

Effectiveness of Management to Improve Madrasa Quality

Rohmat^{1*}, Agus Sutiyono², Mistina Hidayati³

^{1,3}State Islamic University Prof.KH Saifudin Zuhri Purwokerto, Indonesia

²State Islamic University Walisongo Semarang, Indonesia

ABSTRACT

Purposeful and systematic governance is indispensable in advancing educational institutions. This study aims to find an effective management format for improving the quality of educational institutions. Research methods qualitative-phenomenological, with three research locations in the middle madrasa. Data collection techniques with in-depth interviews, observations of management effectiveness, and documentation related to management implementation. Data validity techniques use four techniques, namely: persistent observation, data triangulation, member check, and referential adequacy check. Research findings showed that the implementation of effective management begins with establishing a madrasa/school quality improvement program. Furthermore, the program is organized through the placement of personnel and work structures, and program implementation by establishing a program implementation strategy. The latter step is to supervise the madrasa improvement program. Limited research only focuses on three schools so the variant of the effectiveness of education management is less comprehensive. Recommendations for future research can be carried out in more heterogeneous research areas, giving rise to many variations in the implementation of education management.

Keywords: Effectiveness, management, quality improvement, madrasa quality

INTRODUCTION

Education is experiencing very rapid development and progress along with the pace of human civilization. The development of the digital era requires the readiness of educational institutions to face the demands of change. Education is required to continue to develop in quality achievement, thus educational institutions must prepare learning tools among others: effective management systems, increasing teacher competence, and procurement of infrastructure. Effective and efficient institutional management can be achieved if the manager or leader is effective, namely open and adaptive (Budiharso & Tarman, 2020; Tang et al., 2022). These two traits will determine the leader who has an influence on teachers and other personnel on the achievement of goals. Adaptive leaders will have a lot of support from the bottom.

Education is an institution in which educational activities are held regularly, and systematically, and have responsibilities within a certain period, lasting from basic education to higher education, carried out based on official rules set by the government. Madrasa as an Islamic educational institution certainly has its management in increasing customer satisfaction. Competition for the marketing of educational services between educational institutions is currently getting tougher (Dewi et al., 2022; Rannikmäe, 2002; Tang et al., 2022). Dynamics in implementing approaches, techniques, and strategies to increase the satisfaction of users of educational services is an important part that cannot be ignored by all educational institutions (Amon & Rajib Bustami, 2021; Gulden et al., 2020).

The empirical reality of educational problems is very complex and related to teacher professionalism, curriculum redesign, supervision system, and leadership effectiveness (Simangunsong, 2019; Hasanur et al., 2022). The problem of improving the quality of education requires many related dimensions. The head of madrasa as a top figure in school management is a parameter of managerial success. The progress and development of educational institutions become dependent on the level of leadership competence (Veraksa et al., 2021; Yuliana et al., 2022).

The success or failure of an educational institution, especially in educational units, will be greatly influenced by competence of a leader (Yuliana et al., 2022; Supriadi et al., 2021; Utami et al., 2021). Leaders must have five dimensions of minimum competence, namely: personality, managerial,

Corresponding Author e-mail: rohmat@uinsaizu.ac.id

https://orcid.org/0000-0003-0289-9032

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entrepreneurial, supervised, and social competencies. Based on these standards, it becomes very important to master competencies in efforts to improve School Achievement in education units (Gulden et al., 2020; Simangunsong, 2019; Utami et al., 2021).

Lisaudaturohmah's research resulted in findings that the strategy of the head of the educational institution in achieving the quality of education in the aspects of educators and education personnel through steps: conducting academic supervision aimed at educators and managerial supervision aimed at education personnel, performance appraisal, and performance evaluation meetings. In the management aspect, it is to carry out a management information system. In the aspect of graduate competence, efforts are made to increase the quantity and quality of graduate competencies (Lisaudaturohmah, 2022).

Meanwhile, according to the results of Fikri Aminulloh's research, the strategy of effective education management aims to achieve school achievement by revising and encouraging the creative efforts of educators and students in the learning process by elaborating learning resources to improve student achievement output. The Head of Madrasa selects prospective Madrasa inputs and makes extracurricular activities as a support for learning in the classroom to produce quality outputs. In the aspect of improving the professionalism of teachers and employees, a leader empowers teachers and employees through routine and temporal activities filled with various education and training as well as increasing the quantity and quality of educational facilities and infrastructure (Aminulloh, 2021).

