MADRASAH EDUCATION QUALITY IMPROVEMENT MANAGEMENT IN METRO CITY

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Abstract

This study aims to find an overview of the steps taken by the Madrasahin metro cityinimprove the quality of education. This study uses a qualitative approach because it is in accordance with the objectives that have been formulated. The informant of this research is the head ofschools, teachers and school supervisors. Data were collected through three approaches, namely, observation, interviews and documentation. After the data is collected then an analysis is carried out to obtain the following conclusions: improving the quality of education in Metro City departs from the formulation of the madrasa vision as the initial basis, namely a clear and measurable vision and mission by trying to improve the qualitygood education and achieve the goals of madrasa education, in the form of implementation in accordance with the characteristics, potential, and needs of students with superior quality education services through networking and school sisterswith good quality schools.

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Introduction

The 2003 National Education System Law states that education is "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and good skills. needed by himself, the community, the nation and the state. The business will not run optimally if the school does not make a breakthrough in all aspects related to the quality of an educational institution, including school management. In fact, in the field of education, the role of management is very significant in determining the quality of an educational institution. Because his field of work includes planning, organizing, mobilizing, supervision or evaluation and empowerment of all existing resources. Therefore, education will not succeed without being regulated according to

their respective functions and roles effectively and efficiently.

Sehave not discussed the quality of education further, it must be understood that management comes from the word to manage which means to regulate. Management can be defined as an art, science and profession. Follet defines "management as an art, because to achieve organizational goals effectively and efficiently, a manager must be able to organize and move people to perform their duties.

A more general view of the notion of management according to Johnson is that "management is the process of integrating resources that are not related to the total system to accomplish objectives". The purpose of the sources here includes people, tools, media, goods, money and facilities that will be submitted and coordinated for completion in the context of settlement. Based on these definitions, it can be concluded that management contains several meanings, including: (a) Management as a process; (b) Management as an activity of people who carry out management activities; (c) Management as an art as well as a science to be studied.

If in education, management is based on improving the quality or quality of education which is handled efficiently, meaning that various sources that affect the educational process need to be handled in a clear, controlled and directed manner. In education, management is also defined as "the activity of combining educational resources so that they are centralized in an effort to achieve predetermined educational goals. This understanding illustrates that management is a very

important part in education because in it there is a process of integrating learning resources consisting of various aspects ranging from teachers as facilitators, students, lesson materials, books and media as tools used to achieve goals. educational success. Moreover, in today's society,

In relation to management; it cannot be denied that management is an important aspect that touches, influences and even permeates all aspects of human life; because with management can know the capabilities and strengths and can identify the shortcomings of an organization. Management shows effective and efficient ways in carrying out a job. Management can reduce obstacles in achieving goals and provide predictions and imagination to quickly anticipate environmental changes.

Likewise with the world of education, the role of education management greatly determines the direction and goals of education. Pidarta in Purwaningsih and Salim formulates; Educational management is the activity of combining educational resources so that they are concentrated in an effort to achieve predetermined educational goals. Meanwhile, Tilaar argues that education management is the mobilization of all educational resources to achieve the educational goals that have been set. Educational management is a series of activities in the collaborative process of an educational organization in achieving goals with a very broad area of discussion.

Quality or quality is the level of good or bad something, also means the degree or level of intelligence, skills, and so on. Quality is an overall description and

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characteristics of something that shows its ability to satisfy expected needs. In the sense that quality implies the degree of excellence of a product. In the context of the quality of education, the term quality/superior means quality. The quality of education will be of quality if the inputs and processes are managed using good management principles.

PeQuality improvement is a systematic process that continues to improve the quality of schools and factors related to school quality, with the aim that school targets can be achieved more effectively and efficiently. Implementation of the quality of education includes the implementation of the quality of 8 national education standards, namely; implementation of quality standards of content, implementation of quality standards of processes, implementation of quality standards of graduate competence, implementation of quality standards for educators and education personnel, implementation of quality management standards, implementation of quality standards for infrastructure, implementation of quality standards for financing and implementation of quality assessment standards.

