OPTIMIZATION OF ISLAMIC BOARDING SCHOOL GRADUATES THROUGH QUALITY ASSURANCE BASED ON FURUDHUL 'AINIYAH

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Abstract:

This research is a qualitative descriptive study focused on optimizing the quality of Santri graduates at the Nurul Jadid Islamic Boarding School. Data collection methods involve interviews, observation, and document study, with the main data sources from Santri, asatidz, foster carers, and the Head of the Division. Tarbiyah Wa Ta'lim. Secondary data was obtained from Islamic boarding school documents, including student development. The research uses interview and observation techniques as systematic methods to obtain verbal information and observe the learning process. Data analysis follows the Milles & Huberman concept, with stages of data presentation, data reduction, and data sorting and selection according to the research theme. A qualitative case study method with a multi-site design was used in this research. Data collection was carried out circularly with three approaches: 1) participant observation; 2) in-depth interviews with 4 people (Santri, Asatidz, Foster Guardian, Head of Tarbiyah Wa Ta'lim); and 3) documentation. Data analysis involves data reduction, data presentation, and drawing conclusions or verification. This research describes the implementation of problem-solving procedures, with a focus on the FMEA measurement process*(Failure Mode and Effect Analysis)*. The four main components in the management process of educational institutions, namely human resources, learning environment, facilities, curriculum development, and parental support for Islamic boarding school education, are the main focus in optimizing Islamic boarding school graduates.

Keywords: *Optimization, Quality, Furudhul Ainiyah*

INTRODUCTION

Optimizing the quality of students at the Nurul Jadid Islamic Boarding School not only provides academic knowledge but also educates students with noble character and high awareness. With the Santri Trilogy as a guide, Islamic boarding schools aim to study, understand, deepen, and practice by emphasizing the importance of good manners. In this case, Islamic boarding schools continue to innovate to exist and be able to answer society's demands in the modern era.

However, field facts show that students have difficulty applying values*Furudhul Ainiyah* in modern society. As explained by the Head of Division. Tarbiyah wa Ta'lim, *"Even though progress is not very rapid, there are still many santri who are weak in applying the values of Furudhul Ainiyah. Such as the practice of reading and writing the Koran, its tuma'ninah, and procedures for Wudhu'. Because before going home, the Santri is more focused on completing the material as required go home, perhaps it causes weakness in the implementation of these values."* Based on reports from student guardians regarding developments*Furudhul Ainiyah*'s son, stated, *"It's been two years,*

my son doesn't want to be a tarawih imam and refuses to follow the tadarrus. So I'm confused ustadz."

In terms of the quality of graduates, Hidayat thinks that the scope of optimizing the quality of graduates includes the formation of coordinators responsible for programs, socialization of school activities, and superior programs (Hidayat & Martina, 2022). Furthermore, Iwan Mulyanto said that improving quality in Islamic boarding schools can be proven by the influence of kyai leadership (Iwan Mulyanto et al., 2022). According to Ahmad Zarkasyi (Ahmad Zarkasyi, 2022) quality coaching, namely coaching in recitation, extracurricular activities, and activities in the Islamic boarding school environment, from these three coaching models can build the academic quality of students. Apart from that, Lucia Maduningtias said that to improve the quality of students, it is necessary to revitalize the Islamic boarding school curriculum. In general, this integration includes collaboration on several learning materials (Lucia Maduningtias, 2022). According to Nurrina, paying attention to the role of the head, committee, behavior, and educational costs can improve the quality of the process and the quality of graduates (Ramadhani, 2019).

