

**MADRASAH QUALITY IMPROVEMENT EVALUATION
STRATEGIC MANAGEMENT BASED
(Research in Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Bandung)**

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Abstract

This study was motivated by a phenomenon that appears in madrasa, namely: 1) the low quality of graduates, in MAN 1 with an average result of UAN 58.5 and MAN 2 57.8 from a maximum score of 100; 2) inconsistency in planning, implementing, evaluating programs to improve quality. The purpose of this study was to identify: work programs, program implementation, evaluation of program implementation, program impacts, and supporting factors inhibiting the improvement of the quality of madrasa. The approach of this study was qualitative-naturalistic, with a descriptive research type. This research method was a case study, with data collection techniques through interviews, observation, and documentation study. Meanwhile, the data analysis technique used the interactive Miles model. The results of this study showed: evaluation of quality improvement which is carried out through an evaluation of needs assessment, assessment of input, assessment of processes and assessment of results.

Keywords: Madrasa; Management Strategic; evaluating program;

A. INTRODUCTION

The various weaknesses and problems that have occurred today have encouraged madrasas to improve the image and quality of education. Madrasas at this time should be able to answer the needs of society and the needs of students who become graduates. Madrasas do not only prepare graduates to enter higher education. Madrasas must prepare their graduates to become skilled and trained workers. Therefore, with the new policy Madrasah Aliyah opens a special program related to vocational education to prepare its graduates to become skilled workers.

On the management aspect, the urgency of planning development does not appear to be rooted in most private madrasahs, especially in the realm of Islamic Madrasahs. The results of a survey by the Ministry of Religion of the Republic of Indonesia (formerly the Ministry of Religion), through the Research and Development and Education Agency in 2010, stated that of the total number of MI, MTs, and MA taken from 5 Provinces, it showed that only 21.4% of MI made school development plans. madrasa; 45.7% MTs and a pretty good result on MA with a yield of 67.8% (Balitbang, 2010). This figure for MI is relatively low when compared to MTs and MA.

he survey results above also show that from the percentage obtained, most of the madrasahs that make RPM (Madrasah Development Plan) are madrasahs that are relatively located in urban and urban sub-urban areas, in rural areas they are relatively low-cost. This indicator for making RPM is a characteristic of the success of education management. This is because the management of education does not only rely on leadership, it is also supported by careful planning to develop the future of the institution. This is in line with the opinion of education planning experts, "the quality of education must be determined from the beginning by the institution. Since the beginning, education managers must formulate a solid plan " (Sa'ud, 2018, p. 43). As a result of inadequate planning, the results of a survey by the Directorate General of Islamic Education, said that almost every year there are private madrasahs that "go out of business", disperse, have no students, collapsed buildings, and teachers who no longer want to teach in madrasahs, as well as other factors . When viewed from the planning aspect, it will appear that madrasahs that have suffered this kind of fate do not have any other development plans and alternatives.

Problems that arise regarding aspects of planning are important to be studied and researched. Based on the phenomena in the field, namely the management that produces the quality of madrasahs, one of which is the low score of the National Final Examination, the quality of graduates is still low, in MAN 1 with an average result of UAN 58.5 and MAN 2 57.8 from a maximum score of 100.

The problem of undisciplined teaching and education personnel during the working hour process, there are educators who do not understand learning methods, there are too many learning hours that students should only have 6 hours in a day but now government regulations are 12 hours so it is difficult for students to always focus in every subject of learning so that this becomes a challenge for a variety of methods for educators to deliver teaching materials, in the 2013 curriculum now even teachers must be smart to become facilitators so that students are active in class and students must be active in discussing this matter related to a creative person's educator. And the efforts made by Madrasah Aliyah Negeri 1 Kota Bandung in improving the quality of education, namely starting with planning, namely the head of the madrasah with the wakamad curriculum formulating activities and regulations related to educators and education personnel regarding improving service quality, then organizing carried out by the head of the madrasah in the distribution assignments and proper placement of each teaching and education staff at Madrasah Aliyah Negeri 1 Kota Bandung. In addition, there is a need for an appropriate organizational structure in accordance with the expertise possessed by educator and educational resources at Madrasah Aliyah Negeri 1 Kota Bandung.

