

# Strengthening Local Wisdom-Based Work Culture in Improving the Quality of Education in Madrasah

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## Abstract:

This study aimed to improve the quality of madrasah education by strengthening the work culture of Madrasah Aliyah teachers in the western region of the Central Lampung district. This research uses a qualitative case study approach. Data collection techniques used are observation, interviews, and documentation. The data analysis technique uses Miles and Huberman's interactive analysis, which includes; the process of data collection, data reduction, data presentation, and conclusion. The results showed that improving the quality of madrasah education through strengthening the work culture of Madrasah Aliyah teachers was carried out through the implementation of work culture in planning, work culture in organizing, work culture in performance, and work culture in supervision, work culture in evaluation. This research has implications for the importance of a work culture that must be managed in such a way as to achieve the desired goals.

**Keywords:** *Quality of Education, Work Culture, Teachers*

## Abstrak:

Tujuan penelitian ini adalah untuk memahami tentang peningkatan mutu pendidikan madrasah melalui penguatan budaya kerja guru Madrasah Aliyah di wilayah barat kabupaten Lampung Tengah. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Teknik analisis datanya menggunakan analisis interaktif Miles and Huberman yang meliputi; proses pengumpulan data, reduksi data, penyajian data dan conclusion. Hasil penelitian menunjukkan bahwa peningkatan mutu pendidikan madrasah melalui penguatan budaya kerja guru Madrasah Aliyah dilakukan melalui implementasi budaya kerja dalam perencanaan, budaya kerja dalam pengorganisasian, budaya kerja dalam pelaksanaan, budaya kerja dalam pengawasan, budaya kerja dalam evaluasi. Penelitian ini memberikan implikasi tentang pentingnya budaya kerja yang harus dimanage sedemikian rupa untuk mencapai tujuan yang diinginkan.

**Kata Kunci:** *Mutu Pendidikan, Budaya Kerja, Guru*

## INTRODUCTION

The teacher is an educational component that has an important role and occupies a strategic position in the implementation of the educational process in schools (Olorunsola, 2019; Sugiman et al., 2020). According to the teacher, it is the component that has the most influence on creating quality educational processes and outcomes (Santos & Miguel, 2020). The existence of the teacher is the spearhead and facilitator in the entire learning process (Buzdar et al., 2018; Etin et al., 2020). Given the importance of the role and position of a teacher in the world of education, it certainly demands adequate quality in fulfilling its duties and responsibilities according to the standards set (Hersi & Bal, 2021).

Quality teachers appear in the implementation of work, work achievement, work results, or performance, known as teacher performance. This teacher performance standard is related to the quality of teachers in carrying out their duties to achieve optimal work results. Teacher performance has certain specifications. Teacher performance refers to how teachers plan learning or design learning programs, carry out learning activities and evaluate learning outcomes to achieve predetermined learning objectives (Usman, 2002).

The results showed that the principal's leadership style could influence and improve teachers' performance in their institutions (Imhangbe et al., 2019; Sharar & Nawab, 2020; Engin, 2020). Aisyafarda & Sarino (2019) added that the principal's situational leadership style and organizational culture determine teacher performance in schools. Fatmawati (2020) said there is a significant relationship between workplace culture and teamwork in school teacher performance. Furthermore, according to Ali et al. (2021), work culture can considerably influence employee performance.

The same thing was also conveyed by Mulyadi et al. (2021), who said that Islamic work culture had a positive and significant effect on organizational citizenship behavior. Radyasasmita & Suryaningsih (2022) added that Islamic work culture and work motivation have a simultaneous and significant impact on employee performance. Furthermore, Akib et al. (2022) said that the overall school work culture plays a vital role in improving the performance of educators on indicators of learning, skills, and evaluation of workload.

Building culture also means increasing and maintaining the positive sides, as well as getting used to (habituating process) specific patterns of behavior to create a new, better form. Culture concerns moral, social, and behavioral norms based on organizational members' beliefs, abilities, and priorities (Shimazoe, 2021). It is essential to develop a work culture because of its positive impact on achieving sustainable change in the workplace, including increasing productivity (performance). Work culture is derived from organizational culture (Kausar et al., 2020). School culture is an asset that is unique and does not differ from one school to another. The existence of this culture can be immediately recognized when people contact the school (Widodo, 2017). Through school culture, outsiders will see the distinctive characteristics of the school, which can be identified through the values it adheres to, its attitudes, the habits it displays, and the actions shown by all

school personnel who make up a particular unit of the school system (Novianti, 2019). School culture is the school's identity, so school performance can be seen from the attitudes and actions taken in the form of behavioral manifestations of school members (Ikbal, 2021).

