



# Implementation of the Madrasah Assistance Program in Facing Higher Education Entrance Selection at Madrasah Aliyah Negeri 1 Surakarta

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## Abstract

**Objective:** Analyze the implementation of the Madrasah Service and Assistance Program in facing university entrance selection at MAN 1 Surakarta, as well as identify its supporting and inhibiting factors. **Theoretical framework:** Refers to the theory of educational services, career guidance, and educational management to understand the role of institutions in preparing students for higher education. **Literature review:** This may include a study of educational service strategies, the role of madrasahs in academic and career guidance, and effective practices in college selection preparation. **Method:** A descriptive qualitative approach with interview, observation, and documentation techniques. Data analysis is carried out through stages: collection, reduction, presentation, and conclusion. **Results:** The program runs effectively through three main aspects: information services, academic mentoring, and administrative assistance. Supporting factors: commitment of management, BK teachers, and parents. Inhibiting factors: limited time and academic load. The program increases student readiness and confidence, as evidenced by the increasing number of students admitted to college. **Implications:** This program can be a model for other madrasahs in increasing the readiness and competitiveness of graduates in college selection. **Novelty:** Offers a systematic integrated madrasah service model, combining information, academics, and administration in supporting the success of students entering college.

**Keywords:** service program, madrasah assistance, university admission, selection process, higher education.

## INTRODUCTION

Education is one of the determinants of the growth and development of individual human beings in their lives, through education will be created a change in the mindset and behaviour of humans who initially do not know to know and understand something [1]. Therefore, education has an important role in improving the quality of human resources to realize the nation's ideals. This is in line with the educational goals in the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System which states that the purpose of national education is to develop abilities and form a dignified character and civilization of the nation to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, noble character,

healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens [2], [3].

Nowadays education is an important need for humans. Through education, humans will gain additional insights related to many things that can help in understanding and knowing various types of science that are important for the future. Education is a primary need because basically, when humans are born on earth in a state of knowing nothing and knowing nothing [4], [5]. As stated in the words of Allah SWT in Q.S An-Nahl Verse 78 [6]: And Allah brought you out of your mother's womb in a state of ignorance, and he gave you hearing, sight, and heart for which you may be grateful.

In this verse, it is explained that Allah is omnipotent and omniscient and nothing escapes his knowledge. Among the proofs of Allah's power and knowledge is that He has created man born into the world in a state of knowing nothing, and He only gives hearing, sight, and conscience so that man can be grateful for the blessings that Allah has given him [7], [8].

Education policy is the result of decisions in the form of concepts and is used as a guideline for doing a job. Education policies are generally formulated to solve problems that arise in the educational process so that they can help in optimizing the development of students' potential [9]. The education policies formulated can be in the form of educational programs that are solutions to problems and innovation for educational development. To realize or realize this policy, schools need the implementation of education policies. The implementation of education policy is an action taken to achieve a certain goal, namely one that leads to policy goals [10], [11].

The implication of the implementation of education after the implementation of regional autonomy is to emphasize more on the autonomy of madrassas and encourage madrassas to plan their direction, although still referring to and being guided by government regulations. With the implementation of autonomy, madrassas have greater authority in managing their madrasas, so that madrassas are more independent. With its independence, madrasas are more empowered to develop programs that suit their needs and potential [12], [13].

In facing the challenges of the times, madrasah heads have an important role in developing measures to increase the attractiveness of madrasas so that they can attract the attention of prospective students. The success of an educational institution requires someone capable and tough in leading an institution, this person is called an educational leader or in a formal educational institution called a school principal/madrasah. Leadership is the main determinant of the process of dynamizing an education and the effectiveness of leadership [14], [15].

The level of competition in the world of education in recruiting prospective new students requires schools and madrasas to be able to implement educational strategies innovatively, effectively, and efficiently. Although educational institutions are not-for-profit institutions, their management cannot be done traditionally and requires special skills so that educational outputs have competitiveness to compete at a higher level.