Regarding the factors causing the low quality of education, Abdurrahman Salih stated that there are three factors that cause the quality of education to decline and experience uneven development. First, the policy of implementing national education that uses an educational production function or input-output approach that is carried out inconsistently. Second, the implementation of national education is carried out in a bureaucratic-centralistic manner, so placing schools (madrasas) as

education providers is very dependent on lengthy bureaucratic decisions and sometimes the policies issued are not in accordance with the conditions of the local madrasa. Third, the participation of the community, especially parents of students in the implementation of education so far, is generally more input support (funding),

PaExperts and observers of education in the country have various opinions. there are at least two factors that can explain why efforts to improve the quality of education so far have not been successful. First, the development strategy so far is more input oriented. Such a strategy relies more on the assumption that when all educational inputs have been met, such as the provision of books (teaching materials) and other learning tools, provision of educational facilities, training of teachers and other education personnel, education (schools) will automatically produce outputs. (output) quality as expected. Second, the management of education so far is still macro-oriented, regulated by the ranks of the bureaucracy at the central level. As a result, many of the factors projected at the macro (central) level did not occur or did not work properly at the micro (school) level. In other words, the complexity of the scope of educational problems, often cannot be fully and accurately thought of by the central bureaucracy.

Madrasahs in metro cities have experienced good quality improvement and clear and systematic management implementation. The implementation of management requires a good personnel management information system that is able to display various accurate and up-to-date personnel information and is able

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to support HR management work processes. The efforts made by Madrasahs in Metro City in improving the quality of their schools have been good. This can be seen from the results achieved, increasing interest in prospective students who register, the division of tasks is in accordance with expertise, able to equip students with expertise and skills, various achievements obtained, accredited schools and graduation reaches 100%.

BeBased on the explanation above, education management, especially Islamic education, is the core of madrasa management. For this reason, it is necessary to conduct in-depth research on the management of improving the quality of education which is the heart of education.

Research method

The type of research that will be used is field research, namely research conducted in a location, wide space or in the midst of society. The research method is qualitative, which describes what it is about Curriculum Management in Efforts to Improve the Quality of Education in Madrasahs in the metro city and conducts an in-depth analysis of related issues so that interesting data and ideas are found to be discussed in this study. Determination of informants in this study was done by purposive sampling technique. Sampling is not intended to represent the population, but rather on the relevance and depth of information and is based on themes that emerge in the field. The informants are principals and madrasah principals, the vice principals/madrasahs as well as the teacher councils as well as some students of the Metro City Madrasah and of course some observers and education experts

can be traced through writing in the form of documents. Next, the researcher will follow up on information from the data source by collecting all materials related to the topic that the researcher has compiled.

PeThis study uses all three techniques, but the most important is the in-depth interview technique because this technique can reveal the hidden meaning behind an apparent phenomenon. Meanwhile, data collection techniques with observation and documentation were used to assist, enrich, and complete research data (Roulston, 2014). The analysis steps carried out were: (a) preparing interview guides prepared in accordance with the research objectives; (b after the data is collected, then the data is grouped according to the predetermined classification; (c) if inaccurate data is found and in order to maintain the validity of the data, the author will reconfirm the data by means of re-interviews; (d) after the data is obtained through interviews, documentation and observation, data is grouped and analysis or reduction is carried out immediately; (e) the data that has been reduced are given certain codes to be more systematic in further analysis; (f) after all data has been reduced, then proceed with data analysis to compile research results by taking into account the research focus, research objectives and uses as well as research conclusions; (g) compiling a data description or presentation of research results.

Results and Discussion

In an effort to improve the quality of education properly, and to achieve the goals of madrasa education, Madrasahs in Metro City represent Islamic educational institutions that carry out educational

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programs in accordance with the characteristics, potential, and needs of students with superior quality educational services.Pethe formation of the student's personality as a whole, both faith, piety, and noble character and optimally increasing the potential, interests and talents of students according to their level of development. In addition, the demands of the world of work and the needs of life are programmed for life skills that allow students to equip students to enter the world of work or business according to the level of student development.

To accommodate the above, the Head of Madrasah in Metro City prepares curriculum plans and subjects that can support the improvement of faith and piety and noble character, and do not lag behind the development of science and technology. The implementation of the learning process is the basic starting point in the context of achieving and developing the quality of education in madrasas. Efforts to prepare the two elements of the curriculum are carried out by forming a madrasa curriculum development team.

Efforts are made to develop a curriculum by forming a Curriculum Development Team. The formation of this team was involved from various elements such as the Head of Madrasah, subject teachers, Counseling Guidance teachers, Madrasah Supervisors, and Madrasah Committees and guardians of students. This team consists of about 10 people consisting of a coach and a drafting team. They are given the task of conducting a needs assessment and compiling a curriculum that is still guided by the National Syllabus. preparation in the field of curriculum content must be

systematic, it is necessary to pay attention to the principles: First Scientifically, the materials and activities that are the content of the curriculum must be scientifically accountable. Second Relevant, Scope, deepening of the material, level of difficulty, and the order of presentation of the material content according to the level of intellectual, social, and emotional students. The third is systematic, the curriculum is functionally interconnected in achieving competence. Fourth Consistent, there is a consistent relationship between basic competencies, indicators, subject matter, learning resources, and assessment systems. Fifth, the actual content of the curriculum pays attention to the development of science, cutting-edge technology. Sixth, comprehensive, curriculum content covers the entire domain of competence (cognitive, affective, psychomotor).

