

Madrasah Quality Improvement Management

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ABSTRACT

Based on the research results, Madrasah Tsanawiyah Negeri 1 Pesawaran and Madrasah Tsanawiyah Negeri 2 Pesawaran have implicitly implemented Total quality management, especially the concept of The Juran Trilogy as an effort to maintain and improve school quality. This is implemented through 1) Quality Planning, in the form of making a more comprehensive assessment guide that is adapted to Permendikbud No. 23 of 2016. 2) Quality Control, where the Principal always conducts monitoring and evaluation of programs that have been made, work assessments and joint evaluation meetings, and Carrying out Supervision of Program Activities. 3) Quality Improvement, namely by implementing class IX tutoring starting in January 3 times a week to increase the average score of the National exam, Implementation of extra-curricular English Club and providing opportunities for teachers to attend training, seminars, workshops, and others. In addition, by setting a permanent strategy to maintain and improve quality through a SWOT analysis in which the determination of the strategy is seen from the strengths, weaknesses, opportunities, and threats of strategies that can be suggested, namely (Sending Organization) (Strategy, Strength, and Threat) strategy, (Weakness- Opportunity) Strategies and (Weaknesses-Threats) strategies that are useful for formulating strategic plans for Madrasah Tsanawiyah Negeri 1 Pesawaran and Madrasah Tsanawiyah Negeri 2 Pesawaran to achieve the objectives of the key success factors.

Keywords: Management, Quality of Education, Madrasah

A. PRELIMINARY

The existence of madrasas in the national education system has been recognized, as stated in Article 17 (2) of the National Education System (Sisdiknas), which is a sub-system of national education, which functions to develop capabilities and shape the character and civilization of the nation. Based on this, "madrasas aim to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.(Abdurrahman 2015:1)

Madrasas as institutions that are given the mandate, of course, are faced with such complex challenges, not only coming from internal but also coming from external madrasas. Internal challenges, for example, institutional management, education staff, curriculum, learning strategies, quality of graduates, funds,(Dwiyanto 2015:7) coaching programs, underprivileged, schools build a solid working term in building and managing lessons, inability to build strong interpersonal relationships, unstable work climate, inability to monitor lesson progress.

The quality of education in schools or madrasas in Indonesia is still and must be considered and improved to be better and of higher quality to achieve educational goals National. Indonesia's position is under Vietnam. And still according to the investigation of the same Indonesian institution and Indonesia is only predicated as a follower and not as the top technology 53 countries in the world data reported by the Swedish world economic forum, Indonesia has quality at a low point,

which is only in 37th position out of 57 several surveyed countries in the world.

MTs Negeri 2 Pesawaran has carried out activities that lead or refer to eight national standards, as stated in Government Regulation Number 32 of 2013 concerning National Education Standards (SNP). Quality improvement management is based on the functions of planning (Planning), organizing (organizing), implementing (actuating), supervision (Controlling) at Madrasah Tsanawiyah in Pesawaran Regency.

Decree of the Accreditation Board National Schools/Madrasah (BAN-S/M) Lampung Province Number: 75/BAN-SM/LPG/X/2018, 132/BAN-SM/LPG/X/2018 and 139/BAN-SM/LPG/X/2018 concerning Determination of Results and Recommendations for School/Madrasah Accreditation in terms of the assessment of the National Education Standards (SNP), namely Content Standards, Process Standards, Graduate Competency Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Education Financing Standards and Assessment Standards Education.

Based on data on the number of MTs in Pesawaran Regency as many as 55 MTs with details of 12 MTs accredited A as many as 0%, B accreditation as many as 7 MTs (12.7%), and accreditation C as many as 5 MTs (9.1%), while the remaining 43 MTs are not yet accredited. The data shows that the quality of MTs education in Pesawaran Regency is not yet fully good. (Anon 2010)

MTs in Pesawaran Regency have referred to 8 SNPs as stated in

Government Regulation Number 32 of 2013 concerning Standards National Education (SNP), in particular the four national education standards, namely graduate competency standards, content standards, process standards, and standards for educators and education personnel has not been fully achieved by educational units in Pesawaran Regency as evidenced by the weaknesses of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran in madrasa graduate competency standards have not increased students' ability to progress from year to year to obtain test scores according to the minimum graduation criteria (KKM) and besides that madrasas have not facilitated students to actively participate in life in Madrasas and the wider community so that they have personality and social competence as well as carrying out various types of activities in a wider scope.

B. LITERATURE REVIEW

1. Management

The word management is defined as regulating and managing. Etymologically, the word management comes from English, namely "*Management*" which means implementation and governance.(Jamarah 2002:96) The word management was developed from the word to manage which comes from the Italian language, *Menaggio*, which was adopted from the Latin *manageable*, which comes from the word *manus*, which means hand. (Samsudin 2006:15)While the terminology there are many definitions put forward by many experts. According to Terry in Ruslan, defining management is a unique process consisting of actions

such as planning, organizing, activating, and monitoring carried out to determine and achieve the goals that have been set through the use of human resources and other resources.(Ruslan 2005:1)In a broader perspective, management is a process of regulating and utilizing organizational resources through the cooperation of members to achieve organizational goals effectively and efficiently. This means that management is the behavior of members in an organization to achieve its goals. In other words, the organization is a place for the operationalization of management, therefore in it, there are several elements that makeup management activities, namely: human elements, goods, machines, methods, money, and markets.

