

Portrait Of the Managerial Pattern of School Principal In Developing A Quality Culture Of High Achieving Islamic School

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ABSTRACT

Mastery of managerial skills, ability and orientation to plan, organize, communicate, motivate, direct and monitor continuously is an effort to improve the quality of schools to achieve student achievement, both academic and non-academic. There are several Islamic schools in Kediri which are proven to produce both academic and non-academic achievements which can be used as quality references for other schools. In this research, the managerial patterns of school principals will be studied in developing a quality culture in Islamic schools from three aspects of management; planning, implementation, and evaluation. This research uses a qualitative-descriptive method and a phenomenological-naturalistic approach. The results of the research show that school principals in building a quality culture of achieving schools are: 1). Planning: establishing a vision and mission as quality guidelines, commitment to implementing SNP standard schools, a comfortable school service process, improving school quality as a result of a sustainable program; 2). Implementation: implementing the national curriculum and typical of the institution, educators and education staff who have appropriate qualifications, graduates are equipped with skills, there is representative infrastructure, transparent education management, the school has very close relations with the community, there are special services and learning support facilities. 3). Evaluation: carry out a self-evaluation of school performance based on transparency, accountability, efficiency and effectiveness, prepare a report on the results of the school's self-evaluation, and develop a priority scale for follow-up activities and programs.

Keyword: Managerial Pattern, Quality Culture, Islamic School

A. INTRODUCTION

Mastery of managerial skills, ability and orientation to plan, organize, communicate, motivate, direct and monitor continuously is an effort to improve school quality. Quality is something ideal and cannot be compromised, so the quality of madrasas always meets the highest standards that cannot be surpassed, such as goodness, beauty and truth. To satisfy the users of school/madrasah graduates, schools/madrasahs must understand that the education process is a continuous improvement that starts from a series of cycles starting from the emergence of ideas that produce quality graduates, curriculum development, and the learning process takes responsibility. Therefore, to provide satisfaction to the school's main customers, by improving performance, improving quality starts from a commitment to making changes by all school components (Setyo, Mudhofir, & Choiriyah, 2021).

The main orientation in Islam is how education is able to uphold human dignity by providing extensive knowledge and reliable life skills as well as building noble moral integrity. In line with this, education has strategic value and a prospective orientation for the development of quality human resources. For this reason, a national education development strategy is needed that is capable of realizing human resources in accordance with national education goals (Ismatul Izzah, 2018).

Efforts to achieve the functions and goals of education have been carried out by the government and society. One of them is through improving the quality of the provision of primary, secondary and tertiary education. However, several phenomena have emerged and become factors inhibiting these various efforts, including inadequate educational processes, educational output or products that have not reached standards, management of educational institutional organizations that have not achieved achievements, conventional leadership that tends to not fulfill professional aspects, and an understanding of institutional commitment and school culture that has not been developed comprehensively (Raharjo, 2014).

The provision of quality education is influenced by the ability of institutional (school) leaders to manage their overall potential optimally. Management of this potential includes institutional structure, leadership, students, teaching and education staff, facilities and infrastructure, learning, financing, learning resources and media as well as relations with the community. There are 5 characteristics of a quality school according to Jerome S. Arcaro, as follows: "1). Focus on customers. 2). Total engagement. 3). Measurement. 4). Commitment. 5). Continuous improvement." (Ramadhani, Supit, Arribathi, & Ari, 2023)

Islamic-based educational institutions are part of the national education development component. In planning, implementing and evaluating educational processes and results,

Islamic-based educational institutions should use a quality-oriented management paradigm. All programs and activities are directed at achieving continuous quality improvement (Umam, 2020).

Implementation of Integrated Quality Management in Education (MMTP) in Islamic-based educational institutions through continuous improvement of services, people, products and the environment to optimize competitiveness. Performance teams are an important element in academic activities. The energy or strength of teamwork is comprehensive and integrative in school institutions. A well-functioning educational institution must consist of teams that complement each other. In a combined team, academic and non-academic staff have an important role in synergizing to create quality collective performance. The division of tasks is according to capacity and proportion, some focus on long-term strategic plans (renstra) and short-term technical implementation (Subiyantoro et al., 2021).

In the use of integrated quality management in the educational context, the strategy developed is to position educational institutions as service institutions or also called service industries, namely institutions that provide services according to what customers need. The services or services required by customers are of high quality and satisfaction. For this reason, a management concept is needed that is able to empower educational institutions to achieve success (Hermanto Nst, 2018).