Ahmad syafi's research on the challenges of madrasas in the future shows that there are still many madrasas that face the problem of teacher resources. Most teachers have a religious education background, while madrasas also teach general education. This has implications for the quality of graduates. Thus, madrasa, it is urgent to make management improvements to realize the level of professionalism of teachers (Syar'i et al., 2020). Meanwhile, the results of Gunawan's research stated Improving the quality of madrasa needs to be done, one of which is by implementing good financial governance (Widjaja et al., 2022). The two studies contribute to each other, especially in private madrasas, which are partly supported independently. The improvement of teacher professionalism must be in line with financial management by exploring various sources of financing.

Meanwhile, this study aims to find a formulation of the effectiveness of management implementation in improving the quality of education with a research focus on three madrasas, namely: boarding school-based madrasa, public madrasa, and private madrasa. The three madrasas have

different characteristics in the pattern of management implementation so that more comprehensive research results are obtained on the madrasa quality improvement management model. Thus, the research data is presented complementary to form a formulation of the effectiveness of management implementation towards Improvement of the education system towards a quality madrasa. The research problem is how to plan, organize, implement, and supervise madrasa quality improvement programs.

This research makes a very urgent contribution to education practitioners in carrying out effective managerial governance. The managerial model can be replicated in other educational institutions in improving the quality of education. Planning, implementing, organizing, and evaluating strategies are presented as examples of the implementation of management effectiveness. Implications for future research can be done through research and development on models and production management products and quality improvement strategies of madrasa that can be used in educational institutions more broadly.

LITERATURE REVIEW

Education Management Concept

The managerial process includes several steps, namely the first program planning, the following steps organized and the implementation and evaluation of the program. This is in the direction of the vision and mission of the organization. (Nurabadi et al., 2021; Mahfud et al., 2020). Management is the activity of moving and managing various sources owned by the organization to achieve the goals set. Management includes 4 (four) kinds, namely:

Planning is a systematic process to carry out a job. Terry states that program planning is an action in realizing the ideal ideals of the organization in the future by optimizing the sources owned. Planning can be considered as a collection of detail what actions must be taken so that the goals, obligations and objectives of madrasa development can be achieved. The madrasa work plan also guarantees that all programs carried out to develop the madrasa have taken into account the expectations of all madrasa residents and the condition of the madrasa. Improving the quality of educational institutions will be prioritized on the competence of educators. (Das, 2019) Effective school program planning is designed based on the needs and development of community demands on the competence of students. (Ahmed et al., 2022; Rahman et al., 2022).

Organizing as a process of dividing work into smaller tasks, imposing those tasks on people who are by their abilities, and allocating resources, as well as coordinating them in the framework of the effectiveness of achieving

organizational goals. Madrasa as an educational institution in which there are various elements, requires good cooperation so that the goals that have been set can be achieved. As with the planning function, the organizing function (G, R, 2017; Abdullah, 2019).

Actuating, this function indicates a process in management after planning and organizing, an organization needs to move to carry out various decisions and programs that have been prepared (Obedgiu, 2017). Mobilization shows an intention, namely moving subordinates by governing, assigning, leading, instructing, directing, encouraging, guiding and providing continuous motivation to all members of the organization or subordinates who are members of a cooperative effort to achieve the specified goals (Ayriza et al., 2019; Amon & Rajib Bustami, 2021). Likewise, educational institutions, especially madrasa leaders, must be able to mobilize teachers and employees so that the quality of education continues to improve.

The implementation of general areas is important to monitor all personnel in carrying out their duties by always providing guidance and direction. Thus, all activities in the madrasa are always monitored, so regularly every Saturday of the first week the head of the madrasa holds coordination meetings with teachers and employees after previously holding regular meetings with all affairs. The activities for anticipation of problems will soon be overcome together (Siswanto et al., 2022; Boselie et al., 2021).

