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# Implementation of Management for Improving the Quality of Madrasah-Based Education in MI Negeri Tangerang Regency

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## Abstract

*This research aims to analyze the Application of Management in Improving the Quality of Madrasas such as Planning Management, Organizational Management, Implementation Management. As well as analyzing supporting and inhibiting factors in implementing Madrasah quality improvement management in Tangerang Regency. This research uses a qualitative descriptive pedagogical, sociological, managerial and normative theological approach. Data sources consist of Madrasah heads, teachers and education staff. Data collection techniques include in-depth interviews, field observations, and documentation studies. The research results show that the implementation of Madrasah Quality Improvement management focuses on the management aspects of planning, organizing, implementing and supervising. As well as supporting and inhibiting factors in implementing quality improvement management at Madrasah Ibtidaiyah, which consists of internal and external factors. The implications of research in improving the quality of Madrasah Ibtidaiyah schools have an impact on the intensification of quality educational activities and have an impact on higher motivation to participate. Increasing the level of competition in a form that reflects the professional abilities of teachers.*

**Keywords:** Management Implementation, Education Quality, Madrasah

## 1. Introduction

The involvement of all school members in madrasa management requires strategic steps from various elements of interest in education management. Wulandari, Yeni. (2018).. Educational experts, position holders involved in educational institutions, in primary, secondary and higher education, it is time to unite to formulate systems and patterns in managing quality education, democratically, professionally and competitively to improve the quality of education to a higher level, ready to enter the competitive world of work.

Quality improvement management has an impact on changes to conventional management. Likewise with management in educational institutions. Calam, Ahmad. (2016). There are main challenges that are studied and managed strategically to apply the concept of quality improvement management in improving the quality of education in madrasas, namely regarding the quality dimensions of customer focus, leadership, continuous improvement, HR management, and fact-based management. The challenges faced by madrasas, both challenges from within (internal challenges) and challenges from outside (external challenges) are increasingly complex, thus requiring the need for efforts to improve the quality of education, which is one of the prerequisites for entering the era of globalization.

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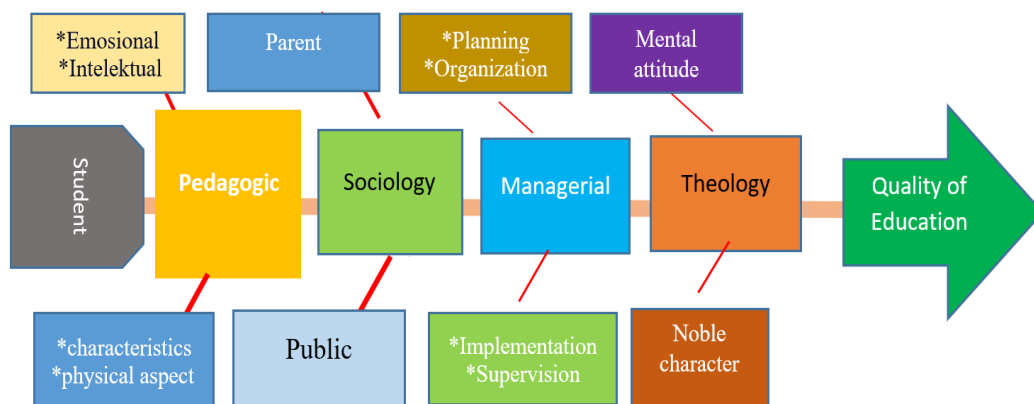
Madrasah Ibtidayah as an Islamic educational institution cannot be separated from these prerequisites. For this reason, improving quality is the main agenda in improving the quality of madrasahs so that they can survive in the global era. Fadhli, M. (2017). Thus, in the current era of global competition, it is time for Islamic educational institutions to be developed using the Madrasah-Based Management pattern. Management of this model requires efforts by the management of educational institutions to improve the quality of education with various approaches such as the Madrasah-Based Quality Improvement Management approach

Improving the quality of education is a more effective and efficient work process followed by competent human resources with high loyalty and fighting spirit, which will certainly result in increased performance which will lead to consumer or customer satisfaction. Amen, Moh. (2016). The quality of educational products will be influenced by the extent to which the institution can manage all potential optimally, starting from educational staff, students, learning processes, educational facilities, finances, and its relationship with the community.