So the work culture formed from organizational culture will impact performance and productivity (Kausar et al., 2020). This is reflected in the attitude of employees in viewing their work, attitudes at work, work ethic, and the use of time at work. Conceptually, the indicators of work culture can be described textually: Integrity and professionalism, exemplary, togetherness and group dynamics, accuracy and speed, rationality, and emotional intelligence (Rofifah et al., 2021).

Based on the explanation above, the authors are interested in conducting research in madrasah in the western region of Central Lampung because there are several things that they want to know. Some of these reasons are that this madrasah is the only private elementary madrasah in rural areas that uses computer technology in learning. On the other hand, madrasah teachers, in carrying out their duties, have not been able to move teachers, students, and madrasah residents to continually improve their abilities so that the results of academic and non-academic achievements are very prominent. Madrasah teachers have a high commitment and motivation to progress but are not optimal in carrying it out.

In addition to developing the National curriculum, Madrasah in Central Lampung also developed a Provincial curriculum, local district content, and madrasah local content was added to the religion-based curriculum, which became the hallmark of madrasah. As for the condition of the teachers, 80% are still young, which incidentally still needs a lot of teaching experience and lots of devotional services. This underlies the lack of work culture for private Madrasah Aliyah teachers. A large number of students with the capacity of each room between 29-35 students with all parallel classes makes the learning process quite challenging. The number of students is significant for the rural level and comes from various regions, not only from one sub-district but also outside the sub-district.

However, the phenomena at this research site are; that Madrasah teachers have low self-motivation and work discipline and have not been able to develop an educational culture in madrasah. In addition, teachers at the madrasah have programs that are not competitive and are less able to approach other teachers and even students, so the learning targets that should be achieved are not optimal.

This phenomenon means that teacher performance is vital in determining the quality of madrasah education in the western region of Central Lampung, so it is hoped that a work culture built and built based on local wisdom can improve teacher performance and quality education. Therefore, in this case, the researcher focuses his study on improving the quality of madrasah education by strengthening the work culture of Madrasah Aliyah teachers in the western region of the Central Lampung district.

## RESEARCH METHODS

This study aimed to analyze the strengthening of the work culture of Madrasah Aliyah teachers in the western region of the Central Lampung district. To find out why this happened, a contextually comprehensive view of the work culture of teachers in madrasah in the western region of the Central Lampung district is needed. The target to be achieved is management in developing the work culture of teachers in madrasah.

The qualitative case study approach is used to explore human activities and acquire more thorough, in-depth, and reliable data to answer research questions and fulfill research objectives. With qualitative methods, you can find in-depth understanding, sentiments, norms, values, beliefs, habits, mental attitudes, and culture. This study uses interviews, observation, and documentation. Milles & Huberman (2014) used interactive analysis approaches in the early stages of research to collect, reduce, show, and interpret data.

## RESULTS AND DISCUSSION

### Work Culture in Planning

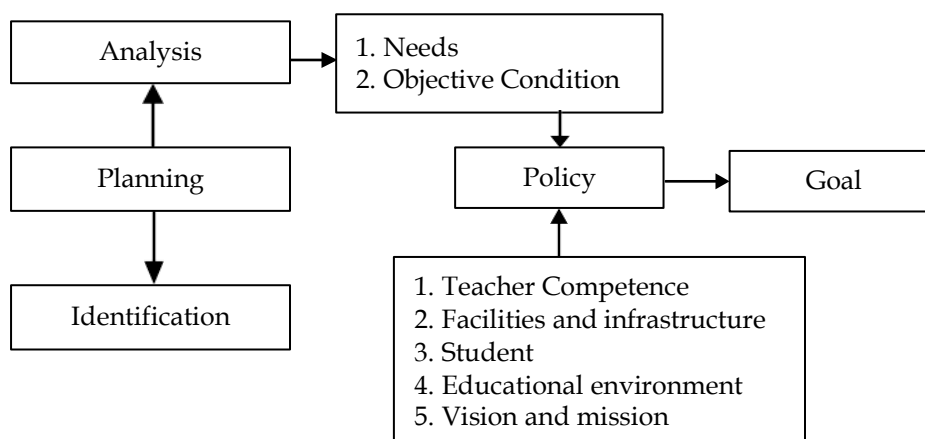
According to the head of the madrasa, at the beginning of each school year, madrasah must make plans and work programs for madrasah. The madrasah program and planning are coordinated with the madrasah committee, assistant madrasa heads, and heads of administration. Initially, we analyzed and recorded what the madrasah needs were, whether it was students, educators, education staff, facilities, infrastructure, and others; then we made a priority scale based on the conditions owned by the madrasah if it was still possible to empower what was in our madrasah Empower existing ones, but if not we look for other best solutions.