Management in the Big Indonesian Dictionary is defined as the process of using resources effectively to achieve goals. (Ali 2013:627) In terms of management, there are three different views, first: Define administration more broadly than management (management is the essence of administration), second: view management as broader than administration, and third: the view that management is synonymous with administration. (Mulyasa 2002:19)The meaning of management is often interpreted as knowledge, tips, and professionals. Management is defined as a science because it is a field of science that systematically seeks to understand why and how people work together.

Ricky W. Griffin defines management as a series of activities (including planning, and decision making, organizing, leadership, and controlling) directed at organizational resources (human, financial, physical,

and information) to achieve organizational goals effectively and efficiently. (Griffin 2004:7) Furthermore, Parker put forward the definition of management: It is the art of getting things done through people (the art of getting things done through people). (Usman 2011:5) Sufyarma quotes from Stoner as saying: Management is the process of planning, organizing, leading, and controlling the efforts of organizational members and the use of organizational resources to achieve the goals that have been set effectively and efficiently. (Sufyarma 2004:188–89)

Based on the explanation above, management is a special ability and skill possessed by a person to carry out an activity either individually or jointly or through other people to achieve organizational goals in a productive, effective, and efficient manner.

2. Management Functions

The management function is the basic element that will always exist and are inherent in the management process that will be used as a reference by managers in carrying out activities to achieve goals. Management functions can be said to be tasks that must be carried out by a manager. The management function is the basic element that is always inherent in the management process and is used as a reference for managers in carrying out these activities. The most basic management functions are planning, organizing, actuating, and controlling.

a) Planning is thinking about what to do with the resources you have. Planning is done to determine the company's

overall goals and the best way to meet those goals. Managers evaluate various alternative plans before taking action and then see if the chosen plan is suitable and can be used to meet company goals. Planning is the most important process of all management functions because, without planning, other functions cannot run.

- b) The second function is organizing or organizing. Organizing is done to divide a large activity into smaller activities. Organizing makes it easier for managers to supervise and determine the people needed to carry out the tasks that have been divided. Organizing can be done by determining what tasks must be done, who should do them, how the tasks are grouped, who is responsible for these tasks, at which level decisions must be made.
- c) Directing is an action to ensure that all group members strive to achieve goals by managerial planning and organizational efforts. So actuating means moving people to work independently or consciously together to achieve the desired goals effectively. In this case, what is needed is leadership. (Guritno and Gunawan 2008:35)
- d) Evaluating or evaluating is the process of monitoring and controlling the company's performance to

ensure that the company's operations are by the predetermined plan. A manager is required to find problems that exist in the company's operations, then solve them before the problem gets bigger.

The conclusion is that to achieve a common goal, the presence of management in an organization or institution is very important because management does so that the implementation of a planned business is systematically planned and can be evaluated correctly, accurately, and completely to achieve goals in a productive, quality and efficient manner. The term management is already popular in organizational life.

3. Education Management

Education Management is a structuring of educational fields carried out through planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, monitoring, evaluating, and reporting activities systematically to achieve quality education goals. In this case, the purpose of education management is for the implementation of a planned business systematically and can be evaluated correctly, accurately, and completely to achieve the goals in a productive, quality, effective and efficient manner. (UPI 2011:88) In another perspective, Husnaini Usman defines educational management as the art and science of managing educational resources 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 skills needed by

himself, society, nation, and state. (Usman 2011:17)

According to Robert French and Christopher Grey, in his book entitled "Rethinking management education" "Management education is an activity of growing significance and influence, which has recently attracted extensive attention and criticism. widespread criticism and attention). (Fench 1996:1)

In the perspective of quality improvement, education management can be seen as a strategy in improving the quality, relevance, and competitiveness of education. However, this does not mean that education can be treated as a commodity, because education is based on human values through teaching and learning activities. So the management of education is to humanize humans as individuals who are dignified, moral, pious, and responsible for themselves, society, and their nation. (Amtu 2011:27–29)

Concerning several definitions of education management, it can be stated that education management is a series of activities in the form of a collaborative business management process within an educational organization to achieve the educational goals that have been set effectively and efficiently.

4. Philosophical Foundation of Educational Quality Management

a. Planning

The importance of humans to make a good plan before committing an action/action is implicitly mentioned in the Qur'an QS al-Hasyr (59): 18 as follows:

الَّذِينَ آمَنُوا أَلَّا يَلْتَمَتُوا اللَّهَ الْعَدُوَّ اللَّهُ اللَّهُ الْوَن
"O you who believe, fear Allah and let everyone pay attention to what he has

done for tomorrow (hereafter); And fear Allah, verily Allah is Knowing of what you do.”(Anon 2011)

Next in Al-Qur'an QS at-Taubah (9): 105, Allah says:

لَوْ أَنَّ اللَّهَ لَكُم لَمُؤْمِنُونَ لِي لِمَ لَعَيَّبَ لَشَهَدَةِ
اَتَعْمَلُونَ

"And say: "Work you, then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) Who Knows the Unseen and the Real, then He will inform you of what has been revealed. you do."(Anon 2011)

