



MADRASAH-BASED MANAGEMENT IN IMPROVING QUALITY EDUCATION

Toto Alwi¹, Saipul Annur², Ramdhan Firdaus³

^{1,2,3}Sekolah Tinggi Ilmu Tarbiyah Mamba'ul Hikam Pali, Indonesia

Email: escinceo9@gmail.com¹

Abstract:

The organization is where people gather and work together rationally and systematically in utilizing organizational resources efficiently and effectively to achieve predetermined goals. This directed collaboration is carried out by following the interaction pattern between each individual or group in and outside the organization. The interaction pattern is aligned with various rules, norms, beliefs, and specific values as determined by the organization; the interaction pattern within a specific time will form a familiar habit or an organizational culture that always controls the organization's members. Thus a solid organizational culture is a form of organizational performance. Tall one. In management, organizing/organizing is something that is needed. Why is that because of organization, including a form of realization/execution of the initial management plan? Therefore organizing is a means to achieve organizational goals by utilizing the maximum available tools.

Keywords: *Madrasah-Based Management, Quality of Education, Management Education*

INTRODUCTION

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and academic unit, mainly primary and secondary education. Various attempts have been made to improve the quality of national education, including through various teacher training and competencies, procuring books and learning tools, educational facilities and infrastructure, and improving the quality of madrasah management (Shaleh, 2004).

Improving the quality of human resources is an absolute requirement to achieve development goals. One attempt to improve. The quality of human resources is through education with various programs that are carried out systematically and directly and refer to scientific and technological advances based on values. Islamic religious teachings. Education is one of the pillars of development with great potential in preparing quality human resources (Abdullah et al., 2023). Education is also one of the essential basic needs for human life because, with education, a person can experience changes in life for the better. Even with education, one can master various disciplines and technology in an increasingly complex era of globalization (Zamroni, 2000). To realize this, madrasah-based management must be considered because education management is a person's ability to manage and utilize all existing resources in and outside madrasahs. Good education management is expected to be carried out effectively and efficiently so that the inputs, processes and outputs produced are of good quality, such as teachers and students having knowledge and changes in attitudes, behaviours and mindsets that are more critical in cognitive, affective and psychomotor aspects.

The importance of madrasah-based management certainly does not only emphasize planning but also organizing, actuating and controlling. Management is the art of organizing and getting things done through other people. According to Ramayulis

stated that management is essentially al-tad bit (arrangement) which is a woman from the word dabbara, which means "to regulate" (Ramayulis, 2008)

Madrasah-based management is critical. Because the success or failure of education produced by madrasas is primarily determined by managerial (management) abilities, especially the head of the madrasa and all components inside. Management is an ability that must exist and is inherent in a person, especially the head of the madrasa as a leader to manage, organize and utilize all existing resources in madrasas and also the deputy head of the madrasa, teachers and all existing staff and other related parties participate in advancing education and learning in madrasas.

RESULTS AND DISCUSSION

Madrasa Based Management Concept

Madrasah-Based Management is an offer for madrasas to provide better and more adequate education for students. The primary role in the implementation of MBM is focused on the leadership role of the madrasa head as a significant milestone for innovation and improvisation in madrasas related to problems curriculum, organizational learning, and so on that grew out of activity, creativity, and professionalism possessed in order to improve the quality of education.

Madrasah-based Management is an essential model of education management. Mulyasa (2014) revealed that madrasah-based Management provides greater autonomy, flexibility/flexibility to madrasahs and encourages participation community in order to be able to increase their role in improving the quality of madrasas. Madrasah-Based Management (MBM) adheres to the principles of independence, cooperation, participation, openness and accountability framework of quality improvement in madrasas.

