



Optimizing the Madrasah Research Program through Proposal Writing Training and Exploration of Research Trends in the Madrasah Young Researchers Supercamp

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Abstract: The National Madrasah Research Program serves as a powerful platform for madrasah students to compete at both national and international levels in scientific research through the Madrasah Young Researchers Supercamp (MYRES). This program aims to foster outstanding young talents with extraordinary creative ideas through scientific writing competitions. However, challenges persist, such as limited research skills among teachers, a lack of research-oriented guidebooks, and minimal training and mentoring for madrasah teachers. Students also show low interest in understanding the structure of scientific writing, and their research skills are generally considered underdeveloped. This study aims to optimize the Madrasah Research Program by providing training in proposal writing and exploring current research trends. The method used is Participatory Action Research (PAR), which includes the stages: to know, to understand, to plan, to act, and to change. The participants targeted in this study are mentor teachers and students. Based on the results, the training for teachers and students successfully enhanced the effectiveness of the Madrasah Research Program, particularly through workshops and mentoring in writing scientific articles. This improvement was reflected in several areas: increased potential in scientific writing, better understanding of managing the Madrasah Research Program, a greater number of written proposals, and higher interest and comprehension among participants regarding scientific work. Furthermore, participants demonstrated a stronger commitment to producing quality scientific writing, as evidenced by the availability of research idea documents developed into proposals aligned with the MYRES competition framework.

Keywords: Madrasah Research, Scientific Writing, Research Trends, MYRES.

Introduction

Research-based learning is considered suitable for use in the 21st century, as it can significantly improve the quality of education in madrasahs. This approach is expected to serve as an effective promotional tool to increase student enrollment, thereby contributing to a tangible rise in the number of new students. (Harsoyo & Sukmawati, 2023). Through the Madrasah Young Researchers Supercamp (MYRES), the Ministry of Religious Affairs organizes a national-level research competition aimed at fostering outstanding young

talents with creative ideas that align with their interests and abilities. This initiative seeks to instill a sense of responsibility and self-confidence, promote innovative thinking as part of a research culture, and cultivate critical, analytical, and problem-solving skills, as well as the proper and effective use of language (Fauzi et al., 2023).

Several studies and analyses have been conducted to examine the implementation of the Madrasah Research Program. The findings point to several key issues, including teachers' limited research capabilities, the continued use of lecture-based methods to teach

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research, the absence of structured research learning guidelines, and students' lack of cooperation in research-based learning. Educators expressed a greater need for guidebooks, training, and mentoring to effectively integrate research into the learning process (Yuliadi, 2022). Madrasahs currently lack qualified mentors who have a solid understanding of research methodologies. (Hidayati, 2019), there was a shortage of competent teachers in conducting research in the field of religious studies. (Budiman, 2023).

The research competence and quality demonstrated by both students and teachers remain at a low level. (Ahmadi et al., 2023). This has resulted in low interest and motivation among students in understanding the structure of scientific writing (Afrahmiryano et al., 2023). In addition, students' research skills are considered inadequate, as learners in the 13–15 age range generally lack familiarity and experience in conducting research (Munawaroh, 2022). Internal challenges persist, including teachers' limited understanding of research content and writing structure, as well as the continued reliance on lecture-based teaching methods. Externally, there is a lack of reference materials and an absence of prior training in research methodology and scientific article writing (Yuliadi, 2022).

Although the Madrasah Research innovation has been initiated, research activities have not yet been fully optimized due to ongoing challenges. The program still lacks budget allocation, dedicated research spaces, qualified research mentors, sufficient laboratory staff, and technical guidelines to serve as an operational framework (Hidayati, 2019). The results of observations on teachers' capabilities and students' low motivation indicate a direct impact on the quality of the written works produced. Often, these papers fail to progress to the research stage in national competitions—such as the Madrasah Young Researchers Supercamp (MYRES)—due to outdated content and a lack of novelty in the research ideas presented.

The implementation of research-based madrasahs can be integrated into specific subjects through curriculum development and high-quality research-based learning models. This requires strong support from the madrasah principal, students, educational staff, and adequate funding (Ginting & Prastowo, 2021). Community service activities in mentoring the writing of scientific paper proposals were carried out through presentations, group discussions, Q&A sessions, and scientific article writing exercises. This resulted in the production of well-structured scientific papers, with a score of 83.34% (Acoci et al., 2023). The mentoring results led to the completion of article writing, which was subsequently submitted to accredited journals with

SINTA rankings 3, 4, and 5 for elementary school teachers (Mirnawati et al., 2022).

