ISLAMIC BOARDING SCHOOLS-BASED EDUCATIONAL QUALITY MANAGEMENT AT MADRASAH ALIYAH BANYUWANGI

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Abstract

Educational quality management is an activity of planning, implementing, controlling and supervising all work activities that must be completed to maintain the quality desired by formal institutions under the auspices of Islamic boarding schools. This study focuses on discussion on: How to plan, implement, evaluate. The purpose of this study is to describe the planning, implementation, and evaluation of the quality of pesantren-based education at MA Al-Amiriyah. This study used a qualitative approach with a case study type, data collection techniques using passive participatory observation methods, semi-structured interviews and documentation. The data obtained were then analyzed using a descriptive analysis model with interactive Miles-Huberman and Saldana namely: data collection, data condensation, presenting data and drawing

conclusions. As well as the validity of the data using source triangulation, technical triangulation and member checks. The results of this study are: (1) planning the quality of pesantren-based education at MA Al-Amiriyah. (a) formulate program priorities including content standards, graduate competency standards, process standards and teaching staff qualification standards. (b) formulate the goals to be achieved. (2) the implementation of quality education based on Islamic boarding schools at Madrasah Aliyah Al Amiriyah. (a) meet the standard needs of educators. (b) implementation of tasks in accordance with fields and functions. (3) evaluating the quality of pesantren-based education at MA Al-Amiriyah. (a) supervision of school programs or activities (b) reports on the implementation of activities. (c) evaluation of the learning process.

Manajemen mutu pendidikan merupakan kegiatan perencanaan, pelaksanaan, pengendalian dan pengawasan semua aktivitas kerja yang harus diselesaikan untuk mempertahankan mutu yang diinginkan lembaga formal yang berada dibawah naungan pondok pesantren. Penelitian ini memfokuskan pada : Bagaimana perencanaan, pelaksanaan, evaluasi Mutu Pendidikan berbasis pesantren di MA Al-Amiriyah. Adapun tujuan dari penelitian ini Mendeskripsikan perencanaan, pelaksanaan, evaluasi Mutu Pendidikan berbasis pesantren di MA Al-Amiriyah. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, teknik pengumpulan data menggunakan metode observasi partisipasi pasif, wawancara semi terstruktur dan dokumentasi. Data yang diperoleh kemudian dianalisis menggunakan model analisis deskriptif dengan interaktif Miles-Huberman dan Saldana yaitu: pengumpulan data, kondensasi data, menyajikan data dan menarik kesimpulan. Serta keabsahan data menggunakan triangulasi sumber, triangulasi teknik dan member *check*. Hasil penelitian ini adalah: (1) perencanaan mutu pendidikan berbasis pesantren di Madrasah Aliyah Al-Amiriyah. (a) merumuskan prioritas program diantaranya standar isi, standar kompetensi lulusan, standar proses dan standar kualifikasi tenaga pendidik. (b) merumuskan tujuan yang ingin dicapai. (2) pelaksanaan mutu pendidikan berbasis pesantren di Madrasah Aliyah Al-Amiriyah. (a) memenuhi kebutuhan standar pendidik. (b) pelaksanaan tugas sesuai dengan bidang dan fungsi. (3) evaluasi mutu pendidikan berbasis pesantren di Madrasah Aliyah Al Amiriyah. (a) supervisi program atau

kegiatan sekolah (b) laporan pelaksanaan kegiatan. (c) evaluasi pada proses pembelajaran.

Kata Kunci: Education Quality Management, Islamic Boarding School

Introduction

Educational Quality Management in an educational institution needs to be managed professionally, efficiently, and accountably. Educational Quality Management development is a quality improvement method that relies on education in the educational institution itself, applies a set of techniques, is based on the availability of quantitative and qualitative data, and empowers all components of the educational institution to continuously increase the capacity and organizational capability of the educational institution to meet the needs of students and the community so that between educational institutions need to carry out various innovations to continuously improve the quality of education[1]. Normatively, quality in Islam can be claimed as a form of conformity between the facts and the real situation based on established or planned standards. In other words, quality can be seen as a measure of the good and bad of an object or behavior, condition, level, or degree (smartness, intelligence, beauty, and so on). This suitability in the formulation of educational quality management is the first and foremost orientation to see the relevance of the results (output) of educational institutions to the expectations of customers (stakeholders) and the changing times that continue to shift. Patterns of conformity in Islam are said to be good deeds, where this is assumed to be a form of harmony between real state behavior and codified Islamic doctrine based on the proper interpretation of Al-Qur'an and Al-Hadith.

