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# MANAGEMENT OF DEVELOPMENT OF MADRASAH ALIYAH PLUS SKILLS IN INCREASING COMPETITIVENESS IN THE SOCIETY 5.0 ERA (MULTICITE STUDY AT MADRASAH ALIYAH NEGERI PLUS SKILLS IN LANGKAT DISTRICT)

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## ABSTRACT

*This study aims to analyze the development management of madrasah aliyah plus skills in increasing competitiveness in the era of society 5.0. This research is a multisite study on MAN plus Skills in Langkat District. This research uses a qualitative approach with a multi-site study type. The results of the study show that (1) the planning of the Langkat District Plus Skills Aliyah in Increasing Competitiveness in the Society 5.0 Era by providing skills programs as a form of additional cross-interest learning at the Plus Skills Madrasah Aliyah. 6 (six) hours per week. (3) Model for the Development of Langkat District Madrasah Aliyah Plus Skills in Increasing Competitiveness in the Era of Society 5.0, that Langkat 1 State Madrasah Aliyah Plus Skills provides students with 3 (three) types of Skills such as 1) Automotive Engineering, 2) Computer and Network Engineering, and 3) Fashion Design, then Madrasah Aliyah Negeri 3 Langkat Plus Skills also equips students with 3 (three) types of Skills such as: 1) Computer and Network Engineering, 2) Multi Media, 3) Graphic Design. **Keywords:** Competitiveness, Era Society 5.0, Student Skills, Institutional Development Management.*

## ABSTRAK

Penelitian ini bertujuan untuk menganalisa manajemen pengembangan madrasah aliyah plus keterampilan dalam meningkatkan daya saing di era society 5.0. Riset ini merupakan kajian studi multisitus pada MAN plus Keterampilan di Kabupaten Langkat. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi multisitus. Hasil penelitian disimpulkan bahwa (1) perencanaan Madrasah Aliyah Negeri Plus Keterampilan Kabupaten Langkat dalam Meningkatkan Daya Saing di Era Society 5.0 dengan memberikan program keterampilan sebagai bentuk pembelajaran tambahan lintas minat di Madrasah Aliyah Plus Keterampilan. (2) Pelaksanaan Madrasah Aliyah Negeri Plus Keterampilan Kabupaten Langkat dalam Meningkatkan Daya Saing di Era Society 5.0, sebagai bentuk pembelajaran tambahan lintas minat di Madrasah Aliyah, dapat dilengkapi dengan kegiatan pemagangan/praktek kerja lapangan (PKL) dan sertifikasi keahlian, waktu pelaksanaan keterampilan 6 (enam) jam perminggu. (3) Model Pengembangan Madrasah Aliyah Negeri Plus Keterampilan Kabupaten Langkat dalam Meningkatkan Daya Saing di Era Society 5.0, bahwa Madrasah Aliyah Negeri 1 Langkat Plus Keterampilan memberikan siswa dengan 3 (tiga) jenis Keterampilan seperti 1) Teknik Otomotif, 2) Teknik Komputer dan Jaringan, dan 3) Tata Busana, selanjutnya Madrasah Aliyah Negeri 3 Langkat Plus Keterampilan juga membekali siswa dengan 3 (tiga) jenis Keterampilan seperti: 1) Teknik Komputer dan Jaringan, 2) Multi Media, 3) Desain Grafika.

**Kata Kunci:** Daya Saing, Era Society 5.0, Keterampilan Siswa, Manajemen Pengembangan Lembaga.

## A. INTRODUCTION

Quality education is still the focus of the government in preparing quality human resources, education is a very central part in the development of quality human resources to face an increasingly dynamic era of globalization. With the rapid development of information and communication technology, it is hoped that education will be able to deal with the current changing conditions, by requiring changes and adjustments to the education curriculum in accordance with the needs of the job market.