When compiling a plan in education in madrasah, it is not done only to achieve worldly goals but must be far more than that beyond the boundaries of the targets of worldly life. The deputy head of Madrasah Ma'arif 4 Kalirejo said that the principal thing at this madrasah was prohibiting female teachers from wearing trousers. This is the local wisdom possessed by this madrasah so that it can give its impression to the teachers. In addition, teachers at the madrasah are prohibited from smoking in the classroom for fear of disturbing the classroom atmosphere.

Likewise in planning work culture in making Learning Planning at MA Riyadlatul Falahin Srimulyo, Kalirejo District, Central Lampung Regency and MA Ma'arif 4 Kalirejo Central Lampung. Every subject teacher is competent in managing their learning. Teachers are very concerned about readiness before learning. Regarding planning before learning, he always prepares a learning program plan in advance; he makes a learning program for the next semester and is supervised by the head of the madrasah. Planning significantly influences a learning activity's success; implementing learning activities can be done by designing plans and making learning scenarios and indicators of selected developmental aspects to fit the theme (Sufiati & Afifah, 2019).

Planning is also to achieve the target of happiness in the world and the hereafter so that both can be achieved in a balanced way. Planning for quality improvement in MA Riyadlatul Falahin Srimulyo, Kalirejo District, Central

Lampung Regency, and MA Ma'arif 4 Kalirejo Central Lampung can be seen in the following chart:



**Figure 1: Madrasah Quality Improvement Planning**

The success of a learning process begins with careful planning. Learning planning is an idea from the person who designed it about the forms of implementation of the learning process that will be carried out (Astuty & Suharto, 2021). Planning is an absolute requirement for any management activity. Without planning, the implementation of the activity will experience difficulties and even failure in achieving the desired goals (Sanjaya, 2008). If the planning is done well, half of the success has been achieved; the next half is then determined by implementing the learning (Qasim & Maskiah, 2016).

### Work Culture in Organizing

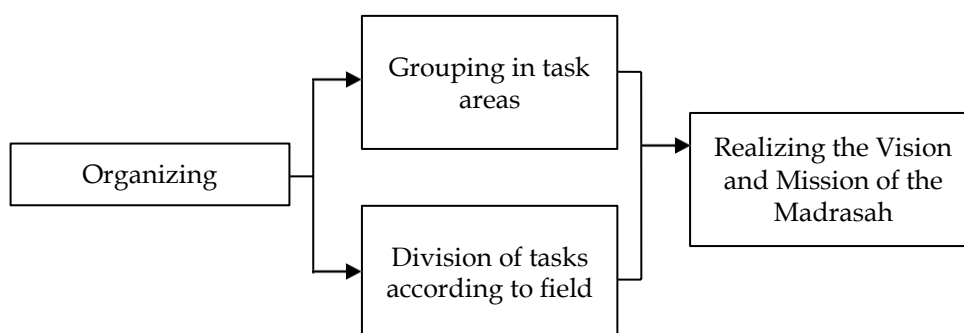
Organizing means distributing educational collaboration tasks among participants. Because these jobs are so many, they are split among each organization member (Dian & Fikri, 2018). Organizing combines human and non-human resources to carry out planned actions and achieve goals (Kisbiyanto, 2014).

Madrasah as educational institutions should have a good organization so that educational goals can be fully achieved. The organization applied by the head of Madrasah MA Riyadlatul Falahin Srimulyo, Kalirejo Subdistrict, Central Lampung Regency, and MA Ma'arif 4 Kalirejo Central Lampung refers to two main aspects, namely grouping the fields of work required by madrasah in the implementation of the education process, for example: determining eye teachers lessons and learning hours, homeroom teachers, picket officers, administrative staff, library staff, laboratory staff, and others; and secondly, the division of tasks, namely the breakdown of work tasks so that each individual in the organization is responsible for carrying out their respective duties, with the aim that there is a match between the tasks assigned to them and their abilities and can work together in achieving the goals of the madrasah. The grouping and division of tasks are carried out by the head of the madrasah, assisted by the Deputy Head of the Madrasah, with the Assistant Heads of Madrasah (PKM), especially the Assistant Heads.