## 2. Literature Review

Examining the results of the problems in this research, there are several approaches used, namely the study approach and the methodological approach. Fitri, S. F. N. (2021). The study approach includes pedagogical, sociological, managerial, and theological.

- a. Expert studies regarding the implementation of Madrasah-based quality improvement management as an important element in improving the quality of education at Madrasah Ibtidayah, so that it can receive serious attention in the academic world.
- b. A sociological approach is used to look at the cooperative relationship between madrasah administrators (principals, staff, and teachers) at Madrasah Ibtidayah Tangerang Regency and students at the madrasah so that learning can be absorbed well, and have a positive impact on the final results in the form of grades and students' noble morals.
- c. Managerial approach to determine behavioral efforts between all school elements in Madrasah Ibtidayah Tangerang Regency, as a social system related to parents of students, together to achieve common goals in the process of developing educational quality and to achieve customer needs and satisfaction. namely students
- d. The normative theological approach is used because it is related to teachers who teach at madrasahs as a conception of human life which is a scientific discipline that has a relationship between humans and their creator.



### **3. Research Methods**

This research is descriptive qualitative, namely research that attempts to capture symptoms holistically contextually through collecting data from the object under study as a direct source with the researcher's key instruments. Fitrah, Muh. (2017). Namely the researcher is the planner, implementer of data collection, analysis, data interpreter, and ultimately some conclusions.

#### **Data Collection Technique**

In research as a systematic, directed, and purposeful scientific activity. Alhamid, Thalta. (2019). data collection is used to explain the phenomena being researched and describe events that occur in the field. The data collection method used by researchers is as follows:

- a. Observation through daily activities that are being observed and used as a source of research data, which is designed systematically, about what will be observed, in the research field.
- b. In-depth interviews are a form of verbal communication, through conversations aimed at obtaining data in the form of communication carried out face to face, interviews are conducted as main data and complete data support.
- c. The documentation studied is in the form of supplementary data and is limited only to written materials in various activities, and written processing of data and information that is used as evidence to support the main data.

#### **Data Analysis**

The collected data was then processed using qualitative descriptive techniques. Through qualitative descriptive analysis in non-statistical analytical research with an inductive approach, a data analysis that starts from a specific problem statement, or theme that is used as the focus of the research.

With this research, the implementation of Madrasah-based quality improvement management in Madrasah Ibtidaiyah Tangerang Regency. It will be observed which will be described as it is, both in the form of problems and learning strategies and verified, through data source statements that focus on research that is related to Madrasah Ibtidaiyah learning outcomes.

#### **Data Presentation**

After the data has been reduced, the data is then presented, in the form of a brief description, making charts, relationships between relations. (Miles and Huberman). Used to present narrative qualitative approach data.

Displaying the data will make it easier to understand what is happening, the data is presented in text form as an explanation of the analysis carried out by researchers in improving the quality of education at Madrasah Ibtidaiyah, then drawing conclusions and verification

### **4. Discussion**

Implementing Madrasah-Based Quality Improvement Management, cannot be separated from management functions. Alifah, S. (2021). Which include planning, organizing, implementation, and supervision.

## **Planning Management in Improving the Quality of Madrasah-Based Education in MI Negeri Tangerang Regency**

Through a mature and systematic thought process to decide on the activities that will be carried out in the future towards the desired goal. Plans prepared by Madrasahs in MI Negeri Tangerang Regency. Become a benchmark in determining the direction and targets to be achieved in the Madrasah's mission and vision. Baharuddin. (2018). Democratization, and curriculum management place principals, teachers, and students in an integrated manner in the position they should be in carrying out their duties with full responsibility to achieve curriculum goals. Cooperative in curriculum management activities, involving various parties in an integrated manner in the teaching and learning process. Effectiveness and efficiency are a series of curriculum management activities to achieve curriculum goals so that integrated management in curriculum planning can provide maximum results with relatively short cost, energy, and time.

