

Contribution To The Role of Madrasah Management In Improving The Quality of Education

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ABSTRACT

Improving the quality of education is one of the main pillars of education development in Indonesia. Quality education will produce smart and competitive human resources (HR). This study aims to find out how the contribution of madrasah management in improving the quality of education at MA Hidayatul Mubtadiin Sidoharjo Jati Agung. This research uses qualitative descriptive research methods. Data collection techniques are in the form of observations, interviews, and documentation. Data analysis includes data collection, data presentation, and drawing conclusions. The results of the study showed that the implementation of management functions in improving the quality of learning in madrasah aliyah hidayatul mubtadiin sidoharjo, namely by 1) Curriculum Management and Learning Programs, 2) Management of educational personnel, 3) Student management, 4) Financing / Financial Management, 5) Management of Facilities and Infrastructure, 6) Management of madrasah relations with the community. Furthermore, the supporting factors for the implementation of the Management function in Improving the Quality of Learning are: 1) The leadership of an experienced Madrasah head, 2) Teachers already have professional competence, and 3) Adequate learning facilities. Meanwhile, the inhibiting factors include: 1) The number of learning hours that are lacking, 2) Students' lack of attention to learning materials that can interfere with the learning process, 3) The emergence of behaviors that interfere with the learning process, 4) Teachers do not master classroom management techniques in the learning process, there are often continuous disturbances, for example, students carry out behaviors that can interfere continuously and repeatedly.

Keywords: *Contribution, Management Role, Quality of Education.*

A. INTRODUCTION

The equitable distribution of education in Indonesia needs to be directed towards religious, transparent, equitable, and democratic education, which must be conditioned in the family, madrasah, and community environment. In this case, the madrasah is an educational institution characterized by Islam and as a small community that is a vehicle for the development of students is required to create a religious and democratic learning climate (Direktorat Pendidikan Madrasah Direktorat Jendral Pendidikan Islam Departemen Agama RI 2007). In the National Education System (Sisdiknas) Law, it is explained that public schools and madrasahs have an equal position, namely both as government-recognized educational institutions (Anonim 2003).

Facing the development of the world of Religious education, especially regarding the learning process in madrasahs, it is currently faced with the challenges and demands of a society that wants to produce high-quality graduates. Graduates who are desired should master science, expertise, and skills, have the provision of religious knowledge, and be able to practice it correctly and consistently. Mastery of science and technology can solve various life problems efficiently and effectively. By freezing their religious, moral, and moral sciences they will be spared a destructive life (Thaib dan Siregar 2005).

One of the vehicles to improve the quality of human resources is through education, so the quality of education must always be improved. Improving the quality of human resources is a process that cannot be separated from the process of improving the quality of education, quality human resources will be born from quality education systems and processes. Meanwhile, a quality education system will be obtained if the learning system is implemented by qualified teachers (Bakat 2001).

Improving the quality of education is one of the main pillars of education development in Indonesia. Quality education will produce smart and competitive human resources (HR) in accordance with the vision of the Ministry of National Education in 2025. Improving the quality of education is basically a systematic effort that is carried out gradually, continuously and coordinated (Arikunto 2014).

Quality educational programs must have special characteristics, including having to take into account local conditions, in the context of learning the main purpose of teaching is to teach students. Therefore, the criteria of success in the learning process is not measured by the extent to which the student has mastered the lesson, but is measured by the extent to which the student has carried out the learning process. Thus, the teacher no longer acts as a learning resource, but acts as a person who guides and facilitates so that

students are willing and able to learn (Sanjaya 2008).

Formally, the teacher as one of the components in madrasah, also has an important role in the success and failure of a learning process (Nurkholis 2008). This is considering that one of the implications of the application of Management Functions in Improving the Quality of Learning is the improvement of the quality of learning, both regarding planning, implementation and evaluation or in terms of choosing strategies, methods and learning approaches used. Thus, the commitment and responsibility given to the teacher should make the teacher smarter in exploring new things related to improving the quality of learning in order to achieve the expected educational goals (Sallis 2002).

Herein lies the quality of learning. Students are no longer considered as objects of learning that can be regulated and limited by the abilities of the teacher, but rather students are placed as subjects who learn according to their talents, interests, and abilities. Thus what material should be studied and how to learn it is not solely determined by the wishes of the teacher, but always pays attention to the differences of students. The purpose of learning is not mastery of the subject matter, but the process to change student behavior in accordance with the goals to be achieved. Therefore, mastery of the subject matter is not the end of the learning process, but only as a goal for the formation of broader behavior.

