

## Quality Management at Madrasah Aliyah Daarul Ikrom Pesawaran

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**Abstract:** Islamic educational institutions have a very large role in national education. This is because national education cannot be separated from religious values. From this, the management of madrasah institutions in order to improve the quality of Islamic Education is needed because with quality management in madrasahs the ability of madrasahs to utilize educational resources both human and non-human resources will improve the ability of educational inputs, processes and outputs to meet the requirements demanded by users of educational services. This research produced several findings, namely first, quality planning involving the foundation and all managers. Second, the implementation of quality is planned in advance by each madrasah in the form of curriculum content. Third, the implementation of quality monitoring and evaluation is carried out internally and externally. Fourth, quality improvement carried out by madrasah managers and organizers, in this case the foundation.

**Keywords:** Islamic Education, Madrasah, Quality Management

### A. Introduction

Education is a very important thing in human life. A nation can be categorized as developed or not, it depends on how far the quality of that nation's education is. It means, if education can produce quality human beings physically and spiritually, then the nation will automatically develop, be peaceful and prosperous. Conversely, if a nation's education stagnates, the nation will experience underdevelopment and even destruction in all fields. Furthermore, Islam views that the development of human resources cannot be separated from the thinking about the humans themselves. Thus, Islam has a very clear, complete and comprehensive concept regarding the development of human resources. This concept remains current and relevant to be applied throughout the ages, (Nata, 2021).

Today, national education is facing a crucial issue. The most sensitive issue is related to education quality, educational relevance, accountability, professionalism, efficiency, bureaucracy and the attitude of education policy makers. It is clear that it is still contradictory to the Law on the National Education System (*Sisdiknas*) Chapter

II Article 3 that states that the purpose of national education functions is to develop abilities, to form character and civilization in the context of educating the life of the nation, and to aim to develop the potential of students to become good human beings, and to believe in Almighty God, to have noble character, to be healthy, knowledgeable, capable, creative, independent, and to be a democratic and responsible citizen. Moreover, in Chapter III Article 4 paragraph 6, it is stated that the principle of implementing education is to empower all components of society through participation in the implementation and quality control of education services, (Mulyasa, 2014).

In general, it cannot be denied that the quality of our education is still very low. It can be seen that the existing education components, including educators, facilities and infrastructure, curricula, and funds, do not meet the standards. For example, many of our educators do not qualify as professional educators because they have not met the academic demands. Likewise, the existing facilities and infrastructure are still far from feasible. Our education curriculum is still trapped in the dichotomy between religious education and general education. In addition, our education budget is still far from standard.

Meanwhile, from the outside of the education system, the flow of globalization and information also have an impact on people's perspectives on education, especially religious education. Thus, the phenomenon that arises is to subordinate religious education. In fact, Islamic educational institutions have a bigger role in national education. This is because the national education cannot be separated from religious values. Divine values have been used as the basis for implementing every learning process in Islamic educational institutions. In addition, for encouraging students to have strong religious aspects, Islamic educational institutions also study deeply about the science and technology which still can compete with the equivalent general educational institutions.

The educational quality improvement becomes a goal of development in the field of national education and is an integral part of efforts to improve the quality of Indonesian human resources as a whole. The quality of education is one of the central issues of national education in addition to issues of equity, relevance and efficiency of education management. Today, many efforts for improving the educational quality are carried out continuously by various parties. These efforts are based on an awareness about the importance of the role of education in the development of human resources and the development of national character (nation character building) for the advancement of society and the nation. The dignity and worth of a nation is largely determined by the quality of its education (Mulyasa, 2014).

