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RESEARCH LEARNING PROGRAM STRATEGY AS AN EFFORT TO IMPROVE THE QUALITY OF EDUCATION

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ABSTRACT

This study aims to describe the implementation strategy of the Research-Based Learning Program at MA Model Zainul Hasan Genggong Probolinggo and to analyze its impact on strengthening the school's academic ecosystem and students' competency development. This study employs a qualitative approach with a descriptive research design. Data were collected through observation, in-depth interviews, and documentation studies, involving the principal, vice principal for curriculum, research supervisors, and students as research subjects. Data analysis was conducted interactively through data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The results indicate that the Research-Based Learning Program is implemented systematically through academic literacy habituation, integration of minor research into classroom learning, tiered research implementation each semester, project-based and product-based learning approaches, multi-aspect-based assessment, and appreciation through research competency graduation schemes. This program has a positive impact on strengthening the school's academic culture, enhancing teacher professionalism, and developing students' competencies in cognitive, affective, and psychomotor domains. This study recommends strengthening collaboration with higher education institutions and conducting continuous evaluation to ensure the sustainability and quality of the research program in schools.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan strategi implementasi Program Pembelajaran Riset di MA Model Zainul Hasan Genggong Probolinggo serta menganalisis dampaknya terhadap penguatan ekosistem akademik sekolah dan perkembangan kompetensi siswa. Penelitian ini menggunakan pendekatan kualitatif dengan tipe deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan studi dokumentasi, dengan subjek penelitian meliputi kepala sekolah, wakil kepala sekolah bidang kurikulum, pembimbing penelitian, serta siswa. Analisis data dilakukan secara interaktif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan validitas data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa Program Pembelajaran Riset diimplementasikan secara sistematis melalui pembiasaan literasi akademik, integrasi penelitian minor dalam pembelajaran, pelaksanaan riset bertingkat setiap semester, penerapan pembelajaran berbasis proyek dan produk, penilaian berbasis multi-aspek, serta pemberian apresiasi melalui skema kelulusan kompetensi riset. Program ini berdampak positif terhadap penguatan budaya akademik sekolah, peningkatan profesionalisme guru, serta pengembangan kompetensi siswa secara kognitif, afektif, dan psikomotor. Penelitian ini merekomendasikan penguatan kolaborasi dengan perguruan tinggi serta evaluasi berkelanjutan untuk menjamin keberlanjutan dan kualitas program riset di sekolah.

Kata kunci: *Pembelajaran Berbasis Penelitian, Budaya Akademik, Riset Terintegrasi Pembelajaran Berbasis Proyek*

INTRODUCTION

Developments in 21st-century education require educational institutions to focus not only on memorization-based academic achievement but also on strengthening critical, creative, collaborative, and communicative thinking skills. One approach deemed relevant to these demands is research - based learning, which positions students as active subjects in the process of scientifically seeking, processing, and constructing knowledge (Boon et al., 2022;Videnovik et al., 2023). This approach encourages students to understand science through inquiry, reflection, and empirical evidence, rather than simply passively receiving information (Bell, 2010;Khoiriah & Sujanto, 2026).

In the context of Islamic education, research learning holds a strategic position because it aligns with the principle of developing overall human potential. Islamic education is not only directed at mastering cognitive aspects, but also at the formation of integrated attitudes, values, and skills (S. Wu, 2024;T.-T. Wu et al., 2024). Islamic education is a process of ta'dib (Religious guidance) aimed at developing knowledgeable, moral individuals who are able to actualize their knowledge in real life (Dahuri & Wantini, 2023). Therefore, the learning process ideally provides space for students to think critically, reflectively, and take responsibility for the knowledge they produce (Yasin, 2012)

Madrasas, as Islamic educational institutions, play a crucial role in developing a scientific culture aligned with Islamic values (Anwar et al., 2025). However, the challenge facing madrasas today is how to transform learning to avoid becoming trapped in a teacher-centered instructional model (Yunita et al., 2025). Implementing a research learning program is one strategy to address this challenge, as it integrates mastery of subject matter with methodological skills, academic literacy, and the development of students' scientific character.