According to Jerome S. Arcaro, quality is a structured process to improve the resulting output and is based on positive efforts

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[1] Abd Muhith, *Dasar* Dasar *Manajemen Mutu Terpadu Dalam Peendidikan* (Yogyakarta: Samudra Biru, 2017), 23

made by individuals. So every individual has a very important role in producing something. Meanwhile, in Juran's view, quality can be guaranteed by ensuring that each individual has the fields needed to carry out the job properly. With the right tools, employees will create products and services that consistently meet customer expectations[2]. The quality process identifies achievement aspects and improvement priorities, provides data as a basis for planning and decision-making, and helps build a culture of continuous improvement. The achievement of educational quality for primary and secondary education in Indonesia is assessed based on the eight BSNP National Education Standards[3]. To realize quality education, the Government has issued PP no. 57 of 2021 concerning 8 National Education Standards (SNP) which include: 1) graduate competency standards, 2) content standards, 3) process standards, 4) educational assessment standards, 5) educational staff standards, 6) facilities and infrastructure standards, 7) management standard 8) financing standard. SNP is refined in a planned, directed, and sustainable manner in accordance with the changing demands of local, national, and global life. [4] Based on the contents contained in the government regulations, the education system has initiated formal *pesantren*-based schools throughout Indonesia, so that there are almost no *pesantren* that maintain their identity as traditional educational institutions. Thus, *pesantren* are no longer focused on a religious-based curriculum (regional-based curriculum), but also a

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[2] Jerome S. Arcaro, *Pendidikan Berbasis Mutu : Prinsip-Prinsip Perumusan Dan Tata* Langkah *Penerapan*, (Yogyakarta : Pustaka Pelajar, 2007), 75

[3] Haryono, Budiyono, Istyarini, Wardi, A. Ardiantoro, *Sistem Penjaminan Mutu Pendidikan Dalam* Meningkatkan *Mutu Pendidikan Sekolah Dasar Di Kecamatan Gajah Mungkur Kota Semarang*, Jurnal Panjar: Pengabdian Bidang Pembelajaran, (Vol. 1, No. 1, 2019), 17 https://journal.unnes.ac.id/sju/index.php/panjar/article/view/28463

[4] Peraturan Pemerintah *Republik* Indonesia, No.57 Tahun 2021 Tentang Standar Nasional Pendidikan

curriculum that touches on current issues of society (society-based curriculum).[5]

Islamic Boarding Schools (SBP) are a school model that integrates the advantages of the education system held in schools and the advantages of the education "system" in boarding schools.[6] The principal of the Madrasa as the leader at Madrasa Aliyah Al Amiriyah Tegalsari is responsible for the ongoing learning process at the Madrasa. Principals are required to be able to provide coaching, guidance, motivation, supervision, and evaluation in the learning process in an effort to achieve good-quality learning. One of the important efforts of a principal is to optimize his role as a leader who has the responsibility to teach and influence all personnel involved in educational activities to actively participate in achieving the expected goals.

Madrasah Aliyah Al Amiriyah is under the auspices of the Darussalam Islamic boarding school which is located in Blokagung Hamlet, Karangdoro Village, Tegalsari District, Banyuwangi. In this school, there are several madrasah activity programs such as: First, the madrasah implements a program in the form of curricular activities inside a classroom that is packed with activities in several majors including science, social studies, and religion. Second, the Madrasah holds excellent programs as a *pesantren*-based madrasa icon in order to produce students and alumni having an excellent quality output. Interestingly, a religious-based activity stands out the most, which is the strength point of this school, is the recitation of Asmaul Husna before initiating the learning session and the *tahfidz* program for students who want to take part in the program. Moreover, from the observations. It was found that Madrasah Aliyah Al-amiriyyah Tegalsari Banyuwangi happens to be

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[5] Mastuki Hs, Ishom El-*Saha, Intelektualisme Pesantren*, (Jakarta : Diva Pustaka,2006),1

[6] Yudhi Fachrudin*, Strategi Mutu Pendidikan, Jurnal Dirsah,*(Online) Vol.4 No.2, 2021. https://stai-binamadani.e-journal.id/jurdir/article/view/277

established based on the needs of society in general so it is expected to contribute and add value to the needs of the community.