The two verses above, explain the need for enthusiasm and motivation to work built based on sincerity solely hoping for the pleasure and blessing of Allah SWT for the efforts that have been made. To improve the quality of education, school/madrasah leaders together with teachers are required to always generate motivation (al-baits) and enthusiasm in learning and teaching students in the educational unit environment.

b. Evaluation

An important evaluation is carried out to determine the suitability between the plans that have been made and the implementation that has been carried out. In other words, evaluation is needed to compare the results achieved with established benchmarks or criteria. Furthermore, conclusions and suggestions are made at each stage of the implementation of a program. In the world of education, evaluation is needed to find out the extent of the suitability between the program planning that has been made and its implementation in the field. The results of the evaluation can be used as input for improvements, additions, and efforts to achieve

various achievements that allow school/madrasah stakeholders to achieve. The spirit of evaluation in Islam has been affirmed by Allah in the Qur'an QS al-Ankabut (29): 2-3, namely:

□ حَسِبَ النَّاسُ أَنْ لَوْ أَنَّ آمَنَّا لَا وَقَدْ أَلَّذِينَ
قَبْلَهُمْ لَيَعْلَمَنَّ اللَّهُ الَّذِينَ أَلَيَعْلَمَنَّ الْكٰذِبِينَ

"Do people think that they are allowed to (only) say: "We have believed", while they are not tested anymore? know the liars."(Anon 2011)

The verse above explains that every human being will be tested (evaluated) by Allah regarding his faith. Is it included in the group of people whose faith is true or vice versa? Evaluation of the faith can be in the form of psychological, physical, and material tests. Likewise, in the world of education, evaluation needs to be carried out comprehensively covering the curriculum, educators and education staff, teaching materials, teaching preparation, principals/madrasah leadership, and so on to determine the level of success, problems faced and appropriate solutions. necessary for the advancement of education.

c. Content Standards (Curriculum)

The curriculum is a set of educational program subjects given in an educational institution where the contents are lesson plans for a certain period of education level. God says in QS Luqman (31): 14 namely:

اَلْاِنْسَانَ لِذِيهِ لَنَنَّهُ اَلَى لُهُ عَامِيْنَ لِى لِوَلَدِيْكَ
لَى لَمَصِيْرُ

"And We commanded man (to do good) to his two parents; his mother had conceived him in a progressively weak state, and weaned him in two years. Give thanks to Me and your

two parents, only to Me is your return."(Anon 2011)

The verse explains the material for moral education for both parents who have conceived, given birth, and been brought up with great difficulty. A child (student) must respect, appreciate (teacher) not only because the teacher is instrumental in transferring knowledge and instilling values, but more than that, teachers are essentially parents who must be respected and honored. This verse also mentions the procedures for communicating with parents, namely by prioritizing good procedures, attitudes, and behavior.

d. Standard Process (Learning Process)

Islam has given instructions, in terms of learning and the learning process, as Allah SWT has said in QS al-Imran (3): 164:

لَقَدْ آتَىٰ آلَ لُوطٍ آيَاتِنَا فَكَفَرُوا فَأَنزَلْنَا عَلَيْهِمُ السَّيْفَ ۚ لُوطُ إِذْ قَالَ لِقَوْمِهِ إِنَّكُمْ لَأَعْيُنٌ عَلَىٰ آلِي لُوطٍ بَاطِلَةٌ آلُ لُوطٍ إِذْ قَالَ لِقَوْمِهِ إِنَّكُمْ لَأَعْيُنٌ عَلَىٰ آلِي لُوطٍ بَاطِلَةٌ آلُ لُوطٍ إِذْ قَالَ لِقَوْمِهِ إِنَّكُمْ لَأَعْيُنٌ عَلَىٰ آلِي لُوطٍ بَاطِلَةٌ

"Indeed Allah has given the believers a gift when Allah sent among them a messenger from among themselves, who recited to them the verses of Allah, cleansed their (souls) and taught them the Book and Wisdom. And verily before that (the coming of the Prophet), they were in clear error."(Anon 2011)

The verse emphasized that to increase faith, provide knowledge, and understanding to humans, Allah SWT has sent an Apostle who is also a teacher and leader of the people to carry out his duties as Caliph Fil Ardhi who carries out the mission of education and teaching.

e. CAR Standard (Teacher)

Islam teaches teachers to have a very important role and position, namely as leaders (imam) and

enlighteners for the people. As Allah says in QS al-Baqarah (2) : 124 ie:

لِي بَيِّنَاتٍ لِّلنَّاسِ ۚ لِي يُظَاهِرُوا مِنِّي ۚ لِي بَيِّنَاتٍ لِّلنَّاسِ ۚ لِي يُظَاهِرُوا مِنِّي ۚ لِي بَيِّنَاتٍ لِّلنَّاسِ ۚ لِي يُظَاهِرُوا مِنِّي ۚ

"And (remember), when Abraham was tested by his Lord with several sentences (commands and prohibitions), then Abraham fulfilled them. Allah said: "Indeed I will make you a priest for all mankind". Ibrahim said: "(And I beg also) from my descendants". Allah said: "My promise (this) does not affect the wrongdoers".(Anon 2011)

The verse emphasizes that as priests, leaders, and teachers, they must be able to set an example and have high knowledge and competence to carry out their educational and teaching duties effectively, efficiently, and productively.

