



LATEST STRATEGIES IN IMPROVING THE QUALITY OF EDUCATION AT SCHOOL

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Abstract:

This research aims to describe: 1) the madrasa head's strategy in improving the quality of education at Ar-Rofi'iyah Islamic Middle School; 2) supporting and inhibiting factors in improving the quality of education at Ar-Rofi'iyah Islamic Middle School. 3) the impact of implementing the madrasah supervisory strategy on improving the quality of education at Ar-Rofi'iyah Islamic Middle School. This research is qualitative research, where data is collected through interviews, observations and document studies. The collected data was analyzed through data reduction, data display and data verification processes. The research results show: 1) the principal's strategy in improving the quality of education can be seen in the school's vision and policies that are quality-oriented, exploring student competencies, developing teacher competencies, and establishing partnerships; 2) supporting factors in improving the quality of education are the leadership of school principals who focus on quality and community support. Meanwhile, the inhibiting factor is that quality awareness is not evenly distributed among all school members; 3) The principal's strategy has an impact on increasing the recognition of Ar-Rofi'iyah Islamic Middle School by the community, increasing graduation rates, increasing work partners, improving the development of students' interests and talents, and increasing teacher competence.

Keywords: *Education Strategy and Quality*

INTRODUCTION

The principal has a very important role in determining the progress and decline of an educational institution. One measure of the progress of an educational institution is the quality of the school. So the school principal has a direct connection with all activities related to the quality of education, especially school quality (Fitrah, 2017). The various activities of school principals in improving the quality of education include increasing teacher professionalism (Mulyana, 2014), improving the quality of the learning process, increasing work motivation, building and maintaining school culture, and improving teacher performance. The complexity of the roles of school principals shows the breadth of matters that must be handled by school principals, namely those related to education and learning, school management, administration, supervision, leading, innovation, and encouraging improvements in the performance of school residents. The school principal is the key that determines the success of the school in achieving its goals. Therefore, school principals are required to always improve the effectiveness of the performance of staff in schools. Seeing the important and strategic position of the principal in realizing school goals, the principal should have good relationship skills with all members of the school community, so that school and educational goals can be achieved optimally. The principal is the central figure in the school. In a more strategic context, school or madrasah principals have a direct influence

on teacher performance, even school accountability (Bafadal, 2016).

The madrasa context is not much different from general school conditions. The role of madrasah heads in improving the quality of madrasahs is very much needed, considering that madrasahs have demands to be able to stand on an equal footing with non-madrasah schools. Competition between Islamic educational institutions is also very tight, with the emergence of various Islamic educational institutions that offer very varied menus. The position of madrasah leaders in this case is not only as formal leaders but also as examples of creative, adaptive and innovative leadership. (Syahrul, 2015)

The problem to be revealed in this research is the strategy to improve quality at Ar-Rofi'iyah Islamic Middle School. In this case, what is the actual strategy carried out by the school principal as a leader in improving the quality of Islamic religious education learning so that Islamic religious education in schools can run well and in accordance with the goals to be achieved.

Based on the functions and objectives of education in the National Education System Law, Ar-Rofi'iyah Islamic Middle School formulated a vision to create a cheerful (intelligent, high achieving, Islamic, shady and beautiful) madrasa" that is environmentally friendly. By analyzing the potential that exists at Ar-Rofi'iyah Kendari Islamic Middle School, both in terms of input/new students, competency of teaching staff, educational staff, madrasa environment, community participation, and outcome/success of graduates of Ar-Rofi'iyah Islamic Middle School. iyyah Kendari, the community around the school is religious, and through intensive communication and coordination between the madrasah and the madrasah residents and with stakeholders, a vision for the madrasah was created.

