required to assume that "all students have potential and all students are not stupid."
6. You are welcome to participate in any competition, but going home must bring achievements.
7. Free to determine future achievement targets.
8. Madrasah facilitates and finances programs to improve student learning achievement.
9. All academic and non-academic units must work together to improve student achievement.
10. Madrasah provides rewards for those who successfully maintain and increase the achievements obtained.
11. Madrasah frees the creativity of teachers and academic and non-academic coaches during that time to facilitate the development of student learning.
12. Every academic and non-academic community must have a good emotional connection.
13. Choosing a good teacher for students (who should really know the standards of national competitions and the Olympics and be able to foster student achievement).
14. Affirming that the madrasah is a place of learning for anyone, whether for teachers or the head of the madrasah itself, by continuing to learn, achievements will be easier to obtain.

The head of the MAN 1 Bandar Lampung madrasah is also known to provide policies in the form of freedom to be creative (there are no restrictions) to improve student learning achievement. If it is found that students have potential in academic and non-academic lessons and there is a need for outside assistance from outside to foster these students, madrasahs are allowed to call private tutors from outside to foster these students. For example, there are those who are competent in mathematical olympiads who collaborate with private teachers to help develop this and succeed in getting a champion. The strategy that is the key success factor in implementing this program and activity is the policy of using the basic TASK (talent, attitude, skill, and knowledge) in the formulation of programs and activities in MAN 1 Bandar Lampung. The feeling of dissatisfaction made the head of the madrasa innovate, armed with knowledge and comparative study experience in other advanced institutions, so that the TASK method was born to carry out the strategic plan. TASK can be said to be a shortcut or smart way for MAN 1 Bandar Lampung to achieve the success of their vision while still paying attention to the planned strategic goals. Starting from the formulation of strategies in the strategic plan, the formulation and application of programs and activities must support the entirety of the four elements of talent, attitude, skill, and knowledge as a strategy that has been set together. The following is a further explanation of TASK:

1. For "T," which is talent or potential, this program is the result of the series of programs above, which are carried out regularly. If the above program makes the learning process of students grow and students no longer need to be reminded to do it, then this talent program is successful. This talent program is also used as a "talent map," in which the various programs above will bring out the talents and potentials of Shiva, and then the teacher directs him to activities that match his potential.
2. For "A" is an attitude, which means attitude, to support and train the attitude of MAN 1 Bandar Lampung students to make routine programs and habits SOPs for routine program activities are in the form of duha prayers, actions, dream cans, and so on. For SOPs for reflection with activities in the form of: SOP for eating and drinking with DDT (Duduk, Doa Tangan Kanan); SOP for hygiene with BERAS (Bersih, Rapi, Sesuai); SOP for garbage with ASLI (Ambil, Simpan, Letakan ditempat sampah, Ingat jangan buang sembarangan); SOP for talking with 2B2S (Baik, Bermanfaat, Sopan, Sesuai). This program also aims to train the disciplinary values of students, and all the values of these activities will be included in the learning trail activities of students in a portfolio they make from their work, which is then reported to their parents at home, so that students already know in advance how much real value they place on themselves in the learning process. This activity is also meant to train

the values of honesty of students to their parents, and this learning trail is shared at the end of every semester.

3. For "S" is a skill, which means skill; to support the skills of madrasah students, they should have a non-academic program of extracurricular activities. In MAN 1 Bandar Lampung, students are required to take part in curricular and extracurricular activities with at least one activity of interest.
4. For "K" means knowledge or knowledge to support students' knowledge, which is carried out with academic programs with learning activities that use four models, namely material mapping, projecting, drilling, and evaluating. Mapping this material is a mini-mapping activity for students after they have studied with their lesson teacher. Then there is a project, which is a student activity to make a work about the lessons obtained; then drilling is carried out, which is to provide questions to measure the level of understanding of students from learning outcomes; and finally evaluation is an assessment of all the activities above. All of the above activities are carried out every day in math class. This madrasah class is the same as the moving class, where all places in the madrasa are study rooms, and its goal is to utilize the rooms in the madrasa so that their use is more effective.

Evaluation of the Madrasah Head's Strategy for Improving Academic and Non-Academic Achievement of Students

The evaluation stage of this strategy management is the ability to measure, by the head of MAN 1 Bandar Lampung, the implementation of the strategy that has been carried out. In this annual strategic plan evaluation, also known as madrasah self-evaluation, the first one carried out by the head of the MAN 1 Bandar Lampung madrasah in this activity is to formulate performance success indicators from TASK. The madrasah head formulates four indicators of performance success, namely enjoy, easy, excellent, and earn. the "enjoy" indicator if students carry out activities and this program feels happy or comfortable; the "easy" indicator if students carry out activities and this program feels easy, not difficult; the "excellent" indicator if students do these activities and programs very well or of good quality; and the "earn" indicator if students carry out activities and this program is able to produce achievements.