School Management includes Planning, Organizing, Management Functions in Improving the Quality of Learning is the application and realization of management in improving the ability and development of Madrasah which includes planning, organizing, implementing and supervising tasks, in order to achieve madrasah goals, which in this study is directed and focused on the Contribution of the Role of Madrasah Management in Improving the Quality of Education at MA Hidayatul Muhtadiin Sidoharjo Jati Agung.

B. METHOD

This research uses qualitative descriptive research methods (Sugiyono 2017, 95). With data collection techniques in the form of observations, interviews, and documentation. This study used primary data sources obtained through interviews and secondary data sources obtained through online media. The data analysis carried out is by using several steps including data collection, data presentation, and drawing conclusions. The informants in the study were the Head of the Madrasah, Waka Madrasah, and teachers. The research location was conducted at MAN 1 South Lampung which is addressed in Dusun V RT/RW 03/01 Sidoharjo Village, Jati Agung District, South Lampung Regency.

C. RESULTS AND DISCUSSION

1. Contribution of the Role of Madrasah Management in Improving the Quality of Education in MA Hidayatul Mubtadiin Sidoharjo

a. Curriculum Management and Learning Programs

The curriculum used in Madrasah Aliyah Hidayatul Mubtadiin Sidoharjo Jati Agung is a curriculum made by madrasahs involving madrasah residents and using a series of contents set by the central government as guidelines for making curriculum. Therefore in its implementation, madrasahs can develop (deepen, enrich, and modify, but not reduce the content of the curriculum nationally).

The learning process is the main activity in Madrasah Aliyah Hidayatul Mubtadiin Sidoharjo Jati Agung, Madrasah is given the freedom to choose the most effective approach, model, strategy, method, technique and learning tactics, in accordance with student characteristics, teacher characteristics, and resources available in madrasahs, in general, approaches, models, methods, and student-centered learning strategies are better able to empower learning that emphasizes student activity, not on the activeness of teaching teachers. Therefore, active student learning methods such as active learning, cooperative learning, and quantum learning (according to children's abilities) need to be applied.

Madrasah is authorized to conduct evaluations, especially evaluations carried out internally, this internal evaluation is carried out by madrasah residents to monitor the implementation process and to evaluate the results of programs that have been implemented. This kind of evaluation is commonly called self-evaluation. Self-evaluation must be honest and transparent in order to truly uncover the real information.

The curriculum of formal religious studies consists of subjects: Fiqih, Akidah Akhlak, History of Islamic culture, Quran Hadith, and Arabic The curriculum at the unit level of education is developed in accordance with regional characteristics, socio-cultural of the local community and students. Madrasah and Madrasah Committees develop curricula and syllabuses based on the basic framework of curriculum and graduation standards.

In Madrasah Aliyah Hidayatul Mubtadiin Sidoharjo Jati Agung has used the learning process that is carried out interactively, but some teachers still often use the lecture method in the learning process, especially in religious lessons such as Fiqih, Akidah Akhlak, History of Islamic Culture, Quran Hadith. The learning

process in this subject still does not arouse student activity and activity. So students often feel bored and saturated. Some teachers also lack motivation for participants to actively participate and provide sufficient space for initiative, creativity, and independence according to the talents, interests and physical and physical development of students. In addition, in the learning process, students also provide examples.

Each subject taught has carried out learning planning, assessment of learning outcomes and supervision of the learning process for the implementation of an effective and efficient learning process. planning of the learning process includes a syllabus of learning implementation plans that contain learning objectives, teaching materials, learning methods, learning resources and assessment of learning outcomes.

The implementation of the learning process must pay attention to the maximum number of students per class of maximum teaching load per student, the maximum ratio of textbooks for each student. And the maximum number of learners per educator. The implementation of the learning process is carried out by developing a culture of reading and writing.

b. Education personnel management

Education personnel are in charge of organizing teaching activities, training, researching, developing, managing or providing technical implementation in the field of education. education personnel at Madrasah Aliyah Hidayatul Mubtadiin Sidoharjo Jati Agung, including educators (teachers), managers of educational units, librarians, and technical learning resources.

Creating effective educational power management is the responsibility of all elements of the madrasah, both educational personnel (teachers), administrative staff and madrasah heads. To be able to realize reliable and effective educational personnel in an educational institution so that it is viewed as a professional educational staff, reliable and effective leaders are needed. Manpower management, starting from needs analysis, planning, recruitment, development, rewards and punishments, work relationships for evaluating the performance of madrasah workers (teachers, administrative personnel, and so on.

c. Student management

Student management aims to organize various student activities so that teaching and learning activities in madrasahs can run smoothly, orderly and orderly, and achieve the desired goals.

d. Financing/Financial Management

Financial management, especially the allocation or use of finances, should be carried out by madrasahs. This is also based on the fact that it is the madrasah that best understands the needs of the madrasah so that the decentralization of the allocation of funds should be delegated to the madrasa. Madrasahs must also be given the freedom to carry out income-generating activities, so that financial resources are not solely dependent on the government. Broadly speaking, the source of madrasah funds is divided into 3 parts, namely: Government Assistance, Parents, Community.