Based on the description above, the researcher is interested in investigating the Islamic Boarding School-Based Educational Quality Management at Madrasah Aliyah Al-Amiriyyah Tegalsari Banyuwangi. The researcher focuses on some points related to: 1. How is the planning of Islamic boarding school-based quality education at MA Al Amiriyah? 2. How is the implementation of Islamic boarding school-based quality education at MA Al Amiriyah? 3. How is the evaluation of Islamic boarding school-based quality education at MA Al Amiriyah? Therefore, this research aims to describe the planning, implementation, and the evaluatioN of Islamic boarding school-based quality education at MA Al Amiriyah.

Methods

This research uses a qualitative approach, which is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others, holistically with a special natural context and utilizing various natural methods.[7] The type of research used is case study focusing on investigating a phenomenon problem in a real-life context when the restrictions between phenomena and contexts are not clearly visible and multiple sources of evidence are utilized.[8]

Data collection techniques used were passive participatory observation methods, semi-structured interviews, and documentation. The data obtained were then analyzed using a qualitative descriptive data analysis model with steps according to the theory of Miles, Huberman, and Saldana which include three steps such as data condensation, data display, and drawing

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[7] Lexy J. Moleong, *Metodologi* Penelitian *Kualitatif, Edisi Revisi,*(Bandung: Pt Remaja Rosdakarya, 2014), 6

[8] Robert K. Yin, *Studi Kasus Desain* Dan *Metode, Cetakan Ke 11,* (Jakarta: Pt Raja Grafindo Persada, 2012).18

conclusions or verification.[9] Data condensation refers to the selection process, focusing, simplification, abstracting, and data transformation. The validity of the data was checked through source triangulation, technical triangulation, and member check.

Result And Discussion

Planning of Islamic Boarding School-Based Educational Quality Management at Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi

Quality management planning, especially teaching staff in the teaching and learning process at Islamic boarding school-based Madrasah Aliyah Al Amiriyah is the first activity that is carried out carefully, especially in terms of setting programs, setting goals, adapting programs to the needs of students, madrasas and society as well as the development of science and technology so that the results are as expected. according to Arbert Waterston, educator planning is Functional planning that involves the application of a rational system of choices among feasible courses of educational investment and the other development activities based on a consideration of economic and social costs and benefits.[10] Educational planning is an educational investment that can be executed and activities other development activities based on economic considerations and social costs and benefits. [11] Thus, planning of educational quality the management at Madrasah Aliyah Al Amiriyah is one of the first efforts or activities that must be carried out in the managerial aspect. Planning is also a series of decisions and a guideline for the implementation of all activities in

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[9] M.B Miles, M. A Huberman, J Saldana, *Qualitative Data Analysis, A Methods Sourcebook,* Edition 3 (Usa: Publications, 2014), 14.

[10] Albert Waterston, *Development Planing Lesson Of Experience* (Baltimore : The John Hopkins Pres, 1965), 14

[11] Didi rasidi,"sistem perencanaan *pembangunan* nasional (SPPN)", diakses dari: http://perencanaan.ipdn.ac.id/kajian-perencanaan/kajian-perencanaan/sistemperencanaanpembangunannasionalsppn , pada tanggal 27 juni 2021 pukul 15:45

the future, good and mature planning will certainly give good results and should be directed to the goals to be achieved.

The planning of education quality management at Madrasah Aliyah Al Amiriyah is carried out in various inclination and preparation of programs related to teaching tools such as making syllabus, lesson plans, and evaluations as the first steps that must be taken. All of these steps are the planning stage which includes all madrasah activities such as the preparation of educational programs. The preparation of the education program includes the formulation of content standards and graduate standards, the formulation of process standards, the formulation of qualification standards for teaching staff, and the formulation of goals to be achieved.

Quality management planning in this case is discussed in four categories such as teaching staff, process standards, constructing madrasah curriculum documents, and infrastructure. Arranging the educators in the teaching and learning process at the Islamic boarding school-based Madrasah Aliyah Al Amiriyah is the first activity carried out carefully, especially in terms of setting programs, setting goals, adapting programs to the needs of students, madrasas, and the community as well as the development of science and technology so that the results are in accordance with the goals expected.

Process standards are also one of the main programs in planning the quality management of *pesantren*-based education at Madrasah Aliyah Al Amiriyah which includes the formulation of the learning tools or learning devices. Based on the observation and document review, Madrasah Aliyah Al Amiriyah, in this stage, focuses on constructing a lesson plan based on the syllabus, preparing learning tools before learning in class, and formulating assignments to be given to students.