The Head of Madrasah carries out evaluations periodically through weekly meetings, activity reports for each activity, monthly reports, semester reports, annual reports, and final reports of perode. From the evaluation process, follow-up and improvement in evaluation activities have several functions that are beneficial for both the party who evaluates and the party being evaluated. The function of the evaluation is as follows:

1. Selective Function : A selective function is a function that can determine whether a person has competence that complies with established standards. For example, determine whether a person is accepted for work or not, determine whether a person is promoted or not, and others.
2. Diagnostic Function : The diagnostic function aims to find out the advantages and disadvantages of a person in a particular area of competence. For example, to find out the advantages and disadvantages of a student in the field of study he gets at school.
3. Placement Function : The placement function aims to know where a person's best position is in a particular field. For example, to find out the best position for an employee according to his field in a company.
4. Success Measurement Function : In this case, evaluation serves to measure the success rate of a program, including the methods used, the use of means, and the achievement of goals.

The performance appraisal indicators of this strategy are:

1. Input indicators, this indicator contains the number of human resources, funds, information, policies, programs, and activities that we have, and we ensure their availability for the success of this strategy.

2. Process indicators, one of which is the indicator of successful performance of TASK Output indicators, this indicator is the result to be achieved from this strategy, namely the goal or vision of the madrasa.
3. Benefit indicator, this indicator contains the benefits of the strategy being implemented; the benefits of the institution will be more advanced and developed and also known to people.
4. Impact indicators, this indicator contains information about the impact caused by strategies, either positive or negative, or the level of satisfaction of teachers and learners with this strategy.

In the self-evaluation meeting held by MAN 1 Bandar Lampung at the end of the year, there were the following: evaluation of the program, evaluation of activities, evaluation of achievements, comparison of targets and realities obtained, determination of the next target to be achieved. This evaluation activity is structurally carried out at the end of each semester and every four years for the evaluation of the rector. However, actually for this non-structural evaluation, madrasahs have daily evaluations and weekend evaluations that are together, fostering kinship among the academic community to discuss small obstacles and look for problem solving together so that the quality of service to improve student achievement is more excellent.

Conclusion

Based on the results and discussion of the research "TASK as a Strategy for Improving Academic and Non-Academic Achievement of Students in Madrasah," which has been carried out at MAN 1 Bandar Lampung, it can be concluded as follows:

1. Formulation of the madrasah head's strategy for improving the academic and non-academic achievement of MAN 1 Bandar Lampung students

The strategy formulation process carried out by the head of the madrasah refers to the vision, mission, and values, as well as the results of environmental analysis. It involves supporting extra provisions and training for prospective students with both academic and non-academic achievement pathways using TASK (Talent, Attitude, Skill, and Knowledge). In the formulation of academic programs, all formulations are assisted by the vice principal for curriculum, vice principal for student affairs, treasurer, and homeroom teacher, along with other members at MAN 1 Bandar Lampung. Furthermore, at the strategy formulation stage, the head of the madrasah also analyzes the environment to find out the quality of human resources, sources of funds, and other advantages from within the madrasah, as well as the challenges and opportunities that come from outside the madrasah; these two terms are also known as "environmental analysis" of internal and external factors that aim to achieve the effectiveness of the strategy.

2. Implementation of the madrasah head's strategy in improving the academic and non-academic achievement of MAN 1 Bandar Lampung students

The implementation of the strategy of the head of the MAN 1 Bandar Lampung madrasah is based on the results of policies and programs based on the key success factors, namely implementing TASK (Talent, Attitude, Skill, and Knowledge). All these TASK activities are interconnected and related, and from TASK we can find out the talents of students and position them according to their talents and potential, so that with the help of TASK we can help students excel in their fields both academically and non-academically according to their talents.

3. Evaluation of the madrasah head's strategy in improving the academic and non-academic achievement of MAN 1 Bandar Lampung students

Evaluation of the strategy carried out by the head of the madrasah has success indicators for the program and activities of the performance success indicators of TASK. The head of the madrasah formulated four indicators of performance success, namely enjoy, easy, excellent, and earn. According to the presentation of the research results, it can be said

that the evaluation of the MAN 1 Bandar Lampung strategy is already underway, where the role of the head of the madrasah, who participates in all kinds of activities, both academic and non-academic achievement pathways, in achieving and performance appraisal indicators to facilitate the performance appraisal process, so that the strategy management evaluation process is more effective and efficient.

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