Improving the quality of education still has obstacles that lie in the process of managing education and learning that takes place in educational institutions. The government's efforts to improve and improve the quality of education never seem to stop. Madrasas as Islamic educational institutions that have long developed in Indonesia have become the main demand for improving the quality of national education. The existence of madrasas in Indonesia in preparing quality human resources cannot be underestimated, because education in madrasas apart from encouraging students in strong religious aspects also affixes learning in science and technology which is no less when compared to schools in general.

In fact, the quality of education in Indonesia is not as expected, UNESCO data on the ranking of the human development index (Human Development Index), the quality of education in Indonesia is currently very concerning, namely the ranking of educational attainment and the human development index in Indonesia is decreasing among 174 countries in the world. . The results of the Political and Economic Risk Consultant (PERC) survey, the quality of education in Indonesia is in 12th place out of 12 countries in Asia. Indonesia's position is below Vietnam, data reported by The World Economic Forum Sweden, Indonesia's competitiveness is very low, only ranking 37th out of 57 countries surveyed by the world (Sinaga, 2018).

The quality of education in Indonesia is still low, according to data from the World Bank (World Bank) in 2018, although the expansion of access to education for the community has increased quite significantly, the World Bank (World Bank) said that Indonesia has made important progress in increasing access to education, especially for children. - less fortunate children. Unfortunately, the quality of education in Indonesia is a problem. Furthermore, the results of an evaluation survey of the world's education systems that measure the performance of secondary education class students

conducted by the Programmer for International Student Assessment (PISA), Indonesia is ranked 27th out of 77 countries, while Malaysia is ranked 56th and Singapore is at the top. by ranking number two in the top (Welle, 2020).

These data form the basis for consideration in improving the quality of education, the low quality of education is an obstacle to the provision of human resources who have the expertise and skills to fulfill the nation's development in various fields.

The existence of Madrasas as Islamic educational institutions has a mission to prepare the younger generation of Muslims to play a role in the development of the nation in the future. The contribution of madrasas is so great in preparing quality education for the nation. Based on the recapitulation of basic Islamic education data from the Ministry of Religion of the Republic of Indonesia, Directorate General of Islamic Education, in 2020 there were 83,387 Madrasahs and 109,041 students, with details of 30,094 Raudlatul Athfal (RA) Education levels with 21,578 students, there were 25,816 Educational institutions at the Madrasah Ibtidaiyah level ( MI) with a total of 37,443 students, a total of 18,346 at the Madrasah Aliyah (MTs) education level with a total of 34,227 students and there

were 9,131 Madrasah Aliyah (MA) with 15,793 students (Emis, 2020).

Quality education must be provided through the channels, types and levels that exist in the education system, including the madrasah education pathway. Quality education is the hope for the nation, with education it is expected to give birth to quality human resources.

Improving the quality of education is one of the requirements for madrasah to compete in the era of society 5.0, improving the quality of human resources is a reality that must be carried out, especially in facing changes in education in a dynamically changing world. The world of education and technology is currently entering the era of society 5.0 as a consequence of these technological developments, the quality of education must be improved in a planned, effective and efficient manner, if this is not carried out then this nation will be left behind and unable to compete with other nations in undergoing this globalization era.

In the era of society 5.0, where increasingly sophisticated technological changes are balanced with humans as a means of social control that connects the real world and the virtual world, to balance this, the quality of education must be directed towards technological developments. The quality of human resources in the world of education plays a

very important role in the process of improving the quality of human resources, improving the quality of education is one of the prerequisites for educational units to enter the era of globalization which is full of competition.

According to Wahjosumidjo in Maria (2020), competitiveness is the ability to compete and the ability to improve the quality of a person or an institution. In competitiveness there are several things that are the main focus, including skills, strengths, knowledge, and so on through strategies to improve quality by achieving a certain size, using consumer satisfaction as the benchmark or benchmark, and according to what is required so that it can attract market attention (public).