The mentoring of the youth scientific group has enhanced students' knowledge in writing scientific papers, resulting in the development of 17 proposals submitted to the MYRES competition, with one team advancing to the national selection stage. The focus was on the output of the mentoring process, but there was less emphasis on the formation of a research culture or community within the madrasah (Kurniyanti et al., 2024). The mentoring of scientific paper writing was conducted through teaching, Q&A sessions, using simulation and lecture methods to explain key strategies for writing research proposals and scientific papers, as well as to motivate students (Syahidi et al., 2023). Training on article writing and research trends was conducted to enhance teachers' ability to write scientific papers and submit them to nationally accredited journals online (Setiono et al., 2023).

The training provided knowledge and skills to students, sharpening their creativity in developing research proposals and research titles related to mathematics. The research steps included planning, implementation, follow-up, simulation, practice, evaluation, and reporting. (Muqtada et al., 2023). The mentoring provided was motivating and improved students' skills in writing research proposals. The training activities included explanations on identifying research problems, determining research variables, and preparing research proposal designs. This activity was attended by 21 students and focused primarily on measuring the increase in students' interest in conducting research. (Afrahmiryano et al., 2023).

The novelty of this research lies in its comprehensive approach to building a research culture, supported by the madrasah principal, teachers, and students. This approach aims to optimize the Madrasah Research Program through training in scientific writing, understanding writing techniques, and enhancing the novelty of scientific work. Mentoring is carried out to ensure that both the quality and quantity of research output improve, in accordance with the guidelines of the MYRES competition. To achieve this, research-based learning needs to place greater emphasis on the role of teachers as mediators and motivators, with assignments, practice, and mentoring carried out independently and integrated into local content subjects. (Haryanto & Isrohmayati, 2023). Learning activities can be conducted through multiliteracy, including digital literacy, numeracy, and cultural literacy, implemented both intracurricularly and extracurricularly, with a research-based approach (Al Jumadi, 2022).

Participation in development Community development is an approach that plays a crucial role in the process of intervention aimed at empowering

communities to address the increasing poverty. In community development, community involvement can be achieved through one of the methodologies, Participatory Action Research (PAR). The process of learning and change occurs across all layers of society, enabling communities to acquire new skills, experiences, and knowledge to become more proficient within themselves and their communities (Brydon-Miller et al., 2020). According to Kidwai, PAR is a process that generates knowledge and actions that can be useful for building and empowering a group of people or a community (Kidwai et al., 2017). Community empowerment in madrasahs is an integrated effort involving all stakeholders who form the community in its implementation.

There is a need for the optimization of the management of the Madrasah Research Program and synergy among research mentors, teachers, students, and the madrasah principal in preparation for the MYRES competition. The strategy for writing scientific articles is carried out using reference management applications, which impact the determination of students' academic life, particularly the selection of initial research topics. After the training, mentoring is conducted both virtually and in-person to address the challenges encountered (Prayogi & Shilla, 2023). Student empowerment can be achieved through expanded networks, cost reduction, and alumni involvement, as part of an independent program aligned with the type of research conducted by students. The institution acts as a guide for both alumni and students. This activity includes a basecamp for collecting research topics from the past four years, aimed at realizing an outstanding Madrasah Research Program (Maqsudah, 2021).

The Madrasah Research Program is used to increase the participation of MAN Balikpapan students in the MYRES competition. Madrasah research serves as a branding tool to make madrasahs more recognized and competitive with public schools. Their activation is a continuous integration of all available communication on creative platforms to engage consumers. Activation means stimulating interest, trials, loyalty, and new communication tools to introduce something new each year. (Zameer & Ahmad, 2015). To achieve branding that is recognized by the wider community, the involvement of the community is essential in building the community. The implementation is carried out through a special research subject for advanced classes, supported by competent teachers and extracurricular activities focused on youth scientific papers. Evaluation is conducted every semester by the homeroom teacher, the research team, and the subject teachers (Laili & Thoyib, 2023).

Preliminary observations indicate that the implementation of the Madrasah Research Program has

not yet been optimized. It has not been able to reach the level required for the Madrasah Research competition, with limited output in one year. It has yet to fully accommodate students' research interests and talents, and it has not been effective in developing critical ideas or fostering a quality research culture. In addition, teachers have limited research experience, lack guidance, and students are not cooperative. There is also a lack of research mentors and low student motivation in understanding scientific writing. Based on the background of the problems outlined above, the author believes that it is necessary to optimize the Madrasah Research Program through proposal writing training, research trend exploration, and mentoring within the Madrasah Young Researchers Supercamp (MYRES). This program is expected to assist the madrasah community—comprising the madrasah principal, teachers, educational staff, and students—in improving teachers' abilities to guide research and motivating students to identify research trends that meet the standards set by the MYRES competition.