Furthermore, the competitiveness between madrasas that are getting tighter today requires schools to innovate education, in addition to the emergence of the idea of International Standard Madrasah Pioneers (RMBI), the demand for quality and outstanding human resources in the era of globalization.

One of the main challenges faced by madrasah students, including MAN I Surakarta students, is to prepare themselves to face the university entrance selection process. Selection for university admissions, both through the National Selection Based on Achievement (SNBP), National Selection Based on Tests (SNBT), and independent pathways, requires a mature strategy and readiness. These readiness include academic ability, mastery of test materials, time management, and non-academic skills such as portfolio preparation or interviews. Based on data from previous years, the success rate of MAN I Surakarta students in penetrating their favourite universities such as PTN and PTAIN throughout Indonesia

shows great potential, although it still requires strengthening in various aspects both from the students themselves [16], [17].

The madrasah service and mentoring program is one of the efforts designed to provide comprehensive support to students. The program includes tutoring, intensive training, exam simulations, and student mental and motivational development. With this program, it is hoped that MAN I Surakarta students can have adequate provisions to compete competitively in university entrance selection.

However, the implementation of this program cannot be separated from various challenges, such as limited time, resources, and targeted mentoring methods. Therefore, this study aims to examine the implementation of service and mentoring programs at MAN I Surakarta to increase students' readiness to face university entrance selection for the 2024/2025 academic year.

## LITERATURE REVIEW

The meaning of implementation in addition to Webster's above is also explained according to Van Meter and Van Horn that implementation is: Implementation is the actions carried out either by individuals/officials or government or private groups directed at the achievement of the goals outlined in policy decisions [18].

Meter and Horn's view is that implementation is an action by individuals, officials, groups of government, or private bodies that are directed at the achievement of the goals outlined in a certain decision. These agencies carry out government work that has an impact on their citizens. But in practice government agencies often deal with jobs under the mandate of the Act, making it unclear for them to decide what should and should not be done [19], [20].

The program is a stage in the completion of a series of activities that contain steps that will be taken to achieve the goals and is the first element that must exist to achieve implementation activities. The program will support implementation because the program has various aspects, including:

The existence of a goal to be achieved.

There are policies taken to achieve that goal.

Some rules must be held and procedures must be passed.

There is an estimated budget needed.

The existence of a strategy in implementation.

The program is the first element that must exist to achieve implementation activities. The second element that must be fulfilled in the program implementation process is the existence of community groups that are the target of the program so that the community is involved and brings the results of the program that is carried out and there are changes and improvements in their lives. Without providing benefits to the community, it is said that the program has failed to be implemented. Whether or not a program is implemented depends on the elements of its implementation (executive). This element of implementation is the third element. Implementation is important, which means that the implementation, both organizations and individuals, is responsible for management and supervision in the implementation process.

According to Moenir, for the service to satisfy a person or group being served, the actors who are in charge of serving must be able to meet four main criteria, namely:

Polite behavior

How to convey something related to what should be received by the person concerned.

Proper delivery time

Friendly tama.

Mentorship better known as Mentorship. Mentorship is rooted in the word Mentor in the Great Dictionary of the Indonesian Language, which means a mentor or caregiver. In terms, mentoring is explained in a book by Gendro Salim, entitled *Effective Coaching*, he interprets mentoring as a guidance activity from someone who has mastered certain things and shares his knowledge with people who need it. In problem-solving efforts, the role of mentoring is only limited to providing alternatives that can be implemented. The companion group can choose which alternative is appropriate to take. The role of the companion is only limited to providing enlightenment thinking based on a logical causal relationship, meaning that the mentoring group is aware that every alternative taken always has consequences. It is hoped that these consequences will be positive for his group.

