IMPLEMENTATION OF MENTAL REVOLUTION POLICY AT MADRASA IN INDONESIA: STRATEGIES, VALUES AND OBSTACLES

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ABSTRACT

This research examines the implementation of mental revolution policy in Islamic senior high schools, called Madrasah Aliyah in Indonesia, regarding the implementation strategies, mental revolution values, and obstacles. This qualitative study involves four Madrasah Aliyah in four provinces in Indonesia. The participants were four madrasah principals and fifty teachers serving at Madrasah Aliyah Negeri 3 Jakarta, Madrasah Aliyah Negeri 4 Aceh Besar District, Madrasah Aliyah Negeri 1 Banda Aceh, and Madrasah Aliyah Negeri 1 Kulon Progo Jogyakarta, which were purposively selected. The data was collected through interviews and analyzed descriptively. Results show that the strategies for implementing mental revolution in the teaching and learning process at the schools are integration in learning, development of a conducive madrasah culture, leadership of character madrasah principals, self-development activities, student-centered approaches, cooperative learning models, and exemplary approaches. The values are integrity, work ethic, and cooperation. Even though they experience internal and external obstacles, overall, the implementation of the policy has been somewhat effective.

Keywords: Implementation Strategies, Madrasa, Mental Revolution, Obstacles, Values

INTRODUCTION

"Revolusi Mental" or mental revolution is one of the priority policies of Indonesian president Joko Widodo since 2014. This program is a political will the Indonesian Government to free the nation from corruption and creating a prosperous and prosperous society by integrating the mental revolution policy in the school curriculum (Muhammad, 2020; Wibowo et al., 2019).Thestrengthening character education policy is an educational movement under the responsibility of an academic unit to strengthen students' characters, such as harmonizing heart and feeling, thought, and body with involvement and cooperation between educational units, families, and communities as part of the National Movement for the Mental Revolution (GNRM).The mental revolution policy is carried out with a humanist approach through education (Liang, 2020). Since education has an essential role in developing the character and mental attitudes of the nation's children in accordance with the ideals of their ancestors (Elihami & Ekawati, 2020), it is expected to build an effective education system to support the implementation of the mental revolution to produce students with integrity.

The mental revolution movement aims to change perspectives, thoughts, attitudes, and behavior-oriented towards progress and modernity so that Indonesia becomes a great nation and can compete with other nations. Besides, it is expected to build society, having integrity, work ethic, and an attitude of togetherness (cooperation). Meanwhile, in the government

sector, it aims to realize the quality of the performance of the state apparatus that is clean, hard work, and free from corruption (Aziz & Widigdo, 2020).

So far, there have been many cases of corruption and power abuse at many levels in Indonesia (Rahman et al., 2018). Even the village government is currently in the public spotlight because of corruption. Other cases related to mental decadence also occur among teenagers and students involved in crime and drugs (Rozak, 2017). The results of research by the National Narcotics Agency in collaboration with the University of Indonesia Health Research Center in 2017 on the National Survey of Drug Abuse found that the projected number of drug abusers in Indonesia reached 1.77% or 3,367,154 people who have used drugs in the last year in the 10-59 year age group. Moreover, every year around four millions or 2.18% of the total Indonesian population uses drugs (Dwivayani, 2019). Drug cases have involved various groups; elements of the state apparatus, society, adolescents aged 19 years, and students (Jabaliah, 2019). Also, mental and moral decadence stumbled among students in several cases, in the form of; students disrespect teachers, harass, and watch pornographic videos on cellphones (Rahmatullah, 2018). Those are some cases related to the mental deterioration of the nation's children that occurred at this time. For this reason, ideally in line with the implementation of the Mental Revolution Movement (RGM) in Indonesia, the mental decline will no longer occur, especially among students in Indonesia.

These problems have encouraged the government to implement mental revolution policy, which also involves schools. The Madrasah Aliyah education unit (MA), as an Islamic educational institution in Indonesia, responded it by implementing a mental revolution in the learning program to support the development of quality and integrity of Indonesian Human Resources (HR).