Meanwhile, in concept*Furudhul Ainiyah*, Ziyanatul Waladah believes that 1) GEFA (Movement*Furudhul Ainiyah*) is carried out by memorizing the material and implementing it, 2) Evaluating the assessment according to standards and is a requirement for students to take part in the semester assessment. 3) Supporting factors for implementing GEFA (Waladah & Azah, 2020). Meanwhile, Nur Aisyah said that foster carers had improved *Ainiyah* through a strategy of material provision, supervision, and monthly evaluation of the students' abilities and development, for more organized and optimal development (Aisyah & Zakiyah, 2023). According to Agus, coaching with furudhul ainiyah, supervision, and evaluation of the student's academic development are strategies that can be implemented by foster carers (Agus R & Aliah, 2020). Abdullah said that the ASSURE approach was used by teachers in teaching the material *Furudul Ainiyah* can create learning conditions that are effective, efficient, and meaningful (Abdullah et al., 2023). According to Ipoh, the involvement of foster carers in providing education and fostering the independence of students at the Darussa'adah Lirboyo Islamic boarding school has had a very significant impact. The role of foster carers is considered very important because they actively accompany and guide every aspect of the student's daily lives, including aspects of worship, study activities, and extracurricular activities. (Zahra & Khoiruddin, 2023).

Departing from the research above, the novelty of this research lies in optimizing Islamic boarding school graduates through furudhul 'ainiyah-based quality assurance at the Nurul Jadid Islamic Boarding School, which lies in improving the quality of graduates by utilizing quality assurance-based*Furudhul 'Ainiyah*. This approach not only emphasizes academic aspects but also moral and spiritual values. By integrating the principles *of Furudhul 'Ainiyah* As a guarantee of quality, Islamic boarding schools aim to create graduates who are not only scientifically competent but also have high integrity and moral awareness of the teachings of the Islamic religion. This step is positive progress to ensure that Islamic boarding school graduates not only develop in academic capacity but also become individuals who contribute to society. This research aims to optimize Islamic boarding school graduates through quality-based assurance*Furudhul Ainiyah*, with a focus on Increasing Understanding and Practice of Values*Furudhul Ainiymah*, increase Islamic boarding school graduates' understanding of values*Furudhul Ainiyah* and encourage active practice in daily life.

The aim of this research is how Islamic boarding schools optimize the quality of graduates through quality-based assurance*Furudhul Ainiyah*, where increasing understanding and practice of furudhul 'ainiyah values in Islamic boarding school graduates, developing strong Islamic character and morals in graduates so that they become positive examples in society. developing the ability of Islamic boarding school graduates to interact and contribute positively to society. Producing cadres who can play an active role in building a society based on Islamic values. Building a quality assurance mechanism that can continue to be evaluated and improved according to the needs and

development of Islamic boarding schools.

RESEARCH METHODS

This research is a qualitative descriptive study that focuses on optimizing the quality of Santri graduates at the Nurul Jadid Islamic Boarding School. Data was obtained through interviews, observation, and document study. The main data source comes from interviews with Santri, asatidz, foster carers, and the Head of the Division. Tarbiyah Wa Ta'lim and direct observation at the research location, namely the Nurul Jadid Islamic Boarding School. Secondary data was obtained from Islamic boarding school documents, including data regarding the development of students. Data collection techniques involve interviews and observation. Interviews are used as a systematic method to obtain verbal information from teachers, which involves research into the ongoing learning process. Data analysis was carried out using the Milles & Huberman concept, which includes presenting the data as a whole, data reduction, and sorting and selecting data according to the research theme. This process aims to conclude research findings carefully and in-depth.

This research uses a qualitative case study type method with a multi-site design. The case study in this research is in-depth research about an individual, a group, an organization, an activity program, and so on at a certain time. The data collection technique in this research was carried out randomly*circular* by using three approaches, namely; l) participant observation (*participant observation*); 2) in-depth interview (*indepth interview*) towards 4 people (Santri, Asatidz, Foster Guardian, Head of Tarbiyah Wa Ta'lim; and 3) documentation. Meanwhile, data analysis in this research was carried out through; data reduction, data presentation, and drawing conclusions or verification.

This research describes the implementation of several problem-solving procedures studied by presenting data about the FMEA measurement process which focuses on four things that are the main components in the management process of educational institutions to improve quality in optimizing Islamic boarding school graduates. The five components are human resources, learning environment, facilities, curriculum development, and parental support for Islamic boarding school education.