Furthermore, Danim (2012: 33) reveals that madrasah-based Management can be interpreted as a process of school community work by applying the principles of autonomy, accountability, participation, and sustainability to achieve quality education and learning goals. Tabrani (2013: 258) argues that in its implementation, madrasah-based Management and community participation are like two sides of a coin, both of which must work synergistically. With the participation or involvement of madrasa residents, the sense of belonging to the madrasa can be increased. This increased sense of belonging will encourage an increased sense of responsibility and will have implications for the dedication of madrasa residents and the community to madrasas.

The data collection method taken in this study was oral statements through direct communication with research subjects. One of the interviews with madrasah heads and teachers in the field of study of aqeedah morals related to implementation in improving the work ethic of education teachers. Observation Method According to Ngalm Purwanto, as quoted by Basrowi & Suwandi (2008: 93-94), observation is a method or way of analyzing and making systematic records of behaviour by seeing or observing individuals or groups directly.

According to Saryono & Anggraeni (2013: 182), observation results from active and attentive mental actions to be aware of stimuli. Observations were carried out in a systematic (framework) starting from the method used in the observation to the ways of recording it. In this case, what is observed is regarding the implementation of the attitude process of the work ethic of teachers in the field of aqidah moral studies in schools.

Implementation of Madrasah-Based Management in Improving Quality

Talking about the quality of human resources education plays a vital role in improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Therefore we need educational institutions that can face these challenges. (Sutikno: 2012)

Bafadal (2009: 82) reveals that madrasa-based quality improvement management essentially grants autonomy to madrasas to actively or independently carry out and develop various programs to improve the quality of education to the needs of the school or the surrounding community. Participation in society is an effort to place

society's position not only as objects of users of graduates but also as subjects of policies by providing open space so that they can develop their potential so what is provided by madrasas according to the needs of the community.

The granting of educational autonomy to an area is carried out to increase the efficiency of educational equity, community participation, and accountability. Essentially, the philosophical basis of regional autonomy is the empowerment and independence of the region towards the maturity and quality of the community it aspires to. On the other hand, this educational autonomy demands a more conducive management approach in madrasas to accommodate progress and existing systems in madrasas. Madrasah-Based Management (MBM) appears as an alternative paradigm within this framework. New management education is offered. The emergence of the teacher paradigm about MBM is based on creating a democratizing climate and giving complete trust to madrasas to organize education efficiently and with quality. (Agustina:2020).

Improving quality is the dream of all countries to organize their education. Efforts to improve quality take work. Improving quality requires formulating thoughts about what you want to improve, selecting the parts needed by the customer, and producing the most superior product activities among similar products. Therefore, Makawimbang (2011) stated that quality improvement requires new ideas that come from intelligent minds and always contain a different meaning different from what existed before, resulting in a perfect part and more simplicity so that it is more desirable.

Various previous studies on madrasah-based quality improvement management, for example, Zaini's research (2016), concluded that the concept of madrasah-based quality improvement works effectively because it is carried out through a systematic, contextual, measurable, gradual and sustainable process involving all relevant parties which are manifested in long, medium and short term plans.

Madrasah management is a strategy to realize an effective and productive madrasah. Effective madrasah management is the management, structuring, and implementation of programmed madrasas, well planned, coordinated, integrated, monitored, and evaluated well organized in an integrated manner, smoothly, and carried out quickly on time, with the proper techniques and strategies and carried out by the right people too. The organization's ability to change is determined by how empowered the organization's personnel are in making changes. The concept of employee empowerment is a prerequisite for building an organization that can adapt quickly, even when it has happened or has the potential to happen.

Arif's view (2013), Madrasas should be advanced institutions because the progress of Madrasas will affect the choices of parents of students to send their children to school. To advance Madrasas, five levers must be met by Madrasas: aspects management, competency/teacher resources, use of internet technology and learning models, teamwork culture and the use of tools in the learning process.