The government's commitment to implementing mental revolution at Madrasah Aliyah (MA) in Indonesia, as stated in explaining research results (Muhammad AR., 2020), is a form of educational support from the government to help nurture students with integrity. Meanwhile, in their research, Saifullah et al. (2020) describe the application of mental revolution in Madrasah Aliyah through integration in the learning process. This step is effective for strengthening the positive mentality and character of students. Personality teachers with essential aspects to support the integration of mental revolution in learning (Silaban, 2018). Mental revolution guidance is carried out on an ongoing basis in schools and madrasas to increase the values of mental revolution in students (Ediyono, 2017). Mental integration strategy; integrity, work ethic, and cooperation in learning are carried out through an integrated approach in the madrasa curriculum (Saiful et al., 2018).

The focus of this research is on the strategy for implementing the Mental Revolution policy in Madrasah Aliyah in Indonesia, the implementation of Mental Revolution Values for Madrasah Aliyah in Indonesia, and barriers to the implementation of the policy in Madrasah Aliyah in Indonesia.

METHOD

This study used qualitative research methods. This research method is often used to research the condition of natural objects (Moleong, 2019). With the researcher as a key instrument, data collection is done purposively, the technique of collecting is triangulation, data analysis are inductive/qualitative, and the results of qualitative research emphasize the aspect of meaning rather than generalization (Creswell, 2018; Sugiyono, 2016).

The object of this research is Madrasah Aliyah in Indonesia, consisting of 4 madrasah principals and 50 teachers. Data was collected through interviews, observation, and documentation. Meanwhile, data analysis used a descriptive approach (Bailey, 2020).

RESULTS AND DISCUSSION

Results

The implementation of the mental revolution at Madrasah Aliyah in Indonesia is a follow-up to the Indonesian government policy stipulated under Law Number 87 of 2017 concerning Strengthening Character Education through collaboration between education units, families, and society as a part of the National Movement for the Mental Revolution (GNRM). The Aliyah madrasa education unit in Indonesia is part of the national education system that has responded quickly to applying a mental revolution in learning to produce graduates with integrity.

Based on research data, the strategy for implementing mental revolution at Madrasah Aliyah in Indonesia is carried out by; (1) Integration of mental revolution in learning, (2) Development of conducive madrasa culture, (3) Student-centered approach, (4) Cooperative learning model for strengthening mental work ethic and attitude of togetherness (cooperation), (5) exemplary approach, (6) Self-development activities, (7) Leadership of character madrasah principals.

The implementation of the educational process at Madrasah Aliyah in Indonesia is very consistent with applying the mental revolution in learning. The research shows that there are three values of mental revolution integrated into the learning process, in the form of; (1) Integrity, (2) Work ethic, and (3) cooperation).

The implementation of the mental revolution program in learning at Madrasah Aliyah in Indonesia was carried out effectively and had implications for the mentality of students. This is evidenced in positive mental attitudes in students with indicators; honesty, morale, discipline, cooperation, and mutual respect. Furthermore, the implementation of the mental revolution at Madrasah Aliyah in Indonesia is a new educational model that has not been practiced in other educational units. Therefore, this model is expected to be an example for general education units in Indonesia in particular and education in the country in general.

Discussion
Strategies for the Implementation of Mental Revolution

Madrasah Aliyah education is part of the education system in Indonesia, which is responsible for the implementation of Islamic education. Under the Indonesian government policy regarding the mental revolution movement, the Madrasah Aliyah education unit has responded quickly and implemented a mental revolution in the education program at Madrasah Aliyah and the learning process.

The implementation of the mental revolution at Madrasah Aliyah in Indonesia is one of the educational programs at Madrasah Aliyah and its implementation through integration in the learning process. Mental revolution is not given in specific subjects but is integrated into the learning process (Guillén et al., 2014; Islami, 2016). This is in accordance with research data obtained through interviews with teachers that the mental revolution program is a crucial part integrated into the learning process at Madrasah Aliyah to develop a positive mentality in students as the generation of the Indonesian nation.