RESULTS AND DISCUSSION

(1) Failure mode: Potential. The issue of graduate quality is an urgent matter for boarding schools. So, graduates are declared qualified when they meet the standards. However, there are still some weaknesses in the education pattern at pesantren (Hidayat & Martina, 2022). Through two ways to improve the quality of Education with Education oriented to academics and non-academics (Akbar et al., n.d.).

a) HR (Human Resources). Superior teaching skills, the ability to inspire students, competence, quality, and meeting educational requirements are elements that instructors in educational institutions must have. (Firdausi, 2023). This fact demands that educators continue to improve their skills, especially in providing examples, building enthusiasm for learning, and stimulating students' creativity during the teaching process. (Nurhayati & Imron Rosadi, 2022).

In efforts to improve the quality of Islamic boarding school graduates, there are still shortcomings in its implementation to develop competent human resources. As stated by Ajis, who serves as Head of the Tarbiyah wa Ta'lim Section,*" Problems related to the lack of achievement of Islamic boarding school graduates are caused by a lack of effectiveness in mentoring and learning control which has not reached adequate standards. "This situation has an impact on achieving optimization of Santri graduates, and the root of this problem can be linked to the recruitment process which has not met the set standards."*

b) Learning Environment. The learning environment includes everything outside the individual that influences behavior, with motivation playing a key role in educational success, democratization of learning, educator creativity, classroom discipline, and learning effectiveness (Pahriji, n.d.).

So that optimization of graduates can be built and students are more comfortable in studying. As Asatidz said *"There is a mapping between first-year and second-year students in room mapping and classroom learning. I can conclude this from the environment of the second-year students, where the environment proves to play a role in optimizing the students' learning."*

c) Facility. A crucial factor in achieving success in an education program is infrastructure (Ginanjar & Jundullah, n.d.). This is not significant enough to improve the quality of education (Wijaya, 2020).

Inadequate facilities and infrastructure have an impact on the continuity of the learning process, this was said by Faiz as regional head, *"We have not been able to overcome the limitations of space and learning media so far, so the facilities are inadequate. This is a serious obstacle in creating an optimal learning environment for them."*

d) Curriculum Development. Curriculum development is a step in creating a curriculum to produce a quality generation for the future (Gunawan & Ginanjar, n.d.). Curriculum evaluation has a significant role in the educational process to assess the extent to which students have progressed towards predetermined goals. (Hamdi, 2020).

A curriculum that is not appropriate to the Islamic boarding school context refers to the plan and arrangement of learning materials that are not in harmony with the characteristics and values of Islamic boarding schools, which generally emphasize religious education and spiritual character development. Several foster carers looking at the development of the students said "*I feel there is a lack of emphasis on furudhul ainiyah santri and the curriculum that is implemented. The impact on Islamic boarding school graduates is less than optimal. "This is also related to the role of learning assistance and control which may not fully understand the needs of Islamic boarding schools in shaping the character of students."*

e) Parental Support. Teachers and parents who master understanding of children's learning styles have given students the freedom to learn. This learning style is divided into three categories, namely visual, auditory, and kinesthetic. (Heryyanti et al., 2021).

Parents' efforts and attention in helping children master furudhul ainiyah correctly. This includes motivation, guidance, and active participation of parents to facilitate furudhul ainiyah learning in Islamic boarding schools or the surrounding environment. This support plays an important role in motivating and providing opportunities for children to develop their furudhul ainiyah skills well. According to some foster carers, they say that *"When we returned home we realized that we had not participated enough in our child's development. So the impact is that children who receive strong support from their parents tend to be more motivated to learn and achieve progress in the development of furudhul ainiyah. "It's natural that we wonder why our child's furudhul ainiyah development is not progressing because there is a lack of support."*

Table 1: Identify Potential Problems

NO	Identify Potential
1	Incompetent HR
2	A learning environment that is not conducive
3	Inadequate facilities
4	Curriculum Development
5	Parental Support

(2) Mode: Type, manner, possibility. Based on the results of observations during the data collection process, there are various modes of failure in optimizing the quality of Islamic boarding school graduates. The results of identifying potential causes of failure

in quality optimization at the Nurul Jadid Islamic Boarding School reveal the modes of failure that may occur, influenced by the following aspects:

Table 2: Factors of Potential Failure

NO	POTENTIAL IDENTIFICATION	FACTOR
1	Incompetent HR	Recruitment that does not match the criteria
2	A learning environment that is not conducive	Discomfort in the learning environment
3	Inadequate facilities	Response to fund realization
4	Curriculum Development	Curriculum that is not appropriate to the Islamic boarding school context.
5	Parental Support	Parental assistance for Furudhul Ainiyah's children

From the table above, it can be concluded that: 1. Recruitment and acceptance that does not comply with the criteria, 2. Discomfort with the learning environment, 3. Inadequate facilities, 4. Curriculum that is not appropriate to the Islamic boarding school context, 5. Parental support for Furudhul Ainiyah's child.

