

Madrasah-Based Quality Improvement Management (Multi Site Study At Man In Central Tapanuli Regency)

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ABSTRACT

The aim of this research is to analyze Madrasah-Based Quality Improvement Management (Multi- Site Study at MAN in Central Tapanuli Regency). This research uses a multi-site qualitative method where data collection techniques use interviews, observation and document study techniques. Meanwhile, to strengthen the validity of the data findings and the authenticity of the research, the researcher refers to the use of data validity standards suggested by Lincoln & Guba, which consist of credibility, transferability, dependability and confirmability. The results of this research are: 1). Planning to improve the quality of education is carried out by involving all madrasa components and stakeholders. At MAN 1, MAN 2 and MAN 3 Central Tapanuli, the three institutions have planned a program to improve the quality of education by involving stakeholders through 6 steps, namely: (1) making a situation analysis and conditions using SWOT analysis, (2) planning the creation of the madrasah vision and mission, (3) planning the development of the madrasah curriculum, (4) planning the development of teacher competency, (5) planning the provision of infrastructure, (6) planning the development of students to achieve academic achievement and non-academic. 2). Based on the results of cross-case analysis regarding the implementation of improving the quality of education at MAN 1, MAN 2 and MAN 3 Central Tapanuli. Implementation of the education quality improvement program through several activity programs, namely: (1) based on the madrasah vision and mission, (2) increasing teacher competency, (3)) curriculum development, (4) educational infrastructure, (5) development of student achievement, (6) control is carried out through monitoring and evaluation of work. 3). Evaluating MBM in the Implementation of Education Quality at MAN Central Tapanuli, which is carried out transparently and objectively, is absolutely necessary, and evaluation is the final activity of the management process and actions. It can be concluded that the evaluation at MAN Tapanuli Tengah, evaluation or assessment activities of teachers are usually more focused on individual teacher achievements, especially in the teaching and learning process activities, and their participation in educational activities at madrasahs. Apart from the evaluation carried out by the head of the madrasah, supervision is also needed, namely by having a reward system for individual madrasahs, improving the competitive climate between madrasahs, improving the existing system as a whole, and helping madrasahs develop themselves. And 4). The inhibiting factor in implementing MBM in madrasahs is that the role of the madrasah committee is still lacking in becoming a working partner for the madrasah head in making every decision by the madrasah head, which is a joint decision of the madrasah head and madrasah residents so that in implementing these decisions all madrasah residents have a high level of responsibility and commitment.

Keywords: Quality Management and Improvement

A. INTRODUCTION

Knowledge is an element that cannot be separated from humans. From the womb to adulthood and old age, a person experiences an education process by parents, society and the environment. Education does not always mean that it can only be obtained through Madrasas, universities or other formal institutions, but education is a related activity that can be carried out according to needs and includes several closely related elements.

Educational activities aim to make students become human beings who have faith, are devoted to Allah SWT, and have noble character, are healthy, educated, have faith, develop skills in education for national life, and form a character and civilization in the nation. They are trained as citizens who are competent, creative, independent, democratic and responsible.

The national education system is all components of education that are closely interconnected to achieve a goal in national education (Iuliana: 2007). Indonesia's national education system aims to meet the demands of globalization by ensuring equal distribution of educational opportunities, improving the quality and relevance of education, as well as increasing the efficiency of education management. The national education system is all components of education that are closely interconnected to achieve a goal in national education (Iuliana: 2007). Indonesia's national education system aims to meet the demands of globalization by ensuring equal distribution of educational opportunities, improving the quality and relevance of education, as well as increasing the efficiency of education management. The global culture it presents can be interpreted as modernist. At the same time, modernity means a modern society, having a modern lifestyle, a modern economy, modern culture and modern education.

One of the efforts made by the government to develop quality human resources is through education. Its presence cannot be avoided, especially in the world of education. Therefore, education is very important in helping to create a society for the future that is based on knowledge, and the process of education and development is achieved through education.

Indonesia actually faces many fundamental problems, namely the quality of education which is often poor. This is due to the poor education system in Indonesia (Iuliana: 2007). According to a survey conducted by Political and Economic Risk Consulting (PERC), Indonesia's education system is the poorest in Asia, ranking 12th out of 12 countries surveyed. So far, community involvement (stakeholders) has taken the form of greater financial support, less participation in decision making, implementation, monitoring, evaluation and reporting to ensure that Madrasas do not bear the burden of community (stakeholder) responsibility.

