The Aplication Of Education Quality Standards In Creating Effective Islamic Religious Schools
(Case Study of Elementry School of Islamic Religious Education Teachers of Tapin)

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ABSTRACT

The education quality standard is implemented in order to provide confidence and trust to parents of students that the learning process is taking place as expected so that the goals of national education are achieved. Meanwhile, effective schools can be realized if the education quality system is implemented consistently and with high commitment. This study aims to find and describe the role of Islamic education standard that contributes positively to creating effective schools. This research includes qualitative research with a case study approach. The data in this study are in the form of written data and oral data sourced from academic settings. The sample or study object under study was selected based on purposive sampling. The selected samples from the data are used as examples in this study. From this sample, the researcher described things that can be interpreted according to the research objectives. The number of samples in this study were 24 people. They are Islamic education teachers with five years of service and above spread over three schools. The findings of the research indicated that effective Islamic religious schools can run successfully if Islamic religious education teachers are committed and consistent and make quality standards the center of attention (*kiblat*) in order to achieve national education goals.

Keywords: *Education, Quality Standard, Effective Islamic School*

A. INTRODUCTION

In simple terms, the quality of education system is carried out to ensure that the implementation of education at each level of the education unit goes according to plan so that the educational goals are achieved. Managing an educational unit is not an easy thing. There are many variables and factors that must be considered and considered, because they will affect the success of managing the education unit. The organizational methods in educational contexts, where actions are affirmer to improve the quality of the service, through the use of indicators, wich the aim of defining training standarts for quality learning environment (Scalcione N.V, 2022).

We confess that in practice, it is still found that when there is a change of school principal, there are times when the achievement and quality of the education unit then becomes stagnant, or even decreases. This happened because good management of the education unit was only attached to the previous individual principal. To minimize this, every education unit should implement an education quality system. With this system, it is hoped that the management of the education unit will continue in the direction of improving quality, by optimizing the involvement of all parties involved in the education unit.

The Internal Quality System is a continuous cycle carried out by the Education Unit to ensure continuous improvement in the quality of education and the development of a culture of quality education in schools. In carrying out education quality in each education unit, it is an integrated and systematic effort between all stakeholders in the school which includes the Principal, Teachers, and Education/Administration Personnel, and works together with the school committee. Ramberg (2019) say "school-contextual aspects for students' academic and social outcomes. These features of school efectiveness constitute an important foundation for promoting the quality of teachers' relationship with their students".

The education quality system in schools is divided into five stages, namely: i) quality mapping; preparation of quality improvement plans; ii) implementation of the quality improvement plan; iii) internal evaluation/audit; and v) establishment of educational quality standards. In order to find out the school's achievements in terms of quality of education when it is about to carry out the first SPMI, the first step taken is to carry out a quality mapping using a self-evaluation document which includes a self-evaluation instrument with reference to the National Education Standards (SNP) as a minimum standard in administration of education. The results of quality mapping can then be used as a reference in establishing the school's vision, mission and policies in improving the quality of education.

Based on the results of the mapping of the quality of education that has been achieved (as a baseline), then the second step is carried out, namely the preparation of a plan to improve the quality of education as outlined in the planning, school development and action plan documents. Then the fulfillment plan is followed by the third step, namely the implementation of the quality improvement plan for a certain period (semester or school year). After planning and developing the school has been implemented for a certain period, the fourth step is carried out, namely internal evaluation/audit to ensure that the implementation of quality improvement goes according to the plans that have been prepared. Reports of evaluation results are; (i) fulfillment of the 8 SNPs, and (ii) implementation results of the action plan.

From the results of the evaluation/audit, the fifth step is then carried out, namely setting a new quality standard that is higher if the school's achievements have met the minimum according to the SNP. Thus the implementation of a quality system is not only aimed at improving quality according to SNP but also encouraging the creation of a quality education culture where all components in schools have a learning spirit and always develop themselves according to the times.