Quality school management must realize the importance of allowing the school to become an independent management system under its policy. Schools have a certain autonomy to develop management strategy teaching objectives, distribute human resources and other resources, solve problems, and achieve goals based on their respective conditions by human resources and their abilities. Because the school is managed independently, the school is more own initiative and responsibility. This principle is related to the previous principles, namely, the principle of equifinality and the principle of decentralization. If the school has a problem, it must be solved in its own way. Schools can solve the problem if there is a delegation of authority from the bureaucracy above it to the school level. Schools can carry out an independent management system through this authority at the school level. (Karseno:2021)

Quality implies the degree (level) of the superiority of a product (results of work/efforts in the form of goods or services, both tangible and intangible (Suryosubroto, 2004). Based on this terminology, it shows that quality is a combination of properties of goods or services that demonstrate their ability to meet customer needs, both stated and

implied. The definition of quality or quality can also be seen from the concept in absolute and relative terms. In the draft, absolute something (goods) is called qualified if it meets the highest standards of perfection. That is, the item is no longer exceeded. When applied in education, absolute quality is elitist because only a few educational institutions can offer the highest quality to students, and only a few students can pay for it. Meanwhile, in the relative concept, quality means meeting the specifications set and fit for their purpose. Quality in the concept is relatively related to the manufacturer, so quality means according to the specifications set by the customer (Munajat: 2016).

The quality of education must be pursued to achieve progress based on a planned change. Improving the quality of schools can be done in several ways, such as:

1. Increasing the measurement of academic achievement through National Examinations or Regional Examinations concerning competency and knowledge, improving aptitude tests, competency certification and portfolio profiles;
2. Forming peer groups to increase enthusiasm for learning through cooperative learning;
3. Create new opportunities in schools by changing school hours to become all-day learning centres and keeping schools open during holidays;
4. Increase understanding and appreciation of learning through mastery of the material and appreciation of academic achievement;
5. Help students get jobs by offering courses related to skills in getting a job (Maimun: 2010)

Motives for implementing SBM in schools must be distinct from the background cause of this concept. There are at least eight motives implementation of SBM, namely economic, professional, political, administrative efficiency, financial, student achievement, accountability, and school effectiveness. Enhancement of student achievement is the main motive of SBM. Because the quality of education can be seen in student achievement in a school; if student achievement is good enough, then the quality of the school can be said to be good too. To improve student achievement, various problems hindering the teaching and learning process can be solved together and make the right decision. Therefore in SBM, the principal, teachers, staff, parents, and students are also involved in decision-making (Yahya, 2015). Due to the broad authority that school managers have in making decisions, MBS indirectly has a motive for school accountability. So that school management will run effectively.

SBM aims to improve the quality of education, efficiency, quality, and equity of education. To make schools independent or empowering by giving autonomous authority to schools and encouraging schools to make participatory decision-making within the framework of improving the quality of education. MBS Principles in managing schools: (a) the principle of equifinality is based on management theory. Modern society assumes that there are several different methods to achieve a goal.

Madrasah-Based Quality Improvement Management needs to be implemented to be a solution to various kinds of problems faced by Madrasah. As far as the author's investigation is concerned, the low quality of Madrasahs is caused by discrimination in madrasahs, the implementation of bureaucratic-centralized education, and the inaccuracy of government policies and decisions regarding quality improvement.

Madrasahs, and the existence of disharmony between madrasahs, government, and society. Seeing the various problems faced by madrasahs, it is appropriate if Madrasah-Based Quality Improvement Management is implemented in madrasahs as the answer to existing problems by remaining under the control and control of the central government so that the objectives of madrasah education will be achieved if so then madrasahs will become quality and quality Islamic educational institutions (Anwar: 2018). The MBM concept is a new policy that aligns with the decentralization paradigm in government. What strategies are expected so that the application of MBM can improve the quality of education (Suparlan: 2013).

Several factors need to be considered in improving school-based quality management. These factors relate to school obligations, government policies and

priorities, the role of parents and society, professionalism and organizational and professional development.