As the main source of integrated quality education management, it is based on customer satisfaction. Customers can be divided into two parts, namely: inside (internal customers) and outside (external customers). In the context of internal education, customers are institutional managers: school principals, teachers and staff. Meanwhile, external customers are society, the industrial world and the government. The managerial qualities that make an educational institution achieve, at its peak, between internal and external customers are the realization of satisfaction with its services.

The results of observations of the managerial patterns of school principals at SMA Ar-Risalah Lirboyo Kediri can be said to be exclusive, because it is a "general" educational institution located in the Salafiyah Islamic boarding school community with modern management. Modern management produces a dynamic educational institution system and superior output. The achievements of private educational institutions amidst the large number of public high schools certainly deserve to be called special and can even be said to be superior, especially as these institutions are able to equip their students with good Islamic knowledge. One indication is the quantity of alumni accepted into university at home and abroad. Even

being able to develop very strong cooperative relations with other agencies within and outside the country, this reality is of course greatly influenced by institutional quality management.

As a form of collaboration with foreign countries, the chairman of the Foundation and the Principal of the School have the opportunity to take a short Mandarin course in the People's Republic of China. The next step is collaboration with Zhejiang University of Technology China. The Dean of Engineering from Zhejiang University of Technology China attended and held an MoU on cooperation in sending SMA Ar-Risalah alumni to the University. This is an indication of the management's commitment to continuing to encourage achievements with renowned quality educational institutions. Apart from that, you can see that alumni have the opportunity to study at their favorite faculties, such as; medical faculty, study in the Middle East, Japan and Germany with scholarships.

The students often win in competition events which are also rooted in scientific development, this is an indication that the quality of education at SMA Ar-Risalah Lirboyo is very good. What is quite phenomenal is that the research object is an educational institution which is under the auspices of the Ministry of Education and Culture, but the concern in the fields of religion and science is equally very high. Moreover, SMA Ar-Risalah achievements are extraordinary when compared to surrounding high schools in the field of science and even in the field of religion, superior to students at Madrasah Aliyah, with indications of their academic achievements; Many of the outputs go to bona fide state universities both domestically and abroad. Apart from that, the students won many academic skills competitions. The brilliant results achieved certainly cannot be separated from the management of the institutional system.

SMA Ar-Risalah Lirboyo is committed to integrating Islamic religious knowledge and science in a balanced manner. This institution has a unique typology and distinctive institutional background. This phenomenon is interesting and relevant to research, the influence of the implementation of quality management carried out by school principals to realize the management of high-achieving Islamic-based educational institutions.

Therefore, "the ability to plan, organize, communicate, motivate, direct, and supervise and follow up on school activities is very necessary to improve school quality management." Focus on customers, involvement of all school members, standard measures of educational quality, viewing education as a system and carrying out continuous school quality improvements are demands for the realization of school quality management, so "how can the principal with his managerial abilities carry out quality planning and quality implementation?, and quality evaluations carried out at SMA Ar-Risalah Lirboyo Kediri?", which in the end can

be useful for sharpening theories and developing concepts for quality management of school educational institutions.

B. LITERATURE REVIEW

1. Education Quality Planning

Education planning according to UNESCO, namely: "is the determination of predictions in determining the policies, priorities and costs of an education system by looking at economic and political realities, the potential of the system to develop the interests of the State and the public services included in the system." Thus, planning activities that can be carried out include: setting goals, enforcing strategies, and developing plans to coordinate activities. As top management, the school principal has the task of making plans that are needed both now and in the future, including the areas of personnel, student affairs, learning programs, curriculum, finances and school equipment (Nisoh, 2019).

From the statement above it can be understood that "educational quality planning is closely related to the input of educational resources, conditions of the teaching and learning process, and indicators of the knowledge, skills and values acquired by students in decision making and the availability of accurate and timely information." Every successful organization has characteristics that are effective in its planning process. Thus, quality planning is based on input, process and output analysis, mainly focusing on the content of issues, policies, strategies, actions, results of educational development (Hidayat & Asyafah, 2019).

In this case, it can be ascertained that "if educational institutions do not have good and thorough planning, they will fail. Of course, this further clarifies the importance of planning in an institution. Planning is needed to smooth the running of an institution, planning can direct the institution to achieve goals that are in line with what the institution wants." This means that planning provides direction for the achievement of a system, because basically if there is careful planning the system will be able to run well. A plan is considered good and mature if it meets the elements and requirements of the plan itself (Maulidiyani & Aswaruddin, 2021).

