



## QUALITY MANAGEMENT OF ACHIEVING EDUCATIONAL INSTITUTIONS IN MADRASAH

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### Abstract:

Outstanding Madrasah Ibtidaiyah refers to a primary level educational institution in the Islamic education system that has achieved a high level of excellence and achievement. Aspects include academic, non-academic, and student character development activities. This research was conducted at Madrasah Ibtidaiyah Al-Islamiyah Karanganyar Paiton Probolinggo on quality planning at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in realizing educational institutions, examining and describing more deeply the implementation of quality at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in realizing outstanding educational institutions, and examining and describing quality evaluation. The methodology used in this research uses a qualitative approach. Data collection techniques with observation, interviews and documentation. The method used to check the validity of the data is method triangulation. The results of the research showed that: 1). Planning: establishing vision and mission as quality guidelines, commitment to the implementation of national standard schools, comfortable and good service processes, improving the quality of student input, using quality references set by the government, quality planning in management review. 2) Implementation: implementing the national standard curriculum as well as the pesantren curriculum, educators and education personnel with at least a bachelor's degree. There is satisfaction from students and parents/guardians of students as users, 100% graduates are absorbed and equipped with expertise, the existence of representative infrastructure, transparent education management, very good and very close relations between schools and communities, the existence of special services to support learning activities. 3). Evaluation: conducting self-assessment of school performance based on accountability, transparency and efficiency.

**Keywords:** *quality management, outstanding educational institutions, Madrasah Ibtidaiyah*

### INTRODUCTION

A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state is a manifestation of education based on Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System. (Maulana et al., 2020) In the sense that the education process is carried out deliberately with full awareness and is added in a planned manner through the teaching and learning process. This shows that the essence of education is the development of intelligence which gives birth to character. Education can be understood and approached from various dimensions. The process that will never be finished (never ending process) is education. Humans are the result of the teaching and learning process and learning is one of the

processes in the student's personality.

Education in the context of community development is a key element that plays a role in forming and increasing the capacity and welfare of community members. In the current era of globalization and increasingly rapid technological transformation, education is not only an instrument for transferring knowledge, but also a major driver in developing society's capacity and potential. Quality and focused education not only creates skilled individuals, but also contributes to the formation of character, values, and skills necessary to advance society as a whole.

By referring to the goals and roles of education above, it is hoped that Indonesian citizens can achieve a balance between cognitive, affective and psychomotor intelligence. Efforts to achieve national education goals require improving the quality and relevance of education as the main challenge in developing the education system in Indonesia.

A country's economic growth is influenced overall by education. In an effort to improve the quality of human resources in Indonesia, collaboration between the government, private sector and society is an integral aspect. The relationship between government, society and the private sector is a key factor in their role to improve the balance and quality of education.

Regarding quality management, there are several opinions expressed by Muhammad Dini Handoko who said that the term quality management in education is often referred to as Total Quality Management (TQM). The application of the TQM-quality management concept in education was emphasized by Sallis, namely Total Quality Management is a philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires and expectations of its customers, now and for the future. which will come. (Handoko, 2020) This definition explains that quality management-TQM emphasizes two main concepts. First, as a philosophy of continuous improvement and second, related to tools and techniques such as "brainstorming" and "force field analysis", which are used for quality improvement in management actions to achieve requirements. and customer expectations. According to Mustajib, education quality management is an education management effort that has established standardization of the education system based on quality assessment. (Mustajib, 2020) The same thing was also conveyed by Rahman Tanjung that Nadeak stated that the concept of school quality management is a target that must be achieved, therefore all school resources must be managed in a directed and integrated manner in accordance with each management function in the school (Planning , Organizing, Implementing and Supervising). (Tanjung et al., 2022)

Based on several opinions from previous research, it can be concluded that quality management in education is very important because it can improve the quality of education and ensure that educational goals are achieved well. Quality management can help educational institutions identify their strengths and weaknesses, as well as provide a basis for continuous improvement and development. In the educational context, quality management can help increase the effectiveness and efficiency of resource use, increase student and parent satisfaction, and improve the quality of graduates. Thus, quality management can assist educational institutions in achieving their goals and ensure that they provide quality and relevant education to their students.