Entering the reform era, the Indonesian government has planned a grand design to improve the quality of education. Sustainable quality design begins with the formulation of regulations in the form of laws, government regulations, presidential regulations, and others. Some of them are as follows: (1) Law Number 20 Year 2003 on the National Education System, (2) Law Number 14 Year 2005 on Teachers and Lecturers, (3) Law Number 12 Year 2012 on Higher Education, (4) Government

Regulation Number 19 Year 2005 on National Education Standards and Its amendments to No. 32 Year 2013, (5) Government Regulation Number 74 Year 2008 on Teachers, (6) PP No. 37 Year 2009 on Lecturers, (7) Government Regulation Number 8 Year 2012 on the Indonesian National Qualifications Framework, (8) Government Regulation Number 49 Year 2014 on National Higher Education Standards. In these regulations, it appears that there is a systematic effort from the side of the government to optimize the empowerment of educators and schools through the process of certifying educators and supervisors, accrediting educational institutions, standardizing quality, increasing salaries and welfare of teachers, lecturers, supervisors (Fattah, 2020).

Schools in Indonesia have four categories: (1) Schools that are neither dead nor alive, with the following characteristics: they do not have the trust from the community, the number of students is small, the quality of teachers is low, school management is not managed properly; (2) The school is growing, with the following characteristics: very high public trust, more students enroll than the school's capacity, still at a certain level, for example, the highest grade is only 3rd grade, requires recruiting new teachers every year, school management is still looking for shapes; (3) an internationally managed school, with the following characteristics: very high public trust, enrollment of students is greater than the capacity of the school, focus on improving the quality of teachers, school management is stable; and (4) a new school will be built, with the following characteristics: the school managements have a willingness to build a school (physical building) and to recruit the teachers (Chatib, 2021).

Many efforts have been made by the government to improve the quality of education, including the Pilot School Development Project (*Proyek Perintis Sekolah Pembangunan*), Active Student Learning Methods (*Cara Belajar Siswa Aktif*), Flagship Schools and *Sekolah Plus*, fully school development, and School/*Madrasah* Based Management (*Manajemen Berbasis Sekolah/Madrasah*). The cause of not achieving the expected results is that the program is not good or not right, the program is not implemented properly, or the prerequisites have not been met, (Mardapi, 2021).

In addition, not less than 12 national education development strategies have been pursued, including 1) implementing local competency-based planning, 2) increasing educational equity, 3) establishing a quality management system as a whole, 4) reviewing the curriculum periodically and developing curriculum implementation continuously, 5) designing the process of implementing educational approaches, methods and content that provide broad opportunities for students and learning-citizens to develop their potential abilities broadly, 6) improving the management system of educational resources that is more equitable and adequate, as well as utilizes and mobilizes funding sources efficiently, 7) developing flexible educational program development policy guidelines, 8) making laws and policies that regulate the balance of government and non-government roles in education in a comprehensive manner, 9) reducing bureaucratic units that are seen as useless, 10) striving for consistent adequate funding support especially for the priority of

education programs as public goods, 11), maintaining consistency and continuous internalization of national education values between the three education centers; namely family, school and community, and 12) examining learning approaches that are oriented towards life skills, (Qomar, 2017).

In fact, looking at the purpose of madrasas, it has the goal of delivering people to become Muslim individuals who are qualified in carrying out their life tasks in accordance with the intention of being created on earth by the Khaliq, namely as 'abdillaah (An-Nahlawi, 2014). Mastery of managerial, ability and orientation to plan, organize, communicate, motivate, direct, supervise which is carried out continuously is an effort to improve the quality of madrasas/schools. Quality is something that is ideal and cannot be compromised, therefore, the quality of schools/madrasas must always meet the highest standards that cannot be surpassed, such as goodness, beauty, truth. To satisfy users of school/madrasah graduates, schools/madrasas must understand that the education process is a continuous improvement that starts from a series of cycles starting from the existence of ideas that produce quality graduates, curriculum development, and the learning process. Therefore, to provide satisfaction to the main school/madrasah customers, it can be done by improving performance, improving quality starts from a commitment to make changes by all school/madrasah components (Nata, 2018).

In the use of integrated quality management in the context of education, the strategy developed is to position educational institutions as service institutions or also known as service industries, namely institutions that provide services according to what is needed by customers. Services required by customers are of high quality and satisfactory. That is the reason why a management concept is needed. It can empower educational institutions to excel. As the main estuary of integrated quality education management based on customer satisfaction. The customers can be divided into two parts, namely: internal customers and external customers. In the context of internal education, institutional managers: school principals, teachers and staff. Meanwhile, external customers are the community, the industrial world, and the government. The managerial quality that makes an educational institution excel, which is at its peak between internal customers and external customers, is manifested in the acceptance of satisfaction with its services (Hasan, 2014).