2. Implementation of Education Quality

In the context of Islamic education, "mobilization is an effort to provide direction, guidance and encouragement to all human resources from personnel in an organization so that they are able to carry out their duties with full, high awareness (Parlina, Warlizasusi, & Ifnaldi, 2022). Harold D. Koontz dan Cyril O'Donnel, define implementation as "the interpersonal aspects of managing by which subordinate are led to understand and contribute effectively and efficiency to the attainment of enterprise objectives".

Based on these opinions, it can be said that actuating (implementing) a business moves all the people involved, so that they can jointly carry out activity programs according to their respective fields in a good and correct way. In management, actuating (implementation) is the most fundamental function, "because it is a form of pursuing various types of action itself, starting from the top level to the bottom of all group members, trying to achieve organizational goals according to the plan that has been set initially in the correct and best way (Dwi Chayani, 2016).

Although it is recognized that planning and organizing efforts are vital, no concrete output will be produced until we implement the activities attempted and organized." For this purpose, actuating actions or efforts to cause action are needed. In actuating, the most important thing that needs to be considered is that an employee will be motivated to do something if: (1) he feels confident that he will be able to do it, (2) he is sure that the work will provide benefits for him, (3) he is not burdened by personal problems or other tasks that are more important or urgent, (4) these tasks are a matter of trust for the person concerned and (5) relations between friends in the organization are harmonious (Husaini & Fitria, 2019).

3. Monitoring and Evaluation of Education Quality

To ensure that implementation can go according to plan and ensure that organizational goals can be achieved, supervision is needed to control these activities. So if deviations occur in implementation, action needs to be taken to overcome them. Therefore, it can be said that the process of interaction between various management functions is called the management process (Mubarok, 2021).

In education, quality control can start from input (students) entering school, implementing the learning process until graduating with various kinds of competencies. This understanding not only lies in what has been planned, but also concerns and includes organizational goals. In this case, it can influence a manager regarding the attitude, method, system and scope of supervision that will be carried out. It is very important for educational institutions in their operational activities to carry out supervision and take corrective action so that schools can achieve the goals previously set (Herawan, 2017).

Evaluation is a process of determining the results that have been achieved by several planned activities to support the achievement of its objectives. Meanwhile, educational evaluation is in accordance with Ralph Tyler's opinion that "evaluation is very closely related to supervision." According to George R. Terry "formulating supervision means specifying what has been implemented. This means evaluating work performance and, if necessary, implementing corrective actions so that work results are in accordance with plans." According

to Schermerlon, supervision is defined as Schermerhorn defines supervision as the process of establishing work measures and taking actions that can support the achievement of expected results in accordance with predetermined performance (Tuala, 2018).

C. RESEARCH METHODS

This research uses a qualitative approach, while the type of research uses case studies. Direct data sources can be collected in natural settings. Analyzing and finding thoroughly and completely the managerial patterns of school principals developing a quality culture of high-achieving Islamic schools at SMA Ar-Risalah Lirboyo Kediri is the focus of this research. Formal findings or thesis statements are also the focus of this research apart from the research focus on substantive findings (Creswell, 2012)

From this research it can be explained that the units of analysis are groups and individuals in the school as well as stakeholders. The basis for determining SMA Ar-Risalah Lirboyo Kediri as a research location is because it has the following basic criteria: First, the madrasa is an Islamic-based educational institution that has a positive reputation internally and externally: Second, the institution shows unique and exclusive facts in its management in realizing institutional and stakeholder achievements; Third, these madrasas in the current competitive era are able to demonstrate their competitiveness in the development of science and technology in addition to their superiority in Islamic knowledge and the stability of *ubudiyah*.

In collecting research data using a qualitative approach, it is carried out in a circular manner. Therefore, data collection procedures can be carried out using several techniques, as follows: "(1). Participant observation; (2). In-depth interviews (in-depth observation); (3). Documentation." In analyzing this data, there are three stages that must be carried out, including: (1). Data reduction; (2). Data display; (3). Concluding drawing (data verification). Then, to make data analysis easier, the researcher carried out the following stages: "(1). Make field notes; (2). Make research notes; (3). Grouping similar data; (4). Interpreting data." The data obtained was checked for its validity. "Data checking techniques according to Linclon and Guba can be done using several techniques, namely: (1). Credibility; (2). Transferability; (3). Dependability; (4). Confirmability." (Samsu, 2017).