The Madrasah Curriculum Document is a plan of activities that will be carried out in Madrasas for the following year so that it has a view of annual activities to make the quality of Madrasas

become much better. This is also for the Excel program of Madrasah Aliyah Al Amiriyyah as a madrasa having a *pesantren* background, that is the *tahfidz* program planned to improve the quality of *pesantren*-based education. Moreover, the facilities and infrastructure at MA al Amiriyah are very supportive in terms of teaching and learning facilities such as LCDs and other complementary facilities such as computers, comfortable classrooms, laboratories, and libraries.

In line with Yusuf Enoch's opinion, educational planning is a process that prepares a set of alternative decisions for future activities that are directed at achieving goals with optimal effort and taking into account the realities in the economic, social and cultural fields in accordance with the needs of stakeholders.[12] In addition, planning for quality management of Islamic boarding schools at Madrasah Aliyah Al Amiriyyah in planning quality education is in the form of a series and principles that form the outline and basis of planners in carrying out a job and how to act in an effort to achieve the goals that have been determined.

This is in line with E.C Beeby which he said that Education planning is an effort to look to the future in terms of determining priority policies and educational costs that take into account the reality of existing activities in the economic, social and political fields to develop the potential of the national education system to meet needs. nation and students served by the system[13]. Also explained by Didin Kurniawan In planning the quality of education there are three interrelated activities that must be considered, namely: 1) formulation of what is to be achieved 2) selection of programs to achieve goals, 3) identification and directing of sources

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[12] Asep Kusnawan,*Perencanaan Pendidikan Tinggi Dakwah Islam*, Jurnal Ilmu Dakwah, Uin Sunan Gunung Jati *Bandung*, Vol.4 No.15(Januari-Juni 2010),902

[13] E.C.Bebby, *The Quality Of Education* In *Developing Countries*, (Harvard University Press,1966),4

which are always limited in number.[14] Based on several expert opinions and the results obtained at Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi, the madrasa fully supports the opinions of the two experts mentioned previously. So the madrasah has planned the Islamic boarding schools-based quality education clearly to make it run well.

Implementation of Islamic Boarding School-Based Educational Quality Management at Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi

The implementation of *pesantren*-based education quality management at Madrasah Aliyah Al Amiriyah is carried out by fulfilling the standard needs of educators who carry out the learning process such as teaching staff whom at least must have a bachelor degree, improving the quality of teachers or educators by motivating the teacher to pursue higher education levels, meeting the needs of subject teachers based on their respective areas of expertise, syllabus development and learning implementation plans including remedial in order to improve quality or quality Islamic education. Programs or activities carried out in the implementation of *pesantren*-based education quality management at Madrasah Aliyah Al Amiriyah include fulfilling content standards and graduate competency standards, process standards, educators and education staff standards, facilities and infrastructure standards, management standards, standards financing, meeting assessment standards and, increasing internal and external support.

For the implementation of the excel programs in Islamic boarding schools-based quality education, planning requires application by the all of the parties involved. In carrying out the excel program of *tahfidz* al-Qur'an, the principal provides direct autonomy for coordinators, teaching staffs, and administrator of the

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[14] Nur Aedi, Dasar-*Dasar Manajemen* Pendidikan. (Yogyakarta: Gosyen Publising,2015),178

boarding school carry out these activities. However, this autonomy is still under the supervision of the principal as the top position in the institutional structure, such as the implementation of *tahfidz* al-Qur'an on Saturdays, Sundays, Mondays, Wednesdays and Thursdays at 05:30-08:00 WIB. These activities are carried out in the boarding school. Then at 07.15, for students who joined the *tahfidz* program and scheduled for *muroja'ah* at their school are given permission to leave early. Daily, these students needs to recited at least one chapter of al-Quran where 2 students and tahfidz students are scheduled to recite it on the microphone. Implementation of quality management of *pesantren*-based education at Madrasah Aliyah Al Amiriyah was done through various religious activities which are seen as the foundation of *pesantren*-based Madrasahs as reciting *asmaul husna* and praying together before initiating the teaching and learning activities, *muroja'ah* or memorizing activities for the *tahfidz* daily based on the predetermined schedule, and provide technical services in the educational administration such as teacher's formations proposal, promotions, coaching and management of educational staff, attendance checking of teaching and educational staff through fingerprint checking.