Education is a process of changing the attitudes and behavior of individuals or groups aimed at improvement through education and training (Nurholis, 2003:37). Education makes today's people different from the past. The result of the era of globalization is the development of science and technology which has changed all areas of human life. Efforts to develop quality employees through education.

One of the problems in education faced by Indonesia is the low quality of education at all levels and learning units, especially in primary and upper secondary education. Educational institutions have made efforts to improve the quality of education, such as the quality of teachers, physical and technical foundations, curriculum, as well as purchasing books and teaching tools (Nurholis, 2003:40).

Three factors do not uniformly improve the quality of education. First, national education policies and their implementation use a cost-benefit analysis approach that is not applied consistently. Second, the approach to implementing rural education is centralized, which makes Madrasahs very dependent on bureaucracy as educational organizations. Third, the community, especially students' parents, rarely participate in education. The Regional Administration Law which came into force on January 1 2001 has been studied in depth in connection with the discussion of decentralization of state power.

It is hoped that the main issues of education - quality, equity, efficiency and relevance of management - can be resolved (Nurholis, 2003:40). Decentralization of education is an acknowledgment that the learning process does not run smoothly if everything is managed centrally. The low level of education that our country Indonesia is currently facing is about education management. Education management is a tool for managing learning resources to achieve educational goals (Nurholis, 2003:40). The quality of education can only be improved if national education management becomes part of national management (Tillaar, 2005: 110).

The World Bank supports the institutionalization and decentralization of basic education. The World Bank has identified four potential challenges for Indonesia's development, especially basic education. Firstly, the organizational system is very complex at the basic (SD) Madrasah level, and secondly, Madrasah management is too centralized. Middle, third, dozens of boxes and rigid funding processes at that level (SD and SLTP) and fourth, ineffective management at the Madrasah level (Tillaar, 2005: 110).

The government's desire to improve the quality of education must not change. Because the education sector has other stakeholders such as parents (community), Madrasahs (educational institutions) and other social institutions (for example business or industry), local governments cannot work alone to overcome various educational challenges. Therefore,

cooperation from various parties with interests is of course very important, especially in the context of implementing the principle of decentralization in the field of education management.

Sikdikas Law Number 20 of 2023 explains that "In the state education system", especially the explanation of article 51 of 20/2003 states "The management of pre-Madrasah, primary and secondary education facilities regulate the principles of Madrasahs/madrasahs". management". Madrasah-Based Management (MBS) is a Madrasah management concept to improve quality in education in the era of educational decentralization. Kindergarten Management - Madrasah administration model is a model for the creation and implementation of educational programs in existing Madrasahs, including the introduction and implementation of educational services.

Madrasah management is political education, evaluation, assessment of the quality and results of education and Madrasahs. Decentralization of policy decision making for education by establishing various principles that integrate democracy, community involvement, equality, and various local interests and needs into Madrasah operations.

According to Nurkolis, Madrasah governance is the delegation of authority to Madrasahs to make decisions regarding the allocation and use of resources in accordance with resource accountability rules. Personnel are the main component that is considered in Madrasah management, including the Madrasah head, teachers and staff, students, curriculum and Madrasah infrastructure.

Education has a very good role in creating human resources/human resources of high quality. The education in Indonesia is not yet fully in line with the wishes of the community. The problem is the low quality of the educational process and results at every level and existing training facilities. The government has repeatedly attempted to improve the quality of public education. One of them is the introduction of Madrasah-based management (MBS), also known as Madrasah-based quality improvement management (MPMBS). In general, MPMBS is defined as a management model that provides autonomy to Madrasahs where all Madrasah residents participate directly in improving the quality of Madrasahs based on national education policies and encourage cooperative decision making. (Nurkolis, 2003:9)

By designating Madrasahs as the main unit of improvement, SBM or MPMBS can conceptually be understood as an alternative formal option that can be used to manage decentralized educational structures. In this sense, SBM is a way to encourage Madrasah leaders to be responsible for the quality of their students. For this reason, the head of the Madrasah must create a holistic education program that will meet all the needs of students in the Madrasah (Malik: 2002).

In Indonesia, the SBM approach is positioned not only as an alternative but also as a criticism of the centralized implementation of education so far. Centralized education empowers Madrasa leaders to learn independently, manage leadership, develop institutions, develop programs, provide teaching resources, allocate resources, and most importantly, build community engagement with local Madrasahs, not training. Increasing the impact of Madrasahs requires support from stakeholders including local government, Madrasah councils (Madrasah principals, teachers, parents and community leaders) and students. Joint decision making by stakeholders at the Madrasah level is the key to implementing SBM (Malik: 2002).