MAN 1 Bandung City and MAN 2 Bandung City, get a picture that these two MA has advantages in achieving student achievement, as well as developing teacher competence. MAN 2 Bandung City was chosen with a different location in order to meet the needs of the community in various places. The location chosen for MAN 2 Bandung is located in East

Bandung, precisely at Jln. Cipadung Cibiru Bandung City. In the journey that has reached 16 years, the commitment to the rules that apply in line with madrasah policies and the utilization of educational potential, administrative staff and existing facilities in MAN 2 Bandung, has shown its identity. The number of study groups always increases every year.

However, as an educational business process that faces various heterogeneities in its components, it does not close our eyes to the deficiencies that need to be improved. Therefore, in operationalizing the educational efforts at MAN 2 Bandung, the leaders of the madrasah and all their partners always think innovatively and positively towards quality education.

The two madrasah that are used as locus are state madrasah which are directly under the government, madrasahs are given the authority to create and run quality improvement programs. The involvement of the committee and parents in supporting the implementation of education cannot be separated from the involvement of other stakeholders in improving the quality of education.

The grand theory of this research refers to Q.S. Al-Qashash verse 77 namely: 1) at-tawazun (balance); 2) ihsan: goodness which cannot be separated from the beauty and alluring qualities. Middle range theory using quality management trilogy Juran, namely: 1) quality planning; 2) quality control; and 3) quality improvement. Applied theory, namely Fred R. David's strategic management theory, namely: 1) strategy formulation; 2) strategy implementation; 3) strategy evaluation. So that it will produce quality education and increase public trust.

B. RESEARCH METHODS

This research uses a qualitative-naturalistic approach, with a descriptive research type. This research method is a case study, with data collection techniques through interviews, observation, and documentation study. Meanwhile, the data analysis technique used the interactive model of Miles.

C. RESULTS AND DISCUSSION

Program evaluation is a series of activities carried out on purpose to see the level of program success (Arikunto, 2004, p. 290). In this evaluation, the target of evaluation is whether the implementation of strategic programs has been achieved or not. Ralph Tyler argues that educational evaluation is a process that determines the extent to which educational goals can be achieved (Yusuf, 2008, p. 3).

From the description above, it can be concluded that program evaluation is basically the process of collecting data or information related to the extent to which the level of

achievement of an activity is carried out. Then the data is used as material for consideration of policy making or decisions in planning, as well as controlling program implementation.

The evaluation carried out by MAN 1 and MAN 2 Kota Bandung, is not only to know the end of the activity, but as a material consideration in improving future programs. The evaluation of the quality improvement programs of the two madrasahs is similar to the CIPP model. CIPP is a program assessment model developed by Daniel L. Stufflebeam, this model consists of :

- a. Context Evaluation (assessment context evaluation) which includes analysis of problems related to a special educational environment. In short, it can be said that context assessment is an assessment of needs, goals of meeting needs, and individual character.
- b. Input Evaluation (assessment of input) includes consideration of the resources and strategies needed to achieve the general and specific objectives of a program.
- c. Process Evaluation (assessment of the process) includes a collection of research data that has been determined (designed) and established in practice.
- d. Product Evaluation (an assessment of the product / result) an evaluation assessment carried out by the appraiser in measuring the success of achieving the objectives applied (Yusuf, 2008, p. 14).

MAN 1 and MAN 2 Bandung City evaluated this model :

- a. *Context Evaluation* (assessment of the evaluation context)
MAN 1 and MAN 2 monitor and supervise the planned program. This is done to find out the real potential of madrasahs and stay within the expectations of stakeholders, besides that madrasahs can find out which programs can be continued in the next period..
- b. *Input Evaluation* (assessment of input).
MAN 1 and MAN 2 Bandung City in evaluating the program to improve the quality of education by looking at the potential it has, with the hope that the planned program can be in accordance with the conditions of the madrasah. In this case the madrasah seeks information from several madrasah users, such as the board of teachers, staff, foundation boards and madrasah committees by organizing deliberations..
- c. *Process Evaluation* (assessment of the process).
This assessment is done by digging up information and collecting data related to supporting factors and obstacles to the realization of the strategic program. Which then can be taken into consideration in running the program in the next period.
- d. *Product Evaluation* (assessment of products / results).
This assessment is devoted to the final results of the program being implemented, such as the success achieved and graduates who can be accepted into higher education.
Based on the description, it is concluded that MAN 1 and MAN 2 Bandung City designed the program by considering the needs of stakeholders. The program evaluations carried out by these two madrasah are internal and external evaluations.

Internal evaluation is related to the programs carried out by the madrasah principal. Meanwhile, the external evaluation is carried out by the education supervisor from the Ministry of Religion and the accreditation is carried out by BAN S / M.