Method

The research method used in the optimization of the Madrasah Research Program, specifically in the proposal writing training and research trend exploration within the Madrasah Young Researchers Supercamp (MYRES), adopts the Participatory Action Research (PAR) approach, which is carried out in five interconnected stages (Rahmat & Mirnawati, 2020), (Gamboni, 2016), (Baum et al., 2006) and (Afandi et al., 2022). The stages include:

1. To the know stage: The activities begin by identifying the real conditions of the training participants, including the madrasah principal, research mentors, and students, through coordination, intensive interaction, and collective research. The goal of this stage is to understand the needs and challenges faced in current research proposal writing, as well as the existing educational context. This process involves open discussions and data collection through observation and interviews.
2. To the understand stage: A more in-depth analysis is conducted through focus group discussions (FGDs) to explore the problems faced by participants, such as the lack of scientific writing skills and knowledge about research trends. The discussions are held with the madrasah principal, vice principal, teachers, and educational staff. The results will be used to formulate relevant solutions in the next stage.
3. To the plan stage: The madrasah principal, research mentors, and students collaboratively develop an action plan, which includes the development of a

training curriculum and effective proposal writing strategies. This stage involves determining the location, time, speakers, moderators, event organizers, and training materials.

4. To the act stage: The action plan is implemented by organizing proposal writing and research trend exploration training, with active participation from the attendees in drafting and refining their research proposals. The training participants include the madrasah principal, research mentors, and students. After the presentation of the material, discussions and Q&A sessions are conducted, and participants are tasked with presenting research proposal topics. Students then perform research planning presentations, and teachers provide direct mentoring. Students are given one week to develop their research proposals according to their respective groups.
5. To the change stage: This stage involves reflection on the process and outcomes of the training. At this point, stakeholders have a clear understanding of the effective madrasah research learning concepts, and mentoring is conducted to monitor the progress of research proposals, which were developed and presented during the training. Mentoring has been conducted intensively both online and offline. Through this evaluation, the training participants—including the madrasah principal, research mentors, and students—can assess the extent to which their skills in proposal writing and understanding research trends have improved and plan further actions to ensure the sustainability of their work as scientific papers.

Result and Discussion

Based on the results of the proposal writing training and research trend exploration within the Madrasah Young Researchers Supercamp (MYRES) at MAN Balikpapan, the findings are as follows:

1. To the know stage

In this stage, the objective was to recognize the real conditions of the prospective training participants, consisting of the Madrasah Principal, Research Mentors, and Students. This was carried out through effective coordination, intensive interaction, and collective research involving all relevant parties. Additionally, in order to discover students' creative ideas in research, continuous mentoring from teachers is necessary (Munawaroh, 2022). The goal of this stage was to understand the needs and context of each participant so that the training could be tailored to the existing conditions and challenges in the field.

The activities were conducted through open discussions, both offline and online.

The results from the completion of the instrument on research madrasah positioning showed that it is essential to introduce research to all teachers. Meanwhile, the research fields most favored by the students were religious studies, social humanities, science, and technology. In terms of research development indicators, prior mentoring in preparation for MYRES was reported, and the form of research-based learning in the madrasah is conducted through local content subjects. The achievements in MYRES up to 2024 are categorized as "others." In 2023, only two research topics were presented, while in 2024, three research topics were presented.

2. To the understand stage

Based on the results of discussions with instructors, the principal, and the vice principal of the Madrasah, it was found that the teachers who are teaching have integrated research learning according to their capabilities. However, activities such as seminars that support the research program have not been conducted. Additionally, the vice principal in charge of the curriculum has allocated research teaching through local content subjects. Therefore, synergy between the madrasah community, the research team, and the IT department is needed to enable students to excel and enhance the madrasah's branding (Azizah et al., 2022).

The results of collaboration with all parties will correlate with the output of research proposals, which are currently limited in number and minimal in quality. Therefore, mentoring is necessary for MAN Balikpapan, especially for teachers and students, to produce high-quality proposals and increase the quantity of works participating in the MYRES event.



Picture 1. Early coordination sessions involving the madrasah's principal and vice principal.

3. To the plane stage.

In the planning stage, an agreement was made to hold the event on December 13-14, 2024, starting

from 7:30 AM to 4:00 PM WITA. The event took place at Madrasah Aliyah Negeri Balikpapan, Campus 3, Km 8.5, Balikpapan, also known as MAN Boarding Balikpapan. This location was chosen because Campuses 1 and 2, which are the main offices of Madrasah Aliyah Balikpapan, do not have a representative space to accommodate the proposal writing training. Below is the documentation for the activity. Other agreed-upon aspects include the organizing committee for the training, the moderator, MC, 25 students, 5 teachers, and 3 technical staff handling the venue, sound system, and event refreshments.