Educational governance must be more transparent in practice, accountable, maximize parental and community involvement, and manage all resources available to the Madrasah and community to maximize student achievement and the overall quality of education (Jati, 2001: 19-20). Modeling and human relations need to be improved as capital to achieve respect and attention from actors, enthusiasm for learning, work discipline and a friendly work climate within the institution.

The teacher's role in implementing SBM can be in the form of asking for teacher creativity in teaching and learning activities or improving classroom management. Teachers are direct role models and role models for students in the classroom. Therefore, teachers must be prepared to do all the work of managing and preparing course content. Teachers must truly understand the practices of their profession so that their profession is well known in society and can optimize Madrasah management education (Malik: 2002).

Quality management at the Madrasah level focuses on active management strategies to improve quality in institutional management, resource allocation, and implementation of curriculum design and improve student achievement in Madrasahs. To manage Madrasah resources in the process of improving the quality of education, Madrasahs, the community and the government must work closely together in their respective responsibilities, and this is driven by the desire to make Madrasahs independent for active and dynamic participation.

Madrasahs evaluate students based on their vision and mission. Apart from that, as a Madrasah education provider, it is necessary to set quality targets (in the broadest sense) to be achieved at a certain time, plan them, implement them and evaluate them yourself, as well as set quality targets for the following year. (Mulyasa, 2004:25). In this context, Bappenas and the World Bank technical team believe that empowering Madrasahs by providing them with stronger and greater autonomy, in addition to demonstrating the government's responsiveness to community needs, can be seen as a means of increasing the efficiency, quality and equity of education. own.

The aim of autonomy is to give Madrasahs the freedom to better manage and respond to the needs of the local environment by allocating resources according to priorities. MBS offers Madrasahs the opportunity to provide students with a better and more relevant education. Madrasah autonomy also functions to ensure general agreement regarding Madrasah empowerment.

MBM allows Madrasah fans to better understand all Madrasah events. This Madrasah core then became an unstructured organization called the Madrasah Council, whose members included the Madrasah principal, teachers, administrators, parents/guardians, community members and students. Mulyasa, 2004:25). SBM is a form of autonomous learning management in educational units where the head of the Madrasah/madrasah and teachers are supported by the Madrasah/madrasah committee in managing educational activities.

Madrasah Aliyah Negeri Tapanuli Tengah consists of one unit. MAN 1 Tapanuli-Central (Barus) 2. MAN 2 Central Tapanuli (Sorkam) 3. MAN 3 (Pandan) Central Tapanuli Regency is the state madrasah of Central Tapanuli Regency. In recent years, madrasahs have experienced quite significant changes, this can be seen from various competitions where the madrasah has won awards in various fields, including taking part in the Provincial Level Madrasah Scientific Competition (KSM) representing Central Tapanuli district. This of course cannot be separated from the implementation of Madrasah-Based Quality Improvement Management (MPMBM).

A systematic strategy is needed to predict and face high school competition in the future. Therefore, implementing madrasah-based quality improvement management is the most effective and appropriate way to develop madrasah potential, and is also applied at Madrasah Aliyah Central Tapanuli, so that the existing potential needs to be utilized further. So, it can become a symbol for the Central Tapanuli State Madrasah which is not owned by other Madrasahs.

This research was conducted for the following reasons. First, Madrasah-Based Quality Improvement Management (MPMBM) is an interesting research and research topic because it determines the basis and direction. This was done to achieve the goals of the madrasah. Second, on average, madrasahs have not implemented enough madrasah-based quality improvement management, but in the Central Tapanuli State Madrasah Aliyah, in the initial survey, researchers found that Madrasah Aliyah had achieved many achievements both in the academic and non-academic fields, such as winning various competitions in district and provincial levels.

From various theoretical studies and previous research results, it can be concluded that the implementation of madrasah-based quality improvement management is a special task, so

that the implementation of Madrasah management is very necessary to improve the quality of education. This contributes to improving the quality of education. Based on the description above, the author feels interested in carrying out research with the title " Madrasah- Based Quality Improvement Management (Multi-Site Study at MAN, Central Tapanuli Regency)".

B. LITERATURE REVIEW

Education Quality Management

Management is a concept that is widely used in every organization. Simply put, "management" is defined as managing. The process of managing or directing an organization to its final results, namely the desired goals understood by the organization. Manager is defined in English as the verb management, with management and manager nouns for those who carry out managerial activities. Finally, management is translated from Indonesian as management or administration (Amtu, 2011:1).