In essence, the various efforts that have been made by the government to improve the quality of education have not shown encouraging results, in fact, there are still many failures caused by as follows; the problem of education management that is not quite right, the placement of staff is not in accordance with their areas of expertise (including the appointment of *madrasah*/school principals who are less professional and even only prioritize political nuances rather than professionalism), handling problems is not in the hands of experts, equal opportunity, limited available budget, and government policies discriminate against private, and public schools/*madrasah*, therefore, the goal of national education to educate the nation's life through improving the quality of each type and level of education cannot be realized significantly.

The problem of quality in Islamic educational institutions (*madrasah*) is the most serious and the most complex problem. On average, no *madrasah* has succeeded in realizing the quality of its education. Even though the quality of education is the common goal of all thinkers and practitioners of Islamic education, it has even been pursued in various ways, methods, approaches, strategies and policies, (Qomar, 2017).

Thus, to achieve quality in *madrasah*, quality management of *madrasah* must be in accordance with the developments and needs of each *madrasah*. Understanding quality management managers will be assisted in carrying out the running process of an institution such as identifying what is the aim for, planning programs, implementing people, who is supervising and how efforts to improve after supervision are carried out, as well as an advantage if this can be understood with the quality management. This is the reason why this research is conducted, because the quality of *madrasah* is very important to maintain the existence of *madrasah*, especially private *madrasah aliyah*, namely Madrasah Aliyah Daarul Ikrom Pesawaran. In addition, *madrasah aliyah* is a part of the senior secondary education system. Therefore, the success of national education can also be fully seen from what have been implemented by *madrasah*.

## **B. Methods**

The approach used in this study is a qualitative approach, and the type of this research is a case study. According to Bogdan and Taylor, the qualitative method is a research procedure that can provide descriptive data results in the form of a series of written or spoken words from people and the observed behaviors, (Moleong, 2015). The type of case study research chosen in this study aims to match the reality that occurs in the field with the existing theory. As explained by Moleong (2015), the case research is a process of collecting in-depth, detailed, intensive, holistic and systematic data and information about people, events, social settings (social backgrounds), or groups using various methods and techniques as well as many sources of information to understand effectively about how people, events, natural settings (social settings) operate, or function according to the context.

This research is looking for informants using a purposive sampling technique. Purposive sampling is a sampling technique for data sources with certain considerations (Sugiyono, 2014). This data source is considered to understand about what is expected by the researcher, or perhaps she/he is considered as the authority so that it will make it easier for the researcher to explore the object or situation being studied. They are the head and deputy head of *madrasah* and teachers. Data collection techniques in this study used three main techniques, namely interviews, observation, and documentation studies. The data analysis technique is the qualitative data analysis. Qualitative data analysis is an important activity. The steps of data analysis carried out in this study as Miles and Huberman are as follows: data reduction, data display, decision making and verification.

Triangulation was chosen as a data validity checking technique that utilizes something other than data to check or compare data. There are several types of

triangulations, namely method triangulation, researcher triangulation, and theoretical triangulation. In this study, the researcher used the triangulation method to find the same data, several methods used were in the form of interviews, observation, documentation, and so on.

### **C. Results and Discussion**

Many experts argue about quality, as stated by Sallis (2016), quality is a philosophical and methodological approach that helps institutions plan for change and set agendas in the face of excessive external pressures. Danim (2017) argues that quality implies the degree of superiority of a product or work result, both in the form of goods and services. Meanwhile, in the world of education, goods and services have a meaning that can be seen and cannot be seen, but can be felt. Furthermore, Sumayang (2013) states that quality is the level of design specifications for a product of goods and services in accordance with its functions and users, besides that quality is the level at which a product of goods and services conforms to its design specifications.

