



IMPROVING THE QUALITY OF EDUCATIONAL SERVICES THROUGH EFFECTIVE COLLABORATION IN MADRASAH

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Abstract:

This research aims to analyze and understand the process of improving the quality of educational services through effective collaboration in madrasahs. This research was conducted using a qualitative case study type approach. This research was conducted at the Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus Kertosono Gading Probolinggo institution. The data analysis technique in this research uses the Miles and Huberman data analysis model with stages of data reduction, data display, and drawing conclusions. Based on the results of research conducted, it shows that in its application; (1) The use of technology, especially web-based and mobile applications, has helped facilitate communication and collaboration between members of the education team at the madrasah. (2) Training and development of madrasa educators Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus Kertosono Gading Probolinggo increasingly recognizes the importance of continuous training and development for educators. (3) Partnerships with local communities specifically strengthen service quality by involving local communities in educational efforts. (4) Increasing parent-teacher communication in order to improve educational services in madrasahs. So the synergy of teamwork in improving educational services underlines how important teamwork is in the context of the Madrasah Ibtidaiyah Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus Kertosono Gading Probolinggo

Keywords: *Service Quality, Collaboration, Effective*

INTRODUCTION

Education has a crucial role in forming and developing individual potential as well as in realizing societal progress (Yuli & Rusdinal Hade Afriansyah, 2018). Therefore, quality educational services are an aspect that cannot be ignored in efforts to improve the quality of human resources and national development. Madrasahs, as one of the formal educational institutions in Indonesia, have a big responsibility in providing quality educational services to their students (Abidin, 2020). However, in facing the ever-growing dynamics of education and the demands of global change, madrasahs are faced with various challenges. To overcome this challenge and improve effective educational services, an approach based on service quality is needed. Teamwork or team work in an educational environment has great potential in optimizing human resources and maximizing the achievement of educational goals (Armadan et al., 2023).

In the madrasa context, service quality includes effective collaboration and cooperation between various parties, such as the madrasa head, teachers, staff, parents and the local community. It is within this framework that this research was carried out, with the main aim of exploring how service quality can be a key factor in improving educational services in madrasahs (zamroni Afif, 2020). Through an in-depth understanding of the concept of service quality and its implementation in the madrasa

environment, it is hoped that this research will make a positive contribution in efforts to improve the quality of educational services, optimize the performance of educators, and increase student achievement in madrasas. Service quality is not only a theoretical concept, but also a practical basis for overcoming various educational challenges faced by madrasas (Robin Sirait, 2022). In the context of education in Indonesia, especially in madrasas, the importance of service quality cannot be underestimated. Therefore, this research aims to explore and analyze the positive impact of service quality in improving educational services in madrasas (Iqbal, 2017). Through careful data collection and analysis, it is hoped that this research can provide deeper insight into how service quality can be a key factor in improving the quality of madrasa education.

One of the key factors in achieving effective educational service performance is the existence of strong teamwork among all madrasah members. This team collaboration involves teachers, administrative staff, parents and other related parties. Team Work or teamwork is an approach where team members work together to achieve common goals effectively (Kusuma, 2022). In an educational context, Team Work can involve collaboration between teachers, school staff, students, parents and other related parties. The Team Work concept is a pillar in achieving effective educational service performance in madrasas. In a team, members have their own roles and responsibilities that complement each other. Teachers as main educators play a central role in presenting quality learning materials, while school staff can support the smooth running of administration and facilities. Students also have an active role in the learning process, where their participation in learning and extracurricular activities can strengthen the spirit of Team Work. Apart from that, collaboration with parents and related parties is also the key to the institution's success in achieving its goals. Parents who are actively involved in their children's education will help build a communication bridge between home and madrasah, as well as provide positive support in the child's learning process (Saleha et al., 2022). Meanwhile, related parties, such as local communities or other educational institutions, can contribute to enriching the curriculum, sharing best practices, and exchanging experiences to improve the overall quality of education.

Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus Kertosono Gading Probolinggo is an educational institution located in an Islamic boarding school complex located in the middle of a residential area. Madrasa management is carried out independently by madrasa administrators guided by regulations and laws as well as instructions issued by the government, in this case the Ministry of Religion of Probolinggo Regency. The quality of service in improving educational services at madrasas in schools can have a positive impact on all parties, especially at Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus. When teachers and school staff work together well in a solid team, the results will be optimal. the decision making process will be faster and more accurate. Teachers can share ideas and experiences to face challenges in the world of education (Fazira & Mirani, 2019). Strong collaboration between teachers and school staff will support each other in providing the best educational services to students. That way, the quality of learning will increase and student achievement will also increase.

Service quality is a concept that describes harmonious collaboration between individuals or groups with the aim of achieving common goals. In the educational context, this synergy includes cooperation between various stakeholders, including teachers, administrative staff, school principals, parents and local communities. Effective teamwork is not only about working together, but also about sharing vision, goals, and commitment to improving educational services (Ollila & Macy, 2019).

In recent years, the importance of service quality in improving educational services has become increasingly recognized globally. Madrasas, as one of the educational institutions that have a special role in providing religious and moral education, are no exception to the demand to improve educational performance. In this case, the quality of service in madrasas can be a valuable asset to overcome various challenges and improve effective educational services. Through service quality, madrasas have the opportunity to utilize diverse expertise and resources in an effort to provide more relevant and quality education. In this research, we will investigate the role of service quality in improving

educational services in madrasas. We will explore how collaboration between various parties can strengthen policies, learning practices, and student academic outcomes (JH & Baderiah, 2020). Therefore, it is important that the quality of service at Madrasah Ibtidaiyah becomes a strong basis for efforts to improve the quality of education in Indonesia. Through synergy between all parties involved, it is hoped that madrasah ibtidaiyah can become a vehicle capable of producing a qualified, competent and competitive next generation. Previous research has been carried out with the results that work habits have an impact on teacher performance (Harsono, B., & Iswadi, 2023). Triwijayanti, N., Sanoto, H., & Paseleng, M produces educational service satisfaction which has the largest role in parental satisfaction, followed by school culture and school image (Triwijayanti, N., Sanoto, H., & Paseleng, 2022). Dewi's research with the results of students' success in learning is actually not only focused on teachers at school but also a unified environmental system in education (Dewi, 2020). Furthermore, the results of Suharjo's research are cooperation in building an agreed vision and mission that will establish harmonious relationships between members of the organization (Suharjo, S., Tabrani, T., Shabri, A., & Maspan, 2022).

The novelty of service quality in improving educational services at Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus Kertosono Gading Probolinggo includes; First, the use of technology, especially web-based and mobile applications, has helped facilitate communication and collaboration between members of the education team at the madrasah. Online platforms can be used to share learning materials, track student progress, and facilitate coordination between teachers, students, and parents. Second, training and development of Madrasah Ibtidaiyah Ibtidaiyah Nurul Yaqin Yayus Yunus educators increasingly recognizes the importance of continuous training and development for educators. This training is not only concerned with teaching methods, but also with the interpersonal skills, time management, and communication abilities necessary for successful teamwork. Third, partnerships with local communities specifically strengthen service quality by involving local communities in educational efforts.

This may include collaboration with local agencies, non-governmental organizations, and companies that can provide additional resources and support to improve educational services. Fourth, increasing parent-teacher communication in order to improve educational services, madrasas may be more active in promoting open and continuous communication between parents and teachers. This may include parent conferences, regular meetings, or online communication platforms.

RESEARCH METHODS

This research is a qualitative descriptive case study type research (Harahap, 2020). This research is research which includes an individual, a group, an organization, an activity program, and so on at a certain time. This type of descriptive research aims to explore and describe social reality, describing a number of variables related to the problem and unit being studied. This research aims to determine the process of teamwork synergy in improving educational services at Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus Kertosono Gading Probolinggo. Sources of information were obtained from several informants who were attached to the research location. The sources of informants were the madrasa head (MS), four teachers (AD, KS, ST), three madrasa administrative staff (LK, AP, WH) and the head of the madrasa community (HI). In interviews, researchers used structured free questions to respondents. In this case, researchers link the process of teamwork synergy in improving educational services, especially at Madrasah Ibtidaiyah Ibtidaiyah Nurul Yaqin Yayus Yunus Kertosono Gading Probolinggo.