According to George Rochiti, planning, organizing, implementing and controlling the use of human and other resources are management steps and processes that are the basis for achieving common goals (Rochaety, et al, 2008: 4). In Syafaruddin, Mullins explains the meaning of management, which includes special roles and the involvement of members who have shared responsibility in achieving goals in the organizational structure. All organizations have a clear organizational structure so that the division of work within the organization is clear and makes it easier for members to achieve goals together (Syafarud in, et al, 2011: 153).

Management goals are what a person wants to achieve. Goals describe specific areas and indicate what the manager wants to achieve by directing the efforts. According to Handoko, management objectives include:

- a. To achieve organizational and individual goals
- b. Balancing conflicting goals
- c. Achieving efficiency and effectiveness (Handoko, 2002: 2010).

Management principles formulated by Suhardanda Douglas as follows:

- a. Placing interests in achieving goals higher than the interests of work mechanisms and individual interests
- b. There is coordination of authority and responsibility
- c. To the school team it is necessary to distribute tasks and responsibilities based on the characteristics and abilities of the school team members.
- d. Human psychological factors need to be known well
- e. Value comparability (Suhardan, et al, 2010: 90).

The elements of management (tools of management) are things that managers need to understand well because the elements of management are in the form of existing organizational controls that must be harmonized so that they can play an important role in carrying out their leadership. These management elements must exist and cannot be replaced. The controlling elements are Man, Money, Method, Material, Machine and Market, or abbreviated as 6M.

In achieving management objectives, each of these control elements becomes a control domain that has a deeper role in it. These management areas include: 1). Human resource management has become a science based on the elements of human (human) management. 2). Capital/learning management (money component). 3). Insurance costs (material elements). 4). Product Management (Engine Elements). 5). A method is a method/system used to improve a management area (Suhardan et al, 2010:90).

Institutions run well when they are managed. Every organization always needs management (Hapiduddin and Tanjung, 2008:52). as Allah mentions in the Koran Surah as Sajadah verse 5 which gives the meaning of management as a process or activity of "managing" that is the view from the Islamic perspective on management.

The following conclusions can be drawn from the semantic interpretation of the passage. Allah is the ruler of the whole world or Allah's creation. Everything in it is part of Allah SWT's control. There is still no stable definition of management or general definition of management (Robbney & Coulter, 2007: 7). Basic functions such as planning, organizing, implementing and controlling are the practices of administrative management without a doubt, to achieve organizational goals. A minimum of five positions is considered sufficient in management activities, and in collaboration management can utilize the existing resources in the organization, both human and material to support the management process.

School Based Management

Lexically, school management consists of three words: management, foundation, and school. Management is the process of using resources efficiently to achieve goals. Based comes from the word basis which means basis or basis. Schools are places of learning and teaching as well as educational and training institutions (KBBI, 2016). School-based management in the same sense, the guidelines are the same, which is the same as improving the quality of education that makes central government decisions. Therefore, supervisors, teachers and parents need to monitor the learning process (Umaedi: 2005)

In addition, the Ministry of National Schools is a management model that offers schools, offers schools, offers flexibility to schools (teachers, students, principals, staff and

staff). Parents, entrepreneurs, etc. Which improves the quality of schools in accordance with the rules. This autonomy gives schools the authority and responsibility to make decisions based on the needs, opportunities and requirements of the school, community or existing stakeholders.

Autonomy can be interpreted as power or independence, especially self-regulation and independence (not depending on other parties) in administering government. Flexibility is the freedom given to schools to manage school resources optimally in order to improve school quality.

There are several terms that are conceptually related to school management (MBS), including school management or decision making and school management. The basic concept of SBM is to decentralize the decision-making process at the central, regional, regional and school principal levels. SBM is an alternative form of educational decentralization characterized by greater school-level autonomy, community involvement and a national education policy framework. Wohlstetter and Morhman provide a broader definition of MBS.

Effective MBS implementation clearly identifies several benefits of implementing MBS:

- a) To enable competent people in schools to make decisions that improve the quality of education.
- b) Ensure that all school members have the opportunity to participate in important decision making.
- c) encourage creativity in curriculum development;
- d) Directs available resources to support the goals developed by each school.
- e) Develop a more realistic budget plan as parents and teachers learn more about the school's financial situation, spending limits, and the value of the school's programs.
- f) Increasing teacher motivation and developing new leadership skills at all levels (Rivai and Murni, 2010: 148).