In line with this, Walid emphasized that Islamic religious education needs to be developed within an inclusive framework and oriented toward strengthening a culture of knowledge. Education should not function merely as a medium for transmitting doctrine, but rather as a means of fostering open, dialogical, and rational-argument-based thinking (Suciati et al., 2026). From this perspective, strengthening a culture of literacy and research is an important foundation for building a healthy academic tradition in Islamic education (Walid & Uyun, 2020)

MA Model Zainul Hasan Genggong Probolinggo, a leading madrasah, has initiated a Research Learning Program as part of its strategy to improve educational quality. This program is designed to accustom students to systematic thinking, conducting field observations, compiling scientific papers, and presenting their findings academically (Lazuardi et al., 2025). The program's implementation has not only improved students' academic abilities but also strengthened teacher professionalism and the madrasah's institutional image as an Islamic educational institution adaptable to current developments (Yunita et al., 2025).

Despite the growing recognition of research-based learning as an effective approach, previous studies indicate that its implementation in Islamic educational institutions, particularly madrasas, remains limited and not yet systematically integrated. Research shows that research-based learning can enhance higher-order thinking skills, academic literacy, and student autonomy (Bell, 2010). However, in practice, its application is often partial and restricted to certain subjects or extracurricular activities. Furthermore, learning in many madrasas still tends to be teacher-centered, limiting opportunities for inquiry-based and reflective learning (Walid & Uyun, 2020). This condition highlights the urgency of examining how research learning programs are systematically implemented and how they contribute to

strengthening academic culture and holistic student development in madrasas (Anwar et al., 2025).

Based on this background, this article aims to examine the implementation strategy of the Research Learning Program at MA Model Zainul Hasan Genggong Probolinggo and analyze its impact on the madrasah and students. This study is expected to provide theoretical and practical contributions to the development of research learning models in madrasahs, particularly in the context of Islamic education that focuses on the integration of knowledge, values, and character.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive approach, aiming to examine in-depth the implementation strategy of the Research Learning Program at the Zainul Hasan Genggong Probolinggo Model Islamic Senior High School and its impact on the school and students. The qualitative approach was chosen because it allows researchers to understand educational phenomena contextually, holistically, and based on field reality (Sugiyono, 2016;Creswell, 2018).

The research was conducted at MA Model Zainul Hasan Genggong Probolinggo, a madrasah that systematically develops research-based learning as part of its strategy to improve educational quality. The research subjects were selected purposively, including the madrasah principal, the deputy head of curriculum, the research supervisor, and students directly involved in the research learning program. Subject selection was based on their involvement in and understanding of program planning, implementation, and evaluation.

Data collection techniques were conducted through observation, in-depth interviews, and documentation studies. Observations were used a to directly observe the research learning process, including literacy habits, integration of minor research into learning, project- and product-based learning, and student research appreciation activities. Semi-structured interviews were conducted to gather information regarding the program background, implementation strategies, obstacles encountered, and the program's impact on student competency development and teacher professionalism. Documentation studies were conducted by reviewing curriculum documents, research learning modules, assessment guidelines, student scientific work reports, and other supporting documents (Sugiyono, 2016).

Data analysis was conducted interactively and continuously, encompassing the stages of data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and focusing on data relevant to the research objectives. The reduced data was then presented in descriptive narrative form and thematic tables for ease of understanding. The final stage was drawing conclusions, carefully considering the interrelationships between research findings (Miles et al., 2014).

Data validity was maintained through source and technical triangulation. Source triangulation was conducted by comparing information obtained from various informants, while technical triangulation was conducted by comparing the results of observations, interviews, and documentation. Furthermore, researchers conducted diligent observations to ensure data consistency and credibility (Miles et al., 2014). This research was conducted by upholding research ethics, including obtaining official permission from the madrasa, maintaining the confidentiality of informant identities, and using research data responsibly for academic purposes.