Policy for implementing the Education Unit Level Curriculum, government decisions, and regulations relating to the educational institution or type of school concerned. With such a curriculum design, Madrasah Ibtidaiyah is aiming at the development of Islamic education from the perspective of Madrasah-Based Quality Improvement Management, the indicators of which can be seen from the implementation of the development of Islamic education in the management perspective on various educational components. Fitrah, Muh. (2017). Integrated curriculum management planning, and teaching methodology management are also implemented in Madrasahs at MI Negeri Tangerang Regency, and this can be seen when the learning process in the classroom occurs well, safely, and under control because it has been carefully planned. After the students have finished doing their assignments, the class conditions are normal, but sometimes they are noisy, some students leave the class for urgent needs, having previously asked permission from the teacher concerned.

Enable teachers to implement appropriate classroom action planning, so that an effective learning process is realized. Specific strategies are as follows:

- a. The learning process begins with reading a prayer and one short surah.
- b. At the beginning of the lesson, a question and answer session is carried out, regarding the introduction regarding the materials that will be discussed, then it develops using the discussion method.
- c. Learning is carried out using inquiry to build (construct) students' thoughts in their daily lives.

Indeed have differences from one another in delivering learning material, but in general, before carrying out learning, the teachers in an integrated manner first plan the materials and formulate the learning competencies that will be delivered, then formulate learning outcomes that to be achieved, and several indicators, as well as the learning strategies implemented. Megawati, & Rochman, C. (2019). Some of the teaching methods applied at the Tangerang Regency State Ibtidaiyah Madrasah are as follows:

- a. The analytical thinking method referred to above is where teachers and students solve problems to find out the truth and explain it further.
- b. The advice method is part of the counseling guidance applied at Madrasah Ibtidaiyah 1). Those who give advice feel involved in the content of the advice, in the sense of giving advice seriously. 2). Those who advise feel concerned about the fate of the person being advised. 3). Those who give advice should be with full sincerity (sincere) in the sense of being independent of worldly interests. 4). Provide intensive advice.

- c. Socialize it in the community, especially among students' parents by giving them an understanding that the National Examination has an urgent and significant position in determining students' graduation.

Based on the information above, it can be understood that Madrasah Ibtidaiyah carries out the National Examination. Khikmah, N. (2020). Has planned various activities to face this examination which is carried out every year. Formation of a committee, proposing the names of National Examination participants by sending data to the National Ministry and Ministry of Religion, providing guidance (enrichment), holding outreach and checking.

### **Organizational Management in Improving the Quality of Madrasah-Based Education in MI Negeri Tangerang Regency**

As an established educational institution, Madrasah Ibtidaiyah in Tangerang Regency has implemented modern and professional management with a complete organizational structure and a clear and professional division of work. Baro'ah, S. (2020). In addition, fostering cooperation and behavior continues to be a top priority. Madrasah Organizational Work Procedures.

- a. The Madrasah Head functions and is tasked with being an educator, manager, administrator, supervisor, leader, innovator, and motivator.
- b. These duties and functions are detailed.
- c. Teacher, is responsible to the Head of the Madrasah and has the task of carrying out teaching and learning process activities.
- d. Class Teacher, tasked with assisting the madrasa head in class management activities.
- e. Guidance and Counseling Teacher, tasked with carrying out program preparation activities and implementing guidance and counseling.
- f. School Librarian,
- g. Laboratory Assistant.

### **Implementation Management in Improving the Quality of Madrasah-Based Education in MI Negeri Tangerang Regency**

Curriculum development at the Madrasah Ibtidaiyah Negeri Tangerang Regency. Natsir, N. Fatah. (2018). Since 2017, has been based on several ideas as stated.