The objectives of the assessment of the National Education Standards are:

1. Explain the purpose of Indonesia's national education as the root of national education standards
2. Identify the principles of education administration from existing laws and regulations.
3. Exploring the quality of education according to national education standards.
4. Agree that in order to achieve quality Indonesian education, appropriate references are needed
5. Describe the components and indicators of national education standards in Indonesia

While the objectives of the review of the Quality System for Primary and Secondary Education are;

1) Describe ways to meet national education standards through PMP.
2) Explain the meaning, purpose, function, and components of PMP.
3) Mention the parties that play a role in fulfilling the SNP.
4) Compile a list of the roles of the parties in the quality of education

C. Education Unit Internal Quality System

In reviewing the Education Unit Internal Quality System, there are five main things that need to be studied, namely:

1. The concept of the Internal Quality System: aims to describe the internal quality cycle, explain the stages in the SPMI cycle and explain the definitions and objectives of each stage in the cycle correctly.
2. Mapping the Quality of Education Units: the aim is to be skilled at doing quality Mapping/EDS.
3. Compilation of Quality Compliance Plans; the aim is to be able to develop a quality compliance plan based on the results of the EDS.
4. Implementation of Compliance with Quality of Materials: the aim is to explain the mechanism for meeting the quality of educational units and describe techniques for building participation in compiling implementation documents.
5. Monitoring and Evaluation of the Implementation of Quality Compliance/Quality Audit;

The concept of an Effective School emerged based on the results of meta-research conducted in various countries. Preliminary research proves the following:

1. In the United States, Coleman (1966) reports "Students who achieve high in school, continue to a higher level, and have a successful life are students who come from families with high socio-economic status. Meanwhile, students with low achievement, unable to study at school, drop out, do not continue to a higher level, do not have motivation to learn are students who come from families with low socioeconomic status.

2. In England, ROBBINS (1962) reports that almost all students who go on to higher education come from families whose fathers have high professions. Only 2% of students who continue on to tertiary education come from families whose fathers did not have adequate skills or education.

3. The NSW Measurement and Evaluation Research Center, (1960-1970) Australia, concluded that parents' opinions or views about educational values greatly influence children's learning achievements at school. Based on the opinions or views of these parents, it is possible to predict student achievement at school, when students drop out, and what type of work they will be engaged in.

4. In conclusion, family background is an important factor that determines student achievement or success at school. What students bring to school is far more important than the processes that occur within the school. Schools cannot make significant changes to students.

In fact, there are schools that consistently produce high achieving students, continue to a higher level and are more successful in life, regardless of the student's family background. In England, the results of Rutter's research (1979) reported that these schools had these characteristics: an emphasis on learning, teachers planned together and worked together in the implementation of learning, and there was directed supervision from senior teachers and school principals.

In the United States, research by Weber (1971), Austin (1978), Brookeover & Lezotte (1979), Edmonds & Frederickson (1979), Phi Delta Kappa (1980), in a meta-analysis concluded that the school has the following characteristics: strong leadership, has high expectations for students and teachers, a conducive environment, the principal acts as an "instructional leader", student achievement progress is often monitored, and there is support for active parental involvement. Through quality maintenance, being responsive to challenges and anticipating changes resulting from changes in internal arrangements so as not to cause turmoil will support school progress. Globalization requires the world of education to synergize with various changes through educational management engineering while still holding on to the nation's self-image. Schools that only maintain a stable state without responding to various shocks will face a disadvantage. As an improvement in the quality of education, educational institutions, especially tertiary institutions, must carry out various arrangements. One of the efforts is to improve the field of management. Good management will make the school successful in achieving educational goals and objectives.

Based on the point of view of the success of the school, then it is known as an effective school. The general understanding of an effective school is also related to the formulation of what must be done with what must be achieved. So that the school is said to be effective if there is a strong relationship between what has been formulated to do with the results achieved by the school. Effectiveness is a measure that states the extent to which goals or objectives have been achieved.

School effectiveness is also related to quality. Quality is an overall description and characteristic that shows its ability to satisfy stated or implied needs, for example, final exam results, sports achievements, scientific writing achievements and artistic performance achievements. The quality of graduates is influenced by the interrelated stages of school activities, namely planning, implementation and evaluation. School effectiveness shows that

there is a process of engineering various sources and methods directed at optimal learning in schools.

School effectiveness refers to the empowerment of all components of the school as an organization where learning is based on the main tasks and functions of each in the program structure with the aim that students learn and achieve predetermined results, namely having competence. In an effective school, all students, both students who have high learning abilities, who can develop themselves, students who have ordinary intellectual abilities can develop themselves, when compared to the initial conditions when they just entered school.