1. School obligations

Madrasah-based management that offers flexibility in managing schools has great potential in creating school principals, teachers, and administrators of the professional education system. Hence, the implementation need to be accompanied by a set of obligations, monitoring, and relatively high demands for accountability to ensure that schools have autonomy and must implement government policies and meet the school community's expectations.

2. Government policies and priorities

As the person in charge of national education, the government has the right to formulate national priorities, particularly programs to increase literacy and numeracy, efficiency, quality, and equity of education. In these cases, schools cannot run alone by ignoring policies and standards determined by a democratically elected government. For the government's priorities to be carried out by schools and all school activities aimed at providing services to students so that they can learn well, the government needs to formulate general guidelines regarding implementing MBM. These guidelines ensure that educational outcomes (student outcomes) are appropriately evaluated, government policies are implemented effectively, schools are operated within a framework approved by the government, and the budget is spent according to objectives.

3. The role of parents and society

MBM demands the support of a skilled and qualified workforce to generate more productive work motivation, empower local and regional authorities, streamline the system, and eliminate overlapping bureaucracy. For this purpose, community participation is needed. Community participation is an integral part of school-based management, particularly in decision-making. Thus, the community can better understand, supervise, and assist schools in management, teaching, and learning activities. A large amount of community participation in school management may lead to confusion of interests between schools, parents and the community. Therefore, in this case, the government must formulate a clear and firm participation form (task division) for each element.

4. Professional and managerial roles

School-based management demands changes in the behaviour of school principals, teachers and administrative staff in operating schools. The implementation of MBM has the potential to increase role friction among professionals and managerial. To fulfil the requirements for implementing MBM, school principals, teachers, and administrative staff must have both of these characteristics, namely, professional and managerial.

5. Professional development

In MBM, the government must ensure that all essential elements of education personnel (human resources) receive the professional development necessary to manage schools effectively. Therefore it is necessary the existence of a professional development centre that functions as a provider of training services for educational staff (Mulyasa: 2014).

Table of Characteristics of Madrasas Implementing Madrasah-Based Management (MBM) Madrasah Organization (Feska:2017)

Organization Madrasah	Teaching and learning	Resource Man	Resources and Administration
-----------------------	-----------------------	--------------	------------------------------

Provide management/ organization/ transformational leadership.	Improve quality learn students.	Empowering staff and placing appropriate personnel serve the needs of students.	Identify the necessary resources and apply these resources as needed.
Develop madrasah plans and formulate policies for the madrasa itself.	Develop a suitable curriculum and respond to the needs of students and society.	Select knowledgeable staff MBM.	Manage madrasahs effectively and efficiently.
Manage madrasah operational activities	Organizing effective learning activities.	Provide activities for development profession on all staff.	Provides administrative support
Guarantee existence Communication between madrasahs	Provide programs development required by the participant	Guarantee welfare staff and learners.	Manage and maintain building and madrasah facility.
Mobilize community participation.	Participate in motivating students	Organizing forums/discussions for discuss performance progress madrasah.	
Madrasah Organization	Teaching and learning activities	Human Resources	Resources and Administration

Ensuring the maintenance of schools that are accountable to the community and madrasah.			
---	--	--	--

Seeing the various problems faced by madrasahs, it is appropriate if Madrasah-Based Quality Improvement Management is implemented in madrasahs as an answer to existing problems while remaining under the control and control of the central government so that the objectives of madrasah education will be achieved if so then madrasahs will become educational institutions. Quality Islamic education.

CONCLUSION

The existence of madrasahs as formal educational institutions in Indonesia is by Law no. 20 of 2003 concerning the "National Education System" has a strategic role in developing Human Resources (HR) because madrasah graduates contribute to national development. Efforts to improve the education quality will not meet the target set.