RESULT AND DISCUSSION

Research Research Learning Program Strategy of Zainul Hasan Genggong Probolinggo Model Islamic Senior High School

Based on interviews, field observations, and analysis of program documents, it appears that the Research Learning Program at MA Model Zainul Hasan Genggong is managed through a structured and sustainable managerial approach. Program planning is systematically designed through the preparation of an academic research calendar, the establishment of activity flows, the division of mentor roles, and regular coordination meetings between teachers (Mulyasa, 2013;Uno, 2016).The researcher's observations of the coordination agenda indicate that the coordinating teacher consistently presents achievement targets, guidance timelines, and progress evaluations. These weekly meetings indicate that the program does not run sporadically, but is overseen through a mature and sustainability-oriented planning mechanism. This planning is also supported by the provision of research facilities based on an annual needs analysis, so that the availability of supporting facilities is continuously strengthened from year to year (Mulyasa, 2013).

In learning practices, madrasas apply project and product-based learning models. as a core approach. Observations in the research room showed that students actively presented their project progress, while teachers emphasized the research workflow from problem identification to final product development. This model provides space for students to experience the real research process, whether through experiments, field observations, or literature reviews related to their research areas (Thomas, 2000;Bell, 2010). The resulting research projects are not only final assignments but are also exhibited at madrasah expos, thus strengthening the authenticity and relevance of the research. This project-based approach has been proven to foster scientific character, creativity, reasoning skills, and academic readiness in students for higher education (Prince & Felder, 2006;Zubaidah, 2018)

Figure 1. Riset Presentation and Riset Practical

In line with this implementation, the madrasah implements a multi-faceted assessment that assesses students not only on the final product but also on the research process and scientific attitude (Videnovik et al., 2023). Teachers assess students' discipline, systematic thinking, methodological accuracy, analytical quality, and scientific presentation skills. Observations of presentation activities and interviews with program coordinators indicate that the madrasah conducts closed and open exams as a form of formal evaluation. This assessment encompasses cognitive, affective, and psychomotor dimensions, including students' ability to

communicate findings and justify them scientifically. This comprehensive assessment approach ensures that students are valued not only for their research results but also for the learning process they undergo.

As a form of appreciation and strengthening of scientific culture, the madrasah held a research competency graduation ceremony as the culmination of a series of research activities. This graduation served as formal recognition of students' academic achievements and a forum for scientific publications to parents and the community (Yamin, 2022). Based on documentation and interviews with the madrasah principal, the graduation ceremony was designed to boost student motivation, strengthen the madrasah's academic image, and provide a presentation space for the best work in each research cluster. The graduation ceremony, along with the awarding of competency certificates, served as a form of institutional recognition for students' research processes and products, and strengthened the sustainability of the research program across generations.

This entire system is reinforced by strengthening teacher professionalism through internal training, mentor quality assurance, coordination meetings, and mentor team regeneration. Observations of mentoring activities indicate that teachers actively evaluate mentoring methods, update their understanding of methodology, and discuss challenges in conducting research in the classroom (Hosnan, 2014;Trianto, 2015). The school also requires teachers to participate in training conducted by the quality assurance unit to ensure uniform academic standards and improve competencies. This strengthening of professionalism not only improves the quality of research mentoring but also forms an ecosystem of teachers as facilitators, mentors, and evaluators in the student research process.

Overall, the analysis shows that the success of the Research Learning Program at MA Model Zainul Hasan Genggong does not rest on a single aspect, but rather is the result of a harmonious integration of systematic planning, project-based implementation, multi-faceted evaluation, formal appreciation, and teacher competency strengthening. The combination of these elements creates a sustainable, measurable research learning cycle that fosters a strong scientific culture within the madrasah. Program planning is carried out through the development of an academic research calendar, the establishment of activity flows, the allocation of mentor roles, and the provision of facilities based on a needs analysis. This planning demonstrates the implementation of a planning management function oriented toward sustainability and quality. Meanwhile, research is integrated into the curriculum through semester hierarchy and the division of subject groups. The coordination structure between teachers and mentors demonstrates a clear and collaborative implementation of the organizing function. Research is not positioned as an additional activity, but as a core learning approach.