The implementation of the mental revolution in madrasas helps shape the personality of students who have mental and nationalism spirit. The integration of the mental revolution is carried out in the learning process and extracurricular activities, such as scouts, Youth Red Cross (PMR), sports, and arts. This program helps foster positive mental attitudes in students and motivating students to become moral individuals with integrity (Fakhretdinova et al., 2020).

The head of Madrasah Aliyah confirms the integration of the mental revolution in the learning process in Indonesia that mental revolution is part of the program at the madrasah,

which all teachers and madrasah members must follow. The mental revolution is built on the application of regulations and obedience to the madrasa citizens. The awareness of teachers, education staff, and students of madrasah regulations can support the strengthening of students' mental, moral, and character attitudes (Ningsih, 2020; Nishino, 2017).

So far, madrasah management has also developed a conducive madrasah culture as one of the strategies for implementing mental revolution at Madrasah Aliyah in Indonesia. Madrasa culture is a performance system that refers to agreed and implemented norms of behavior, which then become a habit (MacNeil et al., 2009). Organizational culture is a cognitive framework that contains attitudes, values, behavioral norms, and expectations (expectations) of organizational members. Each madrasah makes it possible to develop a different madrasah culture to develop a conducive madrasah situation and support the quality of student learning and positive mental development in students (Sulaiman, 2017).

A good Madrasah culture will encourage all members of madrasah citizens to improve their performance so that the goals of the madrasah are achieved. Therefore, madrasah culture has implications for students' performance behavior and behavior in the learning process and the application of mental revolution at Madrasah Aliyah. The mental revolution of students is influenced by madrasah culture and interactions with all components of the madrasah, in the form of madrasah principals, teachers, subject matter, and relationships between students. Furthermore, positive mental and moral reinforcement is also influenced by the culture of society.

A conducive madrasa culture is a learning environment climate that encourages positive behavior to create an optimal learning process. For this reason, ideally, the implementation of the mental revolution program must be supported by a conducive madrasah environment, and the head of Madrasah Aliyah in Indonesia has created a conducive madrasa climate.

Research data obtained from the principal of Madrasah Aliyah, efforts to strengthen the mental revolution of students in the education process at madrasah are carried out with several strategies; (1) Creating a conducive madrasah environment, (2) Application of madrasah rules, (3) Involving students in various student activities, (4) Implementation of character education, and (5) Improving the quality of teacher performance; coaching, coordination, communication, including motivation. This is the strategy used to make changes to teachers and madrasah citizens in building a quality, fast and accurate performance system.

Furthermore, the head of the madrasah also conducts ongoing socialization to create a conducive madrasah atmosphere, supports the implementation of a mental revolution at Madrasah Aliyah, and improves teacher performance. The same strategy is also carried out for students to increase learning activities and moral and mental development.

As a leader, the head of the Islamic school is responsible for implementing madrasah management in a firm and consistent manner in implementing the mental revolution program to produce quality, independent, creative, and high-quality graduates. For this reason, the implementation of the right policies affects the development of a conducive madrasa culture (Sulaiman, 2018).

Furthermore, optimizing the role and function of the head of the madrasah is very important in implementing mental revolution in Madrasah Aliyah in Indonesia (Djihadah, 2020). The research data obtained shows that the head of Madrasah Aliyah in Indonesia has carried out his role and function optimally for the development of the quality of the learning process and the application of the mental revolution in madrasas. The following are five functions of the head of the madrasah in implementing the mental revolution program at Madrasah Aliyah in Indonesia, namely;

- The head of the madrasah makes program plans that become performance targets to achieve.