5. Education Quality

Improvement Management

Quality of education is the ability of schools in the operational and efficient management of components related to schools to produce added value to these components according to applicable norms/standards. (Ahmad 1996:8)

The quality of education can be seen in two ways, namely referring to the educational process and educational outcomes. A quality education process if all components of education are involved in the education process itself. Factors in the educational process are various inputs, such as teaching materials, methodologies, school advice, administrative support and infrastructure, and other resources as well as creating a conducive atmosphere. Meanwhile, the quality of education in the context of educational outcomes refers to the achievements achieved by schools in

each certain period.(Suryosubroto 2004:210–11)

Understanding the quality or quality can also be seen from the concept of absolute and relative. In the absolute concept, something (goods) is called quality if it meets the highest standards and is perfect. This means that the item is no longer in excess. When applied in the world of education, the concept of absolute quality is elitist because only a few educational institutions will be able to offer the highest quality to students and only a few students will be able to afford it. Meanwhile, in the relative concept, quality means meeting the specifications set and following the objectives (fit for their purpose). Edward & Sallis in Nurkholis, argues that quality in the concept is relatively related to producers, so quality means that it is following the specifications set by the customer.(Nurkholis 2003:68)

According to Edmond in Suryosubroto, the management of school-based quality improvement is a new alternative in education management that emphasizes the independence and creativity of schools. This concept was introduced by the effective school theory which focuses more on improving the educational process. Some indicators that show the character of this management concept include the following:

(a) a safe and orderly school environment, (b) the school has a mission and quality targets to be achieved, (c) the school has strong leadership, (d) high expectations from school personnel (principals, teachers, and staff) others, including students) for achievement, (e) continuous development of school staff according to the demands of

science and technology, (f) continuous evaluation of various academic and administrative aspects, and utilization of the results for quality improvement/improvement, and (g)) there is intensive communication and support from parents/community.

C. RESEARCH METHODS

This study uses an interpretive paradigm with a qualitative-descriptive method. While the approach used is the Juran trilogy and SWOT analysis and data collection techniques in qualitative research, namely in-depth interviews, participant observation (participant observation), and study documentation (study documents).

D. DISCUSSION

1. Quality Planning, Quality Control, and Quality Improvement Standards for Educators and Education Personnel at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

a. Quality Planning (Quality Planning) Graduate Competency Standards of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Quality Planning (Quality Planning) Graduation Competency Standards developed at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran have gone through stages that are following educational quality standards and according to the rules of the Ministry of Religion, there are some similarities and differences between the two schools/madrasas as follows:

1) Strategic planning process

The strategic planning carried out by MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran is to pay attention to the environment faced by the school. The internal environment includes the strengths and weaknesses of the school and the external environment which are opportunities and threats that may be faced.

2) Strategy Formulation

The analysis of strengths, weaknesses, threats, and opportunities carried out by the two schools, in the end, is to determine strategies to improve the quality of graduates following the vision and goals of the school. Previously, the school's vision, mission, and goals compiled by MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran were revised results of the school's vision, mission, and goals formulated by the previous leadership, taking into account the results of the environmental analysis that had been carried out. This is following the theory of J. David Hunger and Thomas L. Wheelen, where the identification of these factors can help plan the future of an organization. More specifically, the vision and mission that are formulated reflect the expectations and what the organization does. Through the goals that have been determined, it can be described the things that will soon be realized by an organization.

3) Preferred Strategy

Based on the results of data analysis, the strategy chosen by MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran is through the superior program strategies owned by each school, program development strategies or activities in the work program of the deputy head of each field (curriculum, student affairs, public relations, and infrastructure),

and strategies for developing the quality of human resources owned.

4) Quality policy

MTs Negeri 1 Pesawaran formulates a quality policy for the strategic planning stages. The quality policy compiled by MTs Negeri 1 Pesawaran is a commitment from the principal to improving the quality of its graduates. If you use the term market, it is not only a commitment to improving the products you have previously but also want to make new products that will be offered to customers. Unfortunately, this quality policy does not exist at the strategic planning stage of MTs Negeri 2 Pesawaran. MTs Negeri 2 Pesawaran tends to maintain the quality it has achieved. Looking at the strategic planning stage, MTs Negeri 2 Pesawaran focuses on improving the education process and the quality of learning which will have an impact on improving the quality of students or graduates.

5) Establishing a Responsible Structure/Program Coordinator

The structure of the person in charge/coordinator established by MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran is that they both utilize existing teacher resources. The difference in the management is only that MTs Negeri 1 Pesawaran forms a coordinating structure or program person in charge through work meetings. By taking into account the considerations and input of meeting members, coordinator/responsible for superior programs (Service Class Enrismen, Olympiad Class, Character Education, and Adiwiyata), MGMP programs, libraries, and laboratories. Meanwhile, MTs Negeri 2 Pesawaran appointed several teachers as

coordinators and coaches for each program and extracurricular activity.