New Student Admissions (PMB) is one of the routine activities carried out by all universities in Indonesia. This activity is the starting point in the search for quality new students. The PMB process in higher education is useful for screening new students who are by the criteria that have been determined by the institution. The implementation of PMB is generally carried out through several stages including, registration, identity filling, written tests, and file collection [\[21\]](#), [\[22\]](#).

According to Harman, the reason for the importance of university entrance selection is because the selection for university entrance determines the quality of university graduates and affects the justice and unity of the nation. The selection is carried out with fair and non-discriminatory principles for prospective new students while still looking at the potential that each prospective new student has. The selection of prospective new students is carried out to meet the minimum standard of the quota for new student admissions at a university. In addition, the selection is carried out to find out the interests and talents of prospective students related to their chosen study program [\[23\]](#).

Some of the various methods of selection for new students used are [\[24\]](#):

The National Selection Based on Achievement (SNBP) SNBP is a national entry route for new non-test students. There is no test for students who apply for this track. The requirements are that you must be included in the criteria for eligible students or eligible to register for SNBP 2025. This eligibility is based on report card scores and student achievements. Registration for SNBP 2025 will be opened with the following schedule:

School City feeder: December 28, 2024

Objection period: 28 December 2024 - 17 January 2025

School SNPMB account registration: 6 - 31 January 2025

Filling out PDSS by school: 6 - 31 January 2025

Registration of student SNPMB account: 13 January - 18 February 2025

SNBP Registration: 4 - 18 February

SNBP result announcement: March 18

SNBP participant card download period: 4 February - 30 April

National Selection Based on Tests (SNBT) SNBT is a national entrance path for new students who use the Computer-Based Written Exam (UTBK). Students who can apply, are the last three year graduates with the age of not more than 25 years old as of July 1. The 2025 SNBT schedule is as follows:

Student account registration: January 13 - March 27, 2025

UTBK SNBT Registration: 11 - 27 March 2025

Implementation of UTBK SNBT: 23 April - 3 May 2025

SNBT result announcement: May 28, 2025

UTBK certificate download period: June 3 - July 31, 2025

The National Academic Achievement Selection (SPAN-PTKIN) SPAN PTKIN is a non-test PTKIN entry route organized by the Ministry of Religion (Kemena). Students can choose a campus from the 58 existing PTKINs. SPAN-PTKIN will start opening first starting January 6, 2025. Only then UM-PTKIN will be in April 2024. The SPAN-PTKIN admission quota will accommodate 74,337 prospective new students. The SPAN-PTKIN 2025 schedule is like this:

PDSS Filling: January 6 - 25, 2025 PDSS Verification: January 6 - 30, 2025

Registration (students): 1 February - 06 March 2025

Announcement of Selection Results: March 27, 2025

The verification and/or re-registration process at each PTKIN for those who pass the selection is determined at each PTKIN

UM PTKIN State Islamic Religious University Entrance Exam (UM-PTKIN) is a test route for prospective new students. There are 58 PTKIN and 1 PTN throughout Indonesia that can be selected with a quota of 91,557 prospective new students. The UM-PTKIN 2025 schedule is as follows:

Registration: April 22, 2025 at 08.00 WIB - May 28, 2024 at 15.00 WIB.

Payment: April 22, 2025 at 08.00 WIB - May 28, 2024 at 23.59 WIB.

Finalization of Registration: April 22, 2025 at 08.00 WIB - May 31, 2024 at 23.59 WIB.

Print SSE UM-PTKIN Exam Participant Cards Starting on May 1, 2025, at 08.00 WIB

Implementation of UM-PTKIN SSE Exam: June 10-12, 2024, June 14-18, 2024

Announcement: 30 June 2025

PTN Independent Pathway Many independent pathways in PTN use tests and some that do not test pathways. Independent pathways that use tests, for example, using UTBK SNBT (Computer-Based Written Exam) scores or using UTBK from each campus.