The essence contained in the introductory section above is the function of the school as a place of learning which has an obligation to provide quality learning experiences for its students. This essence is the mission or main task of the school, which should be the basis for students and analysis of effective school performance.
Various perspectives can be put forward as follows:

The implementation of learning services for students is usually studied in the context of educational quality which is closely related to the study of quality management and effective schools. Within the school system, the concept of educational quality is perceived differently by various parties. According to the perception of most people (parents and society in general), the quality of education in schools is simply seen and the acquisition of grades or points achieved is shown in the results of tests and examinations. Schools are considered to be of good quality if their students, most or all of them, get high grades or scores, so that they have the opportunity to continue on to a higher level of education.

This perception is not wrong if the value or number is recognized as a representation of the totality of learning outcomes, which can reliably describe the degree of change in behavior or mastery of abilities involving cognitive, affective and psychomotor aspects. Thus, the results of quality education have quantitative and qualitative nuances. That is, besides being shown by indicators of how many students achieve as seen in the acquisition of high scores or scores, it is also shown by how good the personal qualities of the students are, as seen in self-confidence, independence, discipline, hard work and tenacity, skill, good character, faith and piety, social and national responsibility, appreciation, and so on. The analysis above provides a clear understanding that the concept of an effective school is directly related to the quality of school performance.

The general ability of a child is usually used as a predictor to explain the level of ability to complete learning programs, so this ability is often referred to as scholastic aptitude or academic potential. A student who has high academic potential is thought to have a high ability to complete learning programs or learning tasks in general at school, and therefore is considered to be getting the expected achievement.

On the basis of this analysis, efforts to improve the quality of education in schools must be accompanied by efforts to improve professional skills and improve the quality of the teacher's personality. Constructive teacher student relationships have a large and positive impact on students' academic results (Maazouzi, 2019). At the school level, these efforts are shown in activity.

1. collegiality interaction between teachers.
2. understanding of cognitive processes in the implementation of teaching.

3. Mastery of subject knowledge structure.

4. possession of understanding and appreciation of values, beliefs, and standards.

5. teaching skills.

6. knowledge of how students learn.

School culture is the entire psychological experience of students (social, emotional and intellectual) that is absorbed by them while in the school environment. Students' daily psychological responses to things such as the way teachers and other school personnel behave and behave (for example, homeroom services and administrative staff), implementation of school policies, conditions and services for school stalls, arrangement of beauty, cleanliness and comfort of the campus, all of which shape the school culture.

School culture permeates the psychological appreciation of school members including students, which in turn forms patterns of values, attitudes, habits and behavior. An important aspect that helps shape school culture is school leadership. Effective school leadership is a source of values and enthusiasm, a source of organizational structure and behavior that is oriented toward and in line with the achievement of the school's vision and mission.

B. RESEARCH METHODS

This research includes qualitative research with a case study approach. The data in this study are in the form of written data and oral data sourced from academic settings. In terms of social dominance, this data is included in the academic domain. The sample or study object under study was selected based on purposive sampling.

The selected samples from the data are used as examples in this study. From this sample, the researcher describes things that can be interpreted according to the research objectives. The number of samples in this study were 24 people (teachers). They are teachers with five years of service and above spread over three schools.

Data was collected using observation and questionnaire methods. Observation in this context is non-participatory observation. In other words, researchers position themselves as observers and are not directly involved in these activities. Observation is carried out by listening or observing the process of implementing learning at school (capturing or recording events that occur), and the follow-up technique, namely the note-taking technique (writing the procedures presented). While the questionnaire is used to determine the factors associated with the implementation of an effective school and education quality assurance system. The research locations are spread over three places, namely SDN Rantau Kanan 1 Kec. North Tapin Tapin Regency, SDN Rantau Kiwa 1 Kec. North Tapin Tapin Regency, SDN Bakarangan 1 Kec. Bakaran, Tapin Regency. This research was conducted in the 2023-2024 academic year.

C. RESULT AND DISCUSSION

The following is a discussion of optimizing the education quality system in creating effective Islamic schools. School is a formal place where learning activities take place involving teachers and students in an academic setting. In other words, the learning process can occur when it involves teachers, students, facilities, infrastructure, and curriculum. The education quality system is implemented so that the learning climate runs according to the corridor so that the goals of national education are realized.

Is an education quality assurance system still necessary for the world of education?