- 6) Disseminating School Programs/Activities to Committees, Parents/Guardians of Students, and Related Parties

Programs or activities that have been formulated at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran are socialized to committees, parents/guardians, and related parties who collaborate with schools. Socialization is carried out so that external customers know information about the services provided by the school regarding the planned program or activity. Socialization directly involves external customers to succeed and oversee the running of school programs or activities. Indirect socialization also makes the school maintain its relationship with its customers, especially external parties.

- 7) Implementation of Featured Program Strategies

MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran have excellent programs that characterize each school. The difference between MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran has special characteristics that make it different from other schools. And until now the existing flagship programs have been able to be maintained at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran. The flagship programs of MTs Negeri 1 Pesawaran are the Enrichment Class, Olympic Class, Character Education, and Adiwiyata service programs. While the flagship programs owned by MTs Negeri 2 Pesawaran are the Science Olympiad, O2SN (National Student Sports Olympiad), FLS2N (National Student Art Competition Festival), and PPST

(Paguyuban Pembina Arts Tradition). This is the character of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran that distinguishes them from other schools. It is called the flagship program (especially Enrichment Class, Olympic Class, Science Olympiad, O2SN, FLS2N, and PPST) because some students who take part in these programs have proven successful in obtaining seats“ in subsequent high schools.

- 8) Input Strategy Implementation

The input strategy carried out by MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran has something in common, namely the student recruitment strategy. MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran have different stages in carrying out student recruitment through PPDB (New Student Admission). The implementation of the input strategy is one of the development programs for the deputy head of student affairs, curriculum, and public relations. MTs Negeri 1 Pesawaran applies 4 pathways in the PPDB process. The PPDB schedule is arranged according to the schedule from the Blitar City Education Office. All elementary school graduates can register at MTs Negeri 1 Pesawaran by fulfilling the requirements that have been set at each stage. Strict selection on each PPDB line,

- 9) Implementation of the Deputy Principal's Work Program Development Strategy

Management of improving the quality of graduates is a process involving all parts of educational institutions. All of these must synergize to produce school performance in the form of satisfactory student achievement. The

right step in improving the quality of graduates, MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran maximize their potential through the development of work programs for vice principals in each field. The programs are prepared according to the vision, mission, and goals of each school. Development of the work program of the deputy head of each field of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran with the resources owned by each school.

b. Quality Control (Quality Control) Graduate Competency Standards of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran carry out their programs. Quality Control of school principals is focused on improving the quality of graduates:

1) Carrying out Direct Supervision of the Running of Programs/Activities

MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran, both have a coordinator or person in charge of each program. The difference is that at MTs Negeri 1 Pesawaran the supervision is more complex and specific, not only focusing on school programs but also activities that support learning and school management such as laboratory supervision, library supervision, extracurricular supervision, and administrative supervision. While at MTs Negeri 2 Pesawaran, supervision outside the learning process is carried out by the coordinator or person in charge of school programs or activities. Through direct supervision carried out by the coordinator or person in charge, programs or activities to improve the quality of

graduates are expected to run more effectively.

2) Implementation of Routine Evaluation of the Learning Process

MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran conduct routine evaluations of the learning process through daily tests, mid-semester exams (UTS), and end-of-semester exams (UAS) or class promotion exams. Evaluations carried out in the learning process are carried out by individual teachers because the nature of the evaluation is immediate. This is following the opinion of Edward Sallis who said that the evaluation process must be able to monitor individual and institutional goals. (Sallis 2016:35)

3) Preparation of Activity Reports and Evaluation Meetings

The preparation of this activity report was carried out by MTs Negeri 1 Pesawaran in all activities carried out, either by the person in charge or the coordinator of the teachers and students. The purpose of preparing this activity report is to obtain information about the course of school activities that have been completed. Through activity reports or accountability reports, the principal can see the extent to which activities have been running following the school's goals. Through these activity reports, it can also be known whether the process of activities that take place are following the final results of the activities.

Evaluation meetings at MTs Negeri 2 Pesawaran are also conducted regularly at the end of each activity period or at least at the end of the school year. In this evaluation meeting, all coordinators or chart of persons in charge of the teacher will

report the results of the implementation of activities or programs under their supervision.

The evaluation technique used in MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran is adjusted to the conditions of the school and the program being run. Each of course has strengths and weaknesses. But the technique chosen is the technique that is considered the most appropriate for various considerations.

c. Quality Improvement of Graduation Competencies at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Quality Improvement The principal of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran implements Class IX tutoring starting in January 3 times a week to increase the average score of the National Examination, Develop tools, assessment/evaluation of learning and implement it and develop KKM able to be developed referring to SNP and learning completeness 75.00%. The difference in Quality Improvement of the principals of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran is in their extracurricular coaching, MTs Negeri 1 Pesawaran improves the guidance of Qur'an Tartil after going home from madrasa every Tuesday and Wednesday and the implementation of English Club extra-curricular activities, Extra Coaching Science curricular club which is attended by 30 students every Tuesday, Wednesday and Thursday.

2. Quality Planning, Quality Control, and Quality Improvement Standard Content of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

a. Quality Planning Standard Content for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Quality planning, Content Standards developed at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran have gone through stages under the quality standards that should be described as follows:

- 1) Establishment of a school/madrasah curriculum development team.

MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran these schools are in the field of the school curriculum development team which is in the decree based on the Decree of the Principal/Madrasah, the curriculum is appropriate and relevant. Curriculum preparation activities involve the Madrasah committee, and resource persons, as well as other related parties.