In line with the opinion of Didin Kurniawan, implementation (actuating) is an action to initiate, motivate and directing, and influencing internal stakeholders to carry out tasks to achieve organizational goals[15]. Also explained by George R. Terry, Implementation is seen as an action to make sure that all group members want and try their best to achieve organizational goals and the goals of the members that cause the members to want to achieve these goals.[16]

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[15] Didin Kurniadin Dan Imam Mahali, *Manajemen Pendidikan, Konsep Dan Prinsip Pengelolaan* Pendidikan (Yogyakarta : Ar-Ruzz Media, 2012),241

[16] Georger, Terry,Principles *Of* Management,(Lllinois : Ricard D. Irwin,1968),82

Based on several expert opinions and the results obtained at Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi, the madrasa fully supports the opinions of the two experts mentioned above. So the madrasah has implemented the Islamic boarding schools-based quality education clearly and effectively.

Evaluation of Islamic Boarding School-Based Educational Quality Management at Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi

Evaluation within pesantren-based educational quality management at Madrasah Aliyah Al Amiriyah was done to ensure that planning and implementation have been achieved according to predetermined goals. In the evaluation, it is necessary to compare the stages within planning, implementation, and the results that have been achieved to provide feedback or improvement. The evaluation carried out by Madrasah Aliyah Al Amiriyah is through direct observation of the programs implemented and through the accountability report of each program. Oriondo and Eleanor suggest that educational evaluations as a process of how to define education goals of the school curriculum or program[17]. In other words, educational evaluation is seen as a process of how to define the attainment of educational goals/targets from the school curriculum or program. Roberth said the evaluation of the program is scientific methods for measuring and program outcomes for decision making.[18] Evaluations carried out at Madrasah Aliyah Al Amiriyah include: Supervision of school programs or activities, reports on the implementation of activities and evaluation of the learning process. This evaluation aims to measure programs that have been planned and implemented effectively and efficiently.

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[17] Oriondo And Eleanor,"*Evaluating* Educational *Outcomes*",(Manila: Rex Book Store,1998),12

[18] Robert,Brinkerhoff,Brethower And Jerri *Nowakowski*, *Program Evaluation's Guide For Trainers And Educator* (Boston: Kluwer Nijhoff Publishing, 1983),11

This is also supported by by Murip Yahya as cited by Farida Yusuf, he said that evaluation is part of a study. Evaluation is the process of collecting data to determine how far in what terms, and how program objectives can be achieved[19]. Evaluation is intended to assess the extent to which the effectiveness of the policy is to be accountable to those in authority. Evaluation can see the extent of the gap between expectations and reality. In line with Suchman's opinion as cited by Suharsimi Arikunto, evaluation is a process of determining the results achieved by several planned activities to support the achievement of goals.[20]

Based on several expert opinions and the results obtained at Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi, the madrasa fully supports the opinions of the two experts mentioned above. So the madrasah has evaluated the planning and implementing process of the Islamic boarding schools-based quality education clearly and effectively.

Conclusion

Based on the explanation above, it can be concluded that: 1.Planning for pesantren-based education quality management inMadrasah Aliyah Al-Amiriyyah Blokagung Banyuwangi namely by: a. Formulate program priorities. b. Formulate goals to be achieved.2. Implementation of pesantren-based education quality management in Madrasah Aliyah AlAmiriyyah Blokagung Banyuwangi such as: a. fulfilling the needs of the educator. b. Implementation of tasks in accordance with the field and function.3. Evaluation of pesantren-based education quality management in Madrasah Aliyah Al-Amiriyyah Blokagung Banyuwangi, such as: a. Supervision of programs or activities. b.

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[19] Farida Yusuf Tayıbnapis, Evaluasi *Program* (Jakarta Pt Risk Cipta 2013) 3.

[20] Suharsimi Arikunto, Cepi Safruddin Jabar. *Evaluasi Program Pendidikim*. (Jakarta: Pi Bumi Aksara, 2014),1

Activity implementation report. c. Evaluation of the learning process.

The following are suggestions in this study as follows: 1. To the head of the madrasahto continue to strive in earnest in improving the quality of education and learning carried out in madrasas by utilizing and functioning all existing resources in accordance with their respective functions to the fullest such as teachers, students, media, other learning facilities and resources.2. To teachers to continue to increase cooperation both inside and outside of madrasas such as collaboration between teachers and parents of students and teachers and students, so as to create a harmonious relationship, especially in the quality of Islamic boarding school-based education at Madrasa Aliyah Al Amiriyyah Blokagung Banyuwangi.3. To students to be serious and diligent in learning such as taking lessons with discipline, obeying the madrasa code of ethics and making the most of study time and available learning resources andact according to Islamic values, discipline in behavior and always actively follow activities held by the madrasah both by teachers as well as by the students' council.

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