Based on initial observations conducted by researchers at the Ar-Rofi'iyah Islamic Middle School, it was seen that this madrasa had the potential to become an educational institution whose credibility could be recognized and grow into one of the leading schools. This can be seen from the strategy and leadership of the school in improving the quality of education, as can be seen from the fact that researchers found that Ar-Rofi'iyah Islamic Middle School is one of the madrasahs that is environmentally conscious, has internal strengths such as adequate human resources and has good abilities, having pupils or students who have high enthusiasm so that they are able to achieve several achievements. Such as champions in reading poetry, speeches, sports, qosidah, and reciting the Al-Qur'an, have sufficient facilities and infrastructure to support all activities in the madrasa even though the environment is not very large, in the middle of the The market, which seems free and wild, is able to encourage pupils or students to remain disciplined and not be influenced by the environment. Based on the findings of facts in the field, researchers are interested in researching this problem more deeply by taking the research title Madrasah Head Strategy in Improving the Quality of Education at Ar-Rofi'iyah Islamic Middle School.

RESEARCH METHODS

This type of research is descriptive qualitative research, namely a type of research that describes real conditions regarding the research title or research object based on original or natural data. This research does not use numbers in its collection. This research describes things that happen using words or sentences. The approach used in this research is a case study. This approach is an approach used to interpret the conditions or circumstances of the research object. This approach aims to interpret and describe the object under study. This approach is carried out using data collection methods such as observation, interviews and documentation (Sugiyono, 2010). Therefore, researchers use this approach to answer questions about the professionalism of certified teachers, what is the impact of certified teacher professionalism on student learning achievement in junior high schools.

The type of data in this research consists of two types, namely primary data and secondary data. The data sources for each type of data are as follows: 1 Primary data or main data was obtained from the results of field observations and interviews with research informants such as teachers who have been certified at Ar-Rofi'iyah Islamic

Middle School u Regency, and the school principal as cross check material. The data sources in primary data are the school principal, 5 certified teachers, and 5 students. 2 Secondary data or supporting data is data obtained from documentation results. The data sources in secondary data are school documents/archives, teacher teaching journals, teacher absences, student report cards, and library reference materials relevant to the research title.

In collecting data, researchers used the following methods: 1. Observation, namely observing various phenomena that occur in the field. The phenomenon in question is related to the professionalism of certified teachers at Ar-Rofi'iyah Islamic Middle School. Observation activities were carried out at Ar-Rofi'iyah Islamic Middle School, which was used as a research site. This observation is carried out as a reliable source of additional information and a means for documentation, the objects of observation are the school environment, student learning environment, teacher discipline, teacher activity in learning activities including teacher activity in preparing learning tools, and the condition of students when learning activities take place. 2. Interviews, namely conducting direct questions and answers with a number of informants who are believed to know the problem being researched regarding the professionalism of certified teachers at Ar-Rofi'iyah Islamic Middle School. The type of interview used is an in-depth interview, namely an interview carried out face to face between the interviewer and the informant, with or without using an interview guide which is carried out in depth with the aim of obtaining a large amount of information data. Interview activities were carried out at Ar-Rofi'iyah Islamic Middle School when teachers were not teaching and during break times. Interview activities were carried out to complete initial information which was still incomplete and to obtain more in-depth, comprehensive, accurate and honest information. The informants or data sources from this interview activity are school principals, certified teachers and students. 3. Documentation, namely searching for data needed by researchers to complement research. This technique is used to find out the professionalism of certified teachers through archives or data about educational background and teaching experience at Ar-Rofi'iyah Islamic Middle School. Some of the documents that can be collected are documents in written form such as school documents/archives, documents in the form of images that support research data such as the activities of certified teachers in teaching, and electronic documents such as recordings of interviews.

RESULTS AND DISCUSSION

Even though strategy touches all levels of the organization, its concept begins with the ideas of a leader. Strategy is a process that shows the direction that an organization must go as a driving force and other main factors that will help organizational managers in determining products, services and markets for the organization in the future.(Mukminin, 2014). Strategy is the placement of an organization's mission, the placement of organizational targets by increasing external and internal forces, the formulation of certain policies and techniques to achieve targets and ensuring their implementation appropriately so that the main goals and objectives of the organization will be achieved. Strategy is related to efforts to work on various priorities in achieving the vision that has been proclaimed. The preparation of this strategy will be related to the efforts and policies that need to be taken by madrasas to realize the various goals that have been proclaimed. (Muhaimin, 2015).