Education financing standards at MA Hidayatul Mubtadiin Sidoharjo Jati Agung consist of infestation costs, operational costs, investment costs including the cost of providing facilities and infrastructure, human resource development, and fixed working capital, operational costs including educational costs that must be incurred by students of the learning process activities regularly and in a million manner including: Honor of educators and education staff, Consumable educational materials, and indirect operational costs in the form of power, maintenance services for facilities and infrastructure and so on.

e. Facilities and Infrastructure Management

Adequate educational facilities and infrastructure greatly encourage a comfortable educational atmosphere and a conducive environment. Facility management has been carried out by madrasahs, starting from procurement, maintenance, repair to development. This is based on the fact that madrasahs are most aware of the needs of facilities, both in adequacy, suitability, and update, especially facilities that are very closely related to the learning process.

f. Management of madrasah relations with the community

The essence of the madrasa's relationship with the community is to improve order, care, ownership and community support, especially moral and financial support. In the true sense, the relationship between the madrasa and the community has been centralized from the past, therefore, what is needed is an increase in the intensity and exensity of the madrasa's relationship with the community. Among the

intertwining of madrasahs with the community through the organization of madrasah committees, through joint meetings and consultations.

Madrasah as a social system is an internal part of the larger social system, namely society. The back and forth of human resources (HR) in an area does not only depend on the efforts made by madrasahs, but is very dependent on the level of community participation in education. The higher the level of community participation in education in an area, the more advanced the human resources in the area, on the contrary, the lower the level of community participation in education in an area, the more backward the human resources in that area. The community should always be involved in the development of education in the region. In the community, a "sense of belonging" should be fostered in the surrounding madrasa.

2. Supporting factors and obstacles to the implementation of Madrasah Management in Improving the Quality of Education in MA Hidayatul Mubtadiin Sidoharjo Jati Agung

Supporting factors for the implementation of the Management function in Improving the Quality of Learning are: 1) Experienced leadership of madrasah heads. The leadership of the head of the Madrasa is central as the creation of the purpose of the educational institution. therefore, it is also said that the success of madrasahs is madrasahs that have successful leaders (effective leads), madrasah leaders are as a person who has high expectations for staff and students. 2) Teachers already have professional competence. With adequate teacher education, teachers are expected to have high competence, thus a competence is shown by appearances or performances that can be accounted for in an effort to improve the quality of learning. 3) Adequate learning facilities, Management (management) of facilities and infrastructure is a process of planning, organizing, procurement, elimination, and controlling logistics or equipment.

Meanwhile, the inhibiting factors include: 1) The number of hours of learning is lacking in Islamic religious education subjects which include the Quran hadith, akidah akhlaq, fiqh, Arabic language, and the history of Islamic culture. To establish a learning method such as inquiry, role playing and contextual teaching learning requires a rather long learning time. 2) Students' lack of attention to learning materials that can interfere with the learning process. This behavior is usually indicated by certain actions such as chatting when the teacher is explaining or doing other activities that have nothing to do with education. 3) The emergence of behaviors that interfere with the learning process. This behavior is usually indicated by behavioral symptoms such as deliberately imitating the

teacher's speech or sentences. 4) Teachers do not master classroom management techniques in the learning process, there are often continuous disturbances, for example, students perform behaviors that can interfere continuously and repeatedly.

D. CONCLUSION

Based on the discussion above, it can be concluded that the implementation of management functions in improving the quality of learning in madrasah aliyah hidayatul mubtadiin sidoharjo is by: 1) Curriculum Management and Learning Programs, 2) Management of educational personnel, 3) Student management, 4) Financing / Financial Management, 5) Management of Facilities and Infrastructure, 6) Management of madrasah relations with the community. Furthermore, the supporting factors for the implementation of the Management function in Improving the Quality of Learning are: 1) Experienced leadership of the head of the Madrasah, 2) Teachers already have professional competence, 3) Adequate learning facilities. While the inhibiting factors include: 1) Experienced leadership of madrasah heads, 2) Teachers already have professional competence, 3) Adequate learning facilities. While the inhibiting factors include: 1) The number of learning hours that are lacking, 2) Lack of student attention to learning materials that can interfere with the learning process, 3) The emergence of behaviors that interfere with the learning process, 4) Teachers do not master class management techniques in the learning process often occur continuous disturbances, for example students perform behaviors that can interfere continuously and repeatedly.

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