D. RESULT AND DISCUSSION

1. Quality Planning in Creating Achievement Educational Institutions

Quality planning is the initial activity of the head of the Ar-Risalah Lirboyo Kediri Senior High School (SMA) in an effort to create quality education, namely one that suits the needs and expectations of students to continue their studies at their favorite state or private higher education institution or the world of work.

a. Establish a vision and mission as quality guidelines

The vision of SMA Ar-Risalah Lirboyo Kediri "Creating People Superior in Achievement, Prestige, and of Noble Character Who Are Capable of Competing Globally," has indicator (1). Excellent in mastering religious knowledge and Information and Communication Technology (ICT) as well as foreign languages; (2). Excellent in discipline, personality and morals in forming a noble personality; (3). Excelling in extracurricular activities and academic and non-academic competitions; (4). Excellence in increasing graduates who are able to compete internationally.

From the vision of Ar-Risala Lirboyo High School in Kediri, it shows that there is something that many people are currently interested in (trend) and is a stage in the process of reforming school independence to realize achievements. As stated by Cheng, globalization is very important in the new millennium, namely multiple globalization consisting of technological globalization, economic globalization, social globalization, political globalization, cultural globalization, and learning globalization (Zuhdi, 2018). Educators and policymakers play a role in educational reform to prepare young leaders to face modern challenges. This paradigm is the core of the teaching and learning process which aims to develop a new generation of Contextual Multiple Integegens (CMI) to become leaders in both local and global contexts. This is in line with the first step of Kaizen, namely "implementing the PDCA cycle (plan, do, check, action) as a means to ensure the implementation of Kaizen continuity. This is useful in realizing policies to maintain and improve or increase standards (Ramlawati, 2020).

The process of determining quality through quality targets and audit results (customer satisfaction) is contained in work deliberations. SMA Ar-Risalah Lirboyo Kediri is located in the process of determining targets which refer to the general policy of the head through work deliberations. The indicator that a policy represents the needs of the community or a community from a particular institution is how the policy itself is prepared from which elements and what elements are involved in the community in the process of formulating the policy (Hadi, 2018).

b. Commitment to implementing SNP standard schools

Commitment to providers with SNP standards and accreditation systems, Islamic boarding school curricula and using the national curriculum. The efforts made which are

demands for school input, namely: "(a) have a school quality policy, (b) quality human resources, (c) have high achievement expectations, focus on student service, and (d) be accredited A." This is in accordance with the definition of quality management itself that quality management is "quality as something that satisfies and exceeds the desires and needs of customers." Apart from that, Edward Sallis explained that the quality management system can also be interpreted "as an arrangement that guarantees the achievement of planned quality goals and objectives, and/or as an arrangement that guarantees the quality of output and service/production processes." In line with this opinion expressed by Vincent Gasperz, that "quality management is an interrelated system to make it easier to achieve quality targets. Fulfillment of services for students and programs that are socialized to students and education stakeholders" (Dewi, Juliejantiningasih, & Nurkolis, 2020).

c. Convenient school service process

At SMA Ar-Risalah Lirboyo Kediri the need for quality assurance planning can be understood by all teachers as a professional service to students and will have a positive impact on parents' trust in the school. It can be said that "stakeholders play an important role in controlling whether or not an institution achieves success in achieving optimal quality." In the efforts that are being implemented, the school is committed to being a school provider with SNP standards, the Education Department curriculum and the Islamic boarding school model (SMA Ar-Risalah Lirboyo Kediri) is a form of high school quality assurance.

School internal quality assurance is also understood as a guarantee of comfortable learning services, in the context of the school as a system as expressed by Hoy Miskel, namely that the most important element in the transformation process is "learning services", thus this understanding becomes the core of the implementation of quality assurance in institutions "Education administrators, in another context, stated that thinking about quality or changing the new paradigm of education to quality (quality oriented) is one strategy to achieve the development of children's personal excellence." Of course, "quality improvement efforts are carried out by first starting with quality assurance, then leading to proactive quality improvement so that a process of change occurs to increase the reliability of achieving a result in the context of improving quality" (Anik Ghufuron, C. Asri Budiningsih, 2017).

d. Improving school quality is the result of a sustainable program

SMA Ar-Risalah Lirboyo Kediri is located in the Hidayatul Mubtadi'in Islamic boarding school complex, which is a purely Salaf Islamic boarding school. But its existence is independent and the climate in which it is built and developed is completely different from the main cottage. The management design is integrative between modern management and Salaf

traditions attached synergistically. The broad modern insight and consistency in preserving the values of the Salafiyah Islamic boarding school are inherent in the soul of the founder and who is also the main policy maker.

