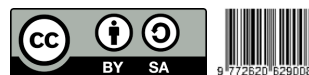


Aliyah Madrasah Education Quality Management

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(Descriptive study at MA Nurul Iman, Cimahi City
and MA Al-Musdariyah Cimahi City)



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Abstract

The background of this research is a phenomena of quality management in education at Madrasah Aliyah in Cimahi City, can't be manage on planning, actuating and controlling. The core problem of this research are how to manage of quality management in education at Madrasah Aliyah begin from planning, actuating and controlling. The result of research find that quality management in education begin with make of vision and mision and then planning of database and madrasah profile for curriculum dan learning, madrasah administration, organization, equipment, fund of madrasah dan human resources also community participation and achievement of student. The finally proces of quality management in education is controlling from head of madrasah.

Keywords: *Quality Management, Education, Madrasah*

INTRODUCTION

The reality shows that the practice of national education with a curriculum that is made and structured in such a way has even been refined many times, not only failing to present the Indonesian human figure with a complete personality, even imagining its realization is difficult. Public education (non-madrasah) which has become the golden child of the government, under the auspices of the Ministry of National Education, has failed to show the glory of its identity for more than three decades. The mission of education that wants to give birth to intelligent humans who master the progress of science and technology with the power of faith and piety plus noble character, still remains at the ideal level written in the composition of ideals (laws). This seems to be one of the indicators where the government later recognized the existence of madrasahs as part of the national education system.

The current trend is to give a positive feel to madrasahs, namely among the Muslim middle class many who send their children to madrasahs. This choice is really rational because public schools are considered less fulfilling their wishes. Madrasahs, with this tendency, must be able to offer themselves,

as alternative educational institutions in accordance with the demands and needs of the community by improving themselves in quality internally. This is to realize Academic Excellence with madrasas as public schools, plus its Islamic characteristics. Therefore, the greater the demand for quality education, madrasas that only run in place and as they are and without any commitment from the elements in them to quality and excellence, will gradually be abandoned by people. This dynamic does not aim to get rid of one of the educational institutions, but rather an arena of competence.

Management practice in madrasas often shows the traditional management model, namely the paternalistic or feudalistic management model. This kind of domination of seniority sometimes interferes with the development and improvement of the quality of education. The emergence of innovative creativity from young people is sometimes understood as an attitude that does not respect seniors. This condition leads to a negative extreme, so that the impression appears that straightening one's steps or correcting a senior's misstep is considered a character of *su'ul adab*.

In the field of madrasa management, it is still found that the participation of madrasa managers is not optimal in implementing management principles in the implementation of the teaching and learning process, decision making, curriculum implementation and other curricular activities. In addition, management principles such as how to implement planning, organizing, controlling and evaluating have not been fully implemented.

The pattern of leadership as part of madrasah management is still centralized, where most madrasah principals are still dominant in determining policy and making decisions. Of course, this greatly hinders the development of madrasas to be able to compete with other formal schools or at least become an option for the community to entrust their children's education to madrasas.

In Cimahi City, the existence of madrasah aliyah does not appear to be too prominent compared to other cities or regencies in the West Java region. This includes, among others, the number of madrasah aliyah in Cimahi City is not too many (as well as *pesantren*), and the roles of religious education have been taken over by many non-madrasah educational institutions that organize Islamic education in the form of superior private schools and have Islamic characteristics.

In general, madrasah aliyah in Cimahi City, especially the private sector, experience difficulties in infrastructure and facilities, limited number of education personnel and inadequate ability to provide compensation to their educational staff. From this, a pragmatism trend emerged in the assignment of subject teachers and other education personnel. Many education personnel who carry out tasks that are not in accordance with their field of expertise and experience in the world of education. As a result, the quality of madrasa education is getting left behind. Under these conditions, the readiness and feasibility of madrasas in improving the quality of education through madrasa-based management seems to be questionable.

METHOD

Meanwhile, the method used in the research is a qualitative method with a naturalistic paradigm. Data collection techniques were carried out through interviews, documentation studies, and observations. The data collected through observation, interviews and documentation studies were

analyzed qualitatively. Data analysis was carried out through data reduction, organizing and grouping data, checking, interpreting, and verifying. Data analysis is described according to the problem, and research objectives.

RESULT AND DISCUSSION

1. Education Quality Planning

Planning activities at Madrasah Aliyah relate to four things, namely: (1) goal setting; (2) a description of the current state; (3) identification of strengths and barriers; and (4) implementation of plans into activity programs for the achievement of objectives.

At Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi each have something in common, namely that they already have a plan to be achieved in the long term (strategic plan) which is used as a reference in the operational plan. In this plan, future insight (vision) is used as a guide for the formulation of the madrasah's mission.

The goals formulated in planning are in the form of desires or needs that will be achieved in the future. In addition, with the formulation of clear objectives, madrasahs can use all available resources (manpower, funds, equipment) effectively and efficiently. The common goal of Madrasah Aliyah Nurul Iman Cimahi and MA Al-Musdariyah Cimahi is to provide basic skills as an expansion and improvement of knowledge, religion and skills acquired in Madrasah Tsanawiyah (MTs) or Junior High School (SMP) which are beneficial for students to develop life as Muslim individuals, members of society, citizens and according to their level of development and prepare them for secondary education.

The task of the madrasah head, both at MA Nurul Iman in Cimahi City and MA Al-Musdariyah in Cimahi City, in relation to planning the quality of madrasah education is not an easy job because it not only seeks to achieve learning objectives, but also overall educational goals. Therefore, madrasah heads are required to work on instruments to improve the quality of madrasah education as a whole.

Planning for the quality of education in the two madrasahs is also carried out by formulating or assessing the current state, which is an analytical process that knows exactly the state or position of the madrasah so that a plan of activities to be determined can be formulated. Furthermore, the identification of strengths and barriers, both internal and external strengths and barriers.

The process of planning the quality of education for the two Madrasah Aliyah also has different things, namely: The establishment of Madrasah Aliyah Nurul Iman Cimahi because of the need for community members to have a Middle-level Islamic school. The initiative to establish this institution was motivated by several factors, including the following:

a. In Cimahi City, there is no formal Islamic educational institution engaged in education, while public secondary schools are very common in this sub-district.

b. Islamic educational institutions are endeavored to accommodate students who have a weak economy, especially for students who graduate from MTs who have a great interest in continuing their education to a higher level.

c. Fostering cadres of ulama who are expected to become leaders and future generations in the context of educating the nation's life, especially those that unite issues related to the teachings of Islam.

Meanwhile, MA Al-Musdariyah Cimahi is a private madrasa under the Al-Musdariyah Islamic Education Foundation, founded by one of the local community leaders to help the community get a better education, especially in terms of religious education. The basic philosophy on which it is based is the desire to:

1) Providing basic skills as an expansion and improvement of Islamic religious knowledge and skills obtained at Madrasah Tsanawiyah (MTs) or Junior High Schools (SMP) which are beneficial for students, to develop life as individual Muslims, community members and citizens according to their level his abilities.

2) Prepare them for secondary education.

3) Prepare them to live in society

The historical backgrounds of the two institutions are indeed different. Madrasah Aliyah Nurul Iman Cimahi was formed from the deliberations of the administrators of the Islamic Unity Organization to form an Aliyah madrasa, while MA Al-Musdariyah Cimahi was formed because of the desire of the chairman of the Al-Musdariyah Cimahi Islamic Education Foundation to establish Islamic educational institutions from elementary to university levels. High, starting from Ibtidayyah, Tsanawiyah, and Aliyah to High School.

In determining the quality of education planning, Madrasah basic capital components are also needed, including: (1) the number of students; (2) condition of teaching staff (3) community support; (4) geographical location where the madrasa is located; (5) resource assets and existing relationships, both inside and outside the madrasa; (6) organization and management; (7) credibility including good name, and public trust; (8) alumni position; (9) market or consumer demand for the products produced, especially graduates.

2.Implementation of Education Quality

Similarities in the implementation of education quality management at Madrasah Aliyah Nurul Iman Cimahi and MA Al-Musdariyah Cimahi, among others, the preparation of databases and profiles of Madrasah Aliyah Nurul Iman Cimahi and MA Al-Musdariyah Cimahi has been carried out well. In compiling a database for students, for example, it can be seen that students of Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi come from homogeneous backgrounds, both in terms of economy and social life. In terms of personnel, Madrasah Aliyah Nurul Iman Cimahi has adequate educational and administrative staff, both in terms of quality and quantity, as well as Madrasah Aliyah Al-Musdariyah Cimahi.