- The principal of the madrasah organizes (organizing). The head of Madrasah Aliyah carried out this activity in Indonesia by involving all elements; teachers and education staff to support an educational process with integrity. Teachers and education personnel carry out their duties according to their roles and functions. Proper organizing has implications for the quality of performance in madrasas and building an education system with integrity at Madrasah Aliyah in Indonesia.
- Direction (directing), the steps were taken by the head of Madrasah Aliyah in Indonesia to create a management system that is conducive and builds a practical work ethic, and the goal is that the implementation of the mental revolution program is successful.
- The head of the madrasah also motivates teachers and education personnel to work responsibly and with high productivity.
- Supervision (controlling) is a step taken by the head of the madrasah to ensure that all activities planned in the madrasah work program run effectively.

That is the strategy of the head of Madrasah Aliyah in Indonesia to create a culture of quality performance and integrity. The management function carried out by the head of the madrasah has implications for the development of a conducive madrasah culture and the enhancement of the quality of performance of teachers and education personnel in Indonesia. This is an important part of the madrasah's head in implementing the values of mental revolution at Madrasah Aliyah in Indonesia (Casmana et al., 2020).

Meanwhile, the strategies undertaken by the teacher to improve the quality of learning and strengthen the character of students at Madrasah Aliyah in Indonesia are as follows:

- Creating a conducive classroom climate.
- Socio-emotional approach
- Build communication interactions with students.
- Involving students actively in the learning process.
- Getting students to display positive characters.

The five strategies have implications for developing the moral, character, and mentality of students in the learning process. However, it is necessary to remember that a conducive madrasah culture is vital to support the implementation of mental revolution in educational programs to improve teacher performance and student learning activities. The following shows a simple scheme of the implications of madrasah culture conducive to the implementation of mental revolution at Madrasah Aliyah in Indonesia.
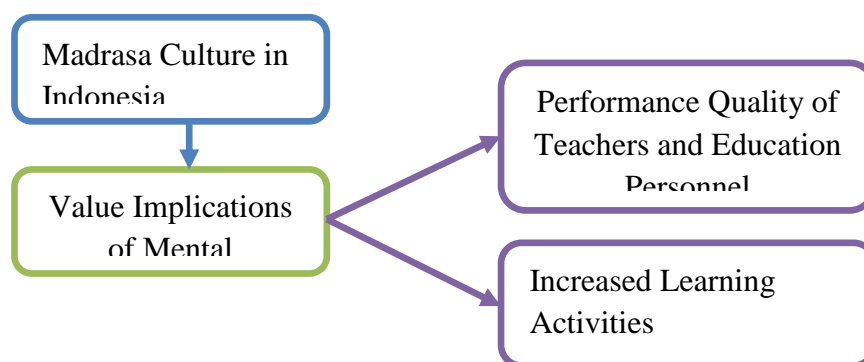
SCHEME 1
IMPLICATIONS OF MADRASAH CULTURE-VALUES OF MENTAL REVOLUTION

Scheme 1 illustrates that a conducive madrasah culture is a supporting aspect of the implementation of mental revolution at Madrasah Aliyah in Indonesia and has implications for improvement; (1) the quality of teacher performance, (2) the quality of the performance of the teaching staff, and (3) the learning activities of students. This aspect includes the value of work ethic in the mental revolution program.

Strengthening the values of mental revolution in learning at Madrasah Aliyah in Indonesia is also carried out using the student-centered learning approach, which is a learner-oriented learning approach. This learning approach has implications for developing mental revolution values in students, in the form of; attitude of responsibility, cooperation, independence, creativity, and critical thinking. This is supported by data obtained from teachers at Madrasah Aliyah in Indonesia that the efforts made in developing mental revolution values in students through the learning process are by using student-centered formers.

This approach in the learning process has many benefits, especially for strengthening the value of mental revolution in students, for example, the value of cooperation, optimism, and solidarity. This mental attitude must be trained on an ongoing basis so that Madrasah Aliyah education in Indonesia is expected to produce graduates with good character and integrity to support high moral Indonesian Human Resources (HR). Likewise, the research data obtained from the head of Madrasah Aliyah in Indonesia.