- 2) Formulation of the basic framework of the curriculum.

MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran in formulating the basic framework of the curriculum in both schools/madrasahs are based on three foundations, namely the philosophical foundation, the juridical basis, and the theoretical basis. However, the implementation of the philosophical foundation, namely the selection of local content programs, self-development, and life skills education at the two schools is different. The selection of the three programs is based on the potential and developing culture in each school/madrasah environment.

- 3) Preparation of Curriculum Structure and Competency Standards.

The curriculum structure of MTs Negeri 1 Pesawaran and MTs

Negeri 2 Pesawaran refers to the curriculum National Curriculum (KTSP and 2013 Curriculum) however, MTs Negeri 1 Pesawaran focuses on local content in the form of Tahfizul Qur'an and Lampung Language, while MTs Negeri 2 determines the debriefing of sunnah practices and English conversion (EC) as local content. In this madrasa, there are additional learning hours for groups of subjects with specializations in mathematics and natural sciences. Social sciences, language and cultural sciences, and religious studies. In each program, religious strengthening (Tahfidz) was added. The strengthening of the specialization program is carried out in the dormitory through a tutorial system. Meanwhile, at MTs Negeri 1 Pesawaran, students are not housed so that the strengthening of the specialization program is carried out through extracurricular activities.

4) Determination of the Study Load of All Subjects.

Determination of the learning load for all subjects at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran. Both schools have a learning load for students in MTs Negeri 1 and MTs Negeri 2 Pesawaran implemented in the form of a package system education program. Learning hours for each subject are allocated as stated in the curriculum structure. The time allocation for one hour of learning is 45 minutes face-to-face, with 25 minutes of structured activities and 20 minutes of unstructured independent activities. The time allocation for practice is one hour face-to-face, equivalent to two hours of practical activities at school or four hours of practice outside of school. Meanwhile, the development of the

time allocation is adjusted to the type of activity.

5) Syllabus

Preparation/Development.

The preparation of the syllabus for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran was left to their respective teachers with assistance from the Curriculum Development Team (TPKS/TPKM). In general, the teachers in both schools/madrasah chose the syllabus preparation process carried out by subject teachers' deliberation activities (MGMP) for each subject.

6) Education Calendar Preparation.

In general, the preparation of the education calendar at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran and at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran both have general provisions as set out in the National curriculum. In general, it is compiled based on the Madrasah calendar issued by the Ministry of Religion of Lampung Province and the National Education Calendar issued by the Ministry of National Education.

7) Preparation and Formulation of School/Madrasah Curriculum.

The elements compiled and formulated into the curriculum of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran include subjects and time allocation, local content programs, setting the learning load, determining/determining Minimum Completeness Criteria (KKM), grade promotion and graduation criteria, life skills education, education based on local and global excellence. The similarities between the two schools/madrasahs are that they both use a learning load regulation system implemented in a package system.

While the differences include the number of subjects, local content programs, determination of Minimum Completeness Criteria (KKM), criteria for grade promotion and graduation, life skills education programs, and programs for education-based local and global advantages.

8) Preparation of the Basic Curriculum Framework.

The basic curriculum framework format at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran consist of three parts, namely educational objectives, the Vision and Mission of the School/Madrasah, and the objectives of the education unit. The process of formulating and evaluating the vision and mission of the two schools/madrasahs is almost the same. Both involve elements in school/madrasah stakeholders. The difference lies in the formulation of the vision and mission as well as the objectives of the two schools/madrasahs.

9) Formulating the Curriculum Structure.

The curriculum structures of the two schools/madrasahs at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran have similarities in terms of the pattern and composition of subjects, the needs of students, and educational units, face-to-face allocations, and types of mulok subjects. The difference between the two schools/madrasahs lies in the subjects, the types of mulok subjects developed in the education unit.

b. Quality Control, Content Standards for Mts Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Quality Control of Content Standards at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran have

gone through the stages under the quality standards that should be. However, there are some similarities and differences between the two schools/madrasahs as follows:

1) Evaluation of Achievement of the Vision, Mission, and Goals of the School/Madrasah.

MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran both evaluate the vision, mission and goals of the school/madrasah. Evaluation is carried out every year according to the needs and challenges that develop in the community. The evaluation is carried out jointly between the school, the school committee.

2) Evaluation of the Implementation of the Curriculum Subjects Developed.

Both schools/madrasahs evaluate all subjects in the curriculum structure. *Difference* for MTs Negeri 1 the evaluation targets include objectives, strategies and learning methods, lesson materials (content), time allocation, evaluation system, teacher's ability to learn/student learning achievement. Meanwhile, in MTs Negeri 2, the targets for evaluating objectives, materials, curriculum components, and their implementation in the learning process (cognitive, affective and psychomotor).

3) Evaluation of Local Content Development (Mulok).

The curriculum structure of the two schools/madrasahs has the same local content. However, the types of local content developed in the two schools/madrasahs are different, Mulok MTs Negeri 1 Pesawaran sets tahfizul Qur'an juz 30 and 29 and Lampung language as their content. Kal while at MTs

Negeri 2 Pesawaran consists of sunnah practices (Tahfizul Qur'an, remembrance, and prayers) and conversations in English (English Conversation). The difference in the types of mulok in the two schools/madrasahs also has an impact on the evaluation of its development.