Meanwhile, the non-test pathway is for example the golden ticket pathway from the ITS campus (Sepuluh Nopember Institute of Technology), Unair (Airlangga University), Unesa (Surabaya State University), IPB (Bogor Agricultural Institute) University, and other PTN (state universities) that open non-test pathways in independent selection.

Selection of Official Schools or Official State Colleges Many ministries open official schools that provide free tuition and dormitories for graduates of high school, vocational school, and MA equivalent. There are more than 12 official schools whose selection is open simultaneously. Official schools are official universities that offer D3 and D4 level lectures. Also read: S1 Unhan Registration Opens February 1, Free Tuition Graduates with the Rank of Lieutenant Graduate Official school with service bond status also have a greater chance of becoming CPNS (Civil Servant Candidate).

## **METHODOLOGY**

This research uses a qualitative approach with a qualitative descriptive orientation. According to Taylor in Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people or observable behaviours. Strauss gave the term qualitative research as a type of research whose findings were not obtained through statistical procedures or other forms of calculation [\[25\]](#), [\[26\]](#).

The elements of qualitative research consist of various analytical and interpretive procedures used to obtain findings or theories. This procedure includes techniques for

understanding data, this procedure is also called understanding, knowledge, experience, and research objectives [27].

This research was conducted in February–April 2025 for the 2024/2025 academic year at MAN I Surakarta. This study uses a descriptive qualitative approach. Data collection was carried out by interview, observation, and documentation techniques. The subject of this research is the Madrasah Service and Assistance Team in the selection process for entering MAN I Surakarta Higher Education, the research informants are the Head of the Madrasah, Teachers, Staff, and Students. Activities in data analysis include four processes, namely data collection, data reduction, data presentation, and conclusions drawn. Data Collection Methods The data collection methods used in this study are: (a) Observation method. With this method, direct observation is made of the implementation of Green Learning to realize a Green Economy, (b) The interview method is a situation of face-to-face interpersonal roles, the interviewer asks research questions from an interviewee or respondents to obtain answers that are relevant to the research (Fred N Keriinger in Landung, 2002). (c) Documentation Method derived from the word document which means any written material or film that was not prepared due to the request of an investigator.

Data Validity: To obtain the validity of the data, an examination technique is required. In this study, to obtain the validity of the data, the triangular technique is used, namely checking the validity of data that utilizes something other than the data to check or as a comparison of the data. This can be achieved by: Comparing observation data with interview data; Comparing the results of the interview with the content of a related document; and Data Analysis The analysis used in this study is qualitative data analysis, which has 3 components as an expression. The three components are: (1). Data reduction, (2). Data presentation (display data), (3). The drawing of conclusions and verifying them in an interactive form with the data collection process as a cyclical process is better known as interactive analysis [28]. [29].

**Table 1. Summary of Research Methodology**

Component	Details
Approach	Qualitative descriptive approach
Theoretical Basis	Taylor in Moleong: Produces descriptive data from words or behaviours - Strauss: Not statistical-based
Research Period	February–April 2025 (Academic Year 2024/2025)
Research Location	MAN I Surakarta
Subjects	Madrasah Service and Assistance Team (Selection Process for Higher Education)
Informants	Head of Madrasah, Teachers, Staff, Students
Data Collection Methods	Observation: Direct observation of Green Learning implementation - Interview: Face-to-face interviews with relevant individuals - Documentation: Review of related written/filmed materials
Data Validity Technique	Triangulation: - Comparing observation and interview data - Comparing interviews with documents
Data Analysis Technique	Interactive qualitative analysis consisting of: 1. Data reduction 2. Data presentation 3. Drawing and verifying conclusions

## RESULTS AND DISCUSSION

### **Implementation of the Madrasah Service and Assistance Program to face the selection process for entering MAN I Surakarta**

The Madrasah Service and Assistance Program at MAN 1 Surakarta is a form of strategic support from the institution in increasing students' readiness to face university entrance selection. This program includes various activities such as intensive SNBP and SNBT guidance, periodic tryouts, mapping of students' potentials and interests, psychological assistance, and learning motivation [30], [31].