Supervision/controlling, the last function in the framework of management functions is controlling. Control can be considered as an activity to find, correct deviations. Important deviations in the results achieved from the planned activities. Supervision is an important factor in reviewing the success of the program and observing the achievement of school quality program indicators. (Hasanur et al., 2022; Veraksa et al., 2021). Educational supervision actions include managerial supervision, learning, and programs carried out by supervisors and heads of madrasa. The implementation of the school quality development program can run effectively if the parameters for the success of the program are made. The program monitoring and evaluation team can perform their duties periodically and carry out actions to implement improvement programs. Supervisory duties in addition to being carried out by the head of the madrasa can also be given assignments to several senior teachers who already have the conditions to become supervisors.

The Nature of Education Quality

Quality is the minimum measure that must be achieved by the organization in order to satisfy the customer. In this case, the satisfaction of parents and users of educational services

towards the education service system carried out by madrasa is an indicator of the success of the institution (Gulden et al., 2020; Simangunsong, 2019). An educational institution if it has good quality will have implications for the increase in the number of students because of the public's trust in the success of the educational process.

Efforts to make a quality madrasa are a process that takes place continuously and is carried out in a planned and measurable manner. The perspective on quality is a comprehensive understanding of the quality of goods or services. Ensuring the quality of the educational context as the final result during the educational process which includes student input, the learning process carried out, and educational outputs (Gorbanov et al., 2018; Nurabadi et al., 2021).

Students as one of the educational inputs that will proceed while taking a certain level of education will be influenced by school readiness. Teacher competence, supporting infrastructure, and learning facilities are elements in carrying out an effective process. If the school's high power in processing student input will be directly proportional to the achievement of the madrasa. In carrying out some of these activities, schools need to determine the quality standards. (Abdullah, 2019).

The process will run well if all components of education synergize with leaders, teachers, and students supported by a curriculum that is by the times and adequate learning equipment. This makes all processes will run conclusively to achieve the idealization of educational goals. (Mahfud et al., 2020; Tang et al., 2022). So school empowerment will come with the internalization of character values and scientific mastery. Thus, madrasa can realize academic achievements and non-academics. Finally, it will produce quality graduates who have a competitive advantage.

METHOD

This study uses a qualitative-Phenomenological approach. The approach was selected based on the objectives of this study. The study was conducted on three junior secondary madrasas/School in Central Java-Indonesia province. Madrasa A is a state-based private Madrasa, Madrasa B is a public Madrasa where all madrasa operational financing is government-based, Madrasa C is a private Madrasa. The research informants from each Madrasa are: Head of Madrasa, the deputy Head of Madrasa for curriculum, student affairs, infrastructure, and teachers. Data collection techniques in this study include 1) Observation, used by making observations on the object under study, the data obtained in the form of real field conditions, humans, and also social situations

obtained from direct observations. 2) In-depth interviews are used by researchers to explore information and explore phenomena directly with informants, namely the Head of the Madrasa, the deputy Head of the Madrasa, and teachers related to the management of the head of the Madrasa in improving the quality of education. 3) The documentation that researchers use aims to complement and strengthen data from observations and interviews as well as other data that researchers have not obtained from these two techniques.

Data analysis techniques go through the following stages: 1) Collection, after the research data is collected, the next step that the researcher takes is to carry out data processing and analysis. 2) Data reduction, in this reduction activity the researcher summarizes, sorts out the main things, focuses on important things, looks for themes and patterns to get a clearer picture, and makes it easier for researchers to do the next data collection, and look for them when necessary. 3) Data presentation is done by making a brief description, creating charts, making relationships between categories, creating flowcharts, and the like. 4) Conclusion/Verification, at this stage, the initial conclusion is temporary.

Data validity techniques are carried out for the validity of the data obtained using four data-checking techniques. 1. Persistent observation, of the subject under study, to understand the phenomenon more deeply, and to know important aspects by the focus of the research. 2. Triangulation which includes method triangulation, data source triangulation, theory triangulation. 3. Member check. This step is carried out by involving informants to review the data and to confirm between the data from the interpretation of the researcher and the views of the subjects studied. In member check, this does not apply to all informants, but only to those who are considered representatives. 4. Referential adequacy check. To facilitate efforts to check the suitability of research conclusions with data obtained from various tools, recording and storing collected data and information is carried out, as well as recording and storing methods used to collect and analyze data during the study.