4. To the act stage

This stage involves taking concrete actions to address the problems identified during the planning stage. Although the MAN Balikpapan campus is located quite far from each other, with the distance between campus 8.5 km and the central madrasah training location being considerable, the proposal writing training was still carried out. The purpose of the training was to enhance the knowledge, understanding, and competencies of teachers, principals, and educational staff in improving the quality of education (Soe'oad et al., 2022).

Resource persons from MAN 1 Samarinda, Milad Islami, M.Pd, Dr. Suratman, M.Pd, and Nur Hamid, M.Pd, were invited to lead the training. The training took place on December 13-14, 2024, from 7:30 AM to 4:00 PM WITA.



Picture 2. The training was conducted in the MAN Balikpapan Boarding School building.

The "to act" stage represents the efforts made by the madrasah to enhance the development of resources and transform into an exceptional madrasah. This can be achieved through training for teachers, staff, and the head of the madrasah to foster a participatory approach toward becoming a high-achieving madrasah (Rahmah, 2022). Planning a research proposal to secure external support for specific fields of knowledge, whether for individuals or groups, is essential to obtaining funding. Training and mentoring are provided to students to motivate

them and improve the research capabilities of teachers through the research literacy culture (Fitriah et al., 2020), (Tamyis, 2022). These training sessions can enhance the understanding and competence of educators and students in writing research proposals, ultimately contributing to the creation of scientific papers for the development of madrasah research (Ahmadi et al., 2023).

5. To the change stage.

At the "evaluate or change" stage, mentoring was conducted for several research proposal topics obtained during the training. Continuous monitoring was carried out to ensure the proposals resulted in high-quality research papers, with a focus on refining the ideas behind the proposals. During this evaluation stage, guidance from the mentor teacher was necessary to assess the strengths and weaknesses of the proposals (Hren et al., 2022). This stage emphasized identifying weaknesses rather than strengths, as the researchers often lacked experience, had limited academic networks, and were not well-versed in research (Charles & Whiteside, 2024), which made ongoing support crucial.

Mentoring was provided to both the students and their supervising teachers to ensure that the research titles and references complied with the requirements of the MYRES competition. A total of 13 groups received mentoring, with each group consisting of two students working on one proposal, accompanied by one supervising teacher. Writing proposals in groups had a significant impact on the accuracy of the research outcomes and allowed students to learn essential writing techniques that needed to be completed. This collaborative learning activity was student-centered, adapting to the independent needs of each participant (Davison, 2024).



Picture 3. Mentoring program discussion with students, accompanied by the local research teacher, Ms. Ibtisanahtul A., S.Pd.

At the reflection stage, the school, through the Youth Scientific Group, can optimize mentoring by conducting various activities both in-person and offline, fostering greater student interest in research.

Additionally, providing financial support and other resources will enhance the smooth execution and channeling of student talents. The outcomes of mentoring in research proposal writing will be selected, with the best works chosen to represent the school in the MYRES competition and funded by the school (Ariyanti et al., 2022).

Support from the school is crucial for improving the quality of research results and providing practical, actionable steps in developing research proposals (Boyle, 2020). School community support can make an effective contribution to the implementation of a research-based program. The school could also provide training on using Zotero, an application for managing references, creating citations, and compiling bibliographies, while also helping students determine and expand writing styles (Yenianti, 2022).

The school can further optimize research-based learning through the Muatan Lokal (Local Content) subject, which could include a step-by-step curriculum for research from Grades X, XI, to XII. The current allocation of 45 minutes per week for this subject could be more effective if extended to at least 2 x 45 minutes per week. Below is a reflection from a student representative from Grade X, who shared their thoughts during the reflection session.



Picture 4. Relaxed dialogue with student delegates outside the class

The Local Content research-based learning has not been optimal; it suffers from a lack of variety, insufficient time allocation, and limited diversity of materials. Classroom sessions are often monotonous, and there is a need for field visits and public speaking training to boost students' confidence. Additionally, the KIR (Scientific Work Extracurricular) program does not yet support the Local Content research activities.

Conclusion

Based on the analysis of the challenges and the sequential implementation of the PAR stages "to know," "to understand," "to plan," "to act," and "to change" –

the mentoring program for the Madrasah Research initiative in preparation for MYRES unfolded precisely as intended, yielding several notable outcomes. Through targeted proposal writing training and research-trend exploration, students and teachers alike experienced significant growth in their research capabilities: students' creativity and confidence in drafting scientific proposals deepened, the total number of proposals increased, and the overall quality of submissions rose to meet MYRES standards. Moreover, participants displayed a stronger interest in and understanding of scientific writing, and they demonstrated a genuine commitment to producing innovative, well-structured research proposals. The tangible evidence of these achievements lies in the documented research ideas now fully developed into competitive proposals, ready for submission to the MYRES platform.

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