



## STRATEGIES OF MADRASAH DEVELOPMENT TO IMPROVE EDUCATIONAL QUALITY

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### Abstract:

Madrasah need to develop a development strategy into a quality Islamic educational institution so that madrasah are able to adjust to the demands of national education standards. This study aims to identify and analyze madrasah development strategies in improving the quality of education. This type of research is phenomology with a qualitative level of exploration. Purposive sampling of data was taken by the head of the madrasah and his deputy, teachers, and students. Data taken through observation and interviews whose results were analyzed inductively. The results of the study found madrasah development strategies, namely carrying out autonomy, optimizing community / parent participation, utilizing human resources owned, open and cooperative, responsibility and high performance, guidance from central and regional religious ministries, transparency, socialization of development concepts, and careful planning. The conclusion of the research is that the madrasah development strategy can improve the quality of education in MTs Negeri 1 Bandar Lampung better.

**Keywords:** *Madrasah, Quality, Education, Development, Strategy*

### INTRODUCTION

The current development of education requires madrasahs to cope with new demands, especially concerning the implementation of Government Regulation Number 19 of 2005 on National Education Standards. Therefore, madrasahs, as one of the educational institutions in Indonesia, must meet the minimum criteria in their educational system, including content standards, process standards, graduate competency standards, educator standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

Data from BAN-S/M (National Accreditation Agency for Schools/Madrasahs) reveals that there are 1,416 schools/madrasahs that are not accredited. Additionally, 15,805 or 25.34% of schools have received accreditation A, 33,827 or 54.24% have received accreditation B, and 1,416 or 2.27% have received accreditation C (source: <https://news.detik.com/berita/d-4825881/akreditasi-sekolah-2019>, June 15, 2023). Based on national EMIS (Education Management Information System) data, there are 22,035 elementary madrasahs and 10,365 secondary madrasahs, with only about 20% categorized as good, while the remaining 80% are considered less satisfactory. In the city of Bandar Lampung, in the 2019/2020 academic year, the quality of madrasahs, especially MTs, is reported to be 11 (eleven) or 36.7% out of 30 MTs in the city. Only 2 (two) or 6.7% of MTs have received accreditation C and accreditation A (EMIS Madrasah Data at the Ministry of Religious Affairs in Bandar Lampung, 2022/2023).

If we look at the results of the National Examination (UN) scores achieved by all junior high and MTs students, it is evident that the performance in all UN subjects is below the maximum score of 55, which is 52. Moreover, at the MTs level, the average UN scores are below those of junior high school students (EMIS Madrasah Data at the Ministry of Religious Affairs in Bandar Lampung, 2022/2023). The Chairman of the National Education Standards Board (BSNP), Bambang Suryadi, stated in Jakarta on Friday, May 10, 2019, that "Many students' UN scores still do not meet the minimum passing standard of 55. Although the average UN scores improve every year, the data indicates that students' academic abilities are still categorized as low, especially in solving problems that measure higher-order thinking skills (Medcomsnews, August 15, 2020).

In line with Tilaar's opinion that the Indonesian education system is facing four main crises: quality, external relevance or efficiency, elitism, and management (H.A.R. Tilaar, 2003:150), small-scale madrasahs must meet the expectations of the community for quality education that prepares resources to compete in an increasingly complex world. As an educational organization, madrasahs must investigate their strengths and weaknesses, continuously seek ways to improve, identify all problems and threats to enhance expected madrasah productivity.

To adapt to the demands of national education standards, madrasahs should formulate a strategy to develop into high-quality Islamic educational institutions. According to Mujamil Qomar, a quality madrasah is one that can transform initially slow learners into proficient students through various strategic breakthroughs. Islamic education managers should focus on turning good inputs into excellent outcomes through a very good process; moderate inputs through an exceptional process result in good outcomes; and low inputs through a highly exceptional process produce good outcomes (Mujamil Qomar, 2007:208).

Based on the above opinion, it is understood that the quality of education in madrasahs can be seen in their ability to produce outstanding and accomplished graduates. According to Oemar Hamalik, quality can be viewed normatively and descriptively. Normatively, the quality of learning in education is seen through the product of education, i.e., educated individuals. Descriptively, quality can be seen through the results of student achievement tests (Oemar Hamalik, 1990:33). To realize a quality madrasah, its development must involve planned and systematic strategies. According to Nanang Fattah, the development strategy of a madrasah requires at least three main factors: (1) Adequate educational resources, including the quality of educational staff, costs, and learning facilities. (2) Quality of the teaching and learning process that encourages active student learning. (3) Quality of outcomes in the form of knowledge, attitudes, skills, and values (Nanang Fatah, 2000:90).