According to Bailey, SBM school governance has characteristics including: 1) Diversity and teacher salary patterns, 2) School autonomy, 3) Teacher empowerment, 4) Joint school operations, 5) Centralized system, 6) Selected schools or independent selection schools, 7) Partnership between teachers. business and educational communities; 8) open access for the growth of relatively independent schools; 9) competitive school marketing (Danim, 2008: 29-31)

According to Rivai, inserting MBS into a state machine that is still centralized will clearly have a big impact. It should be remembered that implementing SBM will be very

difficult if central and regional officials are able to maintain the powers they should delegate to schools (Rivai and Mumi, 2010: 151).

SBM is expected to be implemented in at least three phases: short term (years 1-3), medium term (years 4-6) and long term (years 6 onwards). From an educational perspective, short-term racing is preferable to activities that do not require radical changes.

C. METHODS

This research is based on qualitative methods. Qualitative research is the study of certain phenomena or populations in the form of individuals, organizations, or other perspectives that are the target of the researcher. The aim is to describe aspects related to the observed phenomenon and to describe the nature of the existing phenomenon or problem.

The research design used in this research is multisite. A multisite study was chosen to conduct this study because it is a type of qualitative research that can be used to develop theory based on several similar studies, resulting in a larger, broader, and transferable theory.

The data that researchers used to compile this study was obtained from key individuals. The role of key people in research is very large because the assistance and information they provide is the researcher's capital in obtaining data and research materials. These sources include:

- a) Head of MAN Central Tapanuli Regency
- b) Teachers and Education Personnel, Central Tapanuli Regency
- c) students in Central Tapanuli Regency

This research data collection method can be explained as follows through observation, interviews and documentation studies. To strengthen the validity of the result data and the validity of the research, researchers refer to the four validation standards proposed by Lincoln and Guba 2003. These standards consist of 1) reliability, 2) transferability, 3) reliability and 4) specificity

D. RESULTS AND DISCUSSION

Based on research findings, it shows that the role in planning to improve the quality of madrasa education, the head of the madrasah involves all components of the madrasah such as the waka, teacher council, Head of TU, committees as well as practitioners, experts and stakeholders. The role of stakeholders is very important in the planning process for programs to improve the quality of education in order to make madrasahs superior and competitive.

School Based Quality Improvement Management Planning in MAN Central Tapanuli Regency

Planning to improve the quality of education must be carried out by involving all madrasa components and stakeholders. As research findings show, at MAN 1, MAN 2 and MAN 3 Central Tapanuli, the three institutions have planned a program to improve the quality of education by involving stakeholders through 6 steps, namely (1) making an analysis of the situation and conditions using SWOT analysis, (2) planning creating a madrasa vision and mission, (3) planning the development of the madrasa curriculum, (4) planning the development of teacher competency, (5) planning the provision of infrastructure, (6) planning the development of students to achieve academic and non-academic achievements.

This is in accordance with JM Joran's theory, that educational planning must go through several stages including planning, implementation and control/supervision. D i MAN 1 Tapanuli Tengah carries out planning by involving all madrasa components, committees and stakeholders and the boarding school boarding school administrators, which is a form of stakeholder participation in planning the quality of madrasa education.

Meanwhile, MAN 2 Central Tapanuli is planning to improve the quality of education by forming a madrasa developer/quality assurance commission which is a thinker for improving and guaranteeing the quality of madrasa education. The duties of madrasa quality assurance include: (1) formulating criteria for improving the quality of madrasas, (2) conducting evaluations on improving the quality of education in both academic and non-academic fields, (3) conducting research and development as a follow-up to the evaluation results.

The main factor in the management of the three MAs is that it is fully planned to improve the quality of graduates and student achievement, both academic and non-academic achievements, which are based on three principles. First, the teaching and learning process is to prepare students to be able to master various fields of knowledge and skills in order to achieve optimally. Secondly, prepare students to take high quality advanced education. Third, madrasahs have a strong vision and mission by devoting all their strength and high commitment to making it happen.

Caldwell and Spinke (2020) argue that school/madrasah principals who are considered successful are not only transactional in nature, aiming solely to satisfy the needs of their members, but also transformational in nature which emphasizes school/madrasah achievements at an excellent level.

In the research context of the three madrasas, both MAN 1 Central Tapanuli, MAN 2 Central Tapanuli and MAN 2 Central Tapanuli, in managing the institutions they lead, especially in improving the quality of education, cannot be separated from the role of the head of the madrasa with his activities as a manager in improving the quality of education.

