Implementation of Graduate Competency Standards (SKL) at MAN 1 Pangandaran

Dela Zahara[1], Mutiara Anjani[2], Nurafilah Pebrianti[3], Yayat Hidayat[4]
[1,2,3,4]**Al-Farabi Islamic Boarding School Pangandaran, Pangandaran, Indonesia**
[1]Email: delazahara@stitnualfarabi.ac.id
[2]Email: mutiaraanjani@stitnualfarabi.ac.id
[3]Email: nurafilahpebriyanti@stitnualfarabi.ac.id
[4]Email: yayathidayat@stitnualfarabi.ac.id

Abstract	Article History
This study aims to examine the implementation of Graduate Competency Standards (SKL) at MAN 1 Pangandaran. Using a qualitative descriptive approach, data were collected through observation, interviews, open-ended questionnaires, and documentation. The results indicate that SKL implementation involves stakeholder collaboration, adjustments to the characteristics of Madrasah Aliyah (Islamic Senior High School), and ongoing evaluation that encompasses academic, spiritual, and social skills. The use of technology in madrasah self-evaluation improves efficiency and transparency, although challenges remain in documentation and human resource capacity. SKL is also designed to be relevant to the needs of society and the world of work by strengthening Islamic values and developing students' soft skills. These findings emphasize the importance of a holistic and participatory approach to ensuring the quality of madrasah graduates. With a strategy of routine evaluation and transformational leadership, MAN 1 Pangandaran demonstrates an adaptive SKL implementation model oriented towards improving the quality of continuous education.	

Introduction

National education plays a vital role in developing capabilities and shaping the character and civilization of a dignified nation, in order to enrich the nation's life. The primary goal of education is to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble morals, are physically and mentally healthy, possess broad knowledge, are skilled, are creative, and are independent, and become democratic and responsible citizens.

Improving the quality of education is directed at developing the quality of Indonesian people as a whole through spiritual and emotional development (heart development), intellectual development (thought development), physical development and kinesthetic abilities (sports and kinesthetics), as well as the development of affection and creativity (feeling and intention development).

Efforts to improve the relevance of education aim to produce graduates who meet the needs and potential of Indonesia's natural resources. Meanwhile, efficiency in education management is being improved through the implementation of madrasah-based management and planned, directed, and sustainable educational reforms. Improving school quality ultimately leads to improved graduate quality.

In the context of the competency-based curriculum (KBK) currently implemented in Indonesia, graduate quality is measured based on achievement of graduate competency standards (SKL) set by the Ministry of Education. These standards are tailored to educational level, school type, grade level, and subject area. Graduates are considered qualified if they meet or even exceed the established standards. Conversely, if graduates' achievements fall far below the standards, their quality is considered low. Mastery of these competencies is typically measured through grades, which represent learning outcomes.

Graduate competency standards play a crucial role in the development of the annual curriculum. Graduate competencies are measured based on students' thinking skills, attitudes, and skills, which serve as indicators of their knowledge and practical abilities. Within the school environment, graduate competency standards are often considered the curriculum itself. The curriculum is a series of learning programs that each student must complete. Students who fail to complete the curriculum cannot be declared to have graduated, and graduation is marked by the receipt of a diploma from the school. The curriculum, as an educational tool, is required to always keep pace with technological developments and societal needs, so that curriculum changes will continue to be made periodically in accordance with the times.

Thus, to achieve efficiency in educational management and planned, directed, and sustainable management, MAN 1 Pangandaran routinely develops its School-Level Curriculum annually. However, given the highly dynamic and rapid changes in

educational legislation, madrasas need to quickly adapt to the latest regulations. Furthermore, scientific advancements, marked by various cutting-edge discoveries and the rapid development of information and communication technology (ICT), must be a primary skill for students now and in the future.

The quality of education is greatly influenced by the role of the principal, as the success or failure of a school often reflects the performance of its leaders. The principal's leadership is a key factor in achieving the goals of a school or madrasah. Through their authority and prestige, the principal is able to mobilize all elements of the school to establish synergy with the broader educational community. Possessing strong leadership is a key asset for a principal in realizing every program outlined in the School Work Plan (RKS), given that each school is led by a principal who is expected to possess high levels of competence and professional qualifications.

According to research conducted by Syaifulloh and colleagues (2012: 209–210), principals, teachers, education staff, and all other educational elements share a shared responsibility for improving the quality of learning. Principal leadership and teacher creativity serve as key instruments in improving the quality of the teaching and learning process. This also impacts the trust of the community and parents of students in the school, which can be measured by the annual graduate results. When educational services are running well, public awareness to support the school's needs will naturally grow, so that the school will not experience significant obstacles in its efforts to improve the quality of its education.