The general objective of developing SMA Ar-Risalah Lirboyo Kediri education is to provide optimal and balanced religious and scientific education to society in accordance with the development of social structure and culture as well as dynamic science and technology and applied science. These regulations and competitions require the readiness of strong human resources, both; IQ, EQ and SQ to continue to exist and even be a winner in every dynamic of life. The integration of the two is a necessity from an Islamic perspective, namely achieving *dun-ya hasanah wa al-akhirah hasanah*.

SMA Ar-Risalah Lirboyo Kediri institutionally has a big obsession with creating a school that is healthy, dynamic, innovative and competitive in achieving achievements. Its existence as a private school is determined by the quality of its output achievements for real answers from stakeholders. His satisfaction as a service recipient becomes an icon and magnet for the public and also determines trust in the institution's future journey. Achievements are "fixed price" which must be achieved and implemented seriously using the quality management paradigm.

2. Quality Implementation in Creating Achievement Educational Institutions

Each educational institution has its own management characteristics. The emergence and development of distinction is greatly influenced by several things, but the most influential elements are the qualifications and style of leaders and the vision and mission of the institution. These two elements will influence the management of healthy, dynamic and accountable educational institutions. This element is a strategic sequence towards realizing fair management of educational institutions. This situation continues and develops to become an outstanding school.

a. Implementing the national and institution-specific curriculum

The curriculum for SMA Ar-Risalah Lirboyo Kediri was created by considering the social needs of the community, cultural conditions, students, learning needs and is based on integration, namely between Islam and the general public.

The standard formulation for implementing learning using PAIKEMI standards is: using tools that are in accordance with the methods used in certain SK; and follow developments in educational learning. This is in line with what Oemar Hamalik stated, that the curriculum is a program provided by educational institutions (schools) for students. Based on this educational program, students carry out various learning activities, thereby encouraging

development and growth in accordance with the stated educational goals (Fatma Wati, Kabariah, & Adiyono, 2022).

b. Teachers who have appropriate competencies and qualifications

SMA Ar-Risalah Lirboyo Kediri is the spearhead of learning activities, and in order to improve the competence of educators, various efforts are made, including: (1). Improve academic qualifications; (2). Optimization of internal MGMP activities; (3). Empowerment of teachers with workshops on preparing learning tools, English language training for teachers and employees, and ICT and E-learning based learning training; (4). Giving teachers the opportunity to continue their studies to Masters and Doctoral degrees; (5). Form and activate study groups with supervision from the teacher.

To improve the quality of educators and educational staff, each educational institution usually has different methods from one to another. This was expressed by Danim that: "Basically, quality is the same as quality. The definition of quality in the educational context refers to input, process, output and impact. Input quality can be seen from various sides. First, whether the input of human resources such as school principals, teachers, administrative staff and students is good or not. Second, whether or not the material input criteria are met in the form of teaching aids, curriculum books, school facilities and infrastructure. Third, whether or not the input criteria in the form of software are met, such as organizational structure regulations, job descriptions and organizational structure. Fourth, the quality of input in the form of hopes and needs, such as vision, motivation, perseverance and ideals (Suratno, 2018).

c. Graduates are equipped with skills

SMA Ar-Risalah Lirboyo Kediri has very high graduate quality, with 100% graduation. The output or graduates of Ar-Risale High School Lirboyo Kediri have national and international level abilities at the same time. In terms of achievements and other abilities such as Olympics, sports, dance, scientific work, science and most importantly skills, ability in foreign languages (Mandarin, English, Arabic) and mastery of ICT (Information and Communication Technology) or ICT continues to be improved and developed so that students Many graduates of SMA Ar Risalah Lirboyo, Kediri City, are accepted into favorite state universities in Indonesia and abroad.

As this is in line, the graduate criteria are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge and skills. Madrasahs which are expected by the wider community as formal vehicles must be able to answer the problems of the times and must have graduate competency standards.

d. Availability of representative infrastructure

The learning process optimizes educational facilities and infrastructure with resource persons at SMA Ar-Risalah Lirboyo Kediri, namely as follows: (1). Use and utilize the teaching aids in the KBM; (2). Innovative learning media; (3). Functioning the laboratory for practice; (4). Utilizing the library as a learning resource; (5). Using audio visual space in KBM." Maintenance of educational facilities and facilities is carried out continuously and periodically according to the type of existing educational facilities and facilities. These activities are carried out by all school components including the committee and the surrounding community. Madrasah facilities and facilities are quite complete, such as laboratories, libraries, etc. Implementation of a quality management system to have adequate learning facilities and facilities: (1). Do this by applying for APBD saving assistance from 1 year to 5 years and the APBN; (2). Raising funds from the community or student parents; (3). Providing and continuing to develop facilities and facilities.