On the other hand, if the subject teacher has not been able to independently compile the curriculum or syllabus content, then we madrasas seek to form a group of subject teachers to compile and develop a syllabus that will be used in the learning process at the madrasa. We usually carry out the activities of preparing and developing curriculum content in a group of subject teachers (subjects). This group of subjects is divided into five; groups of subjects of religion and noble character, groups of subjects of citizenship and personality, groups of subjects of science and technology, groups of subjects of aesthetics, and groups of subjects of physical, sport and health.
Based on this explanation, it can be seen that the curriculum developed in Madrasahs must be able to accommodate

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and at the same time represent the needs of students in particular and society in general. With quality improvement management steps through curriculum development, it is hoped that Madrasahs in Metro City can be an example for other educational units in terms of efforts to improve the quality of madrasa education. According to the researcher, the steps taken are the main foundation to ensure the continuity of the education and learning process in madrasas.

Management of improving the quality of education in the field of curriculum must be carried out comprehensively by taking into account various factors such as the potential that exists in schools, student needs, developments in science and technology and the relevance of curriculum content to developing needs in society. This effort also prepares students to be able to adapt in facing the era of increasingly rapid global competition.

Mastery of Information Technology is now part of the demands of teacher competence, both to support the implementation of the task of preparing learning plans, presenting learning, evaluating and analyzing learning outcomes and as a means to find learning resources. So that every teacher at all levels must be ready to continue learning ICT in order to meet the demands of these competencies. To improve the competence of teachers in the ICT field, we carry out several programs, namely: teachers participate in training, upgrading, seminars on ICT, conduct training and socialization activities for all teachers by bringing in resource persons and, equipping various facilities and media that can support learning activities. , carry out learning using various

strategies and methods using IT, conduct comparative studies to other schools that are considered more advanced in terms of facilities and IT mastery. Organizing IT training for teachers at least once a year by presenting professional tutors with the target of all teachers without exception being able to operate computers and the like well and use the internet as an alternative source of teaching materials.

In this policy, researchers consider that Information Technology is increasingly important, entering the era of advanced technology, information has a very important role in the learning process. Whoever controls the information then he who has more opportunities than those who do not. Optimal use of information can provide innovative ideas for development. Mastery of technology is very strategic because the more teachers who master ICT, the easier it will be in learning.

ICT mastery will make it easier to find teaching materials. Processing of daily test scores, mid semester, semester tests and grades from other assignments can be done more systematically and quickly when done using IT.Efforts made by Madrasahs in Metro City to improve the ability of teachers to use Information Technology in the learning process are the right steps because at this time and in the future the ability to use ICT in learning is something that is non-negotiable given the development needs and challenges. Education and learning are increasingly complex. This is closely related to the effectiveness and efficiency of learning.Efforts to meet the number of teachers in madrasas are carried out in three forms, namely first, accepting teachers with DPK status from the district/city education office in this case

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the Ministry of National Education. Second, recruiting teachers independently with the procedures and requirements set by the madrasa, the minimum requirement for teaching staff is to have a minimum education of Bachelor (S1). Third, the teacher has the status of a civil servant who has been determined from the Regency Ministry of Religion or the Provincial Office of the Ministry of Religion. This is because Madrasas in Metro City are under the auspices of the Ministry of Religion of the Republic of Indonesia, in this case the Regency Ministry of Religion and the Provincial Office of the Ministry of Religion. Then the stipulation of minimum education requirements of S1 is in accordance with Government regulation No. 19 of 2005 concerning SNP. Researchers save that teachers with a minimum education level of S1 are assumed to be educators who have educational competencies (pedagogic, professional, social and personality). the higher the academic qualifications of the teacher, the more profitable it will be both for the sake of the requirements for increasing the school's accreditation status and for the benefit of learning. It is assumed that teachers who have higher academic qualifications have a better level of depth and breadth of mastery of materials and learning methods.