FINDINGS AND DISCUSSION

Education Quality Improvement Planning

The madrasa work plan was carried out at the beginning of the year, aiming to find out in detail what actions should be taken so that the goals, obligations, and objectives of madrasa development can be achieved by taking into account the expectations of all madrasa residents and the conditions of the madrasa. Improving the quality of education carried out by the head of the madrasa focuses on the competence of teachers (madrasa A interview). Furthermore, general

planning activities include the preparation of madrasa organizations, the preparation of annual work programs, and the planning of various meeting activities to discuss matters related to madrasa activities. In the process of planning teaching activities, the head of the madrasa plans the preparation of teaching programs, compiles the distribution of teaching tasks, compiles lesson schedules, carries out learning activities, and plans types of assessments, namely joint daily assessments, middle assessment of semesters, a final assessment of semester and madrasa exams. Madrasa uses an integrated curriculum, namely the national curriculum by the government policy of the Minister of Education with the madrasa curriculum (Documentation of madrasa A).

Madrasa B conducts follow-up of the national curriculum, namely at the beginning of each school year, a meeting is held to reformulate the vision, mission, goals and targets permanently for odd semesters and even semesters with reference to the national curriculum. The first step taken to plan the curriculum is to determine the curriculum foundation, curriculum objectives, curriculum content, learning methods/strategies, learning resources, and determine curriculum assessment/evaluation strategies. (madrasa B interview). In the stages of curriculum development, the head of Madrasa identifies curriculum needs, reviews of the curriculum being implemented, ratification of the curriculum that has been reviewed, implementation of the curriculum that has been ratified. Curriculum development involves several organized personnel in the Curriculum Development Team. The Curriculum Development Team at the beginning of each school year, with personnel each year subject to change according to the needs and abilities of those personnel. The development of curriculum is carried out based on stages, namely the identification of curriculum needs, review of the curriculum that is being implemented, ratification of the curriculum that has been reviewed and then the implementation of the curriculum that has been ratified. (madrasa C interview)

Planning of learning activities for one year begins with the preparation of an educational calendar, which is drawn up at the beginning of the school year. The madrasa education calendar is compiled from the letter of the Director General of Islamic Education regarding the Madrasa Education Calendar which includes the beginning of the school year, effective weeks of study, effective learning times, and holidays. In the process of preparing the academic calendar, a team was created chaired by the Curriculum field with members of other deputy heads of fields (student affairs, infrastructure, community relations). (madrasa C interview). The academic calendar is compiled by a team chaired by the deputy head of curriculum. The flow of The academic calendar compilation

refers to the academic calendar set by the Regional Office of the Ministry of Religious Affairs of Central Java Province prepared according to the conditions/needs of the Madrasa then only ratified by the Head of the Madrasa (madrasa C interview). The education quality improvement program of the three Madrasas can be tabulated in the table as follows:

The head routinely draws up a Madrasa Work Plan at the beginning of the school year. The main objective of the Madrasa Work Plan is so that the madrasa can know in detail what actions must be taken so that the goals, obligations, and objectives of madrasa development can be achieved. The madrasa work program includes general activities, teaching, student affairs, manpower, infrastructure, administration, finance, and public relations (Simangunsong, 2019). The head prepares a madrasa work plan, integrated which includes the entire program that will be planned to be implemented by the Madrasa. The preparation uses the multi-year principle, which is four years and is always updated every year running. In the multi-source aspect, it is compiled indicating the amount and source of funds from each program to be funded. The preparation of the program with participatory principles, namely involving the head of the madrasa, committees, staff, and teacher councils, and in its implementation is supervised by the Madrasa committee and the foundation (Das, 2019).

The Head of Madrasa has endorsed the curriculum using an integrated curriculum, which is the national curriculum

by government policy with the Madrasa curriculum. In this process, the approach used is the grassroots approach or approach from below. The Head of Madrasa involves teachers to jointly compile the curriculum by forming a curriculum development team.

Planning for the student field, the head of Madrasa focuses on new student admission activities, the introduction of the environment for new students, and regular coaching of student activities and extracurricular activities. In the field of energy, the Head of madrasa plans training activities for educators / non-educational staff at the beginning of each month. Supervision of teachers is carried out once a year and employee assessments are carried out at the end of the school year.