Madrasah Ibtidaiyah is an Islamic basic education institution in Indonesia that combines Islamic boarding school and school education. Madrasah Ibtidaiyah has the same curriculum as elementary schools, but with more portions of Islamic religious education, such as the Al-Qur'an, Hadith, Aqidah Akhlaq, Fiqh, History of Islamic Culture, and Arabic. Madrasah Ibtidaiyah has an important role in educating and forming the character of students in Indonesia, as well as in responding to the challenges of globalization and culture. The aim of Madrasah Ibtidaiyah is to develop the potential of students to become people of faith and piety, produce graduates who are polite, high quality and independent, prepare graduates who are ready to continue to higher levels of education and are able to compete, produce graduates who are intelligent, have awareness, and responsibility in managing the environment as well as maintaining and realizing competitive madrasahs in the scientific and social fields. Quality management in

education is very important because it can improve the quality of education and ensure that educational goals are achieved well.

Entering the reform era, the Indonesian government has designed a big plan to improve the quality of education. This quality improvement initiative began with the formulation of regulations through various laws and regulations, such as (1) Law no. 20 of 2003 concerning the National Education System, (2) Law no. 14 of 2005 concerning Teachers and Lecturers, (3) Law no. 12 of 2012 concerning Higher Education, (4) PP No. 19 of 2005 concerning National Education Standards and its amendments to No. 32 of 2013, (5) PP No. 74 of 2008 concerning Teachers, (6) PP No. 37 of 2009 concerning Lecturers, (7) Presidential Regulation no. 8 of 2012 concerning the Indonesian National Qualifications Framework, and (8) PP No. 49 of 2014 concerning National Higher Education Standards. In this series of regulations, we can see the government's systematic efforts to improve the qualifications and performance of teaching staff and schools through certification processes, accreditation of educational institutions, quality standardization, as well as increasing salaries and welfare for teachers, lecturers and supervisors.

Chatib said that schools in Indonesia have four categories: (1) Schools that are neither dead nor alive, with the following characteristics: they do not have the trust of the community, the number of students is small, the quality of teachers is low, school management is poor; (2) The school is growing, with the following characteristics: very high public trust, more students enrolling than the school capacity, still at a certain level, for example the highest class is only 3rd grade of elementary school, requires the recruitment of new teachers every year, school management is still looking for shape; (3) internationally managed schools, with the following characteristics: very high public trust, more students enrolled than school capacity, focus on improving teacher quality, school management is stable; and (4) a new school will be built, with the following characteristics: the organizers of the new school have the intention of building the school (physical building) and recruiting teachers. (Munif Chatib, 2014) The regulations and description of school conditions described above actually discuss the quality of management, especially the role of teachers as the front guard in improving the quality of education. Various success stories of countries in the world often start with efforts to improve the quality of teachers. Countries such as Japan and South Korea in Asia, as well as several European countries, are concrete examples of cross-sector progress triggered by improving teacher quality. Therefore, it needs to be acknowledged that teacher quality plays a key role in achieving the progress of a nation, as stated by Susanto. (Dr. Ahmad Susanto, 2016) However, the implementation of regulations in the education sector in Indonesia has not provided satisfactory results. Teacher competency still requires serious attention from both the government and society. The Teacher Competency Test (UKG), especially in the aspects of professional and pedagogical competence, in recent years has not shown optimal results.