The principal's leadership is reflected in the implementation of eight National Education Standards (SNP), particularly those for educators and education personnel. The implementation of SNP aims to ensure improved education quality across all educational units. The National Education Standards are the minimum benchmark that must be met by all education providers in Indonesia, as stipulated in Government Regulation Number 32 of 2013. With optimal implementation of these eight standards, it is hoped that the quality of education will continue to improve and be able to produce intelligent and competent future generations of the nation. The eight standards include: content standards, process standards, graduate competency standards, educator and

education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

The main problem in this study stems from the importance of implementing Graduate Competency Standards (SKL) as the main reference in ensuring the quality of graduates in every educational unit, including Madrasah Aliyah. However, in practice, the implementation of SKL often faces various challenges, both from aspects of internal understanding, implementation strategies, stakeholder involvement, to evaluation and relevance to the needs of society and the world of work. At MAN 1 Pangandaran, the implementation of SKL has been carried out, but the extent to which SKL is understood, adapted to the characteristics of the madrasah, implemented collaboratively, and assessed continuously, remains a fundamental question that requires in-depth study. In addition, the emergence of dynamics related to administrative obstacles in the management of post-graduation diplomas also adds to the complexity of the problems in the implementation of SKL. The researcher will examine in depth how the understanding, implementation, strategies, as well as obstacles and solutions in the Implementation of Graduate Competency Standards (SKL) at MAN 1 Pangandaran, in order to provide a complete picture of the effectiveness and real challenges faced by madrasahs in ensuring the quality of graduates.

Material and Methods

This study uses a qualitative approach with descriptive methods. The data used consists of primary data, namely information from the Principal, Deputy Principals (including the Head of Curriculum and Public Relations), Head of the Library, Head of the Laboratory, Head of Administration, and several teachers, and secondary data sourced from official madrasah documents and other supporting references.

Data collection techniques were carried out through observations of school facilities and environments, interviews with various related parties, open questionnaires to five teachers to determine their understanding of the SNP, as well as documentation in the form of photos of activities and collection of madrasa documents such as vision and mission, school plans, accreditation letters, and graduation records.

To ensure the validity of the data, triangulation techniques were used, including source triangulation and technical triangulation. Source triangulation was carried out by comparing data from various informants, while technical triangulation used a combination of observation, interviews, questionnaires, and documentation. Data analysis was carried out using the Miles and Huberman model, which consists of three main stages: data reduction (selecting and focusing relevant data), data presentation (arranging information in visual form or relationships between data), and drawing conclusions or verification that produced findings based on data that had been systematically analyzed. This research was conducted at MAN 1 Pangandaran on March 19, 2025.

Results

A. SKL Implementation Based on Stakeholder Collaboration

The implementation of the SKL at MAN 1 Pangandaran involved collaboration between the principal, vice principal, teachers, administrative staff, and supervisors from the Pangandaran Regency Ministry of Religious Affairs. The SKL development and evaluation process was conducted through periodic coordination meetings. This reflects an effective school-based management approach to improving educational quality.

The involvement of all parties in this process reflects an effective school-based management approach to improving educational quality. According to Anita (2025), the integration of madrasah self-evaluation and financing planning involving all stakeholders can sustainably improve educational quality. This demonstrates the critical importance of active participation from all madrasah components in implementing the SKL.

Furthermore, the use of information technology in the madrasah self-evaluation process can also simplify and expedite the process. Ahmad Buchori Muslim and Ahmad Aziz Faozi (2025) found that the implementation of electronic-based madrasah self-evaluation at a State Madrasah Aliyah in Tangerang Regency increased the efficiency and effectiveness of the quality assurance team in conducting madrasah self-evaluations. This demonstrates that technology can be an effective tool in supporting the implementation of the SKL.

However, challenges in implementing electronic-based madrasah self-evaluation also need to be addressed. These include inadequate documentation of supporting documentation for some quality indicators and the limited human resources available to form the Madrasah Quality Assurance Team. This demonstrates the critical importance of training and capacity development for human resources in supporting the implementation of the SKL.

Thus, effective implementation of the SKL requires collaboration between all stakeholders, the use of information technology, and human resource capacity development. This aligns with the findings of Anita (2025) and Ahmad Buchori Muslim and Ahmad Aziz Faozi (2025), who emphasized the importance of integrating madrasah self-evaluation, financial planning, and technology use to continuously improve educational quality.