Evaluation is the key to the success or failure of a program implementation process. Because evaluation is the process of controlling the entire organizational structure of program implementation in carrying out the planning that has been made and implementing the program. Evaluation is an activity to measure actual performance, compare with standards and take corrective actions, when the actual performance is less than the standard and take development or adjustment actions to improve performance if the actual performance is equal to or greater than the standard (Silalahi, 2015, pp. 397–398).

The main objective of evaluation is to ensure the achievement of educational goals that have been and will be implemented effectively and efficiently. This means that program evaluation is an activity carried out to measure and provide information on the certainty of the achievement of previously planned results. Therefore, the evaluation of the implementation of the madrasah quality improvement program is an activity to see, pay attention to, monitor, examine, assess, and report on the achievement of the results that have been previously planned.

Therefore, evaluation of program implementation is an activity of seeing, noticing, monitoring, examining, assessing, and reporting on the implementation of educational programs that have been planned, so that they are in accordance with planning effectively. (Aedi, 2014, p. 2).

The quality of program evaluation is largely determined by two things, namely competence and independence. Competence relates to adequate education and experience possessed by supervisors. Meanwhile, independence is an ethic that must be maintained. This means that the evaluation is not easily influenced, is impartial (independent), and is honest to all parties, and works in accordance with its main tasks and functions.

Quality improvement management is a dynamic idea in order to determine which products are produced in accordance with established standards or customer expectations. For that, the role and function of supervision in education must be carried out as much as possible. Supervision of the implementation of the evaluation program is not only at the time of program implementation, but when the preparation of educational program planning must also be carried out.

Therefore, the role of the madrasah committee in supervising the implementation of quality improvement management in madrasah can be done through:

- 1) Give consideration (advisory agency) to determine and implement policies for program implementation;
- 2) Supporting educational services (supporting agencies);

- 3) Controlling (controlling agency), so that transparency and accountability in the implementation and output of education financing can be monitored; and
- 4) Mediating (mediator agency) the relationship between the government (executive) and the community (Supriyanto, 2013, p. 129).

Broadly speaking, the implementation of program evaluation is categorized into three types, namely:

- 1) Inherent supervision (waskat) or also known as Direct Supervisory (PAL) is supervision carried out by direct superiors, for example, the person in charge of the program is appointed by the head of the madrasah. This Waskat has a very vital role (front guard) in overseeing program management. Because this trust will prevent program management irregularities that are not in accordance with the formulated planning. With the following notes: supervision is carried out continuously, effectively, and comprehensively;
- 2) Functional supervision (wasnal) is supervision carried out by supervisory officers; and
- 3) Community supervision is supervision carried out by the community. This type of supervision is usually accommodated in the School / Madrasah Committee, POMG (Parents and Teachers Association), or other institutions.

Based on the results of research, both in MAN 1 and MAN 2 in Bandung City, it was found that supervision of the implementation of madrasah programs, among others: First, the existence of an internal supervisory agency. As the results of research in the two madrasahs, the researcher found that both madrasahs have institutions that are in charge of supervising the implementation of educational programs. This institution has the task of supervising the implementation of existing programs within the madrasah.