Furthermore, strengthening the value of students' mental revolution in the learning process is also carried out through the use of cooperative learning models. The use of this learning model aims to train students to work together and an attitude of student responsibility which is part of the mental revolution values that are trained and developed in students in the learning process (Slavin, 2015).

The application of the cooperative learning model has positive implications for the development of mental revolution values in students (Russell, 2002). Research data obtained from teachers at Madrasah Aliyah in Indonesia that the character formation and value of mental revolution in students in learning can be done using the jigsaw type of cooperative learning; through this learning model, the learning system is formed in small groups, and students work together and are accountable to the group. The application of the cooperative learning model at Madrasah Aliyah in Indonesia has implications for strengthening students' mental value of cooperation and solidarity. Students are trained to share and help each other in learning activities.

This data is supported by information that the principal of Madrasah Aliyah in Indonesia concludes that teachers use STAD and CTL cooperative learning models in the learning process. This learning model has implications for developing a mental attitude of independence, a mentality of cooperation, creativity, and solidarity. Besides, teachers also use multi cooperative learning models to strengthen the value of mental revolution in students.

The application of the cooperative learning model has many benefits, especially related to the integration of mental revolution values in learning, in the form of; development of positive attitudes and critical mental values in students. In addition, it can also improve the quality of learning and strengthen the mental values of integrity, work ethic, and cooperation in students.

The principal of Madrasah Aliyah in Indonesia provided information that generally, teachers use cooperative learning models to integrate mental revolution values in the learning process. The observation also supports this data that the teacher uses the jigsaw-type cooperative learning model in the learning process to encourage learning motivation, increase the quality of learning, and integrate the values of the mental revolution.

Based on various research data, the cooperative learning model is one of the relevant learning models used in the learning process to strengthen the values of mental revolution in Madrasah Aliyah students in Indonesia. The following are some of the benefits of using the cooperative learning model analyzed from the research results, namely:

- Developing critical mental values in students.
- Developing creative mental values in students.
- Developing independent mental values in students.
- Developing the mental value of hard work in students.
- Developing optimistic mental values in students.
- Developing the mental value of cooperation in students.
- Developing the mental value of solidarity in students.

The learning process is a means for developing students' knowledge and developing character development, positive morals in students, and mental revolution values integrated into the learning process. That is the advantage of integrating the mental revolution program in the learning process at Madrasah Aliyah in Indonesia.

Next, the application of mental revolution in Madrasah Aliyah in Indonesia is supported by the exemplary approach or *uswatun hasanah* (rule model). Fostering positive mental values can be done through the *uswatun hasanah* approach (rule model) (Laguna et al., 2020). The exemplary approach is very relevant in fostering character and positive mental values in students.

Teachers are the main actors in character building and mental revolution to form students with integrity (Walker, 2020). The research shows that teachers who serve in the Aliyah madrasah in Indonesia have good integrity and act as a rule model for students in fostering student morale.

Moral education in the context of mental development of students at Madrasah Aliyah in Indonesia is carried out using the *uswatun hasanah* approach (rule model), the teacher provides good role models for students, such as speaking politely in the madrasa environment, and that has implications for the mental revolution of students. Therefore, the transfer of values and good character, and the value of integrity are strongly determined by the exemplary attitude of the teacher (Syabuddin et al., 2020).

Value transfer is not given in the form of subject matter but integrated into the learning process. Transferring values or coaching the value of mental revolution to students at Madrasah Aliyah in Indonesia is operationally carried out through the teacher's exemplary approach.

The head of Madrasah Aliyah in Indonesia explained that the formation of mental revolution values in students was carried out using an exemplary approach. Each of these approaches is very appropriate to be used considering that the world is currently sophisticated with technology, so that without realizing it, it affects bad attitudes towards students. The deterioration of student character occurs due to the influence of Android phone technology. For this reason, the presence of teachers as role models for students is a solution to balance knowledge and morals as well as positive mental attitudes (Lumpkin, 2008).