Expected without starting with improving the quality of students. Quality is a change that requires a long term. Therefore, to realize a quality educational institution begins with improving the quality of its resources, especially educators who play an essential role in shaping quality students. For this reason, the strategic role of madrasahs needs to be further enhanced to respond to various national education issues related to madrasah autonomy, quality improvement, accountability and teacher problems. MBM is a strategy to make schools of higher quality by giving broad authority to Madrasahs.

REFERENCES

- Abdullah, A., Kadi, T., Umar, S., & Ula, N. (2023). Religious-Based Talent Management Through the Expertise of Foster Guardians at Pesantren. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(1).
- Agustina. (2020). Manajemen Peningkatan Mutu Berbasis Madrasah di Madrasah Ibtidaiyah Negeri 5 Bulukumba. *Journal of Islamic Education Management Vol. 6 (1)*
- Akademik. Jakarta: Bumi Aksara.
- Alternatif di Era Kompetitif. Malang: UIN Maliki Press
- Arif, M. (2013). Manajemen Madrasah Dalam Upaya Peningkatan Mutu Pendidikan
- Aziz, Anwar. Z. (2018). Manajemen Berbasis Sekolah (alternatif peningkatan mutu
- Bafadal, I. (2009). Manajemen Peningkatan Mutu Sekolah Dasar: Dari Sentralisasi
- Danim, S. (2012). Visi Baru Manajemen Sekolah: Dari Unit Birokrasi ke Lembaga
- Feska Ajefri.(2017). Efektifitas Kepemimpinan Dalam Manajemen Berbasis Implementasi. Bandung: Remaja Rosdakarya Islam. *Epistemé: Jurnal Pengembangan Ilmu Keislaman*, 8(2). Jakarta: Bumi Aksara. Jakarta: RajaGrafindo Persada.
- Karseno Handoyo. (2021). Implementasi Manajemen Berbasis Madrasah dalam Kebijakan Manajemen Berbasis Madrasah dalam Peningkatan Mutu PendidikanIslam. *Jurnal Pendidikan Dasar Islam ALBIDAYAH Vol. 8(2)*
- M. Sobry Sutikno. (2012). Manajemen Pendidikan Langkah Praktis Mewujudkan Lembaga Pendidikan Unggul; Tinjauan Umum dan Islami. Lombok; Holistika
- Munajat, N. (2016).
- Madrasah. *Al-Idarah: Jurnal Kependidikan Islam Vol. VII (1)*

- Maimun, A., & Fitri, A. Z. (2010). *Madrasah Unggulan: Lembaga Pendidikan Makawimbang*, J. H. (2011). *Supervisi dan Peningkatan Mutu Pendidikan*. Bandung: Alfabeta Menuju Desentralisasi. Jakarta: Bumi Aksara
- Mulyasa, E. (2014). *Manajemen Berbasis Sekolah: Konsep, Strategi dan Mutu dan Kualitas Input-Proses-Output*. El-Tarbawi, Vol. 8(1)
- Pendidikan Madrasah). El-Tarbawi, Vol. 17(2)
- Peningkatan Mutu Pendidikan di Madrasah. JIEI Vol. 7 (01)
- Ramayulis, 2008. *Ilmu Pendidikan Islam*. Jakarta: PT. Kalam Mulia.
- Shaleh, A. R. (2004). *Madrasah dan Pendidikan Anak Bangsa: Visi, Misi dan Aksi*.
- Suparlan. (2013). *Manajemen berbasis sekolah : dari teori sampai dengan praktik*.
- Yahya, F. A. (2015). *Problem manajemen Pesantren, Sekolah dan Madrasah: Problem*
- Zaini, M. (2016). *Manajemen Peningkatan Mutu Pendidikan Berbasis Madrasah (Studi Multikasus di MAN 1, Man 2 dan MA Salafiyah Syafi'iyah, Kabupaten Situbondo)*. Disertasi.
- Zamroni, 2000. *Paradigma Pendidikan Masa Depan*. Yogyakarta: Bayu Indra Grafika