An organization has competitiveness because it understands that knowledge must be managed, planned and implemented (Nawawi, 2012). In an effort to improve the competitiveness of an organization or institution, it is necessary to manage knowledge and skills according to competence and according to the needs of the organization or institution. In an era of intense competition as it is today, every institution is forced to face other institutions in the competitive arena. Every institution generally wants to be able to perform its best, in order to attract market attention.

Facing the era of society 5.0 is a challenge for managers of educational institutions to compete in improving and improving the quality of education so that they are able to face competition in the era of society 5.0. The indicators that measure the quality of education are the end results of education. In addition, the benchmark for the success of the quality of education is seen from each component of education, including the quality of graduates, the quality of teachers, school principals, administrative staff, the learning process, curriculum implementation, facilities and infrastructure, assessment systems and other components (Rukmanasari, 2016). Increasing the competitiveness of education is intended so that schools/madrasas can prepare the future of their students to be able to face the development of science and technology.

Entering the Era of society 5.0 will make competition not only with humans, competition also between humans and increasingly developing technology. Competition in all fields of work makes human resources must be able to adapt to the flow of technological change. Basically every human resource with potential and has competitiveness, can adapt, prepares himself, is able to learn with the dynamics of life.

Every human being can survive to live if he has capital in himself. Capital in

the form of Life Skills, both hard skills and soft skills. These skills can be learned through educational programs and training programs. Formal educational institutions as organizers of educational units have a role in developing the hard skills and soft skills education of students. Life Skills Education for students is a provision in dealing with and solving life's problems, both as individuals who must be independent, part of society and citizens. If this is successfully resolved, the dependency factor due to the large number of unemployed can be reduced which means national productivity will increase.

Research Results Gufron, *et.al.* (2020) stated that lifeskills education influences students to have the basic abilities and capital so they can live independently and survive in their environment. Furthermore, the results of research by Dumilah & Rahayu (2020) show that the implementation of the Lifeskills education program is oriented towards empowering participants and focuses on increasing competence in the form of knowledge, skills and attitudes.

Furthermore, the results of research by Muttaqien (2019), to be able to enter the world of work at least students have some skills, students need to be given life skills education or skills education. Entrepreneur skills program curriculum can realize students to become reliable

entrepreneurs and help students to work in the industry according to their competency expertise.

According to Kadarisman (2013), human resource development is an activity that must be carried out by organizations, so that their knowledge, abilities, and skills are in accordance with the demands of the work they do. Furthermore, according to Mondy (2008) training and development is an ongoing effort to improve competency and performance. Training provides learners with the knowledge and skills needed for current jobs. Whereas development involves learning that goes beyond the current job, it has a more long-term focus.

The skills program produces good output for students in having minimum standard competencies according to criteria from the business world and the industrial world. The development of human resources with a skills education program is expected to be able to adapt to the flow of technological change in facing competition in the era of society 5.0.

The existence of madrasas as Islamic educational institutions must be able to face globalization competition to increase the competitiveness of madrasas in the Era of society 5.0 with the Management of the Development of Madrasah Aliyah Plus Skills. In accordance with the Decree of the Director

General of Islamic Education No. 1023 of 2016 stated that the skills program at Madrasah Aliyah is additional learning, as a form of cross-interest additional learning at Madrasah Aliyah. The organizer of the Madrasah Aliyah Plus Skills skills program does not mean becoming a Vocational Madrasah Aliyah, the Madrasah Aliyah Plus Skills as a place for implementing skills programs uses a curriculum structure like the Madrasah Aliyah in general. Students will be given additional learning skills according to the talents and interests of students (Dirjen Pendis, 2016).

The Director General of Islamic Education, Ministry of Religion of the Republic of Indonesia issued Decree of the Director General of Islamic Education No. 2851 of 2020. Madrasah Aliyah Plus Skills prepared by the Ministry of Religion to prepare student competencies in the Society 5.0 era, Madrasah Aliyah (MA) students don't only study religion. They are also prepared to be able to respond to developments in science and technology.