This factor is the reason why the quality of Islamic boarding school graduates is less than optimal. From this, it can be explained that the recruitment of teaching staff must go through a clear process so that the quality of Islamic boarding school graduates is clear. Human resource management can be carried out using effective and efficient steps, including planning, organizing, coordinating, controlling, and supervising, to achieve organizational targets. (Bintari, 2022). There is a selection to identify HR who get high scores on various measurement dimensions, which aim to evaluate knowledge, skills, abilities, or other characteristics that are essential for carrying out work tasks well. (Ramadhany et al., 2021).

(3) The learning environment has a high potential to optimize the continuity of learning (Aminah, 2022). A learning environment that is not conducive has the potential to impact the continuity of education. This is no less important because the learning environment factor is the place where students learn (Pahriji, n.d.).

Not only that, the main issue in the world of education is infrastructure. This cannot be separated from education management (Solehan, 2022). Limited facilities, such as classrooms that have not been renovated or inadequate learning facilities, hurt students' learning comfort. In addition, delays in the realization of funding make it difficult for Islamic boarding schools to improve or maintain the necessary infrastructure. This can hinder the optimal development of Islamic boarding schools and affect the student's overall educational experience. Inadequate educational facilities and infrastructure have an impact on the continuity of learning, this has an impact on *output of* Islamic boarding school graduates who are less than optimal. Without adequate infrastructure, education cannot run optimally.

(4) Apart from that, given the high complexity of Islamic boarding schools, curriculum development must be in line with the Islamic boarding school's identity. This is in response to society's demand for education that integrates science with strengthening faith and noble morals, making it a learning option for children in Islamic boarding school environments (Anggraini, 2021).

A curriculum that is not appropriate to the Islamic boarding school context refers to learning plans that do not take into consideration the values and characteristics of Islamic boarding schools. Lacking a focus on religious aspects, this curriculum may emphasize more general material, which can result in incompatibility with the main goal of Islamic boarding schools in forming the character and faith of students.

From the factors above, parental support for the development of children's furudhul ainiyah is one of the failure factors in optimizing the quality of Islamic boarding school graduates. Where this was said by M. Dalyoni (Fajri et al., 2022), it was said that the parental aspect has a very strong influence on whether children will be successful in learning.

Parents play a key role in providing encouragement and supervision of their children's furudhul ainiyah. On the other hand, children need motivation and guidance to be able to integrate Furudhul Ainiyah into their learning routine at Islamic boarding schools. Meanwhile, Islamic boarding schools have the responsibility to provide an environment that supports the development of Furudhul Ainiyah.

Effect: Negative Impact on the Process Under Study. (a) In identifying the potential factors causing the decline in the quality of Islamic boarding school graduates, we can see the negative effects or impacts that emerge from the following table:

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Table 3. Risks Generated by Factors and Potential Failure

NO	POTENTIAL IDENTIFICATION	FACTOR	RISK
1	Incompetent HR	Recruitment that does not match the criteria	Decreased student achievement due to lack of guidance and support
2	A learning environment that is not conducive	Insecurity	Reduced student learning outcomes and understanding.
3	Inadequate facilities	Response to fund realization	Less effective learning
4	Curriculum Development	Curriculum that is not appropriate to the Islamic boarding school context.	Students' preparation for future challenges is not optimal.
5	Parental Support	Parental assistance for Furudhul Ainiyah children	Potential problems with student behavior and motivation.