Strategy is a way to achieve long-term goals. The definition of strategy is a unified, broad and integrated plan that links the company's strategic advantages with environmental challenges, designed to ensure that the main goals of the company can be achieved through proper implementation by the organization²⁶. In general, strategy is the process of determining plans by top leaders that focus on the long-term goals of the organization, accompanied by developing a method or effort on how to achieve these goals. Meanwhile, specifically, strategy is an action that is incremental (always increasing) and continuous, and is carried out based on the perspective of what customers expect in the future. Thus, strategy almost always starts from what could

happen and not from what did happen. The speed of new market innovation and changes in consumer patterns require core competencies. (Nugroho, 2017).

The school principal is one of the educational components that plays the most role in improving the quality of education. The principal is responsible for the implementation of education, school administration, development of other educational personnel, utilization and maintenance of facilities and infrastructure and also acts as a supervisor at the school he leads. If we look at the requirements for a teacher to become a school principal, the principal can be said to be a career path for the functional position of teacher. If a teacher has the competency as a Principal and has fulfilled certain requirements or tests, then the teacher can obtain the position of Principal. In simple terms, the head of a madrasa is someone who is given the task by his subordinates to lead a madrasa where the teaching and learning process is held within the madrasa. The madrasa head is a madrasa person who is responsible for madrasa activities. Therefore, a madrasa head is required to have the ability to influence, direct and mobilize every available resource to achieve organizational goals (Purwanto, 2016)

It can be formulated that the madrasa head's strategy is a set of methods and certain efforts carried out by the madrasa head in order to achieve the planned goals. In this case, the strategy carried out by the madrasa head includes the madrasa head's policies in improving the quality of education.

Quality is a dynamic idea, not absolute. Quality is related to consumers or users of school education services. These consumers are people who use educational services at schools. If the quality of a school is good, many people will want to enjoy educational services at that school. On the other hand, if the quality of the school is low, then only a few people will be interested in the school. The correlation between quality and education is as stated by Rohiat that the quality of education is an indicator to see productivity and is closely related to management or management issues in schools. The definition of education quality according to Minister of National Education Regulation no. 23 of 2009 article 1 paragraph 1 is the level of intelligence in the nation's life that can be achieved from the implementation of the National Education System. This understanding directs that the quality of education in Indonesia can be achieved if we implement the provisions and scope of the National Education System in Law no. 20 of 2009 concerning National Education Standards. In essence, quality in education includes input, process and output. Quality educational input is quality teachers, quality students, quality curriculum, facilities and various aspects of providing quality education. A quality education process is a quality learning process. Quality educational output is graduates who have the required competencies and graduates who are able to continue to a higher level of education.

The quality of education in SMP/MTs can be improved in the following ways: 1 The madrasa head must have and understand a clear work vision, be able and willing to work hard, have a high work drive, provide optimal services, and have strong work discipline. 2 Explore students' competencies and abilities. 3 Improving teacher competency and professionalism, in seminars, workshops, MGMP, training, KKG, etc. 4 There is a fixed but dynamic curriculum. 5 There is a good collaborative network in the madrasah environment.

With these strategies, if the madrasa head has the ability to implement them, the quality of education at a madrasa can increase. Research traditions can be developed in madrasas to obtain more valid and reliable information about internal and external conditions. Scientific methods are highly recommended in order to maintain the quality of madrasas in a sustainable manner⁴⁰. This is an opportunity for madrasas because schools rarely develop research traditions for institutional development.

CONCLUSION

Latest Strategies for Improving the Quality of Education in Islamic Secondary Schools. Ar Rofiiyyah highlights the important role of innovative strategies in efforts to improve the quality of education. By considering the rapid dynamics of change in the world of education, this research details various current strategies that can be

implemented at various levels of education. From the application of modern technology to innovative learning approaches, this journal provides in-depth insights into how the latest approaches can enrich the learning experience and raise educational quality standards. The results of this research provide valuable contributions to education stakeholders, teachers, and policy makers in their efforts to continuously improve the quality of the education system. By focusing on strategies that are relevant and responsive to current developments, this journal provides valuable insights for all parties committed to achieving better quality education.

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