ABSTRAK

Madrasah *well-being* membantu menciptakan lingkungan yang mendukung kesejahteraan holistik siswa. Ketika siswa merasa aman, dihargai, dan didukung, mereka lebih mampu fokus pada pembelajaran dan berkembang dengan lebih baik secara akademik. Oleh sebab itu pentingnya strategi implementasi madrasah *well-being* di madrasah. Namun kenyataannya, madrasah memiliki kendala implementasi madrasah *well-being* di MTsN 4 Aceh Utara, kepala madrasah dan guru belum sepenuhnya memahami konsep madrasah *well-being*, yang melibatkan aspek kesejahteraan fisik, mental, sosial, dan spiritual siswa serta tenaga pendidik, sehingga kesejahteraan warga madrasah belum terpenuhi, dan ketersediaan dana, fasilitas, serta sumber daya manusia yang terbatas menjadi tantangan dalam mendukung madrasah *well-being*. Selain itu menghadapi resistensi dari pihak internal tentang manfaat atau keberlanjutan madrasah *well-being*. Penelitian ini bertujuan: (1) untuk menganalisis strategi kepala madrasah dalam implementasi madrasah *well-being* di MTsN 4 Aceh Utara, (2) untuk menemukan sebuah model madrasah *well-being* yang ideal diterapkan di MTsN 4 Aceh Utara. Penelitian ini bersifat kajian lapangan dengan menggunakan pendekatan kualitatif, dilaksanakan pada MTsN 4 Aceh Utara. Teknik pengumpulan data melalui wawancara, observasi dan dokumentasi. Teknik analisis data dilakukan melalui reduksi data, penyajian data dan verifikasi data. Hasil penelitian yaitu: (1) strategi kepala madrasah dalam implementasi madrasah *well-being* di MTsN 4 Aceh Utara, yaitu dijalankan baik melalui integrasi nilai-nilai kesejahteraan ke dalam visi dan misi madrasah, penguatan budaya sekolah yang positif, peningkatan kapasitas guru, pelibatan orang tua dan masyarakat, serta pelaksanaan monitoring dan evaluasi secara berkelanjutan, memenuhi empat dimensi school well-being yaitu having (kondisi sekolah), loving (hubungan sosial), being (pengembangan potensi diri), dan health (kesehatan fisik dan mental). (2) model madrasah *well being* yang ideal diterapkan di MTsN 4 Aceh Utara, terlaksana secara komprehensif melalui kebijakan yang empatik, pembelajaran yang menyenangkan, layanan bimbingan dan konseling, penguatan pendidikan karakter, pelibatan orang tua dan masyarakat, pemanfaatan teknologi secara bijak, serta monitoring dan evaluasi yang berkelanjutan, berhasil mewujudkan lingkungan madrasah yang aman, nyaman, inklusif, dan berorientasi pada kesejahteraan peserta didik secara holistik, meliputi aspek psikologis, sosial, fisik, spiritual, dan akademik.

Kata Kunci: ***Strategi Kepala Madrasah, Implementasi Madrasah Well Being*****.**

ABSTRACT

Madrasah well-being Helping to create an environment that supports students' holistic well-being. When students feel safe, valued, and supported, they are better able to focus on learning and thrive academically. Therefore, the importance of implementing a madrasah strategy well-beingin madrasas. However, in reality, madrasas face obstacles in implementing madrasas.well-beingAt MTsN 4 North Aceh, the principal and teachers do not fully understand the concept of madrasah well-being, which involves aspects of the physical, mental, social and spiritual well-being of students and teaching staff, so that the welfare of the madrasa community has not been met, and the limited availability of funds, facilities and human resources is a challenge in supporting madrasas well-being. In addition to facing resistance from internal parties regarding the benefits or sustainability of madrasas well-being. This study aims: (1) to analyze the strategies of madrasa heads in implementing madrasah well-being at MTsN 4 North Aceh, (2) to find a madrasa model well-being ideally applied at MTsN 4 North Aceh. This research is a field study using a qualitative approach, implemented at MTsN 4 North Aceh. Data collection techniques were through interviews, observation and documentation. Data analysis techniques were carried out through data reduction, data presentation and data verification. The results of the study are: (1) the strategy of the madrasah principal in implementing madrasah well-beingat MTsN 4 North Aceh, namely the head of the madrasa applies the values well-beingin the vision and mission of the madrasah, building a positive culture in the madrasah, providing mental and emotional well-being support, developing welfare programs for teachers, involving parents and the community, continuous evaluation and improvement, and building caring leadership, (2) the madrasah model well being The ideal model implemented at MTsN 4 North Aceh encompasses various aspects of students' physical, emotional, social, and academic well-being, creating an inclusive, supportive environment that addresses the holistic development of each student. Furthermore, collaboration between teachers, parents, students, and the community is crucial to the model's success.

Keywords: ***Madrasah Principal Strategy, Implementation of Madrasah Well Being.***