Below, the author includes in the form of a table the results of the findings on the strategic points of the research learning program at MA Model Zainul Hasan Genggong.

Table 1. Table of Findings of Research Learning Program Strategy at MA Model Zainul Hasan Genggong

No.	Program Strategy Aspects	Research Findings	Strategic Objectives
1.	Strengthening Literacy Culture from the Beginning	A culture of literacy is instilled from the beginning through independent reading activities, presentations of reading summaries, writing self-	Instilling a scientific mindset from an early age, mapping students' initial abilities, and preparing cognitive and affective foundations for

		narratives, developing visions and missions, and mapping initial skills (Literacy baseline). Literacy develops into a minor research project from the first semester.	intensive research learning.
2.	Integration of Research in the Curriculum	Research is integrated into the curriculum starting in the first semester through subject groups (Science, social-humanities, and religious studies). The curriculum includes learning outcomes, indicators, a research schedule, and structured mentoring.	Making research the main learning approach, not an additional activity, and building an academic culture based on inquiry and problem solving.
3.	Research Activity Leveling in Three Fields	Research activities are tiered based on three areas: Science and Technology, Social-Humanities, and Religion, with gradual stages from basic research to independent research according to students' academic readiness.	Accommodating differences in the characteristics of scientific disciplines and student abilities and ensuring the development of research competencies in a systematic and directed manner.
4.	Systematic and Sustainable Planning	The research program is designed through an academic research calendar, regular coordination meetings, division of mentor roles, provision of facilities based on needs analysis, and regeneration of the mentor team.	Ensuring the continuity of research programs in a consistent, measurable, and non-incidental manner, as well as maintaining the quality of cross-generational mentoring.
5.	Project and Product Based Learning	Research learning uses a project-based and product-based learning approach. Students design projects, collect data, analyze them, and produce products in the form of written works, articles, or innovative products.	Providing authentic learning experiences, fostering creativity, independence, collaboration, and critical and applicable thinking skills.
6.	Multi-Aspect Based Assessment	Assessment covers the process, product, scientific presentation, and scientific attitude through closed and open examinations. Assessments are tailored to the characteristics of each research field.	Measuring student competencies holistically in the cognitive, affective, and psychomotor domains and instilling academic ethics and integrity.
7.	Appreciation through Research Competency Graduation	The research competency graduation ceremony is held as a formal recognition of student achievements, accompanied by	Increasing motivation, providing institutional awards, strengthening the academic image of the

		certificates and presentations of the best work to the public.	madrasa, and building a culture of sustainable research.
8.	Strengthening Teacher Professionalism	Teachers receive research methodology training, workshops, discussions with the community of practitioners, quality assurance, and appreciation for high-achieving mentors.	Improving the quality of research mentoring, aligning academic standards, and building an ecosystem of teachers as scientific facilitators and mentors.

Implementation of the Research Learning Program at the Zainul Hasan Genggong Probolinggo Model Islamic Senior High School

Based on field findings on five aspects of the implementation of literacy habits, integration of minor research, semester grading, UM mentoring, and periodic evaluation, it can be concluded that the implementation of the Research Learning Program at MA Model Zainul Hasan Genggong takes place through a systemic, gradual approach, and is based on continuous quality improvement.

First, literacy habits have proven to be an epistemological foundation that strengthens students' cognitive readiness before entering formal research. Field findings indicate that reading, writing, and discussion activities are integrated into learning routines, so that literacy is not positioned as a separate activity, but as a core skill for understanding scientific logic (Zubaidah, 2018). This habituation pattern produces students who are accustomed to critical thinking, able to identify main ideas, and trained to construct simple arguments. Thus, literacy becomes a primary prerequisite that enables all stages of research to be conducted in a directed manner.