In order for the classification of work and the division of tasks to be appropriate, according to the explanation of the head of the madrasa, it begins with the identification process by looking at the educational background, the workload of each teacher, experience, performance, loyalty, and input from the deputy head of the madrasah (Akyuni, 2018).

The grouping and division of labor applied by the madrasah principal aim to realize a unified vision and harmonious integration in carrying out the madrasah mission. In addition, an organization in the management of Islamic education will be able to run smoothly and by its goals, if it is consistent with the principles that design the organization's journey, namely freedom, justice, and deliberation. This principle is applied in this madrasah, so it is beneficial in achieving the vision and mission of the madrasah.

The organization at MA Riyadlatul Falahin Srimulyo, Kalirejo Subdistrict, Central Lampung Regency and MA Ma'arif 4 Kalirejo Central Lampung in order to improve quality can be seen in the following chart:



**Figure 3: Organizational Charts in Madrasah**

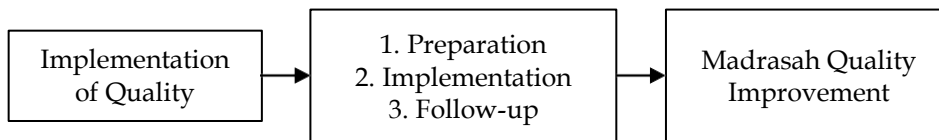
It is essential for teachers to have managerial and class organizing skills as well as solid sensitivity in understanding student behavior because sometimes students often feel anxious in their learning activities because they experience physical discomfort from situations or feelings of boredom by the learning activities they do with the teacher in class (Parida & Dike, 2019). Organizing is related to the efforts of leaders or managers to combine human and non-human resources that are needed and meet the specified requirements.

### **Work Culture in Implementation**

Management of improving the quality of education in madrasah is a quality improvement method that relies on education in madrasah (Tardian, 2019), applies a set of techniques based on the availability of quantitative & qualitative data, and empowers all school components to continuously improve the capacity and ability of school organizations to meet the needs of students and society (Zamroni, 2017).

According to the madrasah head, Quality improvement management includes: first, the preparation stage, which includes disseminating information to all parties, compiling a development team by involving stakeholders, forming a school evaluation team, determining targets to be evaluated, and

determining targets for whom socialization will be carried out; second, the implementation stage, which includes disseminating information to Second, the implementation phase, which involves information gathering, processing, report writing, and reports submission; Third, the follow-up stage, which includes reviewing the evaluation results, developing a priority scale, and setting school goals and targets. The following chart shows Work Culture implementation at MA Riyadlatul Falahin Srimulyo, Kalirejo District, Central Lampung Regency, and MA Ma'arif 4 Kalirejo Central Lampung.

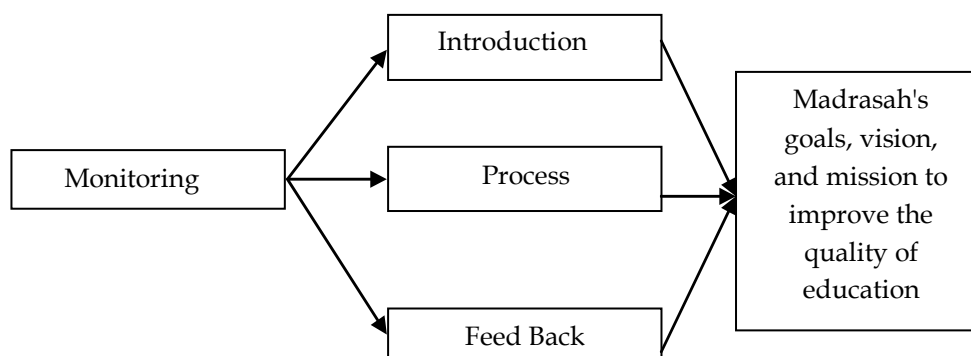


**Figure 3: Implementation of Work Culture in Improving Madrasah Quality**

Quality improvement cannot be made speculatively. All activities to improve quality must be based on the availability of accurate data (Nurmiyanti & Candra, 2019). Likewise, the goals, objectives, and targets to be realized must be stated clearly to evaluate their achievement (Fadhli, 2020). Efforts to improve quality is a complex activities. Therefore, it must be sought and formulated indicators that affect the quality. In realizing the quality of madrasah, all components of education, namely madrasah heads, teachers, education staff, students, parents, and the community, must be involved to take on their respective roles (Assefa & Sintayehu, 2019).