Mujamil Qomar suggests several strategies for managing and developing madrasahs, including formulating clear visions, missions, and objectives and making real efforts to achieve them through daily activities; building professional leadership; preparing professional educators; refining student recruitment strategies; instilling awareness in students about the importance of learning; formulating a curriculum according to the needs of students; exploring appropriate learning strategies based on student characteristics; seeking productive financial resources; building adequate learning facilities; creating a conducive learning environment; improving employee welfare; cultivating a strong work ethic; providing excellent service; publicizing the quality of the learning process and outcomes; building cooperation networks with other parties; establishing close relationships with the community; adapting to local culture; and synchronizing institutional policies with national education policies (Mujamil Qomar, p.55).

If madrasahs can implement these strategies effectively, the quality of madrasah education will undoubtedly improve. The quality of a madrasah can be seen through the academic and non-academic achievements of its students. As Rusman stated, the scope of education quality includes academic achievements (formative, summative, and

national exams), non-academic achievements (sports, arts, specific skills), and school conditions that cannot be measured (disciplinary atmosphere, camaraderie, mutual respect, cleanliness, tolerance, emotional aspects, etc.) (Rusman, 2009:555).

Based on the above opinion, it is understood that the quality of madrasah education can be seen through the academic and non-academic achievements of students. Therefore, every madrasah should always strive to develop its educational institution to produce high-quality graduates according to the expectations and needs of both the community and the students themselves.

The preliminary survey results at MTs Negeri 1 Bandar Lampung regarding madrasah development strategies include: (1) formulating clear visions, missions, and educational objectives, (2) having sufficiently professional leadership, (3) continuously improving teacher competence through participation in seminars, subject teacher meetings, and training sessions, (4) holding discussions among teachers to solve learning problems together, (5) providing adequate learning facilities such as multimedia rooms and equipment, libraries, (6) holding meetings every two months with the school committee, (7) contacting parents of students, (8) offering local content subjects suitable for the needs and characteristics of students and the region, (9) planning student recruitment, (10) planning the implementation of learning, (11) conducting learning activities suitable for students (Development Strategy in MTs Negeri 1 Bandar Lampung

## **RESEARCH METHODS**

The type of research is phenomenology with a qualitative exploration level. The research approach that the researcher will employ in this study is a qualitative research approach with the type of phenomenological research. In this research, the data are obtained directly from the field, and the subjects are acquired in a natural setting. The research location will be conducted at MTs Negeri 1 Bandar Lampung. The data collection techniques used in this study include observation, interviews, and documentation. The data analysis technique that the researcher will use in this study is qualitative descriptive analysis

## **RESULTS AND DISCUSSION**

The following are the results of data collection through in-depth interviews and observations on the development strategies of the madrasah to enhance the quality of education at MTs Negeri 1 Bandar Lampung. The first step taken in planning the madrasah development strategy to improve the quality of education at MTs Negeri 1 Bandar Lampung is to identify the vision and mission, goals, and strategies that have been or have ever been formulated by MTs Negeri 1 Bandar Lampung in improving the teacher resources in the madrasah.

The formulation of the vision of the madrasah development strategy to improve the quality of education at MTs Negeri 1 Bandar Lampung is quite clear and easy to remember. Additionally, the formulated vision is realistic according to the condition of the madrasah and the needs of the teachers. The Vision formulation is also challenging, aiming for teachers to not only be professionals but also to have noble character, serving as role models for students and the community. The vision demands teachers to continuously improve and maintain their attitudes, words, and actions in accordance with religious teachings, and this is not an easy task. Furthermore, the formulation of the madrasah development strategy's vision to improve the quality of education also motivates excellence by incorporating the level of difficulty or challenge, which is the scope of the Lampung Province. This means that teachers must strive to be the best in their profession and exemplify leadership among all teachers in Lampung Province.

Based on the results of identifying the vision of the madrasah development strategy to improve the quality of education at MTs Negeri 1 Bandar Lampung, it is obtained that the vision formulation is quite simple and achievable because it is adjusted to the condition and situation of the madrasah, aligns with the needs of teachers and the madrasah, motivates all madrasah members, especially teachers and the head of the madrasah, to achieve those expectations, depicts future and long-term aspirations, and

the formulation is easily understood and clear.

In addition to identifying the vision, in planning the strategic development of the madrasah to improve the quality of education at MTs Negeri 1 Bandar Lampung, it is also necessary to identify the mission of the development strategy to improve the quality of education at MTs Negeri 1 Bandar Lampung. Based on observations of the documents outlining the mission of the development strategy to improve the quality of education at MTs Negeri 1 Bandar Lampung, the mission formulation clearly mentions the mission target, namely the teachers of MTs Negeri 1 Bandar Lampung. However, the mission formulation does not reflect the unique identity of each madrasah, so it can be said that the mission formulation is less unique, distinguishing it or making it better than madrasahs of the same level or type.