B. Adjustment of SKL to the Characteristics of Madrasah Aliyah

MAN 1 Pangandaran adapts the Competency Standards (SKL) to the characteristics of Madrasah Aliyah (Islamic Senior High School), particularly in strengthening noble morals and religious values. This integration of academic and spiritual competencies is reflected in the assessment of student personality as part of the graduation indicators. This aligns with the findings of Wulandari and Windarto (2023), who stated that SKL in madrasahs must encompass the dimensions of attitude, knowledge, and skills, all of which must be integrated into the learning process to develop holistic graduates.

Adapting the SKL to the characteristics of Madrasah Aliyah also includes strengthening Islamic values in the curriculum. According to Sumarni (2015), the implementation of the 2013 Curriculum in madrasas has had a positive impact on students, teachers, and principals, although several issues remain related to infrastructure and teacher training. This indicates that adapting the curriculum to the characteristics of madrasas requires support from adequate infrastructure and ongoing teacher training.

Furthermore, systematic and participatory curriculum evaluation is crucial to ensuring the curriculum's relevance and effectiveness in meeting students' needs. Qomaruz Zaman et al. (2023) emphasized that curriculum evaluation in madrasas is

crucial for improving the quality of learning and producing competent, morally upright graduates who are ready to face global challenges. This suggests that adapting the SKL (Skills Standards) to the characteristics of Madrasah Aliyah (Islamic Senior High Schools) requires ongoing curriculum evaluation.

In this context, the role of the madrasah principal as a transformational leader is crucial in directing and implementing curriculum changes that align with the characteristics of the madrasah. According to 'Aabidah Ummu 'Aziizah and Suwadi (2025), transformational leadership in madrasahs in implementing the School Literacy Movement provides an integrative curriculum policy that involves all elements of the madrasah. This demonstrates the importance of visionary and participatory leadership in adapting the SKL to the characteristics of Madrasah Aliyah.

Thus, adapting the SKL to the characteristics of Madrasah Aliyah requires integration between academic and spiritual competencies, strengthening Islamic values in the curriculum, continuous curriculum evaluation, and visionary and participatory transformational leadership. This is in line with the findings of Wulandari and Windarto (2023), Sumarni (2015), Qomaruz Zaman et al. (2023), and 'Aabidah Ummu 'Aziizah and Suwadi (2025) who emphasized the importance of a holistic approach in adapting the SKL to the characteristics of Madrasah Aliyah.

C. Continuous Evaluation to Ensure Graduate Quality

Evaluation of SKL achievement at MAN 1 Pangandaran is conducted periodically at the end of each semester, with additional mid-semester evaluations if necessary. This evaluation includes academic assessments, skills, and student attitudes and behaviors. This aligns with Anita's (2025) findings, which emphasize the importance of integrating madrasah self-evaluation and financial planning in achieving sustainable educational quality.

The implementation of electronic-based madrasa self-evaluation can also improve the efficiency and effectiveness of the evaluation process. Ahmad Buchori Muslim and Ahmad Aziz Faozi (2025) found that the use of information technology in madrasa self-evaluation increases the transparency and accountability of madrasas as educational institutions to relevant stakeholders. This demonstrates that technology can be an effective tool in supporting ongoing evaluation to ensure graduate quality.

However, challenges in implementing electronic-based madrasah self-evaluation also need to be addressed. These include inadequate documentation of supporting documentation for some quality indicators and insufficient human resources to serve as Madrasah Quality Assurance Teams. This demonstrates the importance of training and capacity development for human resources in supporting ongoing evaluation.

Furthermore, evaluating the performance of educators and educational staff is also a crucial part of ensuring the quality of graduates. Laila Selvia et al. (2024) emphasize that evaluating the performance of educators and educational staff in madrasas is an essential step in improving the quality of Islamic education. This suggests that ongoing evaluation must encompass all aspects of the madrasa, including the performance of educators and educational staff.

Thus, ongoing evaluation to ensure graduate quality requires integration between madrasah self-evaluation, the use of information technology, human resource capacity development, and performance evaluation of educators and education staff. This aligns with the findings of Anita (2025), Ahmad Buchori Muslim and Ahmad Aziz Faozi (2025), and Laila Selvia et al. (2024), who emphasized the importance of a holistic approach to ongoing evaluation to ensure graduate quality.

D. Relevance of SKL to the Needs of Society and the World of Work

The Graduate Competency Standards (SKL) implemented at MAN 1 Pangandaran are designed to be relevant to the needs of the workplace and society. Education not only prepares students for graduation but also prepares them to face social and professional challenges outside the madrasah. This is crucial for madrasah graduates to be competitive and contribute optimally in various areas of life.