Furthermore, in order to implement the Decree of the Minister of Religion No. 184 of 2019 regarding guidelines for curriculum implementation in madrasahs and improve the quality, competitiveness and relevance of Madrasah Aliyah Plus Skills graduates to the World of Work (Usha World/Industry World), the Director

General of Islamic Education, Ministry of Religion of the Republic of Indonesia issued Decree of the Director General of Islamic Education No. 2851 of 2020. As a result of this decision, 341 public and private Madrasah Aliyah have the opportunity to become Madrasah Aliyah Plus Skills. Of the 341 Madrasahs, they are the State Aliyah Madrasa (MAN) 1 of Langkat Regency and the State Aliyah Madrasa (MAN) 3 of Langkat Regency.

Based on a preliminary study at Madrasah Aliyah Negeri (MAN) 1 Langkat Regency as Madrasah Aliyah Plus Skills has skills programs given to students such as: 1) Automotive Engineering, 2) Computer and Network Engineering, 3) Dressmaking, while at Madrasah Aliyah Negeri (MAN) 3 Langkat Regency as Madrasah Aliyah Plus Skills has skills programs that are given to students such as: 1) Computer and Network Engineering, 2) Multimedia, 3) Graphic Design. The Skills Program given to students at the Madrasah Aliyah Plus Skills is an advantage for graduates of the Madrasah Aliyah Plus Skills in facing competitiveness in the Era of Society 5.0.

The skills program chosen by students is in accordance with the student's field of specialization so that graduates from Madrasah Aliyah Plus Skills have special advantages compared to students graduating from Madrasahs in general,

Madrasah Aliyah Plus Skills students not only study religion but are also prepared to be able to respond to developments in science and technology . As well as adapting more easily and being able to compete in the World of Work (Business World/Industry World) in the Era of Society 5.0.

The Skills Program given to students is an advantage for graduates of the Madrasah Aliyah Plus Skills. Management of the Development of the Madrasah Aliyah Plus Skills is a strategy for Madrasah heads in facing competitiveness in the Era of Society 5.0. Strategy is a way to achieve goals (ways to achieve ends) (Sholihin, 2009). Stephanie in Umar (2001) that strategy is a process of determining plans for top leaders that focus on the long-term goals of the organization, accompanied by the preparation of a method or effort how to achieve these goals. Sanjaya (2006) describes a plan, method, or series of activities designed to achieve a particular educational goal, a strategy as a plan that contains a series of activities designed to achieve certain educational goals.

Madrasah heads must have strategies in preparing competitiveness in Era Society 5.0, strategies for madrasah heads in preparing special skills for students by analyzing internal and external environmental factors of madrasahs to find

out what skills stakeholders want so that graduates from Madrasah Aliyah Plus Skills are more easily accepted by the world of business and industry with the skills possessed by students are able to compete and be competitive in the era of development of science and technology.

Madrasa plus skills is an aliyah madrasa that organizes vocational education in improving the quality, competitiveness and relevance of madrasah education to the world of work. Through Vocational education, madrasah students are expected to have entrepreneurial insights and vocational competencies needed in order to develop survival in a future that is far more complex and competitive.

Based on the description above, student skills are an effort to improve the quality of education in dealing with developments in science and technology, the Madrasah Principal's strategy in preparing Madrasah Plus Skills is a determining factor in preparing Madrasah Aliyah graduates who are able to compete and be competitive in the Era of Society 5.0. For this reason, studies on the development of Madrasah Plus Skills will certainly make a very important contribution to improving the quality of competitive education. On this basis, researchers are interested in conducting research on the Development Management



of State Madrasah Aliyah Plus Skills in Langkat Regency.

## B. METHOD

This research uses a qualitative approach with a multi-site study type. Single site study is a qualitative research involving one site (place) by analyzing some of the problems that exist in that site. Meanwhile, the multi-site study "is a qualitative research approach that we designed to gain an in-depth knowledge of an organizational phenomenon that had barely been researched: strategic scanning". The multi-site study design is a qualitative research design involving several sites and research subjects. The research subjects are assumed to have the same characteristics (Assingkily, 2021).