Based on the expert opinion above, it can be concluded that quality (quality) is a philosophical and methodological, about (size) and the good and bad level of an object, which helps institutions to plan changes and set the agenda for designing specifications for a product of goods and services in accordance with the functions and agenda use in the face of excessive external pressures. Quality improvement is essentially an effort to change. Therefore, the process of change in improving the quality of education is a necessity. Without a process of change, there is no quality of education. The quality of education is the result of a process of change, thus, the process of change is very important in efforts to improve the quality of education.

The challenges in our world of education are now increasingly severe and complex, the quality of our education in various aspects is still low when it is compared to the quality of education in other countries in Asia, especially in the world. It shows that our educational human resources are still weak, so this problem also has an impact on educational output in the form of weak human resources. Therefore, to answer these challenges, it is necessary to build reliable and competitive educational human resources, both at the level of policy makers, planners and implementers of education in educational institutions.

In Zamroni's view (2017), it is said that improving school quality is a systematic process that continuously improves the quality of the teaching and learning process and factors related to it, with the aim that school targets can be achieved more effectively and efficiently. Quality improvement is related to targets to be achieved, processes to achieve and related factors. In quality improvement there are two aspects that need attention, namely the aspect of the quality of the results and aspects of the process of achieving these results. According to this theory, school quality is determined by three variables, namely school culture, teaching and learning processes, and school reality. School culture is the values, customs, ceremonies, slogans, and various behaviors that have long been formed in schools and passed on

from one generation to the next, either consciously or not. This culture is believed to influence the behavior of all components of the school, namely: teachers, principals, administrative staff, students, and also parents. A culture that is conducive to quality improvement will encourage citizen behavior towards improving school quality, whereas a culture that is not conducive will hinder efforts towards improving school quality.

Quality education is education that produces graduates who have the ability or competence. Both academic and vocational competencies, which are based on personal and social competencies, are collectively known as life skills. To be able to improve the quality of education, madrasas must be able to carry out management based on improving the quality of madrasah education (Mutohar, 2013). The application of education quality improvement management to schools and madrasas is based on the premise that education administrators and managers need to find a framework that emerges from within the institution. One of the concepts offered to increase the potential of madrasas is to implement quality management.

Quality management in its implementation requires the active involvement of all members of the organization, starting from planning, controlling and improving and developing, and is aimed at all activities that occur within the organization. To realize these conditions, there are basic elements that need more attention in quality management, namely implicit elements, and explicit elements. Implicit elements are also called soft qualities, namely the organizational atmosphere that must be built to support the realization of organizational tasks (Suryosubroto, 2014). Meanwhile, according to Ki Supriyoko (2014), explicit elements are factors that are fundamental and clear in the management process which includes five organizational tasks: 1) commitment to spreading the vision; 2) orientation to customer needs; 3) team unity is the basis of organizational activities; 4) commitment to continuous improvement; and 5) development of tools in the daily management of the organization.

Quality management is a must in improving Madrasas, all types of management activities that are directly or indirectly involved in managing Madrasas must always be directed and oriented towards achieving quality. The quality of educational products will be influenced by the extent to which institutions are able to optimally manage all potentials starting from educational staff, students, learning processes, educational facilities, finances and including relations with the community. On this occasion, madrasas must be able to change the new paradigm of education which is oriented towards the quality of all activities that interact in it, all of which lead to the attainment of quality, (Nurkholis, 2013).

Stonener (2016) argues that management is the process of planning, organizing, leading and controlling the work of members of the organization and using all organizational resources to achieve organizational goals that have been set. This understanding gives the meaning that management is a series of activities that have the function of planning, organizing, actuating, controlling and developing to achieve a goal. While the implementation of madrasas' quality management as an

improvement in Islamic education at Madrasa Aliyah Daarul Ikrom Pesawaran can be seen from several aspects including:

#### 1. Quality planning in Madrasah

Quality planning in an educational institution is an important foundation that must be implemented. The presence of planning indicates the ease in the implementation process. Quality planning in Madrasah Aliyah Daarul Ikrom Pesawaran can be seen in how to plan the content of the curriculum used. The curriculum is the essence of education that must be alive and animate its organs. The curriculum in a Madrasah contains the material that will be achieved by students and the steps to achieve it. The curriculum planned and implemented by Madrasah Aliyah Daarul Ikrom Pesawaran is in line with the content contained in Law Number 20 of 2003 concerning the National Education System, which states that the curriculum is a set of plans and arrangements regarding the content and materials as well as the methods used as guidelines for the implementation of learning activities to achieve specific goals.