MBS has become an icon for accelerating the development of madrasas in particular. Must have a style that can attract stake holders. SBM is a concept or discourse promoted by the government to schools and is also a decentralization-based implementation. This is intended so that the management of madrasas is aimed at maximally improving the quality of education.

first finding of this research confirms that the Implementation Planning for School-Based Quality Improvement Management at MAN Tapanuli Tengah begins with first identifying the potential and readiness of madrasahs and madrasah residents in implementing SBM. For this reason, operationally, MBS at MAN Tapanuli Tengah is more about handling activities or learning process activities in the fields of teaching, teachers, student development, finance and community relations where before the preparation is carried out by the head of the madrasah, the MBS planning at MAN Tapanuli Tengah has been formulated through a combination that consultative or joint decision.

Implementation of School-Based Quality Improvement Management in MAN, Central Tapanuli Regency

Based on the results of the cross-site analysis carried out, it was also found that the implementation of improving the quality of education at MAN 1, MAN 2 and MAN 3 Central Tapanuli. The implementation of the education quality improvement program through several activity programs, namely: (1) based on the madrasah vision and mission, (2) increasing competence teachers, (3) curriculum development, (4) educational infrastructure, (5) guidance on student achievement, (6) control is carried out through work monitoring and evaluation.

The implementation of the program to improve the quality of madrasah education has been carried out according to plan, although it has not been optimal, but much has been done to produce quality education, especially in developing the talents and potential of students to appear as Muslim women who believe and are devoted to Allah SWT so that they are able to behave. Muslims are also people with knowledge.

The process of organizing MAN Tapanuli Tengah includes grouping MBS components, establishing an authority structure, formulating and determining procedural methods and MBS facility providers based on agreed plans. The process of organizing MAN Tapanuli Tengah includes grouping MBS components, establishing an authority structure, formulating and determining procedural methods and MBS facility providers based on agreed plans.

Furthermore, the second finding regarding the organization of resources in improving school-based quality at MAN Tapanuli Tengah uses the principle of fairness, with the aim of dividing tasks based on the capacity and professionalism of personnel.

The organization of SBM at MAN Tapanuli Tengah was based on a decision by the head of the madrasa to divide tasks according to ability and professionalism. And organizing MBS MAN Tapanuli Tengah includes: a) Grouping MBS components, b) forming an authority structure and MBS coordination mechanism, c) formulating and establishing MBS methods and procedures, d) providing facilities. Observing these findings, it is in line with the opinion of Hani Handoko (2003:34) that the organizational function is an activity of regulating human resources and other physical resources owned by the organization to carry out predetermined plans and achieve organizational goals. Organizing at MAN Tapanuli Tengah creates interrelated relationships between one madrasah personnel and other madrasah personnel.

The implementation (actuating) function in management science has several terms that have almost the same meaning, namely directing, staffing, motivating, and leading. These four terms actually mean the term actuating. This function can motivate workers to work seriously so that the goals of the organization or company can be achieved effectively. (Sora N: 2016).

The definition of implementation according to George R. Terry, Implementation is an effort to move group members in such a way that they want and try to achieve the goals in question, by the members wanting to achieve those goals. (George R. Terry: 2012).

In the context of education at MAN Tapanuli Tengah, 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. (Surya Subroto: 2010).

In short, actuating is an effort to mobilize all related people to jointly carry out activity programs in accordance with their respective fields in the best and correct way. Actuating is the most fundamental function in management, because it is the pursuit of various types of action itself, so that all group members, from the top level to the bottom, try to achieve organizational goals according to the plan that has been set initially, in the best and correct way.

Evaluation of School-Based Quality Improvement Management in MAN, Central Tapanuli Regency

Evaluating MBS in the Implementation of Education Quality at MAN Central Tapanuli, which is carried out transparently and objectively, is absolutely necessary, and evaluation is

the final activity of management processes and actions. Apart from the evaluation carried out by the head of the madrasah, supervision is also needed, namely by having a reward system for individual schools, improving the competitive climate between madrasahs, improving the existing system as a whole, and helping madrasahs to develop themselves.

Umaedi (2004:35) Supervision is determining what has been implemented, meaning evaluating work performance and, if necessary, implementing corrective actions so that the results of the work are in accordance with the plan that has been set.

The madrasah head's strategy in implementing teacher quality improvement at MAN Tapanuli Tengah is carried out by providing infrastructure and facilities, in addition to providing discussion forums such as seminars, training, workshops and courses. Apart from that, further studies, MGMP revitalization is an evaluation activity carried out by madrasah heads.