Identify risks arising from several factors and potential failures that educational institutions, especially Islamic boarding schools, may face. The process of accepting or recruiting teaching staff at Islamic boarding schools must be carried out carefully, otherwise, it can result in graduate results that are not well-defined and not by educational goals. Efficient program implementation in Islamic boarding schools depends on the understanding and efforts of all stakeholders. Effective HR management

is needed to recruit quality education personnel and overcome the problem of hampered performance. (Indriyani & Gistituati, 2023)

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1) Another influence is the learning environment, where a less conducive learning environment in Islamic boarding schools can hurt the quality of graduates. A conducive learning environment is very important to create conditions that support the optimal growth and learning of students in Islamic boarding schools. In this case, Islamic boarding schools are required to innovate in carrying out learning activities in class so that they are by the objectives of the curriculum (Pahriji, n.d.).

2) Another factor that plays a role in determining the quality of Islamic boarding school graduates is the availability of adequate facilities. The presence of adequate infrastructure in Islamic boarding schools has an important influence in shaping the quality of graduates. With adequate facilities, Islamic boarding schools can provide a comprehensive educational experience, providing support for the academic development, skills, and moral values of their graduates. Good management of facilities and infrastructure can create a clean, neat, and pleasant Islamic boarding school environment. It is also important to have adequate learning facilities, according to needs, to support the education and teaching process for teachers and students (Ginanjar & Jundullah, n.d.).

The curriculum is one of the crucial factors in the quality of Islamic boarding school graduates. Where a good curriculum plays an important role in shaping the quality of Islamic boarding school graduates. By designing relevant learning materials and effective teaching methods, the curriculum can produce graduates who are skilled, knowledgeable and have strong character and morals to Islamic boarding school values. A well-planned curriculum also increases graduates' competitiveness in various fields, providing a solid foundation for their personal and professional development. Therefore, Islamic boarding schools must apply a strategy in curriculum development that aims to create a curriculum that is considered better (Anggraini, 2021).

(b) Based on the risks described previously, the role of parental support is very important in building the quality of Islamic boarding school graduates. Parental involvement and support play a role in forming a positive educational environment for students. In the context of early childhood education, parental participation needs to be aligned with various programs and activities that are by the analysis of the obstacles faced by parents. (Lilawati, 2020).

Analysis: Study Risks and Reduce Risks. After compiling a table of potential, factors and risks, the next step is to provide a ranking by calculating the RPN (Risk Priority Number) value for each potential problem using the formula; RPN =*Severity x Occurrence x Detection*. The RPN rating value of each potential problem can then be used to compare the risk causes that have been identified during the analysis. The RPN is assessed within established limits, and preventive measures can be taken or proposed to reduce the risk. When conducting a risk evaluation, it is important to understand that RPN rating values are relative to a particular analysis. Therefore, an RPN analysis, can be compared with another RPN analysis if both involve the same analysis.

Table 4. RPN

NO	POTENCY	Occurance	FACTOR	Severity	RISK	Detection	RPN	Prioritas
1	Incompetent HR	6	Recruitment that does not match the criteria	6	Decreased student achievement due to lack of guidance and support	4	144	3
2	A learning environment that is not conducive	4	Insecurity	4	Reduced student learning outcomes and understanding.	4	64	5
3	Inadequate facilities	6	Response to fund realization	8	Less effective learning	6	288	1
4	Curriculum Development	8	Curriculum that is not appropriate to the Islamic boarding school context.	2	Students' preparation for future challenges is not optimal.	96	72	4
5	Parental Support	6	Lack of parental assistance	4	Potential problems with student behavior and motivation.	8	194	2

The results of the analysis in the table above, show that there is a problem with improving the quality of graduates. To reduce the highest risk (RPN) of 288 due to inadequate facilities at the Nurul Jadid Islamic Boarding School, actions that can be taken include identifying areas that need improvement, planning repairs with careful allocation of funds, finding additional sources of funds, involving all related parties, scheduling maintenance routine, monitoring and evaluation, and communicating effectively to all stakeholders.

Meanwhile, the second risk with the highest priority is lack of support from parents, with a risk priority value (RPN) reaching 194. This value was found due to low parental support for the Nurul Jadid Islamic Boarding School, which was caused by parents' lack of understanding of the importance of religious obligations. which are mandatory (furudhul ainiyah) in life.