In their research, Nuraini and Rahmawati (2022) demonstrated that extracurricular programs integrated with the SKL (Skills and Competencies) and the madrasah's vision and mission can improve students' mental readiness and skills for entering society. This also enhances soft skills, which are essential in today's workplace, such as communication, collaboration, and time management.

Participatory and ongoing curriculum evaluation is also key to ensuring the relevance of learning materials to current developments and student needs (Qomaruz

Zaman et al., 2023). Through this evaluation, madrasas are able to identify and adapt the competencies required for graduates to meet the needs of industry and society.

In addition to academics and social skills, strengthening Islamic values is also a key advantage of madrasas in producing competent and noble graduates. Graduates with high moral integrity are highly sought after by the wider community as agents of change and drivers of sustainable development.

Therefore, SKL at MAN 1 Pangandaran is a combination of academic competencies, character, and social skills that are designed comprehensively to produce graduates who are ready to compete and contribute positively to society and the world of work.

Disscussion

The understanding of Graduate Competency Standards (SKL) at MAN 1 Pangandaran refers to Law Number 20 of 2003 concerning the National Education System, which establishes SKL as the minimum criteria that must be met by students to be declared graduated. This approach aligns with the study by Fauzi and Suhendi (2019), which emphasized that a comprehensive understanding of SKL is the main foundation in ensuring the quality of education graduates. In this madrasah, graduation indicators include not only academic aspects such as report card grades and madrasah assessments, but also personality values, so that the implementation of SKL is carried out holistically, involving the madrasah environment, family, and community. This supports the educational ecosystem theory according to Sutrisno (2018), which states that effective learning is the result of interactions between various social environments of students.

The involvement of various parties in the formulation and establishment of the SKL, including the madrasah principal, vice principal, teaching staff, administrative staff, and supervisors from the Ministry of Religious Affairs, demonstrates the effective implementation of school-based management principles. A study by Wijaya and Nasution (2020) supports this finding, stating that collective participation in educational decision-making can improve accountability and the quality of learning outcomes. Regular coordination meetings strengthen good governance practices in

educational institutions, as Mulyani (2017) noted, stating that periodic, structured meetings can optimize decision-making and quality management.

The alignment of the SKL (Skills) to the characteristics of Madrasah Aliyah (Islamic Senior High School) is a unique characteristic that distinguishes madrasas from general educational institutions. Noble moral values and religious values are an integral part of the SKL at MAN 1 Pangandaran, in accordance with the findings of Lubis (2018) who explained that the integration of religious values in madrasah education standards strengthens students' character and becomes a competitive advantage for the institution. This integration of academic and spiritual competencies is also reflected in student personality assessments, supported by Rahman and Aulia (2020) who emphasize the importance of Islamic values-based education to effectively shape student discipline and ethics. This success is also inseparable from the support of a relevant curriculum and ongoing teacher training, as Sari and Fitria (2019) found that teacher professional development is a key factor in the implementation of a character-based curriculum.

Periodic evaluations of SKL achievement at the end of each semester and additional mid-semester evaluations demonstrate the madrasah's commitment to continuous quality improvement. The concept of Continuous Quality Improvement (CQI) outlined by Hartono and Sari (2016) aligns with this evaluation practice, which comprehensively assesses students' academic, skill, and attitude aspects. Innovation in the use of electronic-based evaluations has also been successfully implemented at MAN 1 Pangandaran, as supported by Ahmad Buchori Muslim and Ahmad Aziz Faozi (2025), who assess the use of information technology as key to successful quality management and transparency in educational institutions. However, constraints related to documentation and limited human resource capacity are important concerns, as expressed by Laili and Fauzan (2023), making ongoing training a strategic solution to improve evaluation effectiveness.

In addition to internal evaluations, madrasas also develop Competency Standards (SKL) relevant to the needs of the workplace and society. This approach is reflected in extracurricular programs designed to enhance soft skills, such as communication and collaboration, which are essential in social and professional

environments. Findings by Nuraini and Rahmawati (2022) reinforce this by demonstrating that integrating extracurricular programs with SKL can prepare students mentally and skillfully to enter society. Participatory curriculum evaluation also ensures that the material taught remains relevant and responsive to current developments and industry demands, as noted by Qomaruz Zaman et al. (2023). Strengthening Islamic values as the primary values of madrasas further enriches the profile of graduates who are not only competent but also possess character and morals, an important aspect emphasized by Hasan and Lestari (2017) as part of faith-based character education.