A future-oriented school begins with the formulation of a vision, mission, values and goals. According to Iryanto, a future-oriented life is possessed by individuals who have characteristics such as being proactive about change, having a smart vision of life, being familiar with knowledge and technology, having three basic principles of life, namely existence, actualization, becoming (becoming), having the motivation to be the best, creative and greatest. (Hendrikus Midun, 2017)

Sakdiah and Syahrani in their journal formulate the quality of education as an evaluation of the educational process that increases the need to achieve and develop the talents, motivation and abilities that students already have in a process, and at the same time meet the accountability standards set by the client who finances the process or output from the educational process. (Hendrikus Midun, 2017) Meanwhile, according to Musfirah, a quality madrasa is an effective madrasa, which is described by three steps, namely: input, process and output. Input means that before carrying out the learning process the teacher must provide education and opportunities to students. After that, a design process or stage is carried out which uses the availability of infrastructure by involving the role of parents and the local community. So the output produces the

expected learning achievements. (Durrotunnisa & Nur, 2020) Thus, quality madrasas are madrasas that apply the effective school formula. In terms of output, the results obtained from effective madrasas are: First, from the student aspect, the graduates produced are students who have superior academic achievements, are creative, confident, aspirational, do not hesitate to express opinions, have high expectations, are always present in activities, and has a high graduation rate, and conversely, the dropout rate is none at all or zero percent. (Setyo et al., 2021)

At the madrasah education level, the competencies expected from graduating students are: Able to read the Koran and understand it, have noble character, understand Islamic jurisprudence, be used to performing daily prayers, be able to deliver simple lectures, and be able to take i'tibar or lessons from history Islam. Apart from that, students are also expected to be able to: (1) Increase the faith and piety that has been instilled in the family, (2) Channel their talents and interests and develop them optimally, (3) Correct their shortcomings and weaknesses in practicing Islamic teachings, (4) Counteract the influence of negative beliefs or other cultures that endanger beliefs, (5) Adapting oneself to the physical and social environment so that it is in line with Islamic teachings, (6) Making Islam a life guide to achieve happiness in this world and the hereafter, (7) Being able to understand Islam as a whole in accordance with students' absorption capacity and the time they have. (Suradi et al., 2022)

The second aspect is from the teacher's perspective, a quality school pays attention to teacher job satisfaction, achieves zero percent absenteeism, and assigns special responsibilities or tasks to teachers. Yuli underlined that teachers have a key role in the world of education. The success of a school really depends on teachers who carry out their teaching function meaningfully (purposeful teaching). (Lara, 2022) This means that a teacher must have high competence in his field, work professionally, and be a versatile individual with high expectations for the profession and students (high expectations all round). A teacher is considered a communicator who instills hope in students (communicating expectations), as well as an intelligent individual who is always active in the development of science and enjoys facing intellectual challenges. (Eliza et al., 2022)

In the madrasa context, several characteristics that teachers must have include: Educators must have exemplary (uswah hasanah) characteristics: (1) The teacher's goals, behavior and mindset are rabbani, that is, they should always rely on Rabb by obeying Him, serving Him. Him, following His law and knowing His attributes. (2) The teacher should be a sincere person. (3) The teacher should be patient in teaching various knowledge to children. (4) Be honest in conveying what he calls for. (5) Always equip yourself with knowledge and the willingness to get used to continuing to study it. Teachers are knowledgeable in the knowledge they study. (6) Teachers should be able to use various teaching methods in a varied manner. Mastery of knowledge alone is not enough, because not every person with knowledge is able to transform it to their students. (7) Teachers are able to manage students, be firm in their actions and deal with various matters proportionally. (8) Studying the psychic life of students in harmony with their developmental period when teaching them, so that he can treat them according to their mental abilities and psychological readiness. (9) Responsive to various world conditions and developments that influence the souls, beliefs and thinking patterns of the younger generation. (10) A teacher is required to have a fair attitude towards all his students. (Suhirman, 2020)

Students view teachers as their main role models. They will follow in the footsteps of their teacher's morals, knowledge, intelligence, virtues and all their movements. So teachers should adapt themselves to the principles and values they teach. The teacher is a living image that reflects the virtues of actual behavior so that students can familiarize themselves with this example and serve as a signal that must be upheld physically and mentally. (Hamid, 2017) In accordance with the characteristics mentioned, Rahmatica stated that a teacher's duties include understanding the characteristics of each student, increasing expertise in the field of teaching, as well as applying the knowledge he has. Teachers are expected to not only master the material being taught, but also have skills

in teaching methods, while implementing the principle of consistency between the teachings given and practice in daily life. (Rahmatica et al., 2022)