The third highest risk is a lack of human resource (HR) competency, with a risk priority value (RPN) reaching 144. This situation arises due to recruitment that does not meet standards at the Nurul Jadid Islamic Boarding School, which has an impact on reducing student achievement due to a lack of guidance and support. implementation of mandatory religious obligations (furudhul ainiyah).

Meanwhile, the fourth risk priority is curriculum development, with a risk priority value (RPN) reaching 72. This value was identified because a curriculum that is not aligned with the Islamic boarding school context can hurt student achievement, so student preparation to face future challenges is less than optimal.

Quality Improvement Efforts to Improve the Quality of Graduates Identifying various factors of failure through the application of the FMEA (Failure Mode & Effects Analysis) method is a significant challenge for the Nurul Jadid Islamic Boarding School, which requires corrective steps to improve the quality of its graduates.

First, the potential for failure in Islamic boarding schools related to inadequate facilities could arise due to a less-than-optimal response to the realization of funds. This risks reducing the effectiveness of learning and ultimately affecting the quality of Islamic boarding school graduates. The solution involves more effective fund management, external fundraising, and partnerships, and improvements to facilities and learning environments. With this action, Islamic boarding schools are expected to improve the quality of graduates through better and more effective learning conditions.

Second, potential failures in Islamic boarding schools related to parental support include a lack of assistance and involvement in their children's learning, which risks causing problems with the behavior and motivation of students. The solution involves improving communication with parents, administering mentoring programs, and implementing counseling services to help address student behavior and motivation problems. With this action, Islamic boarding schools are expected to improve the quality of graduates through better collaboration between Islamic boarding schools and parents in supporting the development of students.

Third, the potential for failure at the Nurul Jadid Islamic Boarding School related to incompetent human resources could arise from recruitment that does not meet the criteria. This has the potential to reduce student achievement due to a lack of guidance and support. The solution involves improving the recruitment process by establishing clear criteria, developing HR professionalism through continuous training, and improving student guidance with comprehensive program design. With this strategy, it is hoped that the quality of graduates can be improved significantly.

Fourth, potential failures in Islamic boarding schools related to curriculum development can arise from incompatibility with the Islamic boarding school context. An inappropriate curriculum can risk causing students to not be optimally prepared to face future challenges. The solution involves regular evaluation and updating of the curriculum, involvement of stakeholders in the development process, and emphasis on character education. With this action, Islamic boarding schools are expected to improve the quality of graduates by ensuring a relevant curriculum and better preparation of students.

Fifth, the potential for failure in Islamic boarding schools related to a learning environment that is not conducive, especially in terms of insecurity, can reduce student learning outcomes and understanding. The solution to improving the quality of graduates involves increasing physical and non-physical security. With these actions, Islamic boarding schools are expected to create a safer and more supportive learning environment, which in turn increases the academic achievement and understanding of students.

CONCLUSION

The importance of improving the quality of Islamic boarding school graduates through the implementation of Furudhul 'Ainiyah-based quality assurance. The principles of daily life emphasized in Furudhul 'Ainiyah, which include spiritual, moral, and religious knowledge dimensions, are the main basis for efforts to improve the standards of Islamic boarding school education. The research approach used is qualitative with a case study approach, which provides an in-depth understanding of how Furudhul 'Ainiyah-based quality assurance is implemented at the Nurul Jadid Islamic Boarding School. Research findings show that this approach has a significant positive impact, not only in achieving academic excellence but also in shaping the moral and spiritual character of graduates. Factors that support the optimal achievement of

graduates through this approach involve spiritual formation, character development, and a holistic approach to the educational process. Thus, the conclusions of this research contribute to the development of sustainable Islamic boarding school education methods, with a focus on achieving comprehensive results.

By using the principles of Furudhul 'Ainiyah as a foundation, Islamic boarding schools can continue to implement their commitment to producing graduates who are not only academically superior but also have good morality and spiritual strength. This conclusion not only strengthens Furudhul 'Ainiyah's values in the context of the quality of Islamic boarding school education but also provides practical guidance for similar institutions that wish to improve the quality of graduates through implementing a similar quality assurance approach.

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