- a. Subject grades can provide advice on following a good and main way of life such as aqidah, morals, al-Qur'an hadith, fiqh, history of Islamic culture.
- b. The value of the subject is to acquire certain habits of mind that can transfer to other fields. Here science is studied simply because it is or provides practical benefits in life.
- c. The value of subjects that prepare students to advance to the next level of education, such as vocational, technical, and industrial education.
- d. The value of subjects that can be a tool or medium for learning more useful knowledge, such as linguistics.

Based on the results of observations at the research location, Kosilah, Septian., (2020). There were several activities carried out, including;

- a. Selection and placement. Guidance in the selection and placement of teachers according to their qualifications, because if teachers are assigned not based on academic qualifications, apart from violating the provisions, it will hurt the learning process, which in the end will have a bad impact on students.

- b. Participation and cooperation. The involvement of teachers and staff in carrying out all madrasa activities is very necessary to achieve the stated goals. For this reason, coaching efforts to activate teachers and staff to participate and foster good cooperation based on sincerity continue to be developed at Madrasah Ibtidaiyah
- c. Guidance/Coaching Guidance and coaching activities can be interpreted as giving mutual advice or reminding each other between superiors and subordinates or between friends regarding good ways of working to achieve maximum goals.
- d. Training (training) Guidance through training, both carried out routinely and through special programs carried out by Madrasah Ibtidaiyah Tangerang Regency, to increase work skills for teachers and staff in searching for new educational paradigms that are suitable to be applied

### **Supporting Factors in Improving the Quality of Madrasah-Based Education in MI Negeri Tangerang Regency**

Several contributions and potential influences in supporting the implementation of Madrasah-Based Quality Improvement Management. Matuan, G. Munika. (2018). At Madrasah Ibtidaiyah Tangerang as an Islamic educational institution that has excellence, can be seen in two factors, namely, internal and external factors.

- a. The principle of sincerity has become a shared commitment of all teaching and education staff, as a manifestation of responsibility towards the Islamic teachings. This is symbolized through the vision and mission to realize the characteristics of Islamic education through three main targets, namely; quality, professional, and Islamic.
- b. According to the results of research that has been carried out, it is proven that Madrasah Ibtidaiyah, Tangerang Regency, can achieve quality and be able to compete with other madrasahs because an effective and sustainable quality development system has been built within it.
- c. Potential teachers of Madrasah Ibtidaiyah Tangerang Regency,

There are external supporting factors for Madrasah Ibtidaiyah Tangerang Regency Muspawi, Mohamad. (2020). In organizing education according to the potential of teachers and staff.

- a. external factors are support coming from outside the madrasah, which includes several elements; among others; a. Community Support. Community support represented by madrasa committee administrators is familiar in the world of education. Community participation is one of the determining components for the sustainability of education, especially in terms of funding and supervision of education.
- b. Government support. With government support, this provides space for Madrasah Ibtidaiyah to translate government decisions into more operational decisions in improving human resources for students as an effort to realize Madrasah programs with the needs of the surrounding community. The government, in this case the Ministry of Religion, assists with buildings educational facilities, and infrastructure. Apart from the central government, regional governments

### **Obstacle factor. in Improving the Quality of Madrasah-Based Education in MI Negeri Tangerang Regency**

Madrasah Ibtidaiyah is one of the Madrasahs that concentrates on religious-based human resource development. Hendriadi, I. G. O. (2021). Providing religious-based education must nourish and develop the existence of students as optimally as possible, which is carried out

through an educational process that is dignified, creative, innovative, experimental, cultivating and developing students' talents, interests, and abilities, especially in facing the demands of globalization, Madrasah Ibtidaiyah must prepare Indonesian human resources capable of competing nationally and globally.

The inhibiting factors for implementing Madrasah-Based Quality Improvement Management. Common causes are causes that result from system failure. Cahyati, N. N., et al., (2020). This system problem is an internal institutional process problem at Madrasah Ibtidaiyah Tangerang Regency. These problems can only be overcome if the madrasah system, processes, and procedures are changed. Meanwhile, other causes which he calls special causes give rise to non-random variations within the system and are external causes.