Observation data on the learning process at Madrasah Aliyah in Indonesia, generally teachers show exemplary attitude and integrity; honest, consistent, and responsible. However, some teachers have not shown good role models, for example, smoking in a madrasa environment, which is certainly not a good attitude and should be avoided.

The self-development program at Madrasah Aliyah in Indonesia is also used to foster mental revolution and student character. Self-development is an educational activity outside the subject matter as an integral part of the school curriculum. Self-development activities are efforts to form the character, mental, and personality of students through counseling service

activities regarding personal and social life problems, learning activities, and career development, as well as extracurricular activities (Firmansyah et al., 2020).

The self-development program in Madrasah Aliyah in Indonesia is a program for developing student knowledge and a strategy used for the development of mental revolution values in students. Madrasah management embraces students and motivates them to participate in all extracurricular and self-development program activities.

Teachers and madrasah principals are also very active in facilitating students in the self-development program at the madrasah. These self-development activities vary; each Madrasah Aliyah education unit has a different self-development activity program. However, based on various information collected, generally, the self-development activities found at Madrasah Aliyah in Indonesia are counseling, scouts, Youth Red Cross (PMR), badminton, and volleyball. This activity is useful for training and developing the values of nationalism, mental values of solidarity, independence, and cooperation among students (Stamatis et al., 2020).

The following are five values of mental revolution developed through scouting activities at Madrasah Aliyah in Indonesia, namely:

- The mental value of discipline
- The mental value of cooperation
- Mental values of tolerance
- Value mental solidarity
- The mental value of work ethic

This self-development program has implications for developing mental revolution values in students, as indicated in the increased student discipline in the learning process, integrity, work ethic, and cooperation. The education process at Madrasah Aliyah in Indonesia is currently being developed to support the mental revolution program.

The strategy of integrating mental revolution in Madrasah Aliyah in Indonesia is with madrasah leadership with character and at the same time as the initiator of a mental revolution in madrasas (Ribuwati et al., 2019). The head of the madrasah is responsible for the management of education at the madrasah and is responsible for implementing the mental revolution at Madrasah Aliyah in Indonesia. Therefore, the integration of the mental revolution in the learning program at madrasah must receive support from the leadership of the headmaster with character.

Research on the leadership of Madrasah Aliyah principals in Indonesia has shown effective. They have participated optimally in implementing the mental revolution by building a madrasah management system that has integrity and has a good work ethic.

Based on the research data described above, there are seven strategies for implementing mental revolution in Madrasah Aliyah in Indonesia, as shown in the following simple cycle.

CYCLE 1
THE IMPLEMENTATION STRATEGY OF MR IN MADRASAH ALIYAH

Cycle 1 provides a general description that the implementation of mental revolution at Madrasah Aliyah in Indonesia is carried out using multiple strategies. This strategy has implications for developing mental revolution values in students at Madrasah Aliyah in Indonesia with indicators of moral change and positive character in students.

Implementation of Mental Revolution

The implementation of mental revolution values in Madrasah Aliyah in Indonesia refers to the Indonesian government policy, and there are three values, namely; (1) Integrity, (2) Work ethic, and (3) cooperation (Saifullah et al., 2020). These values are implemented through integration in educational programs at Madrasah Aliyah and implemented effectively.

The integration of mental revolution values in Madrasah Aliyah in Indonesia is carried out systematically and programmed through planning to target outcomes. Operationally, the teacher also prepares a semester learning plan and integrates the mental revolution values , becoming a guide for the learning process. A more detailed description of the implementation of mental revolution values in the learning process at Madrasah Aliyah in Indonesia can be seen in the following table.