By having curriculum planning, a Madrasah can have a direction to provide knowledge to students who are the main target in the education process. The importance of curriculum management is evident, as it must be designed according to the needs and capabilities of the Madrasah. The core of curriculum management activities includes planning and development, implementation, and curriculum improvement (Pidarta, 2021).

In line with the above opinion, Daarul Ikrom Pesawaran Islamic High School conducts curriculum development planning starting with the formation of a curriculum development team consisting of a chairperson, secretary, and members. In designing the curriculum, Daarul Ikrom Pesawaran Islamic High School refers to the curriculum structure outlined in the Ministry of Religious Affairs Decision Number 184 of 2019 regarding the Guidelines for Implementing the Curriculum in Madrasahs. The curriculum includes three groups of subjects: Group A, Group B, and Group C. Group A consists of compulsory subjects with content and references developed by the central authority. Group B consists of subjects with content and references developed by the central authority, which can be supplemented with local content. Group C consists of elective subjects provided to students based on their interests and talents.

Besides curriculum planning, quality management also focuses on conducting self-evaluation of the Madrasah, followed by the development of Madrasah work plans and annual work plans. These plans have specific targets to be achieved within a predetermined period set by each Madrasah. The self-evaluation of the Madrasah is an internal evaluation process carried out by the Madrasah itself, involving stakeholders as Madrasah administrators to assess the Madrasah's performance based on the Minimum Service Standards (SPM) and the National Education Standards (SNP). The results of the evaluation are used as a basis for developing the Madrasah Work Plan (RKM) and as input for educational investment planning at the district or city level.

The process of conducting self-evaluation of the Madrasah is carried out by the Madrasah Development Team (TPM), which consists of the head of the Madrasah, teachers, Madrasah committee members, parent representatives, and supervisors. The Madrasah Development Team aims to document evidence, documents, and information about the Madrasah's performance based on indicators formulated in the prepared instrument. Through the instrument created by the Madrasah, the results of the Madrasah's performance within a specific period can be assessed, especially regarding the learning outcomes of the students. The final step in this planning process is to determine the quality plan that will be implemented for the upcoming year. Thus, the readiness of the Madrasah aligns with the targets set to achieve the expected Madrasah quality.

## 2. Implementation of Madrasah Quality

The actuating function in management field has several terms that have almost the same meaning, namely directing, staffing, motivating, and leading. These four terms actually mean the term actuating. Implementation (actuating) is a process of mobilizing the workforce to carry out activities to achieve goals so that process efficiency and effectiveness of work results can be realized. This function can motivate workers to work seriously, so that the goals of the organization or company can be achieved effectively (Subroto, 2020).

The implementation of educational quality encompasses the implementation of the eight national education standards, which are the application of quality standards for content, the application of quality standards for processes, the application of quality standards for graduate competencies, the application of quality standards for educational personnel, the application of quality management standards, the application of quality standards for infrastructure, the application of quality standards for financing, and the quality assessment standards. Derived from these eight standards, the focus of this study is on three standards: content standards, process standards, and teacher and educational personnel standards. Thus, the implementation of Madrasah quality in these three private Islamic high schools is carried out in accordance with these three standards, which include curriculum formulation, curriculum implementation, and human resources as implementers of the curriculum content.

The implementation of quality management in Daarul Ikrom Pesawaran Islamic High School includes the implementation of programs, learning methods, the use of curriculum, and the use of learning facilities.