Figure 2. Activities before writing a research journal

Second, the integration of minor research across all subjects creates an inquiry- based academic culture in the classroom. Teachers not only deliver subject matter but also connect it with activities such as observing, collecting data, and developing simple interpretations. This practice makes research a daily process, not an incidental activity (Prince & Felder, 2006). The mini-research products also help instill scientific thinking patterns, from problem identification to conclusion formation, which are essential before students undertake major

research. This integration demonstrates that the madrasah has successfully reduced the complexity of research into a light and sustainable, yet meaningful, activity.

Figure 3. Closed Test activity or mini research presentation

Third, the research hierarchy for each semester demonstrates a developmentally oriented curriculum design (Progressive and scaffolded learning). From basic exploratory research in the first semester, to developmental research in the middle semester, to major research in the final semester, the entire process is structured to avoid learning shock. Interview and observation findings indicate that this hierarchy not only develops technical research skills but also builds students' academic resilience (Trianto, 2015). This hierarchy model confirms that the madrasah understands the principles of cognitive development and provides realistic adaptation opportunities for students.

Fourth, academic mentoring by Malang State University serves as an external reinforcement, ensuring that research standards at madrasahs align with those at universities. Collaboration through workshops, proposal reviews, and campus studies demonstrates that the collaboration is substantive, not ceremonial (Johnson et al., 2014). This mentoring improves teacher competency, broadens methodological insights, and provides academic legitimacy for madrasah research programs. The MoU and the involvement of UM lecturers as academic partners make research implementation more credible and measurable.

Fifth, periodic evaluation serves as a quality control mechanism that binds the entire implementation process. Evaluation is not only conducted at the final stage, but also throughout the problem formulation, literature search, data collection, and report preparation. Internal presentation forums and document reviews have been proven to foster a culture of academic reflection that continuously improves research quality (Uno, 2016). With a standardized rubric and the involvement of various elements of the madrasah, periodic evaluation serves as a supervisory and coaching tool that strengthens the research learning process.

Figure 4. Research evaluation guidance

Overall, the implementation of the Research Learning Program at MA Model Zainul Hasan Genggong demonstrates that the program's success is not solely the result of the research curriculum design, but also the simultaneous integration of these five aspects. Literacy habits shape cognitive readiness; minor research instills scientific thinking patterns; grading guides competency development; UM mentoring strengthens academic standards; and regular evaluations ensure quality. These findings indicate that the research program at the madrasah operates as a complete learning ecosystem, not just a series of technical activities, thus fostering a strong, measurable, and sustainable scientific culture. The learning implementation uses a project-based and product-based learning approach. Students identify problems, collect data, analyze, and present results. This strategy strengthens experiential learning and builds scientific reasoning gradually.

Evaluation is conducted through closed and open exams, periodic monitoring, and a comprehensive assessment rubric. Assessments cover aspects of process, product, and scientific attitude. This mechanism reflects the controlling function of educational management, which ensures program quality and sustainability. The author includes a table of research findings on the implementation of the research learning program at MA Model Zainul Hasan Genggong.

Table 2. Table of Findings of the Implementation of the Research Learning Program at MA Model Zainul Hasan Genggong

No.	Implementation Aspects	Field Findings	Implementation Form	Implementation Objectives
1.	Literacy Habits	Literacy is developed from the beginning through reading, writing, discussion and environmental observation activities.	Guided reading , literacy journal, class reading corner, One Student One Review, experience-based literacy	Cultivating cognitive readiness, scientific mindset, critical thinking skills, and the courage to express opinions as a foundation for research.
2.	Integration of Minor Research in Learning	Integrated research in almost all subjects through	Simple data collection, basic analysis, mini	Accustoming students to applying a scientific approach

		simple observation and analysis activities	research products (summaries, presentations, infographics)	in learning and building a culture of inquiry in the classroom
3.	Research Implementation Grading Each Semester	Research implementation is carried out in stages according to the academic readiness of students.	Minor research (early semester), development research (mid semester), major research (final semester)	Developing students' research competencies systematically and sustainably so that they are able to produce independent scientific work.
4.	Academic Mentoring and Strengthening by UM	Active cooperation has been established with Malang State University in strengthening methodology and academics.	Teacher workshop, proposal review, campus study, utilization of UM laboratories, institutional MoU	Improving the methodological quality of research, teacher competency, and aligning madrasah research programs with university academic standards.
5.	Periodic Evaluation	Evaluation is carried out throughout the research process in a tiered and structured manner.	Progress monitoring, document review, internal presentations, comprehensive assessment with rubrics	Ensure the quality of research processes and results and encourage continuous improvement in students' research abilities.