The targets and aspects evaluated are the number of teachers present (presence), teacher performance, student achievement and development, class notes in this case are daily, weekly, monthly to semester tests, syllabus and teacher lesson plans. Apart from using educational supervision, school principals also carry out assessments using an assessment format that has been standardized by the government, known as the Performance Assessment List.

Context is the externalization of madrasahs in the form of demand and support which influences madrasah input. Input is everything that must be available and ready because it is needed for the process to take place. Process is changing something into something else.

Output is the real result of implementing MBS. The real results in question can be in the form of academic achievements and non-academic achievements. Outcome is a long-term MBS result which is different from output which only measures short-term MBS results (Nanang Fatah, 2004: 57).

Based on the results of research at MAN Tapanuli Tengah, it is known that the leadership of the head of the MAN Tapanuli Tengah madrasah in supervising the madrasah program is carried out by setting standards that serve as a reference for the madrasah program, monitoring and evaluating madrasah activities. On the other hand, monitoring is also necessary internally and this external monitoring is in accordance with the opinion of Nanang Fatah (2004: 57): Madrasah management which is closely intertwined with the community carries out internal monitoring (self evaluation).

Meanwhile, external monitoring and evaluation is carried out by independent supervisors or consultants. Based on the opinion above, it is known that monitoring and

evaluation are important aspects in the supervision of madrasa programs carried out by madrasa heads in order to maintain the quality of program implementation.

The form of supervision carried out at MAN Tapanuli Tengah is by subject teacher supervision. This is in accordance with the opinion of E. Mulyasa (2007: 155) " In relation to SBM supervision, more emphasis is placed on coaching and improving the abilities and performance of educational staff in madrasas in carrying out their duties."

Supporting and Inhibiting Factors in Implementing School-Based Quality Improvement Management in MAN, Central Tapanuli Regency

Supporting factors are factors that provide support for the implementation of the MPMBM program at MAN Central Tapanuli. In general, the factors that support the implementation of the MPMBM program at MAN Tapanuli Tengah based on findings in the field come from internal and external factors, namely as follows:

There is a madrasa commitment to implement a curriculum based on applicable policies, in order to increase the quality and quantity of graduates based on the National Examination, students are given additional learning enrichment starting from class X to class XII. Apart from that, there are adequate resources, even though they are diverse, they are formally in accordance with minimum educational standards in carrying out their professional duties. Furthermore, madrasahs have a clear vision and mission, goals, targets and programs, which serve as guidelines for madrasah residents in MAN Tapanuli Tengah to be able to work together to make them happen so as to create quality output.

Supporting factors for implementing the MPMBM program at MAN Tapanuli Tengah depend on the leadership of the madrasah head himself, in this case as the madrasah head actively coordinating with staff on the implementation of activities at the madrasah. The deputy head of the madrasah carries out the function of assisting the madrasah in improving and ensuring the quality of the madrasah. Teachers carry out learning activities according to the educational calendar and programs that have been determined. The homeroom teacher provides guidance to students, both during class hours and outside class hours. Cleaning staff always clean the madrasah every morning, so that when learning activities begin, the condition of the madrasah feels comfortable.

The environment of a madrasah greatly influences the smooth success of a learning process activity at the madrasah. The environment of a madrasah greatly influences the smooth success of a learning process activity at the madrasah. If we look at its geographical location,

the position of the madrasah is very strategic so that it is easy to reach from various directions so that it can meet the community's need for education, especially senior secondary education.

As explained by the deputy head of the madrasa, one of the things that really supports learning activities at this madrasa so that it can run well and smoothly is the problem of the situation and condition of the madrasa environment being safe and orderly, because of the participation of community members in maintaining environmental security and order. very supportive.

Furthermore, security and order factors in a madrasa really support the smooth implementation of learning programs in madrasas, so that the implementation of the MPMBM program at MAN Tapanuli Tengah can run well. Another supporting factor is that the role of parents in the family environment is very important in helping to develop their children, controlling, supervising and providing motivation so that they continue to study both at home and at the madrasah.

Based on the description above, it can be concluded that there are 2 factors supporting the implementation of the MPMBM program at MAN Tapanuli Tengah, namely internal and external factors. Internal factors include: 1) the madrasah has strong leadership, 2) the madrasah has a clear vision and mission and goals and targets, 3) there is a safe, orderly and conducive madrasah environment. Meanwhile, external factors supporting the implementation of the MPMBM program are: 1) the role of parents/guardians of students in supporting their children's education, 2) the role of the madrasah committee in providing support to the madrasah.