### a. Program implementation

The programs implemented by Daarul Ikrom Pesawaran Islamic High School have their own characteristics and distinctive features, as well as specific subject specifications. In Daarul Ikrom Pesawaran Islamic High School, there are three learning programs: the Science Program, the Social Sciences Program, and the Religious Program, which includes Tahsin Al-Quran (Quran recitation), Tahfidz Al-Quran (Quran memorization), and Tafsir Al-Quran (Quran interpretation) programs (flagship programs).

b. Learning Method

Based on the research findings, the learning methods used in Daarul Ikrom Pesawaran Islamic High School, which is based on the pesantren (Islamic boarding school) approach, prioritize the active role of students with a proportion of 75%:25%. The learning load is formulated in terms of the time required by students to participate in the learning program through face-to-face sessions, structured assignments, and unstructured independent activities. All of this is intended to achieve the graduate competency standards by considering the students' learning development both in the Madrasah and the pesantren. The learning load for face-to-face activities in Daarul Ikrom Pesawaran Islamic High School, based on the pesantren approach, is 45 minutes per lesson.

c. The use of curriculum

Based on the research findings, Daarul Ikrom Pesawaran Islamic High School uses the 2013 curriculum issued by the Ministry of Religious Affairs and the Ministry of Education and Culture, as well as a local curriculum developed by Daarul Ikrom Pesawaran Islamic High School, which is adapted to the Madrasah's development and policy direction. The implementation of the curriculum in Daarul Ikrom Pesawaran Islamic High School follows the following principles:

- 1) The curriculum implementation is based on the potential, development, and conditions of students to master competencies that are beneficial to them. In this regard, students should receive quality services and have the opportunity to express themselves freely, dynamically, and joyfully
- 2) The curriculum is implemented by upholding the five pillars of learning, which are:
  - a) Learning to have faith and piety towards the Almighty God
  - b) Learning to understand and internalize
  - c) Learning to be capable of effective implementation and action
  - d) Learning to live together and be useful to others
  - e) Learning to build and discover one's identity through active, creative, and enjoyable learning processes.

3. Evaluation and monitoring of Madrasah quality

The word evaluation comes from the English word "evaluation" which means assessment or appraisal. Evaluation is a systematic and planned activity to measure, assess and classify program implementation and success. In an organization, the use of evaluation is very important in order to assess organizational accountability. This assessment can be neutral, positive or negative or a combination of the two. When something is evaluated, the person can make a decision about its value or benefits (Mutohar, 2016).

Evaluation is a process to determine and generate the results achieved from planned activities. Supervision is a process of determining performance measures and taking actions to support the achievement of expected results in accordance with predetermined performance. In the context of Islamic education, supervision

is defined as a continuous monitoring process to ensure that planning is implemented consistently. Purwanto provides a definition stating that supervision is all assistance from school leaders aimed at the development of teacher leadership and other school personnel in achieving educational goals (Purwanto, 2020).

Supervision is an activity that aims to control and ensure that implementation proceeds according to plan and whether the goals are achieved or not. If there are deviations, supervision identifies where the deviations occur and determines the necessary actions to address them. Therefore, every educational activity in schools/madrasahs must have clear planning and effective and efficient implementation. The purpose of supervision is to determine whether the work is carried out smoothly and efficiently according to the given plans, instructions, and orders, and to find solutions to errors, deficiencies, and failures, as well as to prevent the recurrence of the same issues. Supervision should be carried out at the implementation level.

This is consistent with the implementation of quality monitoring and evaluation in Daarul Ikrom Pesawaran Islamic High School, which is conducted internally and externally. Internal monitoring and evaluation involve collaboration between the Madrasah and the foundation, in this case, the pesantren. The quality standards used in creating monitoring and evaluation instruments refer to the specific standards of each Madrasah based on its pesantren reference. External monitoring and evaluation involve collaboration between the Madrasah and the government, both at the district and central levels.

Quality supervision in the application of quality improvement methodologies with a continuous quality improvement approach using the PDCA (Plan, Do, Check, Act) cycle involves: a) Monitoring and measuring stakeholder satisfaction in education, b) Monitoring and measuring processes, c) Monitoring and evaluating service products, d) Evaluating conformity status and controlling non-conforming products and services, e) Analyzing data related to stakeholder satisfaction, conformity to product/service requirements, process and service product performance, and supplier performance, and f) Identifying causes of non-conformity and taking corrective action, as stated by Vincent (2021).