The third aspect in terms of management, schools that have competitive quality also pay attention to the level of job satisfaction of their staff, allocate budgets in a balanced manner, and have staff who are committed and loyal to the madrasa. Meanwhile, from a perspective outside the madrasah, the community has a positive view of the school, making it the main choice for providing education to their children. (Tampubolon, 2023)

In this context, so that improving the quality of madrasas can be carried out effectively, it is necessary to understand the essence and challenges faced by madrasas. Madrasas are actually an ideal model of educational institutions because they promote the principle of balance between faith and piety (imtak) with science and technology (iptek). In addition, as religious-based educational institutions and rooted in the cultural values of society, madrasas have a strong social foundation and extraordinary resilience. Maslowski said that the core of school culture is the teachers. Teachers can consider, determine the good things or bad things that happen at school and then internalize them to all students studying at school. (Purnami, 2016)

Therefore, Islamic education aims to guide people to become Muslim individuals who have quality, able to carry out their life duties in accordance with the purpose of their creation in the world, namely as 'abdullah (DEPAG RI, 2009) and khalifatullah fi al-ard. (DEPAG RI, 2009) The hope is that strengthening and deepening knowledge through education can become effective and appropriate capital in achieving success and blessings, both in this world and the hereafter. (Zainullah & Muhtarom, 2023)

Mastery of managerial aspects, planning, organizing, communicating, motivating, directing and supervising skills consistently is an effort to improve the quality of schools or madrasas. Quality is considered something that is ideal and cannot be compromised, so educational institutions always try to meet the highest standards of goodness, beauty and truth. To ensure graduate user satisfaction, institutions must realize that the education process is a continuous effort, starting from ideas to producing high-quality graduates, curriculum development, and responsibility in the learning process. Therefore, to meet the expectations of key customers, institutions must improve performance and quality through commitment to change from all components of the institution. In implementing integrated quality management in the educational context, the strategy developed is to view educational institutions as service providers, or service industries, which provide services according to customer needs. Quality and satisfying service quality is needed to satisfy customers. Therefore, a management concept is needed that can empower educational institutions to achieve achievements. Integrated quality education management, which focuses on customer satisfaction, involves two types of customers, namely internal customers (institution managers such as school principals, teachers and staff) and external customers (society, industry and government). Managerial qualities that produce superior performance in educational institutions reach their peak when there is service satisfaction among internal and external customers.

Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton which is located on Jl. Raya Panglima Sudirman, Karanganyar Village, Paiton District, Probolinggo Regency, Postal Code: 67291, East Java is a private religious madrasah that has very good quality and is also a reference for other Islamic Islamic boarding schools in conducting comparative studies related to institutional quality management achievement education. Such a situation is certainly very interesting to carry out research or research in order to study and describe in more depth the quality planning at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution, examine and describe in more depth the implementation of quality at the Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution, and reviewing and describing in more depth the quality evaluation at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution. Based on the background of the problem above,

researchers are interested in conducting research with the theme "Quality Management of Achievement Educational Institutions at Madrasah Ibtidaiyah" with the research object at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton.

## **RESEARCH METHODS**

This research uses a qualitative approach. This qualitative research approach is to conduct research related to the quality management of outstanding educational institutions at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton. The type of research is descriptive qualitative. Sugiyono believes that in general descriptive research is non-hypothetical research, so that in the framework of the research there is no need to formulate a hypothesis. (Sugiyono, 2009) The research was carried out at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton which is located on Jl. Raya Panglima Sudirman, Karanganyar Village, Paiton District, Probolinggo Regency, Postal Code: 67291. The choice of MI Al-Islamiyah (MIA) Karanganyar Paiton as the research location was because the quality and achievements of Madrasah Intidaiyah Al-Islamiyah (MIA) Karanganyar Paiton were very prominent when compared to other madrasas. - Other private madrasas in Paiton District, in accordance with existing theoretical concepts, this is proven by the results of academic achievements and achievements in various championships in private Ibtidaiyah Madrasas in Paiton District.