4) Self Development Evaluation

The two schools/madrasahs conducted a gradual self-development evaluation following national education standards. Differences in MTs Negeri 1 Pesawaran self-development was divided into two groups. For grades X and XI self-development is in the form of extracurricular activities including scouting and counseling guidance consisting of personal guidance, social guidance, study guidance, and career guidance.

c. Quality Improvement of Content Standards for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

The quality improvement of content standards in the two schools/madrasahs has been carried out comprehensively following the quality improvement standards of schools/madrasahs.

Quality Improvement Based on the explanation of the data described above, the quality improvement carried out by the head of MTs Negeri 1 Pesawaran and MTs Negeri 2 has similarities. That is, starting with the appointment of teachers to participate in training activities/workshops whose purpose is to improve the quality and ability of teachers according to national standards.

3. Quality Planning, Quality Control, and Quality

Improvement Process Standards for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

a. Quality Planning Process Standards for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

The standard Quality Planning process for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran includes the following steps: Formation of a study team and lesson plans for subject groups, preparation of syllabus by each subject teacher, preparation of lesson plans, preparation of teaching materials, and preparation of learning outcomes evaluation tools. Although in general in every step of the standard planning process the two schools/madrasahs are almost the same, there are differences, especially in the formation of the syllabus review team and lesson plans. at MTs Negeri 1 Pesawaran The syllabus review team consists of the Deputy Head of Curriculum and teacher representatives for each subject (not necessarily the MGMP coordinator). As for the preparation of the syllabus, lesson plans, teaching materials, and evaluation tools are carried out by each teacher while still receiving assistance from the syllabus review team and TPKS/TPKM while MTs Negeri 2 Pesawaran syllabus review team consists of school/madrasah MGMP coordinators and is chaired by the Deputy Head of Madrasah for Curriculum. Quality Planning (Quality Planning) process standards at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran is carried out comprehensively in compiling the syllabus based on content standards, analyzing subject achievement indicators, analyzing SK, KI, and KD,

compiling teaching materials, compiling lesson plans, carry out the learning process, analyze the evaluation of the results of the learning process, carry out follow-up analysis of the results of the evaluation of the learning process, and report the results of the evaluation of the learning process.

b. Quality Control Standard Process for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Quality Control using evaluation of the standard process of MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran, namely evaluation of syllabus preparation and development, preparation of lesson plans, supervision of learning activities, results of activities for preparing assessment materials, results of analysis of the learning process and evaluation of preparation of teaching materials. Supervision of learning process activities at MTs Negeri 1 Pesawaran. Evaluation of supervision of learning process activities is carried out by the Principal together with the supervisor of the Ministry of Religion. Meanwhile, at MTs Negeri 2 Pesawaran, the Head of Madrasah is assisted by Madrasah Supervisors.

c. Quality Improvement of Process Standards for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Quality Improvement Based on the explanation of the data described above, the quality improvement carried out by the head of MTs Negeri 1 Pesawaran and MTs Negeri 2 has similarities. That is, starting with the appointment of teachers to participate in training activities/workshops which are intended to improve the quality and

ability of teachers according to national standards.

4. Quality Planning, Quality Control, and Quality Improvement Standards for Educators and Education Personnel at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

a. Quality Planning Standards for Educators and Education Personnel at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Quality Planning (Quality Planning) Standards for Educators and Education Personnel at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran have similarities in that they meet the minimum requirements for developing the quality of education personnel. This can be seen from the standard CAR planning steps carried out in both schools/madrasahs: fulfillment of the number and qualifications of educators and education personnel who meet the minimum standards, fulfillment of competency standards of educators and education personnel, increasing the ability of educators to use information technology in the learning process, increasing the ability of educators in master official correspondence, taxation, and computers, increasing the ability of educators in designing and implementing innovative learning, increasing the ability of educators to conduct attitude assessments, behavior, and skills of students. In general, there are similar steps in planning the Standards of Educators and Education Personnel in both schools/madrasahs.

b. Quality Control Standards for Educators and Education Personnel at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Quality Control by evaluating the standards of educators and education personnel both at MTs Negeri 1 Pesawaran and at MTs Negeri 2 Pesawaran includes activities that have the same equation: calculating the number of educators and education personnel who meet the minimum standards, calculating the number of educators who pass the test competence and obtaining certification allowances, calculating the number of educators who continue their master's education with scholarships, observing teachers and assessing learning activities using information technology. In general, the implementation of these activities in both schools/madrasahs has similarities. The difference is only in the number of educators who have passed the UKG and received a certification allowance, and the number of teachers who continue their master's education with scholarships.

c. Quality Improvement Standards for Educators and Education Personnel at MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

The quality improvements made by the heads of MTs Negeri 1 Pesawaran and MTs Negeri 2 have similarities. That is, it begins with continuous improvements made by the principal in increasing the ability of educators to assess the attitudes, behavior, and skills of students. The Quality Improvements of MTs Negeri 1 Pesawaran are as follows:

- 1) Improve the ability of educators in assessing the attitudes, behavior, and skills of students.
- 2) Propose teachers who have not been certified to take the competency test to the ministry of religion.
- 3) The principal holds IHT/workshops and other activities to improve the ability of teachers to use information technology in carrying out the learning process.
- 4) Organizing/sending educators to take part in professional training to improve the professionalism of their duties.
- 5) Opportunities to continue teacher education are sourced from the Ministry of Religion and school scholarships for outstanding teachers.