Based on data on the implementation of the program during the odd and even semesters of the 2024/2025 school year, it was recorded that around 87% of grade XII students participated in at least one form of mentoring service. This number shows a fairly high participation and enthusiasm of students for the programs held. Furthermore, the results of the evaluation of the try-out implementation showed a trend of increasing the average score of students from each session. On the first tryout, the average score of the students' SNBT was 512, while on the third try, it increased to 574. This reflects the effectiveness of the program in improving students' academic readiness [32], [33].

In terms of assistance in the selection of majors and campuses, as many as 72% of students stated that the counselling provided helped them determine the choice of advanced study that suits their interests and abilities. This reduces the risk of the wrong major, which is often an obstacle at the higher education level. The impact of the program is also reflected in the initial data of registrants and those received through the SNBP route. A total of 38% of grade XII students registered through the SNBP route, and 19% of them were declared to have passed the selection at various favourite PTNs, including UNS, UGM, UNDIP, and UNY. Compared to the previous year, there was an increase in SNBP graduation by 6% [34].

Thus, it can be concluded that the implementation of this madrasah service and assistance program has made a positive contribution to the readiness of MAN 1 Surakarta students in facing the university entrance selection process. In the future, program optimization can be carried out by increasing service personalization, strengthening cooperation with alumni, and expanding the range of selection simulations.

### **Supporting Factors in Implementing the Madrasah Service and Assistance Program to face the selection process for entering MAN I Surakarta**

This section will interpret data related to the factors that support the smooth and effective implementation of service and mentoring programs at MAN I Surakarta in preparing students for university entrance selection. One strong management support is an important foundation for the successful implementation of the program. This creates a conducive environment and gives legitimacy to various mentoring activities. Furthermore, the expertise, initiative, and commitment of the BK team are the main driving forces in the implementation of the program. The existence of a solid and responsive team for information development is crucial. Students' awareness and motivation to achieve higher education are significant internal driving factors in the success of the program. The active participation of students ensures that the designed program can be delivered well [35], [36].

The availability of adequate resources, both in the form of physical facilities and access to information, facilitates the implementation of various activities in the mentoring program. The potential for alumni involvement and cooperation with external parties can be a valuable additional resource to enrich the mentoring program. The supporting factors identified are in line with the theory of effective education management, where leadership support, the quality of human resources (in this case the BK team), the active participation of learners, and the availability of resources are key elements of the success of the educational program. Previous research has also shown that school support and student engagement have a positive

correlation with student learning outcomes and preparation for higher education (cite references if any) [37], [38].

The existence of these supporting factors provides a strong foundation for the implementation of service and mentoring programs at MAN I Surakarta. Maintaining and even increasing support from the madrasah, empowering the BK team, motivating student participation, and optimizing the use of resources will further strengthen the effectiveness of the program in helping students achieve success in college entrance selection [39].

### **Inhibiting Factors in the Implementation of Madrasah Service and Assistance Programs to face the selection process for entering MAN I Surakarta**

Inhibiting factors such as limited human resources, delays in data input, lack of access to information, limited technological facilities, and economic factors affect the effectiveness of the implementation of service and assistance programs at MAN 1 Surakarta. Overcoming these obstacles requires collaborative efforts between madrasahs, teachers, students, and other stakeholders to increase students' readiness to face university entrance selection [40].

Furthermore, the implementation of service and mentoring programs at MAN 1 Surakarta in preparing students to face university entrance selection faces various challenges that affect their effectiveness. One of the main obstacles is the limitation of human resources, where the number of supervisors is not proportional to the number of students who need intensive guidance. This is exacerbated by the tight academic schedule, making it difficult to schedule additional tutoring sessions. In addition, delays in entering data into the School and Student Database (PDSS) due to limited administrative personnel and technical understanding have an impact on delays in the process of enrolling students in universities, reducing their chances of being accepted through the merit pathway [41], [42].