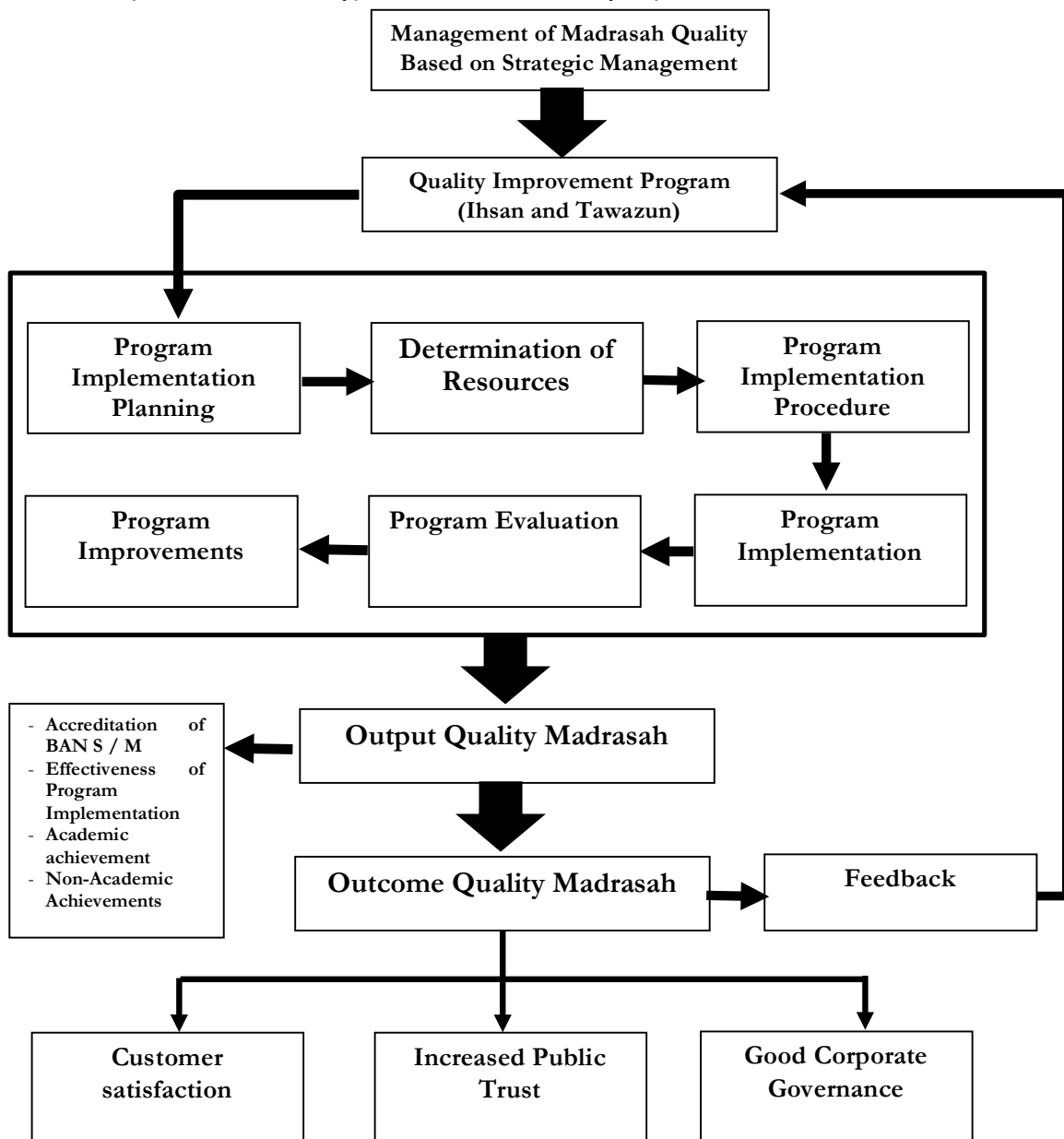
So that all attempts to achieve program objectives will be carefully monitored. The duties and functions of the internal supervisor are: 1) Assessing the accuracy of program implementation; 2) Ensuring whether the implementation is in accordance with the determined policies, plans and procedures; and 3) Efforts to prevent the achievement of programs and their supporting sources, especially those related to program funding, which is the mandate of the community.

D. CONCLUSIONS

Based on the results of research and discussion of quality-based education financing management in MAN 1 and MAN 2 Bandung, a hypothetical model that researchers can propose. In making this hypothetical model, the researcher uses a systems approach. The reasons for using a systems approach are as follows: 1) Research related to management; 2) Educational institutions, such as madrasahs and educational programs are part of management; 3) The essence of management is to carry out management functions; and 4) Management functions constitute a whole that is interconnected and synergistic.

The system is a unit consisting of several components (subsystems) which are interconnected with each other to achieve a goal. Likewise with madrasahs. Madrasah is a system, because madrasah consists of several subsystems, namely educators, students, managers, and so on. Because madrasah is a system, management, especially madrasah quality improvement management, must also be managed according to the components in the system. The components in the system consist of inputs, processes, outputs, and outcomes. These components cannot be separated from one another because they are a complete unit that is bound to, influence, need, and determine. Therefore, it must be realized that changes in one component will affect the other components (Komariah & Triatna, 2014, p. 1).

Implementation of a Hypothetic Model of Quality Improvement in Madrasahs Based on



In carrying out the evaluation of quality improvement carried out by the two madrasah, they are: a) Evaluation of needs assessment; b) an assessment of the resources and strategies required; c) assessment of the process; d) assessment of results, assessment of program evaluations carried out. Evaluation activities are carried out by internal and external institutions.

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