Factors inhibiting learning at Madrasah Ibtidaiyah namely;

- a. Infrastructure still needs improvement, for example; LCD and laptop learning media
- b. Unsatisfactory teacher discipline
- c. Classrooms are still insufficient

Sources of funds related to the development of Madrasah Ibtidaiyah activities in Tangerang Regency. Huda, M. N. (2018). Have not been socialized Internal factors are factors that hinder efforts to improve the quality of education at Madrasah Ibtidaiyah, which originate from within and can be seen in several forms, including;

- a. Attitudes and behavior towards quality. The quality culture is still low, and even though quality is repeatedly emphasized, especially in implementing the learning process, this expectation has not been implemented optimally.
- b. The quality of educators and educational personnel is not evenly distributed. Educators and educational personnel are the most important resources in pursuing quality education. The human resources of teaching and education staff are still weak, and their performance is not even satisfactory, such as weak mastery of materials and methods, use of lesson plans is not optimal, understanding and use of learning media is still low, etc.
- c. The culture of student learning quality is still low. The student learning culture referred to here is that the enthusiasm for learning possessed by some students is still low so the impact on their absorption capacity also decreases.
- d. The learning system focuses more on the quantity of results than the quality of the process, the priority is how many must pass, not the quality of students' graduation.
- e. Teacher professional development organizations such as KKKM and KKM have not been managed optimally.
- f. Some teachers still use learning systems and patterns that are more oriented towards teacher-centered learning, which should be a good learning pattern that is student-centered.
- g. Some teachers do not pay attention to the level of ability, learning skills, and learning styles of students, even some teachers also pay less attention to the characteristics of students, such as being stupid, not enthusiastic, lacking motivation, and so on, so that bad habits do not change for the better.

In principle, it is not too difficult, on the contrary. Novalita, R. (2019). It becomes a trigger to be more active and serious in facing the challenges we face, such as;

- a. Competition for the quality of schools/madrasahs is getting tougher, and learning development must be carried out more seriously.

- b. Demands for transparency and accountability in the financial management of madrasah funds are increasing, especially from the Supreme Audit Agency, NGOs, and the Press. The financial management referred to is both routine funds and madrasah committee funds.
- c. The influence of increasingly sophisticated advances in science and technology often influences students' thought patterns and behavior in negative directions, such as promiscuity, decreased appreciation and practice of Islamic teachings, etc., so teachers must tighten supervision of students. by making guidance and counseling more effective.
- d. Some of the students' parents only completely surrender to the madrasah for the development of their children, while they provide little or no guidance and attention at all in their home life so that there is no synergy between the madrasah's expectations and the daily environmental conditions experienced by the students.

## **5. Conclusion and Suggestions**

### **Conclusion**

Based on the results and discussion above, several conclusions can be drawn, including the following:

- a. Management implementation in Madrasah-based quality improvement at Madrasah Ibtidaiyah Tangerang Regency focuses on planning management, organizing management, implementation management, and supervision management. Able to improve teacher skills, be able to give good advice and have noble morals, acquire the habit of doing useful things, and lead students to continue their studies at a higher level of education.
- b. Supporting factors include internal factors, namely the principle of sincerity, a service system that makes it easy to serve students, an effective leadership model, and the potential of teachers with qualified abilities and expertise. Likewise with external factors, with support from the community through the madrasah committee which always carries out supervision, as well as government support which provides space for Madrasahs to develop the curriculum into decisions and operations in the implementation of improving the quality of madrasah-based education.

### **Suggestion**

Based on the results and several conclusions, recommendations can be made in the form of suggestions, namely as follows:

- a. For managers, it is hoped that improving the quality of education through the implementation of madrasa-based quality improvement management will become a priority for every madrasah so that it can have an impact on the formation of its image and prestige as a superior madrasah that can graduate a high percentage of its students.
- b. For educators and education personnel, namely madrasa heads, teachers, and staff as the main role holders in the successful implementation of madrasa-based quality improvement management in Madrasah Ibtidaiyah Tangerang Regency, it is recommended that efforts be made to improve the quality of education and education personnel.



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