



STRATEGY IMPROVING THE QUALITY OF MADRASA EDUCATION

Muhammad Zuhdi Hasan

Universitas Nurul Jadid

Email: zuhdi.miza@gmail.com

Abstract:

This study aims to determine the strategy for improving the quality of education at Madrasah Ibtidaiyah Zainul Anwar Alassumur Kulon, Kraksaan, Probolinggo, East Java. To find out these objectives, a qualitative research approach is used with descriptive methods. Data collection techniques are carried out through observation, interviews and documentation studies. While the data analysis procedure is done by Data Reduction, Data Presentation, and Data Verification. From this research activity, an overview was obtained: (1) the madrasah head in improving the quality of madrasah education first planned a program by analyzing the needs of the activities needed by students, educators and education staff to be carried out, planning the curriculum to be implemented, planning policies for adding learning activities; (2) create an organizational structure that involves madrasah stakeholders and complete the required infrastructure; (3) Leaders set a good example at work, motivate and reward personnel both morally and materially, improve welfare, involve educators and education staff in training and education and motivate teachers to have a high enthusiasm for learning; (4) supervising output, PBM, and students in the process of activities in madrasah. (5) the obstacles experienced are personnel who are still not disciplined and consistent with joint decisions, lack of facilities and infrastructure to support activities, there are teachers who do not make use of existing media, weak institutional economics, stakeholders in fulfilling facilities and infrastructure have not been able to help.

Keywords: *Madrasa strategy, quality of education*

INTRODUCTION

The demand for quality graduates is of course the hope of all parents when sending their children to school, so that improving the quality of education is something that needs to be improved to anticipate changes that are so fast and challenges that are getting bigger and more complex (Tanjung et al., 2022) . In line with that, improving the quality of education lies in the process or system of achieving the goals of the school organization itself (Alfian Tri Kuntoro, 2019) .

Facts in the field show that there are still many students, especially the lower grades, who lack literacy and numeracy skills. When in grade 1 most students could not read, write and count. And more than that, sometimes there are students who can't count at the upper class level. Or it can already be calistung but not smooth in practice good Arabic literacy skills. This is because madrasahs are synonymous with Islamic boarding schools or educational institutions based on *religion*. So that religious abilities are expected to be more prominent than those in public institutions (not madrasahs). In madrasahs, activities are often carried out in a less planned and structured way. Existing activities are routine activities that have been carried out by predecessors and do not follow the developments and demands of the times.

Previous research has shown that it is necessary to empower all school elements in a sustainable manner so that there is an increase in the capacity and ability of school

organizations to meet the needs of students and the community (Alfian Tri Kuntoro, 2019) . Also as stated by Abu Khaer 2022 in his article; problems in educational planning are generally in the form of economic, social and political issues to develop the country's education system and the students served by the system (Khaer, 2022) .

Furthermore, in the law on the national education system no. 20 of 2003 that the national education system must be able to ensure equal distribution of educational opportunities, improve quality and the relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national and global life so that it is necessary to carry out educational reform in a planned, directed and sustainable manner (Habe & Ahiruddin, 2017) . In line with that, the ability of madrasah heads and teachers in preparing lesson plans, understanding and strengthening mastery of learning materials, managing classes and using time, and communicating with students properly can improve the quality of madrasah education. In this case the headmaster of the madrasah and the teacher must be aligned in efforts to improve the quality of the madrasah.

Based on experience and observations of schools showing good or quality performance, both public and private schools in Indonesia, several important things were found as follows: First, schools have commitment, concern, and awareness that quality is important. Second, they have the initiative and creativity to make efforts to improve quality. Third, they generally have strong leadership, and are supported by their parents (Alfian Tri Kuntoro, 2019)

Therefore, madrasah efforts to improve the quality of madrasah education are a shared responsibility and must be carried out. In addition, improving the quality of madrasah education is what is expected together. Especially the guardians of students who entrust their sons and daughters to study at the madrasah. Thus the purpose of this study was to gather information on the things that were implemented at MI Zainul Anwar in the madrasah's efforts to improve the quality of education.