From 24 respondents, 10 (41.6%) respondents answered strongly agree, 14 (58.3%) respondents answered agree. While no one answered less disagree, disagree, and strongly disagree. This data shows that the education quality system is still needed in order to achieve national education goals. We know that every school strives to continuously improve the teaching and learning process so that the quality of education is maintained. The school is one of the centers of community attention. Therefore, the learning process is also a concern by educational institutions. Education is important for every individual. Education is a human effort in preparing his future towards a more prosperous life. Education as a vehicle for developing capabilities with a series of systems. Schools are required to provide quality service quality.

The implementation of an educational quality assurance system is correlated in creating an effective school.

The results of the questionnaire showed that 17 (70.8%) respondents answered strongly agree, 7 (29.1%) respondents answered agree, none of the respondents answered less disagree, disagree, and strongly disagree. This data proves that an education quality system can create effective schools. Thus it can be understood that an effective school is a school that cultivates quality. An effective school is interpreted as a school that is able to demonstrate compatibility between expectations and the aspired reality. In other words, when a school can achieve its educational goals and objectives, it can be called an effective school. Realizing an effective school is influenced by several factors. One of them is the school supervises school equipment. Supervision is the effort of school officials in providing guidance, improving teaching, stimulating, selecting the position growth and development of teachers and revising the methods and objectives of teaching.

The education quality assurance system can encourage the realization of national education goals.

The results of the data obtained from the questionnaire showed that 6 (25%) respondents answered strongly agree, 18 (75%) respondents answered agree, none of the respondents answered disagree, disagree, and strongly disagree. Law Number 20 of 2003 concerning the National Education System states that the National Education System is the entire educational component that is interrelated in an integrated manner to achieve the goals of national education, namely to develop capabilities and improve the quality of life and human dignity of Indonesia. As mandated in the Government Regulation of the Republic of Indonesia Number 19 of 2005, every educational unit on formal and non-formal channels is required to carry out education quality assurance. The education quality assurance aims to meet or exceed the National Education Standards (NES). The fulfillment and quality assurance of this education is the responsibility of each component in the education unit. Education quality assurance in educational units cannot work properly without a culture of quality in all

components of the education unit. Therefore, the implementation of the education quality assurance system in educational units is carried out using the approach of involving all components of the education unit (whole school approach) so that all components of the education unit jointly have a culture of quality.

The existence of an education quality assurance system influences the work ethic of teachers.

The research data shows that 9 (37.5%) respondents answered strongly agree, 15 (62.5%) respondents answered agree, none answered disagree, disagree, strongly disagree. If the work ethic is high, teachers will be motivated and have the courage to do things that are more innovative, creative, effective and productive, so as to encourage the student learning process to be of higher quality and more enjoyable. With a high work ethic, it is possible for teachers to try to work more enthusiastically, confidently and more responsibly, so that they are able to overcome various challenges faced in line with the pace of development of science and technology and the increasingly complex demands of society for the quality of education services. The work ethic for the teaching profession is very important, because it will make teachers more aware and continue to empower themselves in an effort to improve their abilities related to their roles and duties in the field of education. The teacher must be able to try to develop himself to the fullest. The work ethic itself can provide expert power to educators (teachers), thus making the teacher an important, strong and resilient profession in the educational process. The teacher's work ethic is very important in the context of developing teacher professionalism, because it needs to be maintained and fostered on an ongoing basis. With a high teacher work ethic, it is very possible for teachers to be able to make the best decisions to actualize themselves to the fullest.

D. CONCLUSION

The education quality system is one of the efforts of educational institutions to ensure that the implementation of learning goes according to procedures and corridors and planning so that the goals of national education are achieved. Educational quality activities are carried out based on educational level. Therefore, the procedures and terms and conditions apply to each educational unit.

The education quality system contributes positively to the implementation of effective learning in Islamic schools. An effective school environment is supported by learning activities based on eight educational standards, namely graduation competency standards, content standards, process standards, assessment standards, facilities and infrastructure standards, management standards, and financing standards. So an effective school is a school that implements the eight educational standards fully and not partially.

An education quality system based on the findings of this study can encourage the creation of a quality school environment and motivate Islamic teachers to improve their competence and work ethic so that it has a positive impact on the quality of graduates. So the implementation of an education quality system is still needed in the world of education. This is because the tools and procedures in it provide guarantees to stockholders about the quality or quality of education to instill in students.

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