The data collection technique in this research was carried out circularly using three approaches, namely; 1) participant observation; 2) in-depth interviews (in-depth interviews); and 3) documentation. Meanwhile, data analysis in this research uses the Miles and Huberman data analysis model with stages of data reduction, data display, and drawing conclusions. The data sources obtained are collected, then analyzed in the form

of reduction, then the data is displayed and the final step is to draw conclusions (Rukajat, 2018). In the initial stage of data collection, the next step is to reduce the sorted data in the form of notes, then display the data to understand the data and then draw conclusions from the data studied.

RESULTS AND DISCUSSION

Use of technology in Madrasah

The use of technology, including applications, in madrasas, has great potential to improve efficiency, effectiveness and student learning experiences (Ilyasin, 2020). The following are several important aspects that need to be discussed regarding the use of technology, especially applications, so that it is implemented in Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus, including; (1) Technology-based learning in short means that applications can be used as an effective learning tool in teaching various subjects, including Islamic teachings. Technology-based learning applications can present learning content in an interesting and interactive format, which can help students understand the material better. (2) Tracking student progress, with a simple application created by Madrasah Ibtidaiyah Miftahul Ulum that can be used to track student progress in various subjects and identify areas where they need additional help. This allows teachers to provide more effective assistance to students. (3) developing teacher skills, in this case teachers and madrasa staff need to be given training to use technology effectively in learning which is always evolving following educational developments in learning.

Apart from that, according to the principal, every 3 months a group teacher meeting is held in the form of a Teacher Working Group (KKG). This is done so that teachers' abilities remain honed in becoming quality teachers. Teacher quality includes academic proficiency in the subjects taught and a deep understanding of the curriculum that must be implemented. Teachers must also have relevant qualifications and certification and continue to follow professional developments and training to improve their competence (Sugiono, 2022). Not only that, the madrasa head explained that teachers must have the ability to communicate lesson material clearly and effectively to students. This includes skills in presenting material in an engaging manner, adapting to different student learning styles, and creating a positive and enjoyable learning environment. Have the ability to build good relationships with students and colleagues. Teachers who can listen, understand and respond empathetically to students' needs will be more effective in helping them reach their full potential. Qualified teachers must have skills in managing the classroom effectively. This includes the ability to manage time well, maintain classroom discipline, and handle challenging situations tactfully. Teachers are able to evaluate student understanding and provide constructive feedback to help students improve their performance (Rizky & Supriyoso, 2023)

The use of technology in learning has become an increasingly popular trend in today's digital era. There is an explanation regarding the use of technology in learning. MI principal Nurul Yaqin Yayus Yunus explained that technology allows students to easily access a variety of information and learning resources via the internet. They can look for references, read e-books, watch learning videos, or get materials from online educational platforms. The existence of technology is very beneficial for institutions, especially MI Nurul Yaqin Yayus Yunus, continued the principal. In line with the madrasah head, the sixth grade home teacher explained that by using technology such as online discussion forums or collaborative tools such as Google Docs, Google Meets, students can work together virtually with their classmates even though they are not in the same physical place. This encourages teamwork and a wider exchange of ideas and views (Na'im, Z., Yulistiyono, A., Arifudin, O., Irwanto, I., Latifah, E., Indra, I., ... & Gafur, 2021). Technology allows for personalization of learning according to the individual needs of each student. Through adaptive applications or individually tailored online learning platforms, teachers can provide materials and activities that are relevant to each student's ability level and interests. Through technology, teachers can provide feedback quickly and accurately to students. For example, through online learning platforms that provide direct assessment or comment features on student assignments.

According to the head of the madrasah, the use of technological media cannot be carried out fully. There are still teachers at the MI Miftahul Ulum institution who do not fully understand technology. so do students. Students are prohibited from bringing technological media in the form of cellphones. So online information and learning uses mobile phones only at certain times. The use of technology in learning helps students to develop digital skills that are essential in this modern era. They learn about digital literacy, technology problem solving, and the ethics of using technology.