RESEARCH METHODS

This study uses a qualitative approach using descriptive methods. Qualitative research methods are more commonly used by humanities, social, and religious academics (Darmalaksana, 2020) . Walidin, Saifullah & Tabrani, (2015) said that qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a natural setting (Fadli, 2021) . Sources of data obtained from respondents are used as is. This research was conducted at MI Zainul Anwar Alassumur Kulon, Kraksaan and the time of the research was carried out from 01 February 2023 to 01 March 2023. The focus of this research is on strategies to improve the quality of madrasah education, so the data sources or subjects in this research are: (1) Head of MI Zainul Anwar Alassumur Kulon, Kraksaan, (2) Curriculum field of MI Zainul Anwar Alassumur Kulon, Kraksaan and (3) Teachers of MI Zainul Anwar Alas Kulon well, Kraksaan. Several methods and data collection techniques used are as follows: (1) Interview, (2) Observation, (3) Documentation ". Research data analysis was analyzed using data reduction procedures to produce findings. Data reduction is a selection process, focusing attention on simplifying, abstracting and transforming raw data that emerges from written records in the field.

RESULTS AND DISCUSSION

History of MI Zainul Anwar Educational Institution

Madrasah Ibtidaiyah Zainul Anwar was originally named MI Durotul Waidin. This madrasa was founded in 1964, with a diniyah-based education. Founded by Alm. Al-Magfurlahu KH Abdullah Mughni. And religious lessons are the main content in this madrasa. Along with the development of the world of education, in 1972 Madrasah Durotul Waidin followed the Government's curriculum, in this case the DEPARTMENT OF RELIGION curriculum, and was given education with general subject content. Since

then the public's trust has increased - the number of students has also increased. Because it is deemed necessary to improve the quality of the students, which are numerous, the quality of education is also being improved. Activities have also been increased. In 1976 the Duratun Waidin madrasa changed its name to MI Zainul Anwar. With this name change, MI Zainul Anwar is also increasingly improving the quality of service to the community, especially students.

MI Zainul Anwar is an institution under the auspices of the Ministry of Religion which is located at the Masjid hamlet, Rt. 002 Rw. 001 Alassumur Kulon Village, Kraksaan District, Probolinggo Regency, East Java, Indonesia. As for the location of MI Zainul Anwar is located in an agricultural geography which is very suitable for teaching and learning processes which is located in the middle of a residential area. MI Zainul Anwar was built with consideration of the layout of the building which provides comfort for learning. This can be seen from the layout of the study room which is quite far from the main road so that noise from motorized vehicles and public vehicles crossing the main road can be minimized and students continue to study comfortably.

Currently, MI Zainul Anwar has an "A" accreditation status. This accreditation score was obtained thanks to the cooperation and cohesiveness of all elements of MI Zainul Anwar's teaching and educational staff and thanks to the support of the foundation and student guardians. With this cohesiveness, program activities are born and can be documented in a proportional and appropriate manner.

Planning Activities to Improve the Quality of Madrasah Education.

Every activity that exists is certainly preceded by planning. In this plan, the madrasa led by the head of the madrasa conducts an evaluation meeting with the aim of analyzing the needs of the activities and activities to be carried out. From this activity it is known the weakness of the institution and the community's need for education. For example, there are still weaknesses in students in calistung, so a special calistung tutoring program was created for students who cannot or are not fluent in calistung. Because in this analysis, if students are weak in calistung, the community evaluates the quality of education in this madrasah low.

Another thing from the interviews and observations obtained, all activities in the institution are directed to the VISION and MISSION of the institution that have been made together, and also several existing program activities have been outlined in the institution's curriculum. The curriculum is an activity that includes various detailed student activities with a view to achieving educational goals. In the development of the world of education, the curriculum can be adapted to conditions and changes (Ima Frima Fatimah, 2021).

All of these activities are contained in the institution's curriculum and are carried out with a decree (sk) of the head of the madrasa. Every madrasah person who gets the task of carrying it out with full responsibility. In the implementation process, the head of the madrasa provides consultation space if there are obstacles and obstacles in implementation.

Create an Organizational Structure that Involve Madrasah Stakeholders and Complete the required Sarpras.

After the program is compiled and given a decision letter, an organizational structure is made for each of these activities. In this organizational structure, Madrasah stakeholders are involved. Mulyasa: 2007, states that the role of each stakeholder in education has different roles, starting from determining educational policies, implementing policies and using graduates (Ryan et al., 2013). Furthermore, another definition of a stakeholder is a holder or stakeholder. Certain people or groups who have any interest in an object. Stakeholders in educational institutions are people or bodies with direct or indirect interest in educational activities in schools. Become a holder and at the same time a provider of support for education or educational institutions (Muhadi et al., 2021). Thus the organizational structure as part of the foundation for activities at the MI Zainul Anwar institution involves existing stakeholders, especially guardians of students.