As per Minister of National Education of the Republic of Indonesia No. 24 of 2007 concerning "standards for high school facilities and infrastructure," that: "By fulfilling all the standards for facilities and infrastructure that have been determined, it is hoped that schools will continue to prioritize the quality of the learning process so that the facilities and infrastructure that they have can be used optimally and can be maintained as well as possible by the parties schools in accordance with the standards of the Ministry of National Education."

e. Transparent education management

SMA Ar-Risalah Lirboyo Kediri sets a standard reference for school management focused on three things, namely "(1). Planning educational programs in schools; (2). Implementation of educational programs in schools, and (3). Supervision of educational programs in schools." Implementation of a quality management system for managing Islamic educational institutions professionally: (1). Doing so by instilling a sense of Islam, togetherness and openness; (2). Belief that a generation is strong because it is instilled with a sense of religion or faith, knowledge and skills; (3). Increasing work professionalism in order to face the era of globalization; (4). Do charity sincerely. Meanwhile, improving the quality of financing is controlled by the foundation, starting from monthly fees and educational donations. "Schools only submit budget requirements for one year, the realization of which depends on the foundation. Determine a definitive activity program based on consideration of budget availability and the level of urgency of the program unit and, socialize the activity program and sources of financing funds to all school components by the foundation." Furthermore, educational institutions implement a school management and financing system based on independence, partnership, participation, openness and accountability.

As in line with PP. No. 19 of 2005 article 49, that educational institutions must manage their educational institutions with "independence, partnership, participation, openness and accountability". Apart from that, in the Islamic view, the management of Islamic educational institutions must be carried out neatly, correctly, in an orderly and orderly manner.

f. The school's relationship with the community is very close

SMA Ar-Riasalah Lirboyo Kediri involves the community in providing education, divided into two involvement groups, (1). Involvement in the learning process; (2). Involvement in the school or madrasa management process. Involvement in teaching and learning activities involving school leadership components (school management components), teachers, students, and the community and alumni, does not touch the substance of quality targets. SMA Ar-Risalah Lirboyo Kediri community (parents) is quite optimal in terms of service and needs in the process and output.

As stated by Khadiyanto that: Community participation is the participation or involvement of the community in development implementation activities in planning, implementing and controlling as well as being able to increase the willingness to accept and the ability to respond, both directly and indirectly from ideas, policy formulation to program implementation (Normina, 2016).

g. There are special services for learning support facilities

SMA Ar-Risalah Lirboyo Kediri develops visionary quality through special services, namely meeting service needs for students to support teaching and learning activities so that educational goals can be achieved effectively and efficiently. As stated by Rohiat: "Special service management is carried out with the aim of supporting the success of the teaching and learning process. The success of this learning must be supported by a learning resource center, school health center, counseling guidance and school canteen (Muhammad & Rahman, 2017).

3. Evaluation in Creating Achievement Educational Institutions

Evaluation of the quality of education at SMA Ar-Risalah Lirboyo Kediri is carried out to ensure the realization or achievement of quality education in schools or madrasas as outstanding educational institutions.

a. Evaluation of School Performance

SMA Ar-Risalah Lirboyo Kediri evaluates the quality of education to create an outstanding educational institution by means of school principals, monitoring and evaluation teams from related agencies and between individual school members, the implementation of which can be clinical, technical and non-technical, both monthly and final. semester and end

of year to be able to find out about program implementation, obstacles and how to overcome them.

SMA Ar-Risale Lirboyo Kediri evaluates and supervises the learning process at each stage of planning, implementation and learning outcomes. "First, the Principal prepares a program for supervision and evaluation of the learning process. Second, the Principal carries out comprehensive supervision and evaluation of learning which includes learning planning, implementation of learning and learning outcomes. Third, the Principal carries out supervision of all educators."

The principal of SMA Ar-Risalah Lirboyo Kediri regularly and continuously evaluates the learning process, including: "First, the Principal supervises and evaluates the learning process for all teachers, Second, the Principal supervises and evaluates the learning process continuously or on an ongoing basis, Third, the School Supervisor supervises and evaluates the learning process for all teachers."