Efforts were also made by the madrasah, which was conveyed by the head of the madrasa, to include teachers who were not yet certified to take the Teacher Competency Test (UKG) first. The purpose of UKG is quality mapping which is then used as consideration in making national education policies. Regarding the UKG for teachers in the Madrasah environment in Metro City, we propose that teachers who have not been certified, we propose through the Ministry of Religion of Metro City to take the Teacher Competency Test organized by the LPMP of Lampung Province. The requirements are adjusted to the circular issued by the Regional Office of the Provincial Ministry of Religion. The policy of proposing uncertified teachers to take UKG is the right step, because more and more teachers are taking UKG and are declared to have passed. more beneficial for all parties, especially in the context of improving the quality of schools as a whole. Teachers in UKG and certification programs. The higher one takes precedence over the linear one.

plans to increase the pedagogic competence of teachers in Madrasahs in Metro City are carried out through activities; training, seminars, discussions, Classroom Action Research (CAR), curriculum training both independently organized and organized by the Regency Ministry of Religion and the Regional Office of the Provincial Ministry of Religion and the Ministry of Religion's Training Center in Palembang. Social competence is carried out such as making direct visits to the community, in this case during the holy month of Ramadan, the opportunity to carry out mobile Ramadan safaris, social services in the form of mutual cooperation, especially in the village where madrasas are located, participate in training related to teacher social competence and make internal and external communication at school or in the form of a WA group. And for the development of personality competencies, more emphasis on school regulations that have been set, these regulations or disciplines must be carried out with full responsibility. This regulation

can measure the attitude and behavior of a teacher such as the teacher is obliged to teach on time, fill out the attendance list (Finger Print), wear clothes or school uniforms that have been determined properly and politely.

For the behavioral competence of teachers in Madrasahs in Metro City, the principals make rules that teachers should not be rude and uneducative, teachers must show exemplary in the learning process, appreciate the strengths and weaknesses of students including differences in interests and talents of each, teachers must encourage the growth and development of students' interests and talents, and several other things that are conveyed on the occasion of every coaching moment such as at routine Monday ceremonies, school meetings, and others. We also require teachers to use the Ministry of Religion's slogan pin, namely 5 work culture; Integrity: Harmony between hearts, thoughts, words and deeds that are good and right, Professionality: Work in a disciplined manner, Competent and on time with the best results, Innovation: Improving existing ones and creating new and better things, Responsibilities: Work thoroughly and consistently, and Exemplary: Be a good example for others. This slogan/motto is also made in the form of banners and banners that are installed in strategic places within the Madrasah. the teacher's ability or competence assessment is also carried out in a written assessment by himself, but the supervisor always provides motivation and instructions to improve teacher competence including professional competence, pedagogic competence, social competence and personality competence. Planning to

increase teacher professional competence in Madrasahs in Metro City and he added that he always motivates teachers to continue to improve their abilities in carrying out their duties, among others by liking reading. Work thoroughly and consistently, and Exemplary: Be a good example for others. This slogan/motto is also made in the form of banners and banners that are installed in strategic places within the Madrasah. the teacher's ability or competence assessment is also carried out in a written assessment by himself, but the supervisor always provides motivation and instructions to improve teacher competence including professional competence, pedagogic competence, social competence and personality competence. Planning to increase teacher professional competence in Madrasahs in Metro City and he added that he always motivates teachers to continue to improve their abilities in carrying out their duties, among others by liking reading. Work thoroughly and consistently, and Exemplary: Be a good example for others. This slogan/motto is also made in the form of banners and banners that are installed in strategic places within the Madrasah. the teacher's ability or competence assessment is also carried out in a written assessment by himself, but the supervisor always provides motivation and instructions to improve teacher competence including professional competence, pedagogic competence, social competence and personality competence. Planning to increase teacher professional competence in Madrasahs in Metro City and he added that he always motivates teachers to continue to improve their

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Some of these statements indicate that in order to improve the quality of education in madrasas, especially in Madrasas in Metro City, what must be done is to improve the quality of educators (teachers). This effective and serious step is very reasonable because the role and position of the teacher in the world of education is very important and strategic. Teachers apart from being a source of knowledge are also role models both in the school environment and in the midst of social life. As educational figures, teachers are required to continue to cultivate and improve competence through various positive efforts carried out in the school environment and in the community. in terms of student self-development is the goal of education in order to meet the quality standards of education that can be accounted for nationally, Madrasah self-development activities in Metro City refer to the Graduate Competency Standards that have been set by BSNP, among others; Behave in accordance with the religious teachings adopted in accordance with the