As stated by Bogdan and Biklen, a multi-site study is a form of qualitative research which can indeed be used primarily to develop theories that are drawn from several similar research backgrounds, so that theories can be generated that can be transferred to a wider situation and are more general in scope (Bungin, 2003). Bogdan & Biklen (1982) stated that the multisite study is a qualitative research approach that we designed to gain an in-depth knowledge of an organizational phenomenon that had barely been researched: strategic scanning. Multi-site studies were chosen in

conducting this research because multi-site studies are a form of qualitative research which can indeed be used primarily to develop theories drawn from several similar research backgrounds, so that theories can be generated that can be transferred to a wider and more general situation. coverage is stated.

A multi-site study is a qualitative research design involving several sites, places and research subjects. The research subjects are assumed to have the same characteristics. By Sevilla et.al. in Aziz (1998), multi-site research is a study that explores a problem with detailed boundaries, has in-depth data collection, and includes various sources of information from places that have the same characteristics. Multi-site studies are also interpreted as studies that try to examine individuals or a unit in depth, by finding all the important variables behind the emergence of these variables (Arikunto, 1999). Meanwhile, according to Margono (2003) a multisite study is a study of a study consisting of an in-depth unit (unit), so that the result is a complete picture or case in that unit.

Multi-site studies probe more deeply and thoroughly examine the behavior of several individuals. In addition, multisite can also lead researchers to enter the smallest social units such as associations, groups,

families, schools and various other forms of social units that have something in common. Based on the description above, this study will discuss a theory or a complete description of the Development Management of MAN 1 Langkat Plus Skills and the Development Management of MAN 3 Langkat Plus District which have different characteristics, therefore this type of research uses a multi-site study.

### C. RESULTS AND DISCUSSION

#### *Site Analysis I*

Madrasah Aliyah Negeri 1 Langkat Plus Skills as a venue for implementing skills programs uses a curriculum structure similar to Madrasah Aliyah in general. Students will be given additional learning skills according to the talents and interests of students. The organizer of the Madrasah Aliyah Plus Skills skills program does not mean becoming a Vocational Madrasah Aliyah, the skills program at the Madrasah Aliyah Plus Skills is additional learning, as a form of cross-interest additional learning at Madrasah Aliyah. Through this skills program, it is hoped that it will be able to increase the competitiveness of students of Madrasah Aliyah Negeri 1 Plus Skills in the Era of Society 5.0.

Based on the Decree of the Directorate General of Islamic Education, Ministry of Religion of the Republic of

Indonesia Number 2851 of 2020 concerning MA Plus Skills, MAN 1 Langkat is designated as MAN 1 Langkat Plus Skills. So that since the 2020/2021 school year, as an Islamic educational institution, MAN 1 Langkat provides skills in Automotive Engineering, Computer and Network Engineering, and Dressmaking skills. By providing 3 (three) types of skills to students as a program to increase student competitiveness in Era Society 5.0.

The skills program at Madrasah Aliyah Negeri 1 Langkat Plus Skills is additional learning, as a form of additional cross-interest learning at Madrasah Aliyah. The implementation of skills learning at Madrasah Aliyah Plus Skills is given for 3 (three) years from class X (Ten) to class XII (twelve) and can be supplemented by apprenticeship/field work practices (PKL) and expertise certification, the skills implementation time is 6 (six) hours per week. Skills program students come from students specializing in MIPA, Social Studies, Language and Religion and each student can only choose one skill subject according to their talents and interests. The expected output of Madrasah Aliyah Plus Skills is that students can be competitive in Era Society 5.0.

#### *Site Analysis II*

Madrasah Aliyah Plus Skills was developed with the aim of overcoming

employment problems through preparing a skilled workforce for the business world and the industrial world. According to the Director General of Islamic Education, the Ministry of Religion of the Republic of Indonesia issued a Decree of the Director General of Islamic Education No. 2851 of 2020 concerning the designation of the Langkat 3 State Madrasah Aliyah as the Plus Skills Madrasah Aliyah so that since the 2020/2021 school year the Langkat 3 State Aliyah Madrasah has held skill programs such as Computer and Network Engineering skills, Multimedia skills, and Graphic Design skills.