The results of identifying the targets of the madrasah development strategy to improve the quality of education at MTs Negeri 1 Bandar Lampung are that all teachers must have their teaching resources improved, both teachers with civil servant status and non-civil servant teachers must have their resources improved. Especially for teachers who are still teaching subjects not in line with their educational background, such as Islamic Education (PAI) teachers teaching Social Studies (IPS) or Arts and Culture, they should be given full attention in improving their resource quality. Therefore, if there are training sessions, subject group activities (MGMP), workshops, the head of the madrasah will surely send some of its teachers to participate in these activities.

Thus, it is understood that the madrasah considers all teachers as the target for improving the quality of education, especially those teachers who teach subjects not in line with their educational background. To achieve the formulated vision and mission, several strategies are implemented by the head of the madrasah to enhance the quality of teachers, including assisting teachers in learning their daily tasks at school.

Strategies implemented to improve the quality of education include providing guidance to teachers, such as acting as a mediator when issues arise among teachers. If a teacher encounters problems in their teaching activities, the head of the madrasah can provide guidance and direction to the teacher. In case of issues related to the implementation of teaching, the head of the madrasah provides necessary suggestions and guidance. The head of the madrasah is capable of explaining these matters well and in detail.

The education quality improvement strategy focuses mainly on teachers, aiming to develop their abilities in conducting teaching activities. This includes enhancing the teacher's ability to formulate learning objectives, developing teaching methods and media, improving the ability to diagnose students' learning difficulties, enhancing the teacher's ability to create questions and conduct evaluations, and assisting teachers in developing their profession.

Other strategies to improve education quality include providing guidance to teachers in addressing student issues. Teachers are instructed on how to nurture students whose learning achievements are declining, students who frequently skip classes, students who tend to feel sleepy during lessons, and so on. Additionally, guidance is given on how to activate students in the classroom to encourage them to ask questions and participate. The head of the madrasah also provides guidance on the various methods teachers can use to make learning activities enjoyable. Moreover, the use of teaching aids is also guided by the head of the madrasah to its teachers.

In improving education quality, the head of the madrasah also implements a strategy where teachers with the ability to create questions are included as part of the question-making team for the MTs level across Lampung Province. Another strategy is to supervise all teaching activities. The head of the madrasah reviews the work of its teachers every two months or more. Classroom visits are conducted unpredictably, ensuring that teachers are always ready for teaching activities. Following the visits, the head of the madrasah provides feedback for improvement. Another strategy to improve education quality is through evaluation, evaluating all teaching activities. When issues arise at the madrasah, the head of the madrasah always calls a teacher council meeting to discuss the problems.

Another strategy implemented by the head of the madrasah to improve education quality is to follow up on the evaluation results of teaching activities. This is demonstrated by providing completeness in learning facilities not only for one subject but for every subject. The head of the madrasah continuously and sustainably ensures that the supervision activities do not end after teachers are called and provided with assistance. Instead, monitoring and assessment continue, followed by support to optimize the teachers' teaching activities.

For teachers with potential or interests, the head of the madrasah facilitates them to channel their potential for the school's progress. These teachers are given the opportunity to implement their ideas, such as conducting activities related to their talents. The support provided is not only in the form of encouragement or motivation but also non-material, such as providing the necessary facilities, space, and time for these activities.

Another strategy implemented by the head of the madrasah to improve education quality is to provide guidance and competence development for its teachers. Competence development activities usually involve sending teachers to training organized by the Ministry of Religion, seminars, workshops, and similar events. Additional efforts to improve education quality involve involving teachers in every activity held at the madrasah. Another strategy is to accept, listen to, and consider ideas from its teachers. Teachers with more significant capabilities are given the opportunity to demonstrate and implement their ideas with strong support from the head of the madrasah. Teachers who feel the need.

## **CONCLUSION**

Based on the findings and discussions of the research results, several conclusions were drawn in line with the issues in this study, which are the development strategies implemented at MTs Negeri 1 Bandar Lampung, including: 1) the implementation of autonomy, 2) community/parental participation, 3) always leveraging human resources, 4) the head of the madrasah being open, willing to listen and accept criticism, providing motivation, and being cooperative, 5) the sense of responsibility and performance of all elements of the madrasah, 6) guidance from the central and regional ministries of religion, 7) transparency in the implementation of activities and fund management, 8) socialization of the madrasah development concept, 9) planned and implemented activities aimed not only at improving the quality of learning but also student learning outcomes.

In line with the conclusions of this research, several recommendations are proposed as follows: (1) to the head of the madrasah, to enhance the implementation of madrasah development strategies as it significantly influences the improvement of education quality, by providing autonomy to the madrasah, having a sufficiently democratic leader, ensuring active community participation, and ensuring that all parties understand their respective tasks and responsibilities so that education quality can be achieved more optimally. (2) To the teachers, always improve their knowledge of madrasah development strategies to become more aware of their duties and responsibilities. Additionally, enhancing competence is crucial in efforts to improve the quality of education. Increase work motivation and commitment to their duties and responsibilities. Establish cooperation with leaders in a good and mutually respectful relationship.

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