In planning the field of infrastructure, the head of Madrasa is always directly involved in procurement, inventory, storage, structuring, use, maintenance, and deletion. This type of administrative activity, it begins at the beginning of the new school year by filling out the master book, structuring the administration of madrasa, and administration services, and making madrasa reports/statistics. In the field of finance, the head of Madrasa is assisted by the treasurer of the Administration to compile the Madrasa Revenue and Expenditure Budget Plan, Education Implementation Donations receipts, salary payments, extract funds, and make financial statements. Planning in the field of public relations, starting with a meeting of parents, and

Table 1 Education Quality Improvement Program

<i>Madrasa Education Quality Improvement Program Plan</i>	
A	The main objectives of the Madrasa Work Plan
	General planning includes: preparation of Madrasa organization, preparation of annual work programs and planning
	Division of teaching tasks, Compiling lesson schedules, carrying out learning activities
	Joint daily assessment, End of Semester Assessment, Year-End Assessment and Madrasa Exam
	Integrated curriculum
	Identify curriculum needs, curriculum review
B	The curriculum is determined based on the vision and mission of Madrasa, namely: strengthening the Islmiyah creed, organizing comprehensive and contextual education, organizing useful skills, realizing Islamic values.
	Selection of students' specialization in achievement development subjects is carried out at the beginning of the new school year .
	Teacher development is carried out according to the schedule prepared, namely activities after the process of teaching and learning activities
	Participation in competition, mapping out what competitions can be targeted to win
C	Madrasa performance evaluation at the end of each semester
	Increasing teacher competence in mastering memorization of the Quran
	Preparation of Madrasa work program every semester
	Habituation program for congregational prayers and dhuha prayers
	Supervision of teacher learning plans
	Teacher Learning Supervision

the formation of a Madrasa committee followed by a meeting of the madrasa committee. The head of the madrasa also incidentally visits the parents of students and collaborates with other agencies that support Madrasa activities so that the quality of education continues to improve (Amon & Rajib Bustami, 2021; (Budiharso & Tarman, 2020).

a. Organizing Education Quality Improvement

Organizing includes coordination within parts as well as between parts of the organization. The organization is carried out using a command system, where the head of the Madrasa holds the highest command, under him the vice principal and teachers and administrative staff as executors. Organizing includes the fields of curriculum, public relations, Infrastructure, student affairs and one administrative coordinator. (madrasa A interview).

The organization carried out by the madrasa refers to the structure of the organization. All educational processes are responsible for the principal but are assisted by several representatives in the fields of curriculum, student affairs, community relations, and infrastructure. Meanwhile, the teacher is the main implementer of learning (Madrasa A interview). In the aspect of preparing curriculum revisions, it is chaired by a team of curriculum contributors. The next step is to implement curriculum revision jointly from the leadership, teachers, and present experts in the curriculum field. (wawancara Madrasa B).

The next stage after the revision of the curriculum is the improvement of educational infrastructure. The deputy head of the madrasa of the field as a task officer. The cultivation of infrastructure begins with an inventory of needs, procurement

and purchase plans. The involvement of all elements of madrasa is always carried out with the aim of procuring appropriate and appropriate infrastructure in supporting the educational process. The assessment always refers to the quality improvement program (wawancara Madrasa C). The organizing program carried out by madrasa as follows:

The process of personal organization in Madrasa is by compiling the distribution of teacher and TU tasks at the beginning of each school year. The division of duties is accompanied by clear details of the duties of each personnel so that they are used as signposts in carrying out their duties. The head of the madrasa also builds good cooperative relationships with all personnel, both teachers and administration. The equalization of the duties of teachers and employees has been carried out well. All teachers and employees have duties according to their abilities (Duan et al., 2018). However, before the division of duties is given, teachers and employees are given coaching and motivation as well as the opportunity to argue and ask about their main duties and functions.

The organization carried out by the head of the madrasa is by the organizing function conveyed by Kartono, which is to implement a structuralization function, namely by placing the personnel in a clear structure, in this case using a command system. Next, the relationship function is that the head of the madrasa establishes good cooperation with internal and external parties. The function of integrity is to compile and form harmonious relations between all parties to achieve the goals of madrasa (Cansoy & Parlar, 2017; Atasoy, 2020).