Table 1
IMPLEMENTATION OF MENTAL REVOLUTION AT MADRASAH IN INDONESIA

| No | Implementation of Mental Revolution Values | | |
	Integrity Value	Value of Work Ethic	The Value of Cooperation
1	Teachers train and accustom students to behave honestly. Rules related to student ethics are applied to form a mental integrity value.	Optimism, the process of developing optimism in students, is carried out by providing motivation and	Cooperation, the development of the ability to value cooperation in students, is carried out using cooperative

		inspiration and assignments. Madrasahs provide guidance services to students to strengthen optimism in students.	learning and receiving effective supervision from the teacher. Students are trained to have the ability to work together in teams, skills crucial for them as the generation of the Indonesian nation.
2	Develop trustworthy behavior in students so that they become trustworthy individuals.	Competitiveness is developed by asking straightforward questions and competition among students in class or between classes. This activity has implications for the development of competitiveness values in students.	Please help, help behavior is part of social action that develops in students through group learning and cooperative learning models.
3	The development of a responsible attitude by giving learning tasks and students are directed to complete according to mutually agreed limits.	Innovation, the value of innovation is developed by providing opportunities for students to show the work of new products, of course according to the subject matter.	Sensitive, the teacher trains students' sensitivity through the learning process to be responsive to respond to situations, and what may happen, then be alert.
4	Students' consistent mental development is carried out by making it a habit to submit assignments according to the agreement.	Creative, the development of students' creative values in the learning process using the discussion method.	Solidarity, an attitude that is built to help each other to strengthen brotherhood, nation and nationalism.
5	Character is developed in students by accustoming noble behaviors.	Productive, the development of productive values in students with assignments that can produce student work.	Crossed to benefit. The learning process is directed towards the development of benefit-oriented student behavior, not only the benefits.
6	Independent, the development of the value of student independence with the aim of forming individuals who have strong and tough principles.	Effective and efficient, students are trained in the management and utilization of time so that they do not waste time in vain. Furthermore, students are trained to work.	Environmental care. Learning at Madrasahs not only provides knowledge, but also trains students to care about environmental conditions.

The indicators of mental revolution values are adopted from the three main values of mental revolution included in the Indonesian government program and additions. As a whole, Madrasah Aliyah education units in Indonesia have implemented and integrated the value of mental revolution in the learning process effectively, even though some Madrasah Aliyah is still constrained.

Obstacles to the Implementation of Mental Revolution in Madrasah Aliyah in Indonesia

The implementation of the mental revolution at Madrasah Aliyah realizes the presidential work program for the 2014-2019 period, which has been stipulated in Nawacita, but this program is still being implemented to date. The implementation of the mental revolution program at Madrasah Aliyah in Indonesia is currently experiencing obstacles. These constraints are in the form of internal and external factors. Further descriptions of these constraints can be read in the research described below.

Internal factors

Internal factors still constrain implementing the mental revolution program in the learning process at Madrasah Aliyah in Indonesia. The research data shows that there are Madrasah Aliyah that do not have adequate learning skills. There are still many Madrasah Aliyah education units in Indonesia that lack facilities in the form of media such as laptops, slide projectors, and incomplete literacy. The media is important to support an effective learning process. Teachers can use it to show films that provide moral, mental, and character reinforcement for students.

Internalization of mental revolution values in learning can be done with various media, not only through the learning process conveyed verbally in the classroom. The research data obtained shows that teachers complain about a lack of instructional media suggestions because it hinders the process of effectively internalizing mental values (Sutardi et al., 2017).

The head of Madrasah Aliyah addressed the lack of learning facilities. So far, the obstacles faced with the application of mental revitalization values in learning are in the form of learning facilities and facilities that are still lacking. However, to meet these needs, additions are currently being made.

Furthermore, the teacher personality factor is also an obstacle to applying the value of mental revolution in learning at Madrasah Aliyah in Indonesia. The observation data found that teachers smoke in the madrasah environment. Of course, it is not an appropriate attitude to do in the madrasah environment because it can have implications for students' inappropriate behavior. Teachers, as agents of change, ideally, can provide examples of positive mental values for students. The success of strengthening the value of the mental revolution in learning is largely determined by teacher personality factors (Muhammad AR., 2020).