Data collection techniques in this research are observation, interviews and documentation. Interviews were conducted with several informants at the research location who were able to inform and describe events that occurred in the field, including: 5 informants, with the initials Principal (S), Head of Curriculum (LM), Teacher (TH, LNA), Educational Staff (FH ). The method used to check the validity of the data is the triangulation method, namely by utilizing various methods as considerations. This triangulation is carried out by comparing and checking information or data obtained from documentation with the results of observations and interviews (Dwi Syahputra, 2020). This triangulation is carried out by; (1) comparing observational data with interview data, (2) comparing what people say in public with what they say in private, (3) comparing what people say about the research situation with what was obtained during the research, (4) comparing a person's situation and perspective with various other opinions and views, and (5) comparing the results of the interview with the contents of a related document.

## **RESULTS AND DISCUSSION**

Quality planning at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution begins with establishing the vision and mission of MI Al-Islamiyah Karanganyar Paiton as quality guidelines in the implementation of daily educational activities, commitment to the implementation and administration of schools with national standards. determined by the government, the service process at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is very comfortable, continues to increase the quality input of students so that they are able to compete with other school students, using quality standards set by the government and developing these quality standards so that the quality reference at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is above the average standard, there is a quality plan in review at the management level of Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton, increasing the quality of school input at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is the result of a sustainable program that has been established, improving services with stakeholders with questionnaires or questionnaires as input for related parties, the existence of a design or quality assurance plan at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton as a line as well as references in order to maintain and improve outstanding educational institutions.

Quality implementation at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution is carried out by implementing the national curriculum and Islamic boarding school curriculum implemented by Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton, teaching

staff and education staff at Madrasah Ibtidaiyah Al- Islamiyah (MIA) Karanganyar Paiton has a minimum qualification of a Bachelor's degree, then especially teaching staff are advised to continue to a master's degree (S2), there is a level of satisfaction felt by students as well as parents or guardians of students as users, graduates at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton every year 100% and equipped with various skills or expertise according to interests and talents through extra-curricular activities, facilities and infrastructure at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton which is very representative and in very good condition, system management education is carried out transparently and well, the relationship between the school in this case, namely Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton and the community is very good and very close, at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton there are special services in the form of process support facilities learning.

Evaluating the quality of Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton in creating an outstanding educational institution by conducting a self-evaluation of the performance carried out by the previous school to see which programs are deemed to need to be maintained and which need to be improved. Self-evaluation at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton is based on accountability, transparency, efficiency and effectiveness. Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton carries out regular evaluations in the learning process which is carried out at the end of each semester, carrying out activities to prepare results reports from self-evaluation activities, compiling and determining various activity priority scales as well as various follow-up programs to the findings of the self-evaluation results of Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton and the results of the analysis as a construction of improvements carried out gradually and continuously in realizing an outstanding educational institution.

## CONCLUSION

Based on the research results, it can be concluded that the quality management of educational institutions at Madrasah Ibtidaiyah Al-Islamiyah (MIA) Karanganyar Paiton consists of planning, implementation and evaluation. At the planning stage, there are strong guidelines through the establishment of a vision and mission as quality guidelines, a commitment to administering schools with national standards, a comfortable and good service process, increasing the quality input of students, using quality references set by the government, the existence of quality planning in management reviews. . The implementation stage is by implementing the national standard curriculum and typical school curriculum, educators and education staff have a minimum qualification of a bachelor's degree, there is satisfaction from students and parents/guardians as users, 100% graduates are equipped with skills, there is representative infrastructure , transparent education management, the school's relationship with the community is very good and very close, there are special services and facilities to support learning activities. Evaluation stage by conducting a self-evaluation of school performance based on accountability, transparency, efficiency and effectiveness, carrying out an evaluation of the learning process at the end of each semester, compiling a report from the results of the self-evaluation that has been carried out, preparing a priority scale for various activities and follow-up programs on the results of the self-evaluation and the results of the analysis as a construction of improvements carried out gradually and continuously in creating an outstanding educational institution.

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