Related to inhibiting factors are factors that can hinder or even thwart the implementation of the MPMBM program at MAN Tapanuli Tengah, including funding which is still very limited, there are several facilities that are lacking, there are several building facilities and other facilities and infrastructure that the madrasah does not yet have.

inhibiting factor is the low level of culture of discipline and enforcement of madrasa rules, such as the existence of some teachers who still use feelings in enforcing discipline, so that many students break the rules when dealing with certain teachers who often ignore the violations they commit.

Another inhibiting factor comes from students. Students' attitudes are still unstable, so they consider committing a violation as something to be proud of if they don't get caught. Almost every day we still encounter several students who are late for quite a variety of reasons, for example because they wake up late, the distance from home to the madrasah and so on, realistically the reasons given are still acceptable.

An inhibiting factor that is no less important to pay attention to in implementing the MPMBM program is that the socialization of the MPMBM policy is still lacking in intensity, temporary, and is not carried out thoroughly or totally (comprehensively), so that the concept and objectives of the MPMBM are not well understood by madrasah residents and interested parties. .

Observing the various inhibiting factors stated above, it can be concluded that these inhibiting factors include: inadequate learning support facilities, minimal funding, low level of culture of discipline and enforcement of madrasa rules, and the concept and objectives of the MPMBM are not well understood by both madrasah residents and interested parties and the role of parents/guardians of students involved in preparing madrasa program planning is not optimal.

The factors stated above need to be used as evaluation material to avoid failure in implementing the MPMBM program policy at MAN Central Tapanuli. Failure to implement a policy tends to be due to human factors, where decision making sometimes fails to take into account the reality of human problems (human error) which are very complex and varied, both the government as policy maker and madrasahs and their citizens as policy actors and target groups.

To overcome the obstacles faced in implementing the MPMBM program, the head of the madrasah as a leader needs expertise and skills in managing management functions in order to achieve the goals and objectives of the madrasah, as well as in leading the madrasah. The openness of a madrasa head is important and main.

E. CONCLUSION

Based on the research findings and discussion that have been presented by the researcher in accordance with the focus or research formulation, various conclusions can be drawn, namely:

Planning for School-Based Quality Improvement at MAN Central Tapanuli Regency Planning for improving the quality of education is carried out by involving all madrasa components and stakeholders, at MAN 1, MAN 2 and MAN 3 Central Tapanuli, the three institutions have planned educational quality improvement programs by involving stakeholders through 6 steps, namely (1) making an analysis of the situation and conditions using SWOT analysis, (2) planning the creation of the madrasah vision and mission, (3) planning the development of the madrasah curriculum, (4) planning the development of teacher competency, (5)

planning the provision of infrastructure, (6) planning the development of students to achieve academic and non-academic achievements.

Implementation of School-Based Quality Improvement Management in MAN, Central Tapanuli Regency

Based on the results of cross-case analysis regarding the implementation of improving the quality of education at MAN 1, MAN 2 and MAN 3 Central Tapanuli. Implementation of the education quality improvement program through several activity programs, namely: (1) based on the madrasah vision and mission, (2) increasing teacher competency, (3)) curriculum development, (4) educational infrastructure, (5) development of student achievement, (6) control is carried out through monitoring and evaluation of work.

Evaluation of School-Based Quality Improvement Management in MAN, Central Tapanuli Regency

Evaluating MBS in the Implementation of Education Quality at MAN Central Tapanuli, which is carried out transparently and objectively, is absolutely necessary, and evaluation is the final activity of management processes and actions. It can be concluded that the evaluation at MAN Tapanuli Tengah, evaluation or assessment activities of teachers are usually more focused on individual teacher achievements, especially in the teaching and learning process activities, and their participation in educational activities at school. Apart from the evaluation carried out by the head of the madrasah, supervision is also needed, namely by having a reward system for individual schools, improving the competitive climate between madrasahs, improving the existing system as a whole, and helping madrasahs to develop themselves.

Supporting and Inhibiting Factors in Implementing School-Based Quality Improvement Management in MAN, Central Tapanuli Regency

The inhibiting factor in implementing SBM in madrasahs is that the participation of the school committee is still lacking in becoming partners with the madrasah principal in making every decision by the madrasah principal which is a joint decision of the madrasah principal and the school community so that in implementing these decisions all school residents have a high level of responsibility and commitment.

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