For this reason, so that a learning process can run effectively and efficiently, it must be planned, assessed and supervised. As according to Terry, "formulating supervision means specifying what has been implemented. This means evaluating work performance and, if necessary, implementing corrective actions so that work results are in accordance with plans (Nisoh, 2019).

b. Compiling a School Self-Evaluation

School Self-Evaluation was prepared by SMA Ar-Risalah Lirboyo Kediri to analyze management process data as a form of evaluating the quality of the two educational institutions. Based on school self-evaluations, both educational institutions carry out self-evaluations of institutional performance on an ongoing basis to determine their impact on improving learning outcomes including: "First, institutions carry out self-evaluations of school performance, Second, institutions carry out evaluations of the learning process at the end of each semester, Third, institutions carry out evaluation of the annual work program or RKAS at the end of each year. Fourth, the institution prepares a report on the results of the school's self-evaluation. Fifth, the institution prepares a priority scale for activities and follow-up programs to the EDS results."

Based on the EDS results, SMA Ar-Risalah Lirboyo Kediri focuses on improving learning outcomes by assessing performance, measuring and making improvements based on the results of self-evaluation and determining indicators, namely: "First, the two institutions prepare KKM for each subject, Second, both institutions "assessing the success of the learning

process or the achievement of the KKM. Third, SMA Ar-Risalah Lirboyo Kediri is improving the performance of the learning process."

In EDS document management (school self-evaluation) it becomes data that can be used as material or basis for internal unit and field meetings which are then used as material for quality review meetings at Ar-Risale Lirboyo Kediri High School, as according to Rue and Terry that: "control is evaluating carrying out work and improving what is being done to ensure the achievement of results according to plan" (Meriza, 2018).

c. Develop a priority scale for follow-up activities and programs

The principal of SMA Ar-Risalah Lirboyo Kediri carries out a quality evaluation by reporting all activities that have been carried out, so that with this report there will be an evaluation related to the program being carried out. For this reason, based on observations at SMA Ar-Risalah Lirboyo Kediri, the management of the institution is carried out professionally by conducting evaluations based on accountability, transparency and efficiency at each BPK visit, the Inspector General found no findings.

Each line of work at SMA Ar-Risalah Lirboyo Kediri has its own quality targets. To achieve these quality targets, each line of work in the two institutions already has work programs and follow-up programs to achieve quality. Next, identify what can support the achievement of quality targets in each line of work, namely, what programs must be carried out and what activities must be carried out. In order for these activities to run efficiently, effectively and innovatively, evaluation must be carried out on each line of work. In this way, it can encourage each line of work in the two institutions to increase targets by adding quality targets and making continuous improvements. Therefore, all evaluation activities are a form of process to monitor targets so that the goals to be achieved are realized and a form of corrective action in implementing the plans that have been set (Mubarok, 2021).

SMA Ar-Risalah Lirboyo Kediri as a private educational institution has the characteristics of accelerating the design and implementation of management concepts. Private institutions have more complete independence in creating and innovating as well as improvising the expected quality. It is normal that if a private educational institution has received recognition from the public for its quality, the dynamics of progress can be extraordinary. Data from research results at Ar-Risale Lirboyo High School in the field of developing religious and scientific knowledge was very good and balanced.

4. Development of the Quality of SMA Ar-Risalah Lirboyo Kediri

Service quality or service quality is the quality standard for a service or product that has been determined to achieve customer satisfaction. The quality of input, process, output and

results is included in the quality of education. Ar-Risale High School Lirboyo Kediri has the characteristics of a school that implements quality management effectively and is proven to produce achievements. This is more easily shown in the following table.