The implementation of learning skills at Madrasah Aliyah Negeri 3 Langkat Plus Skills is given for 3 (three) years students study at Madrasah, the implementation begins with selection in class X (ten), students who take part in the skills program selection are students from the field of specialization in Mathematics and Natural Sciences (MIPA), Specialization in Social Sciences (IPS), Language Specialization and Religious Specialization. Each student can only choose one type of skill from 3 (three) types of skills such as: 1) Computer and Network Engineering skills, 2) Multi Media skills, and 3) Graphic Design skills.

The time for implementing skills learning at Madrasah Aliyah Negeri 3 Langkat Plus Skills is carried out 6 hours

per week. The implementation of Madrasah Aliyah Plus Skills is an additional skill program as one of the elective subjects so that students get additional skills lessons according to the talents and interests of each student, so that graduate students from Madrasah Aliyah Negeri 3 Langkat Plus Skills are able to be competitive in the Era of Society 5.0.

Facing the Era of Society 5.0, madrasahs as educational institutions seek to prepare madrasah graduates who have competitiveness and suitability between the abilities acquired through education and the job requirements required by the business world and the industrial world. Madrasah Aliyah Negeri 3 Langkat Plus Skills has a competitive advantage in skills such as Computer and Network Engineering skills, Multimedia skills, and Graphic Design skills. Graduates from Madrasah Aliyah Negeri 3 Langkat Plus Skills do not only gain religious knowledge or natural science, but have special skills that have been prepared by the Madrasah. The Madrasah Aliyah Plus Skills Development Model is a solution in preparing graduates who are able to be competitive in the Era of Society 5.0.

### **Multisite Analysis**

As an Islamic educational institution, it must be able to face globalization competition to increase the

competitiveness of madrasas in the era of society 5.0. Entering the Era of society 5.0 will make competition not only with humans, competition also between humans and increasingly developing technology. Competition in all fields of work makes Human Resources must be able to adapt to the flow of technological change. Basically every human resource with potential and has competitiveness, can adapt, prepares himself, is able to learn with the dynamics of life.

Every human being can survive to live if he has capital in himself. Capital in the form of Life Skills, both hard skills and soft skills. These skills can be learned through educational programs and training programs. Formal educational institutions as organizers of educational units have a role in developing the hard skills and soft skills education of students. Life Skills Education for students is a provision in dealing with and solving life's problems, both as individuals who must be independent, part of society and citizens. If this is successfully resolved, the dependency factor due to the large number of unemployed can be reduced which means national productivity will increase.

Furthermore, the results of research by Gufron, *et.al.* (2020) state that life skills education influences students to have the basic abilities and capital so they can live independently and survive in their

environment. Furthermore, the results of research by Dumilah & Rahayu (2020) show that the implementation of the Lifeskills education program is oriented towards empowering participants and focuses on increasing competence in the form of knowledge, skills and attitudes.

Furthermore, the results of research by Muttaqien (2019), to be able to enter the world of work at least students have some skills, students need to be given life skills education or skills education. Entrepreneur skills program curriculum can realize students to become reliable entrepreneurs and help students to work in the industry according to their competency expertise.

According to Kadarisma (2013), Human Resource Development is an activity that must be carried out by organizations, so that their knowledge, abilities, and skills are in accordance with the demands of the work they are doing. Furthermore, according to Mondy (2008) training and development is an ongoing effort to improve competency and performance. Training provides learners with the knowledge and skills needed for current jobs. Whereas development involves learning that goes beyond the current job, it has a more long-term focus.