Based on the research data collected, there are two internal factors in Madrasah Aliyah in Indonesia that hinder the implementation of the mental revolution program, namely:

1) The learning media facilities available at Madrasah Aliyah education units are still minimal.

2) Teacher personality competence is still lacking. There are still some teachers who smoke in the madrasa environment. This situation is in stark contrast to applying the value of mental revolution to the Aliyah madrasas in Indonesia.

This is a common problem found in the educational process at Madrasah Aliyah in Indonesia. These obstacles must be overcome so that the learning process and the application of the mental revolution in madrasas can be carried out effectively.

External factors

The success of education needs community cooperation because the responsibility for education is not only borne by educational institutions, such as schools and madrasas. However, community involvement in contributing to education for the development of Indonesian Human Resources (HR) with quality and integrity is influenced by community involvement, including community support for implementing the mental revolution program at Madrasah Aliyah in Indonesia. Mental development of shared responsibility students; school, community, and parents. Especially in the era of technological sophistication, the role of all components is very supportive of students' moral and mental education (Von Kutzschenbach & Daub, 2020).

The research data obtained shows that the participation of the community and parents in education is less effective. It was stated that because people's awareness and control of education is currently weakening, for example, if a student is absent during study hours and sits in a coffee shop do not receive a warning and guidance from the community, they are

passive and do not exercise social control. Society should contribute positively by providing social control to support students' mental strengthening and character (Asrori, 2016).

In addition, in Indonesia, many coffee shop industries provide free internet networks that are open freely without strict controls, so that many students are looking for free networks to play games at coffee shops and are allowed by coffee shop entrepreneurs. They should be responsible and not provide services to students during study hours.

Research data related to external factors that become obstacles to the implementation of the mental revolution program at Madrasah Aliyah in Indonesia, namely:

- Public participation in providing supervision to students is currently lacking.
- The community and family still have a less precise paradigm regarding educational responsibilities.
- Students are too free to use mobile phones (HP) android, which allows accessing inappropriate sites that can lead to loss of moral values and character.
- Coffee shop industry entrepreneurs provide services freely to students during study hours.

Efforts to overcome the obstacles to implementing the mental revolution at Madrasah Aliyah in Indonesia are carried out by madrasah principals with varying strategies and depending on the obstacles or obstacles experienced by each Madrasah Aliyah education unit. The strategies are as follows:

- Involving teachers optimally in the implementation of the mental revolution at Madrasah Aliyah in Indonesia.
- Socializing the application of mental revolution in the education system at Madrasah Aliyah education units to teachers, students, and the community.
- Involving the community and family participation in fostering student behavior and character so that one day the nation's generation has integrity, work ethic, and a strong spirit of togetherness.

CONCLUSION

Madrasa education is part of the education system in Indonesia, which is engaged in Islamic religious education by consistently supporting the government in the implementation of the mental revolution program to form a generation of Indonesians with integrity. This form of support is carried out by implementing a mental revolution in educational programs at Madrasah Aliyah in Indonesia through integration in the learning process. Integrating mental revolution values in learning at Madrasah Aliyah in Indonesia includes; integrity, work ethic, and cooperation. Implementing the mental revolution in learning at Madrasah Aliyah in Indonesia has implications for strengthening students' personalities into individuals with character, honesty, responsibility, discipline, hard work, solidarity, empathy, mutual assistance, and a high spirit of nationalism. The development of mental values is carried out by the teacher using the cooperative learning model and the Uswatun Hasanah approach (rule model). Furthermore, the implementation of the mental revolution in the education program at Madrasah Aliyah ran effectively, even though there were still obstacles due to internal and external factors. However, with the support of the government, the community, and elements of education observers, it can be carried out effectively.

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