Quality Improvement (*Quality Improvement*) MTs Negeri 1 Pesawaran are as follows:

- 1) The principal organizes/sends educators to take part in professional training to improve the professionalism of the task.
- 2) Improving the ability of educators in assessing attitudes, behavior, and skills of students.
- 3) Improving the ability of educators in designing and implementing innovative learning to increase the creativity of students.
- 4) 4. Propose teachers who have not been certified to take the competency test to the Ministry of Religion.
- 5) Opportunities to continue madrasa teacher education are

sourced from scholarships from the Ministry of Religion of the Republic of Indonesia and independent fees.

5. Strategies for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran

Draft *The Juran Trilogy* The researcher analyzes SWOT which is for determining the strategy seen from the strengths, weaknesses, opportunities, and threats as well as the results of the implementation, namely:

1) Curriculum and Learning Management Strategy

- a) The SO strategy uses strengths and takes advantage of opportunities to develop transparent curricula, which are adapted to the school environment and culture, and solid teamwork are strengths that must be used in improving curriculum management and learning processes. In addition, a continuous syllabus with lesson plans and regular curriculum evaluations.
- b) The WO strategy corrects weaknesses and takes advantage of opportunities for delays in the preparation of lesson plans by teachers. This is handled by the vice-principal for the curriculum by providing a deadline for teachers to collect lesson plans.
- c) The ST strategy uses strengths and avoids the threat of solid teamwork in curriculum preparation, facilitating curriculum development according to school circumstances and culture, making curriculum preparation transparent, and curriculum evaluation

carried out regularly every year.

- d) The WT strategy overcomes weaknesses and avoids the threat of delays in collecting RPP by teachers which can be overcome by instilling a sense of responsibility and discipline in teachers, by giving a time limit for giving warnings or sanctions to teachers who have not collected RPP. and the need for a competent and solid curriculum drafting team in dealing with changes in the education system

2) Student Management Strategy

- a) The SO strategy of using the strengths and taking advantage of the opportunities of the strengths of an educational institution is very important in improving the quality for progress for the educational institution as expected by the principal not only as a center in educational institutions but also as a supervisor and monitoring officer for all participants. educate.
- b) The WO strategy improves weaknesses and takes advantage of opportunities by minimizing the discipline of staff members in the student field by improving policies and a more regular schedule, besides that the school provides Islamic boarding schools for students so that religious awareness can be created, and students can be wiser in carrying out their duties and responsibilities as should be.
- c) The ST strategy uses strengths and avoids threats, namely principals can take

advantage of the strengths that exist in educational institutions, such as having graduates who excel in academic and non-academic fields through regular evaluations in the teaching and learning process. And minimize threats such as competition for similar expertise programs in various institutions.

- d) WT strategy overcomes weaknesses and avoids threats. The weakness of the student council is the lack of coordination between the waka and its members, it can be recommended that the principal can improve supervision problems and monitor all parties involved in student management.
- 3) Management Strategy for Educators and Educators
 - a) The SO strategy uses strengths and takes advantage of opportunities. Strengths that exist in educators and education personnel who meet the competency standards of education are expected to be able to improve the competence of educators and education personnel in their fields. So that there are opportunities for educators and education personnel who can be involved in various kinds of professional development activities such as scientific forums, seminars, training, and workshops. Principals take advantage of the SO strategy by using strengths, taking advantage of opportunities for educators and education personnel in various scientific forums every year.
 - b) WO strategies improve weaknesses and take advantage of opportunities. Principals can see weaknesses in educators and education personnel who have not regularly coordinated meetings so that LPJ reports are not timely so that school principals can reorganize educators and education staff who are young or new to school by taking advantage of opportunities by developing professions and education. explore skills by participating in scientific forums and work motivation to increase the loyalty of educators and education staff and work ethic.
 - c) The ST strategy uses the power and avoids the threat of increasing teacher professionalism through professional development in improving the quality of education, as a motivation for educators and education personnel who are expected to maintain their existence even though competition with the next generation is so tight.
 - d) The WT strategy overcomes weaknesses and avoids threats. Seeing the weaknesses that exist in educators and education personnel in distributing letters that are less effective, resulting in irregular reporting. The active and synergistic role of the principal and vice educator and education staff and staff in the process of improving

the quality of education must commit to work ethic as a form of high dedication.

E. CONCLUSION

MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran have implicitly implemented TQM, especially the concept of The Juran Trilogy as an effort to maintain and improve school quality. Efforts to improve quality need to formulate strategies from the results of the SWOT analysis there are key success factors based on strengths, weaknesses, opportunities, and threats, strategies that can be suggested are (SO) Strategy, ST strategy, WO Strategy, and WT which is to formulate a strategic plan for MTs Negeri 1 Pesawaran and MTs Negeri 2 Pesawaran to achieve the goal of improving the quality of education.

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