The Impact of the Research Learning Program of the Zainul Hasan Genggong Probolinggo Model Islamic Senior High School

The implementation of the Research Learning Program at Zainul Hasan Genggong Model Islamic High School has had a comprehensive and significant impact, both at the institutional level and on student development. Based on field findings, interviews, and observations, it is understood that this program serves not only as a curriculum innovation but also as an instrument for transforming learning management, changing the way the madrasah interprets the educational process as a whole (Mulyasa, 2013).

From an institutional perspective, the Research Learning Program has proven to strengthen the academic governance of the madrasah. Semester-level research, a clear mentoring system, and regular evaluations have enabled the madrasah to have a more systematic and structured learning management pattern. Teachers have a standardized role in the process of mentoring, assessing, and developing students' research abilities, thus creating a neater and more consistent academic coordination. The Head of the Madrasah, Nastangin, emphasized that the research program has created a new image for the institution by providing superior services that distinguish MA Model from other similar institutions. This program has

not only brought changes to the madrasah but also to its students, because it has been able to present itself as an institution with eight superior programs and strengthen the madrasah's position as an institution that is adaptive to modern academic developments. The author includes a table below regarding the impact on the madrasah in the discussion point regarding the impact of the research learning program at MA Model Zainul Hasan Genggong.

Table 3. Table of Findings of the Impact of the Research Learning Program on Madrasahs

No.	Impact Aspects	Field Findings	Forms of Impact on Madrasahs	Purpose/Meaning of Impact
1.	Academic Governance	Research gradation, methodological support, and periodic evaluation are carried out systematically.	Learning management becomes more structured, the role of teachers is clear, and academic coordination is more organized.	Improving the quality of academic governance and ensuring the continuity of research-based learning
2.	Scientific Culture	Increased discussion, presentation, and publication of students' scientific work	A culture of inquiry-based learning and data-based learning is formed.	Building a critical, analytical, and scientific academic culture in the madrasa environment
3.	Institutional Image and Reputation	Collaboration with UM and publication of student research results	Madrasah is known as an innovative and superior institution in research learning.	Strengthening public trust and competitiveness of madrasas at regional and national levels
4.	Madrasah's Flagship Program	Research programs become the identity and differentiation of the institution.	Research is positioned as a superior academic service of the madrasah	Affirming the positioning of the madrasah as a competitive scientific santri institution
5.	Strengthening Teacher Human Resources	Teachers receive training and assistance in research methodology.	Improving teachers' pedagogical, methodological and professional competence	Preparing teachers who are adaptive and ready to face the challenges of 21st century learning

Another impact is evident in the growth of a scientific culture within the madrasah environment. Activities such as discussions, presentations, and publication of scientific papers are becoming more frequent and part of the learning ecosystem (Zamroni, 2011). Classrooms are no longer dominated by conventional learning patterns, but have transformed into inquiry-

based spaces oriented toward data collection, analysis, and the development of scientific arguments. This cultural shift demonstrates that the implementation of research goes beyond simply adding activities to the curriculum, but rather substantively transforms the dynamics of learning and brings students closer to real scientific practice.

Furthermore, the madrasah's reputation and image have significantly improved through its collaboration with Malang State University. This collaboration strengthens the credibility of the research program by providing academic legitimacy from a university with research capacity. Taufik's statement reinforces this analysis by stating that the research program has become an instrument of madrasah educational diplomacy with the public. The Research Competency Graduation Ceremony, the culmination of the program, serves as a symbol of recognition of students' scientific abilities and strengthens the madrasah's image as an institution capable of producing students with academic abilities relevant to the development of science without abandoning their Islamic identity.