The lack of access to information about the universities and study programs available is also an obstacle, causing students to be confused in determining the choice of major that suits their interests and abilities. Limited technological facilities, such as computer labs and limited internet access, hinder the implementation of computer-based exam simulations and online information searches. Family economic factors are also a significant obstacle, where less supportive financial conditions make some students hesitate to continue their education to the university level. Overcoming these obstacles requires collaborative efforts between madrasahs, teachers, students, and other stakeholders to improve students' readiness to face university entrance selection [43], [44].

### **Analysis and Discussion**

The implementation of the Madrasah Service and Assistance Program at MAN 1 Surakarta presents a comprehensive model for supporting students in preparing for university entrance examinations. The program operates through three core pillars: information dissemination, academic mentoring, and administrative support. The triangulation of data from interviews, observations, and documentation reveals that the majority of students actively participated in at least one component of the program, indicating high engagement and relevance to their academic needs.

Quantitatively, a notable improvement in students' SNBT practice scores—from an initial average of 512 to 574 by the third tryout—demonstrates the effectiveness of the academic mentoring component. Additionally, 72% of students acknowledged that the program's counselling services were instrumental in helping them select appropriate study programs aligned with their interests and abilities. These findings suggest that the mentoring activities not only enhanced academic performance but also supported informed decision-making in university selection [43], [44].

Institutionally, strong leadership from the madrasah and the proactive role of the BK (counselling) team emerged as critical success factors. Their strategic collaboration, together

with parental involvement, established a supportive environment conducive to learning and preparation. These findings align with the theory of effective educational management, where leadership, human resources, and stakeholder engagement are central to successful program implementation.

However, the study also identified several inhibiting factors that hinder the optimal implementation of the program. Limited human resources relative to the number of students, scheduling conflicts due to tight academic calendars, and technical issues in data entry to university databases were noted as significant barriers. Furthermore, infrastructural limitations, such as inadequate internet access and computer labs, constrained the reach of digital-based simulations and information access. Socioeconomic constraints also impacted students' ability to pursue higher education, highlighting the need for financial support mechanisms [43], [44].

Overall, the program at MAN 1 Surakarta demonstrates a replicable framework for other madrasahs aiming to enhance university entrance readiness. To maximize its impact, it is recommended that future iterations emphasize personalized mentoring, leverage alumni networks, expand partnerships with external institutions, and invest in digital infrastructure. By addressing these challenges and building on existing strengths, the program has the potential to significantly improve educational equity and student outcomes at the secondary level.

## **CONCLUSION**

Based on the results of the research that has been carried out, it can be concluded that the implementation of the Madrasah Service and Assistance Program at MAN 1 Surakarta for the 2024/2025 Academic Year has been running systematically and effectively in supporting students to face the university entrance selection process. This program includes three main aspects, namely: higher education information services through socialization and career seminars; academic assistance through tutoring, tryouts, and intensive coaching according to students' majors and interests; and administrative assistance that assists students in the registration process and selection of university entrance pathways (SNBP, SNBT, and independent selection). The supporting factors in implementing the Madrasah Service and Assistance Program at MAN 1 Surakarta for the 2024/2025 Academic Year include the commitment of madrasah management, the involvement of competent supervisors, and support from parents. Inhibiting factors in implementing the Madrasah Service and Assistance Program at MAN 1 Surakarta for the 2024/2025 Academic Year include limited time and the heavy academic burden of students. Nevertheless, this program has been proven to increase students' motivation, readiness, and confidence in facing college entrance selection. The increase in the number of students accepted into various public and private universities indicates this program's success.

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## **Author Contribution**

All authors contribute equally to the publication of this paper, all authors read and agree to this paper, and all authors declare no conflict of interest.

## Conflicts of Interest

All authors declare no conflict of interest.

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