Training and Development of Madrasah Ibtidaiyah Educators Nurul Yaqin Yayus Yunus. Good teacher quality not only results in improved student learning outcomes, but also has a positive impact on student motivation, participation in the learning process, and the development of positive attitudes towards education. Therefore, it is important to continue improving the quality of teachers through appropriate training and support to create an optimal learning environment for future generations. In this case, teacher quality has a major impact on the performance of educational services. Competent and qualified teachers will have a positive influence on student learning (Barizi, 2018).

The existence of training and development for madrasa educators is a very important component in improving the quality of education in institutions. Meanwhile, madrasas are educational institutions that have a central role in character formation and religious education of children. Therefore, madrasa educators must have sufficient skills, knowledge and competence to fulfill this task well.

There are several important aspects in discussing the training and development of madrasa educators, including; first, improving educational skills, especially madrasa educator training, aims to improve teaching, guidance and evaluation skills (Akrim et al., 2022). These include innovative teaching methods, child psychology approaches, and classroom management skills. Second, understanding the teaching material, madrasa educators must have a deep understanding of Islamic teachings and be able to transfer this knowledge effectively to students. They must also be able to answer students' questions appropriately. Third, understanding student needs, in this case madrasa educators need to be trained to understand individual student needs. Each student has different potential, and educators must be able to respond to this with appropriate teaching strategies.

The training and development of madrasa educators has various benefits, both for the madrasa educational institution itself and for society and the younger generation as a whole. Being able to improve the quality of education in general and in particular the training and development of madrasa educators helps improve the quality of education by updating their skills and knowledge in teaching and guiding students. However, there is a need for increased sustainability that focuses on continuous self-development, ensuring that madrasa educators remain relevant and continuously improve themselves in accordance with the latest developments in education. As well as teacher empowerment which focuses on providing madrasa teachers with the tools and knowledge needed to carry out their duties better and with more confidence (Ahmad, A., & Muslimah, 2021). So that improving character and morals is embedded in teachers which is strengthened by training including the development of character and moral values in education, helping to form students who are more responsible and ethical. Ability to face these modern challenges well-trained teachers can better integrate technology, a variety of teaching approaches, and a deep understanding of modern issues in their education (Reis et al., 2022).

Thus, training and development of madrasa educators is an important investment in improving Islamic education, ensuring that madrasas can play a more effective role in shaping the future of Muslims, and providing greater benefits to society as a whole.

Partnership with local communities

Partnership with local communities in madrasas refers to collaboration and cooperation built between madrasas (Islamic educational institutions) and various parties and entities in the environment around the madrasa. The aim is to strengthen relations between madrasas and local communities, as well as provide greater benefits to

the surrounding community. So partnerships with local communities in madrasas is a strategic step to strengthen and expand the positive impact of madrasas in education and community empowerment. With effective collaboration, madrasas can become educational centers that are more integrated in a broader social and cultural context (Pratiwi, 2023). Several important points in partnerships with local communities, namely; (a) Exploring Resource Potential, partnerships with local communities enable madrasas to explore various resources available in the surrounding community. This may include financial support, assistance in the form of physical facilities, additional teaching staff, or access to social and professional networks. (b) Student Empowerment, through partnerships with local communities, madrasas can provide students with practical experience that can improve their skills. For example, students can get involved in community projects that help them develop social and leadership skills. (c) Increasing Parental Involvement, involving parents in their children's education is important. Partnerships with local communities can create a forum for parents to be involved in their children's education at madrasas. (d) Overcoming Common Challenges, namely in some cases, madrasas and local communities can work together to overcome common challenges faced by the community, such as health problems, poverty, or other social problems. (e) Positive Relationships with the Community. Strong partnerships with local communities can help madrasas build positive relationships and support from the surrounding community. This can reduce any conflict or disagreement that may arise. And (f) Promoting Local Values and Identity, namely through this partnership, madrasas can help promote and maintain local cultural values and identity. This is important in maintaining cultural diversity in society (Baharun, H., & Diana, 2023).

Improved Parent-Teacher Communication

Education services at Madrasah Ibtidaiyah Ibtidaiyah Nurul Yaqin Yayus Yunus by actively involving parents in the educational process have been proven to have a positive impact on the performance of educational services. Collaboration between schools and parents can create relationships and learning environments that support children's development (Wati et al., 2020).