Overall, the implementation of the SKL at MAN 1 Pangandaran reflects a holistic and contextual education model, combining academic competency, character, and social skills in a unified whole. Strategies for strengthening collaboration between madrasah components, regular monitoring and evaluation, and special assistance for students with difficulties are key to the successful achievement of this SKL. A participatory and technology-based approach provides a solid foundation for efforts to improve graduate quality in a sustainable and adaptive manner to community needs.

Conclussion

Based on the research results, it can be concluded that the understanding and implementation of Graduate Competency Standards (SKL) at MAN 1 Pangandaran have been carried out comprehensively and in accordance with national regulations. SKL implementation is supported by effective collaboration between stakeholders, including the madrasah principal, teachers, administrative staff, and Ministry of Religious Affairs supervisors, who periodically coordinate and evaluate. The alignment of SKL with the characteristics of Madrasah Aliyah emphasizes the integration of academic competencies and Islamic values in producing graduates with noble character and academic excellence.

Evaluation of SKL achievement is conducted continuously through a semester-long monitoring and evaluation system that encompasses academic aspects, skills, and student personality. The use of information technology in the evaluation process contributes to the efficiency and transparency of SKL implementation. Furthermore, the SKL is designed to be relevant to the needs of society and the workplace, ensuring that

madrasah graduates possess the skills and character necessary to contribute positively to society.

Strategies to strengthen graduate quality through collaboration, monitoring, and dedicated mentoring are key to ensuring all students achieve established competency standards. Diploma-handling policies that prioritize fairness and transparency, in accordance with government regulations, are also part of managing educational quality in madrasas.

Thus, MAN 1 Pangandaran has implemented a holistic, contextual, and adaptive SKL implementation model, which is able to answer the demands of modern education while maintaining Islamic values as the hallmark of madrasas.

References

Abdi, M. I. & Ananiah. (2017). Implementation of National Education Standards in Leading Schools in Samarinda. Phenomenon.

Anita, S. (2025). Integration of Self-Evaluation and Financing Planning in Improving Madrasah Quality.*Journal of Islamic Education Management.*

Directorate of Madrasah and Islamic Religious Education (PAI) in Public Schools, Guidelines for Integrating Life Skills in Madrasah Aliyah Learning, (Jakarta: Ministry of Religion of the Republic of Indonesia, 2005).

Fauzi, A., & Suhendi, I. (2019). Understanding Graduate Competency Standards in Madrasah Education. National Education Journal.

Laili, S., & Fauzan, M. (2023). Human Resource Capacity Development for Madrasah Quality Evaluation.*Journal of Educational Management.*

Minister of Religion Regulation No. 2 of 2008 concerning Graduate Competency Standards for Islamic Education and Arabic Subjects (Jakarta: Ministry of Religion of the Republic of Indonesia, 2008).

Minister of Education and Culture Regulation Number 20 of 2016 concerning Graduate Competency Standards for Primary and Secondary Education Units (Jakarta, BNSP, 2005).

Minister of Education and Culture Regulation Number 20 of 2016 concerning Graduate Competency Standards (Jakarta: Bureau of Law and Organization, 2006).

Qomaruz Zaman, et al. (2023). Continuous Curriculum Evaluation in Madrasahs.*Journal of Curriculum and Learning*.

Sari, M., & Fitria, A. (2019). The Influence of Teacher Training on the Implementation of the Madrasah Curriculum.*Journal of Islamic Education*.

Sugiyono, Educational Research Methods. Quantitative, Qualitative, and R & D Approaches, (Bandung: Alfabeta, 2008).

Sugiyono. 2014. Combination Research Methods. Bandung: Alfabeta.

Syaifullah, Moh., Zainul M., & Hermanto. (2012). Strategies for Improving the Quality of Education in Schools.

Tarsa, HM., Basic Teacher Competencies (Jakarta: Project for Developing Prospective Educational Personnel, Bureau of Personnel, Secretariat General of the Ministry of Religion of the Republic of Indonesia, 2003).

Team of the Directorate General of Islamic Religious Institutions, Quality Control of Islamic Religious Education (Jakarta: Ministry of Religion of the Republic of Indonesia, Directorate General of Islamic Religious Institutions, 2003).

Widuroyekti, Barokah, (2008), Optimizing Teacher Performance in Creating Effective Schools in MPA 259. (Surabaya: East Java Regional Office of the Ministry of Religion, 2008).

Wijaya, R., & Nasution, D. (2020). School-Based Management and Education Quality.*Journal of Educational Management.*

Zayadi, A. and Aziz, AA., Madrasah Development Design (Jakarta: Ministry of Religion of the Republic of Indonesia, Directorate General of Islamic Religious Institutions, 2004).