development of adolescents, Develop themselves optimally by utilizing their strengths and improve their weaknesses, Demonstrate self-confidence and be responsible for their behavior, actions, and work, Participate in the enforcement of social rules, Appreciate religious diversity , nation, ethnicity, race, and socio-economic group in a global scope, Build and apply information and knowledge logically, critically, creatively, and innovatively, Demonstrate the ability to think logically, critically, creatively, and innovatively in decision making, Demonstrate the ability to develop culture learn for self-empowerment,

student graduation competencies are in line with developing the Madrasah Curriculum Basic Framework in Metro City by referring to the National Education Goals for Madrasah Aliyah Levels, namely; Students have a strong aqidah/belief system which is reflected in firmness, tenacity, fortitude and firmness, Have a high sense of social responsibility, Understand and respect the interests of others, Have a creative spirit, Have the ability to think independently and have broad insight, Strive and Work hard for the best, Have a healthy competitive spirit, Have a passion for life and develop the Unitary State of the Republic of Indonesia.

Based on the results of the document analysis carried out, to make this happen, the Madrasah that has been determined, the Head of Madrasa together with all components of the madrasa create a superior program. In metro city madrassas, the implementation of innovative learning is manifested in the form of superior school programs which include *PesantrenKilat (Sanlat)*, Student Orientation (MOS),

Scientific Tourism, Mabit Activities (Guidance of Faith and Taqwa), Hadrah, National Examination Preparation Program (P2UN). These activities aim to improve religious values, discipline, student learning motivation, foster a social spirit, and prepare for the national exams and university entrance exams.

Self-development activities developed at Madrasahs in Metro City are extracurricular activities (scouts, *Paskibraka*, Nature Creator, student cooperatives, drum bands, etc.). and counseling services are assessed according to the needs of students' educational development and learning in schools. These activities can provide opportunities for students to cultivate, train, develop and express themselves according to their interests, talents and all their potential.

Regional Office of the Ministry of Religion of Lampung Province. The evaluation targets for extracurricular activities in general include: cognitive, affective and psychomotor aspects but are more emphasized on mastery of skills. As for counseling service activities, the evaluation target is more on changes in understanding, attitudes and behavior (affective aspects).

providing Sunnah practices and it is obligatory for students to carry out regular *zuhur* prayers in congregation in the Mushalla, for Sunnah practices students carry out *dhuha prayers* in congregation, and on Fridays *muhaarah* is held with lecturers from the students themselves, and male students required to fill in Friday Sermons in nearby villages, this briefing is carried out through a program carried out from class X to class XII. Learning materials related to daily practices, namely: Class X the debriefing

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materials include: *Tahfidzul Qur'an* short verses, selected hadith, reading dhikr after prayer, daily prayers. In Class XI the debriefing materials include: *Tahfidzul Qur'an*, selected hadiths, reading dhikr after prayer, daily prayers, Friday sermons and being the imam of prayers for men and learning to put on a shroud for women, and briefing to lead: *yasinan/tahlilan*, funeral prayers and Class XII. sunnah, such as reading dhikr after prayer, daily prayers and debriefing and practice to lead *yasinan/tahlilan*, obligatory prayer imam, priest praying the dead, installing women's shrouds for female students, Friday sermons directly to villages, lectures religion. In an effort to realize student graduation competencies, it is necessary to implement programs that lead to sustainable achievements that are measurable and acceptable and able to be implemented by all components of the madrasa. The funeral prayer and Class XII materials include *Tahfidzul Qur'an* and selected hadiths, and sunnah practices, such as reading dhikr after prayer, daily prayers and debriefing and practice to lead *yasinan/tahlilan*, imam of obligatory prayers, priest praying at the dead, installing female shrouds for female students, Friday sermons directly to villages, religious lectures. In an effort to realize student graduation competencies, it is necessary to implement programs that lead to sustainable achievements that are measurable and acceptable and able to be implemented by all components of the madrasa. The funeral prayer and Class XII materials include *Tahfidzul Qur'an* and selected hadiths, and sunnah practices, such as reading dhikr after prayer, daily prayers and debriefing and practice to lead

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CONCLUSION

In an effort to improve the quality of education well and to achieve the educational goals of Madrasahs in Metro City as Islamic educational institutions that organize general education at the secondary level, they carry out educational programs in accordance with the characteristics, potential, and needs of students with superior quality education services through networking and school sisters with schools. good quality. As an educational institution that has Islamic characteristics, madrasas play an important role in the process of

forming the personality of students, because through this madrasa education parents hope that their children have two abilities at once, not only general knowledge (science and technology) but also personality and character. high commitment to their religion (IMTAQ), so that actually madrasas have bright prospects,

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