Facing globalization competition to increase the competitiveness of madrasas in the Era of society 5.0. with the

Development Management of Madrasah Aliyah Plus Skills. In accordance with the Decree of the Director General of Islamic Education No. 1023 of 2016 stated that the skills program at Madrasah Aliyah is additional learning, as a form of cross-interest additional learning at Madrasah Aliyah. The organizer of the Madrasah Aliyah Plus Skills skills program does not mean becoming a Vocational Madrasah Aliyah, the Madrasah Aliyah Plus Skills as a place for implementing skills programs uses a curriculum structure like the Madrasah Aliyah in general. Students will be given additional learning skills according to the talents and interests of students.

The Director General of Islamic Education, Ministry of Religion of the Republic of Indonesia issued Decree of the Director General of Islamic Education No. 2851 of 2020. Madrasah Aliyah Plus Skills prepared by the Ministry of Religion to prepare student competencies in the Society 5.0 era, Madrasah Aliyah (MA) students don't only study religion. They are also prepared to be able to respond to developments in science and technology.

Furthermore, in order to implement the Decree of the Minister of Religion No. 184 of 2019 regarding guidelines for curriculum implementation in madrasahs and improve the quality, competitiveness and relevance of Madrasah Aliyah Plus

Skills graduates to the World of Work (Usha World/Industry World), the Director General of Islamic Education, Ministry of Religion of the Republic of Indonesia issued Decree of the Director General of Islamic Education No. 2851 of 2020. As a result of this decision, 341 public and private Madrasah Aliyah have the opportunity to become Madrasah Aliyah Plus Skills. Of the 341 Madrasahs, they are State Aliyah Madrasah (MAN) 1 Langkat Regency and State Aliyah Madrasah (MAN) 3 Langkat Regency.

The skills program at Madrasah Aliyah Negeri 1 Langkat Plus Skills and Madrasah Aliyah Negeri 3 Langkat Plus Skills is additional learning, as a form of additional cross-interest learning at Madrasah Aliyah, the implementation of skills learning at Madrasah Aliyah Plus Skills is given for 3 (three) years from the time students X (Ten) to class XII (twelve) and can be supplemented by apprenticeship/field work practice (PKL) and expertise certification, the skills implementation time is 6 (six) hours per week. Skills program students come from students specializing in MIPA, Social Studies, Language and Religion and each student can only choose one skill subject according to their talents and interests. The expected output of Madrasah Aliyah Plus Skills is that students can be competitive in Era Society 5.0.

The Madrasah Aliyah Plus Skills development model is one of the efforts to improve the quality of Madrasah graduates in facing the Era of Society 5.0. Facing the Era of Society 5.0, Madrasah Aliyah students do not only study religion, but are prepared to respond to developments in science and technology. Madrasah Aliyah Plus Skills is a madrasah that has a competitive advantage in certain skill areas, the Madrasah Aliyah Plus Skills Development Model is a solution in preparing graduates who are able to compete in the Era of Society 5.0.

#### **D. CONCLUSION**

Based on the description and analysis that has been presented, the following conclusions can be drawn: first, planning the Langkat District Plus Skills Madrasah Aliyah in Increasing Competitiveness in the Era of Society 5.0 by providing skills programs as a form of additional cross-interest learning at Madrasah Aliyah Plus Skills. Second, the implementation of the Langkat District Plus Skills Madrasah Aliyah in increasing competitiveness in Era Society 5.0, as a form of additional cross-interest learning at Madrasah Aliyah, can be complemented by apprenticeship activities/field work practices (PKL) and expertise certification, time for implementing skills 6 ( six) hours per week. Third, the development model

for the Langkat District Madrasah Aliyah Plus Skills in Increasing Competitiveness in the Era of Society 5.0, that Madrasah Aliyah Negeri 1 Langkat Plus Skills provides students with 3 (three) types of skills such as 1) Automotive Engineering, 2) Computer and Network Engineering, and 3) Fashion Design, then Madrasah Aliyah Negeri 3 Langkat Plus Skills also equips students with 3 (three) types of skills such as: 1) Computer and Network Engineering, 2) Multimedia, 3) Graphic Design.

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