### Work Culture in Supervision

Supervision is a process to ensure that organizational goals are achieved (Santos & Miguel, 2020). Supervision is intended so that deviations in various ways can be avoided so that goals can be achieved (Almuhajir, 2021). What is planned is carried out properly according to the deliberation results, and the utilization of material resources will support the realization of organizational goals. The supervision process carried out at the MA Riyadlatul Falahin Srimulyo, Kalirejo District, Central Lampung Regency, and the MA Ma'arif 4 Kalirejo Central Lampung can be seen in the following chart:



**Figure 4: Supervision Process in Madrasah**

In order to maximize the implementation of education programs in madrasah, according to the head of madrasah, there are three supervisory steps carried out at MA Riyadlatul Falahin Srimulyo, Kalirejo District, Central Lampung Regency, and MA Ma'arif 4 Kalirejo Central Lampung, namely:

#### *Preliminary surveillance*

This supervision aims to anticipate the possibility of revisions or changes to each program that will be implemented, for teachers by looking at the learning programs they make, while for other education staff by looking at their respective work programs and work targets; This is designed to anticipate if there is a deviation from the standard or goal and allows for the need for correction before a stage of the activity is carried out or completed.

#### *Process control*

It is a monitoring process that is carried out in conjunction with the implementation of a program. Process supervision is carried out through monitoring and supervision. This is intended if, in the process of implementing activities, there are obstacles that can be anticipated directly, and at the same time, a solution is determined to ensure the accuracy of work implementation and, at the same time, achieve maximum goals.

#### *Feedback monitoring*

This supervision is carried out to adjust and measure the results of a program that has been completed as well as follow-up and feedback on conditions previously, today, and in the future.

To realize this, regular meetings are held every month, usually at the beginning or at the latest in the middle of the month. This routine meeting is intended to evaluate the work program of each member (teachers and other education personnel), to find solutions and solve problems faced by educators and education staff or madrasah, as well as a means to provide direction and guidance, convey information and at the exact time instructions.

### **Work Culture in Evaluation**

So far, the evaluation implemented in this madrasah is objective and normative. The objective is to assess performance, namely the suitability between the program and the implementation in the field and the level of success in achieving the objectives. While the normative ones are responsibility, obedience, honesty, cooperation, and initiatives towards madrasah, we refer to the components in the Employee Job Implementation Assessment List.

The assessment applied at the MA Riyadlatul Falahin Srimulyo, Kalirejo District, Central Lampung Regency, and the MA Ma'arif 4 Kalirejo, Central Lampung, as conveyed by the Head of the Madrasah, in addition to an objective assessment, is also a formative assessment. Objective assessments are performance (professionalism) and loyalty. Performance appraisal includes; first, having the skills and mastering the field of duty; second, having good skills in carrying out their duties; third, being severe in carrying out their duties; fourth, achieving good work results, in terms of quality and quantity.



Evaluation as a process determines the results that have been achieved in various activities that have been planned to support the achievement of goals. Evaluation is an activity to find something valuable about a goal in learning, including looking for helpful information in assessing the existence of a program, production, procedure, and alternative strategies proposed to achieve predetermined goals (Mahmud & Suratman, 2019).

## CONCLUSION

Madrasah culture, which can be seen through the regularity of behavior in the madrasah, the norms adopted, the dominant values, philosophy, regulations, and madrasah climate, play a vital role in improving the quality of education. The improvement in the quality of education can be seen in the behavior of all components of the madrasah, which show an attitude of integrity and professionalism, leadership and exemplary, togetherness and group dynamics, accuracy and speed, rationality and emotional intelligence as part of a work culture based on local wisdom that has been built and developed. Teachers as educators always teach knowledge and transfer values to students through exemplary attitudes, good work culture shown by work discipline and maximum student assistance, ways of communicating that discuss friendliness, an appearance that reflects service quality, willingness to develop self-competence, loyal to the institution, and uphold the work ethic.

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