The similarities and differences in the implementation of the quality of education in the two madrasas can be seen from the following components:

a. Curriculum Implementation

The curriculum standards at Madrasah Aliyah Nurul Iman Cimahi and MA Al-Musdariyah Cimahi were made to provide assurance to the public that what was obtained at the madrasa was truly consistent with the principles and objectives of national education. Although schools are allowed to develop or implement a curriculum that is characteristic of the madrasa in question, the national curriculum must still be fully implemented. The specificity of the curriculum implemented in madrasas is an addition to the national curriculum so that it does not reduce the portion of the national curriculum. In addition, madrasas should also implement local content curriculum or electives as an effort to preserve and develop various aspects that characterize and potential of the area where the school is located or a curriculum oriented to the advancement of science, technology and the arts.

b. Learning Implementation

The implementation of learning is an interaction between educators and students which is expected to produce changes in students, namely from not being able to become capable, from not being educated to being educated, from not being competent to being competent. In both madrasas, learning is carried out from 07.00 to 14.30 in the afternoon. In both madrasas, various extracurricular activities are also carried out to support and develop the potential of students in certain fields. The time before class time is used by students and teachers to read the Koran in the mosque.

c. Madrasa Administration

In general, the administration of Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi can be interpreted as an effort to regulate and utilize all madrasa resources in providing education to achieve educational goals in madrasas optimally. Based on the results of the researchers' observations, it can be stated that the administration of Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi is quite good.

d. Facilities and infrastructure

Madrasas provide the necessary facilities and infrastructure to carry out educational programs. The provision of facilities and infrastructure that meets pedagogical demands is needed to ensure the implementation of a meaningful, fun, and empowering educational process according to the characteristics of the subjects and the demands for effective, cognitive, psychomotor, growth and development of students. There are differences in Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi in terms of facilities and infrastructure, where Madrasah Aliyah Nurul Iman Cimahi has more complete facilities and infrastructure while Madrasah Aliyah Al-Musdariyah Cimahi is less complete.

e. Educational and Supporting Personnel.

In general, madrasa education staff are tasked with carrying out planning, learning, mentoring, training, management, assessment, supervision, technical and library services, research and development of practical matters needed to improve the quality of the learning process. In addition to requiring educators, madrasas also need supporting staff, which include administrative staff, reports, and competent librarians, supporting staff in collaboration with educators, especially in

providing services to students. Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi already have sufficient teaching staff, but specifically at MA Al-Musdariyah Cimahi there is not enough supporting staff.

f. Financing or Funding

Madrasas use available funds for the implementation of a quality teaching and learning process. For this reason, madrasas must raise funds to achieve school goals. Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi received assistance from the government in the form of School Operational Assistance (BOS) and Universal Secondary Education Assistance (BPMU), but MA Al-Musdariyah Cimahi as a private madrasa had more difficulty in financing and funding because they had to raise their own business to finance the school's physical buildings, in contrast to the Madrasah Aliyah Nurul Iman Cimahi, which is under the Islamic Unity organization, can be helped by its members.

g. Learners

Students are one of the most decisive inputs for the ongoing learning process. In general, students at Madrasah Aliyah Nurul Iman Cimahi come from residents around Cimahi City and West Bandung Regency, as well as at Madrasah Aliyah Al-Musdariyah Cimahi there are also students from outside Cimahi City such as from West Bandung Regency and Bandung City.

h. Community participation

Madrasas teach students about the skills needed to live and live in local, national and international communities. Madrasahs have Madrasah committees or similar organizations to provide opportunities for the community to act as advisors, supporters, mediators and controllers. Community participation in activities carried out at Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi is manifested in a school committee organization.

i. Madrasa Environment and Culture

Madrasah culture is the character or view of school life that reflects the beliefs, norms, values, and habits that are formed and agreed upon by the madrasa residents. There is a slight difference between Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi. Madrasah Aliyah Nurul Iman Cimahi as a private school is more likely to be like a school in general but its mass base is from the organization, while MA Al-Musdariyah Cimahi has characteristics as an educational institution that does not have a mass base because it is not under the auspices of the organization.

CONCLUSION

Specific conclusions that can be drawn from the results of this study are as follows:

First, planning the quality of education at Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi first formulated the state of the madrasa, then identified strengths and barriers, both internal and external strengths and barriers. Internal identification such as: student characteristics, teacher condition, physical facilities, state of supporting units, financial situation and others. Meanwhile, external ones, for example: economic factors, political and governmental conditions, Madrasah standards.

Second, the implementation of education quality management at Madrasah Aliyah Nurul Iman Cimahi and Madrasah Aliyah Al-Musdariyah Cimahi begins with the preparation of a database. Educational quality management activities are carried out, namely: curriculum development and learning; improvement of madrasa administration and management; institutional development; improvement of facilities and infrastructure; improving the quality of manpower; increased funding and funding of madrasas; increasing community participation; improvement of student achievement; and improving the quality of the Madrasah environment.

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