The organization of the madrasa head pays attention to the main functions of organizing such as the opinion of Ngalm

Table 2: Organizing Education Quality Improvement

<i>Madrasa</i>	<i>Organizing Education Quality Improvement Programs</i>
A	<p>Command system, the head of the madrasa holds the highest command, under him the deputy Head of the Madrasa for curriculum, student affairs, infrastructure, public relations and teachers and administrative staff as implementers</p> <p>The preparation of the curriculum at the madrasa level in an organized manner is carried out by the madrasa curriculum development team</p> <p>Organizing facilities and infrastructure begins with compiling an organizational structure and detailing the tasks of each section</p>
B	<p>Preparation of the organizational structure in accordance with the goals of the organization, the resources owned and the existing environment. Organizing activities are carried out after drawing up a plan.</p> <p>Organizing is carried out after planning, by gathering deputy heads of madrasas to determine competent personnel to become an outstanding madrasa success team, including academic and non-academic achievements.</p> <p>Formation of an outstanding madrasa success team with an organizational structure consisting of: an outstanding Madrasa success team</p>
C	<p>The field of community relations optimizes Madrasa publications including academic achievement activities</p> <p>Formation of an outstanding madrasa team of outstanding madrasa teams</p>

Purwanto, that organizing has a clear goal because the head of the Madrasa is guided by the vision and mission of the madrasa. Every person in the organizational structure understands and accepts these goals because the preparation of the vision and mission always involves all madrasa residents. There is a unity of direction and a clear unity of command with a command system and details of tasks for each person. There is a balance of authority and division of duties by abilities.

b. Implementation of Education Quality Improvement

The Head of Madrasa monitors all personnel in carrying out their duties by always providing guidance and direction. So that all activities in the madrasa are always monitored, then regularly every Saturday of the first week the head of the madrasa holds coordination meetings with teachers and employees after previously holding regular meetings with the vice principal. The activities to anticipate problems will soon

be overcome together, especially in the field of curriculum (madrasa A interview).

The implementation of the 2013 Curriculum is combined with the madrasa curriculum. The local content curriculum includes the existence of special classes, namely for male / female students to memorize the Qur'an 30 Juz. Each batch is only 10 sons and 10 daughters with their curriculum. (interview with the Head of Madrasa school C). Based on the existing curriculum structure, the deputy head of madrasa for curriculum, compiles a schedule for the implementation of lessons by the division of teaching tasks that have been prepared by the head of the madrasa. As for the learning load that must be followed by students, it was conveyed by the deputy Head of Madrasa for curriculum. The study load each week is 46 class hours, with a duration of 40 minutes per class hour. So that in the effective week it is about at least 18 weeks in the odd semester and 14 weeks in the even semester . (Madrasa B interview).

Table 3: Implementation of Education Quality Improvement Program

<i>Madrasa</i>	<i>Implementation of Education Quality Improvement Program</i>
A	<p>develop the organizational structure of the Madrasa at the beginning of each new school year, by placing teacher and TU personnel according to their skills</p> <p>student affairs, namely maximizing input through the admission of new students, fostering student activities through academic and non-academic competition activities</p> <p>The field of energy is carried out by carrying out routine coaching once a month</p> <p>The procurement of infrastructure that had previously been approved, was carried out by the procurement team headed by Wakamad Sarpras, with supervision from the head of Madrasa as the person in charge</p> <p>The field provides direction and motivation as well as work instructions according to their respective goals. The filling of the master book and the administrative arrangement of the Madrasa are monitored once a month at the beginning of each month by looking at records from the Administration</p> <p>The Field of Communication is an important thing that a Madrasa head does in order to establish good cooperation with all parties. This activity begins with the holding of a parent meeting at the beginning of the new school year, where an agreement will be presented with the parents on various matters related to the educational process in Madrasa</p>
B	<p>Implementing the planned program</p> <p>Madrasa team performs well</p> <p>the head of the Madrasa conducts intensive communication, to all teachers and employees including to the outstanding Madrasa success team</p> <p>Appreciation for those with interpretations</p>
C	<p>In-house training (IHT).</p> <p>Madrasa Partnership</p> <p>Short courses in colleges or other educational institutions. compiling scientific papers, planning, implementing and evaluating learning</p> <p>Internal coaching by Madrasa</p> <p>Further education</p> <p>Teacher professional development</p> <p>Teacher competency improvement program</p>