Parental participation in children's education has a very important role. In this case, parent participation includes the following: (a). Emotional support. Parents provide emotional support to their children, which can increase self-confidence and motivation to learn. They provide a positive and supportive environment at home, and provide praise and encouragement when children achieve achievements. The term parental support according to Israel & Schurman (in White, 2009) is "Social support of parents is an explanatory construct that describes the physical and emotional comfort given to individuals by their family, friends, and other significant persons in their lives". This means that the physical and emotional comfort given to students by people they love and care for such as family, friends and important people in life is a form of parental support given to children (students) (Dini, 2022). (b). Communication with teachers. Parents communicate regularly with teachers to gain a better understanding of their child's academic progress, challenges faced, and effective learning strategies (Abidin, 2022). This helps in identifying special needs of students and determining measures to support their development. (c). Involvement in homework. Parents can involve themselves in home tasks such as reading together or helping with school work so that students feel supported and guided during the learning process. (d). Participation in school events. Parents attend school meetings, student project presentations, or other events to demonstrate their support for their children and also establish good relations between families and the school community (Fitriani, 2020).

Parental participation in education creates a strong synergy between the home and school environments. By supporting each other and working together, students will feel supported throughout their academic journey. Remember that each parent has a unique way of participating according to their abilities and the resources available to them.

Of course, there is also the role of leaders, especially madrasa heads, as those responsible for directing, coordinating and motivating team members in achieving the set goals. They

must have good communication skills, effective leadership, and decision-making skills (Reid, 2021). (b). Key Team Members. Key team members serve as key contributors on specific projects or tasks. They are responsible for completing their work according to the specified time target and providing their best results (Mukaddamah, 2023).

The main team at the Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus institution is the principal, treasurer, all deputy principals, and the school committee. All of this, according to the principal, must work according to the job description. They work together to complete their tasks within a predetermined time limit. (c). Field Expert. At Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus, what is called a team of field experts according to the school principal are teachers and school operators. Teachers are a team of field experts in certain subjects. Meanwhile, school operators are experts in the field of data processing, both e-RKAM, simpatka, Emis and even BOS reporting.

Each team usually has a subject matter expert in a particular area (e.g. information technology, marketing, graphic design). Their job is to provide in-depth insight and expert views on matters related to the field and help solve complex problems. (d). Team Supporter. Each team member also has a role as a supporter for each other (Hidayah et al., 2023). They must support each other, provide constructive feedback, and work collaboratively to achieve the best results together. Each of these roles and responsibilities complement each other so that the team can function effectively and achieve success together. It is important for each member to understand their role and work together synergistically to achieve the goals of Madrasah Madrasah Ibtidaiyah Nurul Yaqin Yayus Yunus Kertosono Gading Probolinggo.

CONCLUSION

From research conducted at Madrasah Ibtidaiyah Nurul Yaqin, Yayus Yunus, Kertosono Gading, Probolinggo, several important conclusions can be drawn regarding the theme "Improving the Quality of Education Services Through Effective Collaboration. The Importance of Effective Collaboration This research shows that effective collaboration between various parties at Madrasah Ibtidaiyah Nurul Yaqin has a positive impact on improving the quality of educational services. Collaboration involves various aspects, including effective communication, solid teamwork, and integration of educational technology. The role of technology in collaboration is that the use of technology, such as web-based and mobile applications, has proven to be an effective means of increasing collaboration and communication between educational team members. This supports efficiency and transparency in the delivery of information and coordination of educational activities.

Apart from that, it is no less important that training and development educators have awareness of the importance of training and development continuing to develop at Madrasah Ibtidaiyah Nurul Yaqin. This shows a commitment to improving the quality of teaching and ensuring that educators have the skills necessary to face the demands of modern education. The impact of increasing parent-teacher communication in improving communication between parents and teachers is directed at creating an educational environment that is more inclusive and focuses on optimal student development. Thus, effective collaboration at Madrasah Ibtidaiyah Nurul Yaqin has a central role in improving the quality of educational services. Joint efforts involving various stakeholders, smart use of technology, and improving the qualifications of educators form a strong foundation for achieving better educational goals. This conclusion provides a holistic picture of the importance of the synergy of various elements in achieving optimal quality education in the madrasah environment.

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