Table Development of the Quality of SMA Ar-Risalah Lirboyo Kediri

Component	Indicator	SMA Ar-Risalah Lirboyo Kediri
Context	School environment	<ol style="list-style-type: none"> 1. The Lirboyo Kediri Islamic boarding school environment provides strong support 2. Students' parents and the environment provide support 3. There is a good relationship between the school and the students' parents 4. Families and communities provide support for the school
	Have a policy Strong	<ol style="list-style-type: none"> 1. Use SNP guidelines to support an effective education system 2. Flexibility and autonomy, as implemented by MBS
In put	Leadership the strong one	<ol style="list-style-type: none"> 1. Do this by prioritizing togetherness and developing the professionalism of each teacher by improving performance 2. Instill a spirit of sincere service and guide teachers or employees to become professional educators 3. Hold study visits and comparative studies 4. Make it an international quality educational institution.
	School vision	<ol style="list-style-type: none"> 1. Sufficiently supportive material 2. There is sufficient time for learning
	Teacher quality	<ol style="list-style-type: none"> 1. Deep understanding of teaching 2. Undertake studies for Masters and Doctoral degrees 3. Received an award for outstanding teachers 4. Attend training and seminars. 5. Positive attitude from teachers
	Student	<ol style="list-style-type: none"> 1. High expectations from students. Quick/immediate feedback 2. In general, there is a recognition of responsibility 3. Students have positive behavior
Implementation or process	School atmosphere	<ol style="list-style-type: none"> 1. Do this by instilling a sense of Islam, togetherness and openness 2. The belief that the generation is strong because it is instilled with a sense of religion or faith, knowledge and skills 3. Increasing work professionalism in order to face the era of globalization 4. School principals, teachers, employees and students have standardized discipline. Do charity sincerely 5. Comfort supported by the physical environment 6. The atmosphere of the teaching and learning process takes place in an orderly and comfortable manner 7. The school atmosphere is conducive to learning and employee development 8. There are regulations related to discipline 9. Implementation of incentives and rewards 10. Students who excel receive awards 11. The school community has high expectations 12. Teachers improve quality by carrying out development and collegiality

	Curriculum	<ol style="list-style-type: none"> 1. The curriculum is well prepared or organized 2. There are clearly defined targets and efforts to achieve them 3. Inviting teachers to conduct comparative studies to Al-Azhar High School and to more advanced SMAN 4. Hold curriculum workshops by bringing in resource persons from outside both religious training and educational institutions 5. Provide supporting facilities and infrastructure 6. Give rewards/awards.
Out put	Learning outcomes obtained by students	<ol style="list-style-type: none"> 1. Students can achieve graduation by having academic knowledge that they can master well 2. Has the ability to demonstrate a set of criteria that determines his abilities
Out come	Academic performance	1. Graduates are accepted to continue at various reputable universities both at home and abroad
	Graduate performance	2. Graduates gain the trust of the world of work and society by being well received
	School image	3. The institution is imaged as an outstanding educational institution

The success of SMA Ar-Risala Lirboyo Kediri motivates and prepares its students to continue their studies (college) and be accepted into a higher level of quality education (university) both at home and abroad. This enthusiasm and quality of output is not obtained instantly, but through basic arrangements from the management side. Management as a practical concept and framework needs to communicate and work together to influence and create a healthy and dynamic academic climate, so that it can stimulate and inspire students to excel at the standards expected by personal stakeholders, educational institutions and society globally. The impact of the implementation of quality management to realize the management of Islamic-based educational institutions that achieve more and more real positive impacts can be felt.

SMA Ar-Risalah Lirboyo Kediri institutionally shows excellent academic and non-academic achievements and makes us the Muslim community proud, this Islamic-based institution is able to integrate Islamic and general religious knowledge in a strong and balanced manner. Areas of academic achievement include; a). 100% of alumni continue their studies (college). b). Many of its alumni have been accepted into reputable universities at home and abroad. c). Disciplined and dynamic academic climate, d). National and local curricula are integrated and well realized, e). The output is relatively acceptable to society because it is able to play a role in religious and social management, g). Centralized leadership type at the foundation.

E. CONCLUSION

The school principal's managerial pattern in building a quality culture of high achieving schools is: 1). Planning: establishing a vision and mission as quality guidelines, commitment to implementing SNP standard schools, a comfortable school service process, improving school quality as a result of a sustainable program; 2). Implementation: implementing the national curriculum and typical of the institution, educators and education staff who have appropriate qualifications, graduates are equipped with skills, there is representative infrastructure, transparent education management, the school has very close relations with the community, there are special services and learning support facilities. 3). Evaluation: carry out a self-evaluation of school performance based on transparency, accountability, efficiency and effectiveness, prepare a report on the results of the school's self-evaluation, and develop a priority scale for follow-up activities and programs.

Involving all members of the organization is a business strategy that focuses on achieving customer satisfaction in order to improve the quality of the management system. Management of educational institutions based on total and consistent quality management principles can ensure that it is easy to achieve quality institutional achievements. Management of educational institutions that is guided by Total Quality Management in Education and National Education Standards is able to deliver educational institutions to achieve achievements. The management concept as the operational basis for managing educational institutions will foster the active participation of many parties who are interested in delivering quality and quantity towards credible and accountable educational institutions.

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