Figure 5. Proof of graduation banner for general research stadium

Meanwhile, at the student level, the Research Learning Program has an integrative impact on the cognitive, affective, and psychomotor domains. From a cognitive perspective, students demonstrate improved critical and analytical thinking skills through problem identification, theoretical framework development, data analysis, and conclusion drawing. The assessment standards implemented by the madrasah which include the ability to identify problems, answer questions based on findings, and relate them to theory indicate that students not only understand academic material but are also able to construct scientific reasoning independently (Sani, 2019).

From an affective perspective, the research program fosters scientific character, reflected in collaborative, active, creative, innovative, and responsible attitudes (Hosnan, 2014). The research process, which requires students to work in groups, discuss, and present their findings, fosters greater self-confidence and a stronger learning ethic. This demonstrates that research serves as a platform for character development and the strengthening of academic values in students.

From a psychomotor perspective, students gain hands-on experience in developing proposals, collecting field data, writing scientific papers, and producing printed research products (Suryosubroto, 2012). These technical skills demonstrate that students have undergone a comprehensive research process, not only understanding the theory but also

being able to conduct research in accordance with the academic standards established by the madrasah.

Overall, the impact of the Research Learning Program at MA Model Zainul Hasan Genggong can be categorized as a structural and pedagogical transformation. This program changes the institutional governance, strengthens the image of the madrasah, improves teacher competency, and shapes students with academic competencies and scientific character aligned with the demands of the 21st century. Thus, the research program not only enriches the curriculum but also serves as a primary foundation in building a sustainable scientific culture and strengthening the competitiveness of the madrasah at the local and national levels. The author includes a table below on the impact of research on students;

Table 4. Table of Findings of the Impact of the Research Learning Program on Students

No.	Impact Domain	Field Findings	Forms of Change in Students	Purpose/Meaning of Impact
1.	Cognitive	Students are able to formulate problems, analyze data, and answer questions theoretically.	Increased critical, logical and systematic thinking skills	Developing students' intellectual capacity and academic readiness
2.	Affective	Forming collaborative, active, creative and innovative characters	Scientific attitudes such as responsibility, curiosity, and self-confidence increase.	Forming scientific character and positive learning ethos in students
3.	Psychomotor	Students are able to compile and publish scientific papers	Skilled in writing KTI, presenting research results, and producing scientific products	Train scientific work skills and research practice abilities
4.	Academic Self-Confidence	Students are accustomed to presentations and scientific forums	Courage to convey ideas and defend arguments increases	Preparing students to face the world of academics and higher education
5.	Readiness for Further Studies	The research process is tiered from the first to the last semester.	Students have a comprehensive and structured research experience.	Equipping students with academic capital for higher education

Institutionally, the program strengthens academic governance, scientific culture, and the reputation of madrasas through collaboration with universities. At the student level, there has been an improvement in critical thinking skills, scientific character, research skills, and academic self-confidence. These findings indicate that the research learning strategy contributes directly to improving the quality of education structurally and pedagogically.

CONCLUSION

The Research Learning Program at Zainul Hasan Genggong Probolinggo Model Islamic Senior High School has been proven to be implemented in a structured and sustainable manner

through literacy habits, integration of minor research into each lesson, research implementation levels, project- and product-based learning, multi-aspect assessment, and appreciation through research competency graduation. These strategies demonstrate the alignment between the planning, implementation, and evaluation of the research learning program. The implementation of this program has had a positive impact on improving the quality of madrasahs, particularly in strengthening academic culture, enhancing teacher professionalism, and developing the image of madrasahs as innovative Islamic educational institutions. Furthermore, the research learning program has also contributed significantly to the development of student competencies in the cognitive, affective, and psychomotor aspects, reflected in critical thinking skills, scientific attitudes, research skills, and responsibility in the learning process.

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