In further activities, stakeholders are expected to be able to assist in completing educational facilities and infrastructure in madrasahs. However, because most of the madrasa residents have a low economic class, the fulfillment of the facilities cannot be

fulfilled. As for other activities that do not require too much money, stakeholders can help and support them. So that the fulfillment of facilities and infrastructure is still fulfilled by the MI institution itself.

Leaders Provide Examples, Motivation and Appreciation for Both Moral and Material Personnel

Leaders' exemplary according to Hasibuan (2019: 195) is "a role model who sets a good example, is well-disciplined, honest, fair and according to words with deeds". Meanwhile, according to Sutrisno (2018: 90) that exemplary leadership means being able to control oneself from words, actions and attitudes that can be detrimental. Supomo and Nurhayati (2018:135) explain that the exemplary leader is a leader who plays a very important role in determining the personality of his subordinates, because the leader is a role model for his subordinates. Meanwhile, Sulistiyani (2018: 42) argues that exemplary leadership is the cultivation of morals, manners, and good habits that should be taught and accustomed to by giving concrete examples (Ilpiyanto & Sepnonsal, 2023).

In real practice at MI Zainul Anwar, the Madrasah Head as the leader has implemented the following things: *first*, Give an example, come early and at least not be late if you attend school, prioritizing madrasah activities over personal activities. *Second*, Provide motivation to teachers who are having problems or when there are reports of decreased performance, or if in the evaluation of activities, teachers are found not to carry out their duties. *Third*, Give awards to teachers who excel or teachers who are active in institutional activities. The award is in the form of goods or motivational praise so that other teacher colleagues emulate it without demeaning other teachers. *Fourth*, The head of the madrasa tries to improve the welfare of teachers in an equitable manner. *Fifth*, Madrasah heads involve educators and education staff in training and motivate teachers to have a high enthusiasm for learning.

Madrasahs Supervise Output, PBM, and Students in the Activity Process in Madrasahs

Madrasahs, in this case, are leaders and stakeholders at MI Zainul Anwar who carry out supervisory activities to improve the quality of education in madrasahs. Rahman Abd, citing Purwanto (2004:76) defines supervision in a broad sense. Supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals. it takes the form of encouragement, guidance, and opportunities for the growth of the skills and abilities of teachers, such as guidance in the effort and implementation of reforms in education and teaching, maintenance of better learning tools and teaching methods, methods of systematic assessment of the phases of the entire teaching process and so on (Rahman, 2021). The supervision or supervision activities carried out include: *first*, For output or graduate students at MI Zainul Anwar. In this case the madrasa provides provisions for students who pass must meet predetermined criteria. The main provisions are that students must have 80% attendance as evidenced by the attendance list, students must be fluent in calistung as evidenced by the class teacher's statements, students have good behavior, and students must be able to carry out Ubudiyah properly through the final madrasah practical test. *Second*, The Madrasah also supervises the teaching and learning process at MI Zainul Anwar. When there is a weakness in the teaching and learning process in the classroom, the madrasa helps the class teacher to find a solution. *Third*, Madrasahs supervise students in various activities in madrasahs. Provide a program of habituation and self-development activities as stated in the curriculum. One of the efforts made is the installation of CCTV in corners of the madrasa to monitor environmental safety as well as in the context of monitoring academic and non-academic activities and playing students at the madrasa.

Challenges and obstacles.

Every activity that exists, of course there are challenges and obstacles. At MI Zainul Anwar the challenges and obstacles are: *first*, There are still teachers who are reluctant to carry out assignments if the work does not come from their ideas or their main responsibility. *Second*, There is still a lack of facilities and infrastructure to support activities. *Third*, There are still teachers who do not utilize the existing media. *fourth*, The institutional economy is still weak for the development of activities and

teachers' fees as well as for activity fees. *Fifth*, Stakeholders in the fulfillment of facilities and infrastructure have not been able to help, while activities have been very supportive and helpful.

CONCLUSION

The quality or quality of education in madrasas is something that is expected by the stakeholders of education, especially the guardians of students. Madrasas, which are religious-based institutions, are of course expected to have "more" quality education compared to general education. At the elementary education level or MI, because there is an emphasis on calistung skills, in addition to general calistung skills, it is hoped that there will also be Arabic reading and writing skills (BTA). At MI Zainul Anwar Alassumur Kulon Kraksaan Probolinggo a curriculum plan has been designed regarding the vision, mission and program of activities that are expected to improve the quality of madrasah education. In addition, an organizational structure was formed with stakeholders as well as setting an example by madrasahs, especially institutional leaders. Supervision or control activities are also carried out to improve the quality of madrasah education. However, from all of these things, there are still challenges and obstacles that must also be overcome.

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