#### 4. Follow-up Actions for Madrasah Quality Management Improvement

Based on research findings, in the follow-up actions for quality improvement at Madrasah Aliyah Daarul Ikrom Pesawaran, they always work together with collaborative partners as a team, because successful actions are carried out by involving the madrasah community and the public, while still placing the head of the madrasah as the decision-maker. The activities of quality improvement follow-up are conducted in an effort to maintain the tradition and culture of quality that are always implemented by Madrasah Aliyah Daarul Ikrom Pesawaran. The tradition and culture of quality are crucial aspects of an institution, including Madrasah Aliyah Daarul Ikrom Pesawaran, as they reflect the characteristics and distinctive qualities of an institution.

This aligns with what Goetsch and Davis (2013) have stated regarding the characteristics of a quality culture:

- a. Behaviors align with the slogan.
- b. Input from educational stakeholders is actively sought and utilized to enhance quality.
- c. Continuous improvement is emphasized.
- d. Employees are involved and empowered.
- e. Work is done in teams.
- f. Executive-level managers are included and involved in quality responsibilities, not delegated.
- g. Adequate resources are provided wherever and whenever needed to ensure continuous quality improvement.
- h. Education and training are provided to ensure that employees at all levels have the knowledge and skills required for continuous quality improvement.
- i. Reward and promotion systems are based on contributions to continuous quality improvement.
- j. Co-workers are viewed as internal educational stakeholders.
- k. Suppliers are considered as working partners.

#### **D. Conclusion**

Based on the discussion above, the researcher can conclude that the implementation of quality management in Islamic schools (madrasah) as a means of improving Islamic education in Madrasah Aliyah Daarul Ikrom Pesawaran is as follows:

1. In the quality planning phase of Madrasah Aliyah Daarul Ikrom Pesawaran, various parties are involved, from the foundation as the educational institution organizer to all madrasah administrators. The planned activities to achieve quality start from determining and developing the curriculum to be used, the teaching and learning process, madrasah programs, and evaluation techniques for teaching and learning activities in the madrasah.
2. The implementation of madrasah quality at Madrasah Aliyah Daarul Ikrom Pesawaran is carried out through various pre-planned programs by each madrasah as a form of its program excellence. The implementation includes following the curriculum, using the 2013 curriculum for grades X and XI while other grades apply the KTSP curriculum, fostering students' talents and interests, and adapting the teaching process to students' characteristics.
3. Monitoring and evaluation of quality in Madrasah Aliyah Daarul Ikrom Pesawaran are conducted both internally and externally. Internal monitoring and evaluation are carried out through cooperation between the madrasah and the educational institution's organizer, which in this case is the boarding school (*pondok pesantren*). The quality standards used in creating monitoring and evaluation instruments refer to the standards of each madrasah, according to the reference of the boarding

school. Meanwhile, external monitoring and evaluation involve collaboration between the madrasah and the government, both at the district and central levels

4. Follow-up on quality improvement, continuous efforts to improve quality at Madrasah Aliyah Daarul Ikrom Pesawaran are carried out by constantly identifying issues that occur in the madrasah. Problem identification is conducted on various aspects such as curriculum changes, teaching and learning processes, and even the management of the madrasah.

Referring to the conclusions from the above research, here are some suggestions for future research: First, the implementation of program planning, involving various policy stakeholders and fostering good teamwork, will facilitate the madrasah in implementing programs and achieving the planned targets. Second, synergizing between policy stakeholders, including madrasah organizers and managers, in implementing quality management systems directly influences the quality of the madrasah, from governance to the expected quality of graduates as desired by the wider community. Third, implementing evaluation and monitoring methods that align with the quality standards used by each madrasah will contribute to improving the performance of students. Fourth, continuous improvement efforts by policy stakeholders, such as madrasah managers and educational institution organizers (foundations), should be targeted and aligned with the quality standards used, aiming to enhance the overall quality of the madrasah.

It is hoped that these suggestions can guide future research in the area of quality management in Madrasah Aliyah Daarul Ikrom Pesawaran or similar educational institutions.

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