The implementation of teaching and learning activities is required that all teachers have prepared a learning program plan at the beginning of the semester and all teachers have used varied learning models. All teachers develop a lesson program plan at the beginning of the semester by re-analyzing the previous learning program plan according to current conditions. After being compiled, the head of the madrasa checked and signed the learning program plan. (Madrasa Observation A). The implementation of the program as follows:

The implementation of mobilization carried out by the head of the madrasa refers to the work plan that has been prepared previously, namely in the general field, teaching, student affairs, manpower, infrastructure, administration, finance, and public relations. The activities carried out are by encouraging, moving, directing, commanding, assigning, and guiding personnel in the organization (Blau & Shamir-Inbal, 2017).

On all types of activities, the madrasa chief gives and explains the commands according to the respective main duties and functions and the details of the work as stated in the division of duties. The Head of Madrasa also provides instructions in carrying out activities both formally in meetings and individually or non-formally. This is shown by the regular meeting every Saturday of the first week conducted by the head of the Madrasa with teachers and employees, as a form of coaching. The head of the madrasa also always provides opportunities for teachers and employees to improve their knowledge, and skills to be more effective in performing their duties. The steps of the head of Madrasa in developing teacher professionalism are:

Training and seminars. Training is the process of preparing teachers to do certain jobs. This training needs to be done to teachers, especially new teachers so that they master the material and are ready to teach in the classroom. In addition to training, training is also important to carry out because teachers need to acquire knowledge over time. Training activities can be followed by all teachers in turn. The Head of Madrasa involves teachers in seminar activities based on a circular / invitation letter addressed to Madrasa.

The seminar activity was followed by paying attention to the needs of Madrasa.

Teacher Performance Management. Performance management is carried out by rotating teachers in the form of changing madrasa administration positions or additional tasks. The change of classes that are taught also needs to be done so that teachers always learn about science based on their subjects. Career Development This career development is a form of appreciation for the achievements and loyalty of teachers' work. For example, the teacher occupies the post of deputy head of the Madrasa. Meanwhile, civil servant teachers are also given the opportunity and motivated for class and rank promotion (Abdullah, 2019; Cansoy & Parlar, 2017).

Improved well-being. Improving the welfare of teachers and employees is very important because this is where teachers and employees feel valued for their performance. This welfare is quite transparent and within the ability of the foundation. Teachers are provided with a home and facilities. Meanwhile, teachers who are travelers get transport money depending on the distance to Madrasa (Duan et al., 2018). Supervision, The implementation of supervision is carried out to improve the professionalism of teachers. This is done in connection with the assessment of Employee Performance Goals. Through supervision, teachers will always strive to improve their ability to teach. All individuals get the opportunity to develop further by continuing to a higher level. Development through this further study aims to improve educators and education personnel so that it brings more progress (Zahed-Babelan et al., 2019; G, R, 2017).

c. Supervision of Education Quality Improvement Program

Supervision carried out by the head of the madrasa, is carried out programmatically in the Work plan of the Head of the Madrasa. All fields, both curriculum, student affairs, energy, infrastructure, administration, finance and public relations are determinants of the quality of education to realize student achievement both academic and non-academic (madrasa A interview). In the field of curriculum, the head of madrasa always monitors and receives reports on the implementation

Table 4: Supervision of Education Quality Improvement Program

Madrasa	Supervision of Education Quality Improvement Program
A	Supervision carried out by the Head is carried out programmatically through the work plan of the head of the madrasa
B	Supervision is carried out by the head of the madrasa during the schedule of student guidance. Written reports are also carried out periodically. conducted by the head of the madrasa at the end of each semester, Instruments for supervision in the form of supervision, supervision and reports
C	Supervision including curriculum, student affairs, energy, infrastructure, administration, finance and public relations is a determinant of the quality of education to realize student achievement both academic and non-academic

of daily assessments, middle assessments, END-OF-SEMESTER ASSESSMENTS AND YEAR-END ASSESSMENTS AND MADRASA EXAMS. THE HEAD OF THE MADRASA ALSO SUPERVISES CLASS VISITS REGULARLY AND ALWAYS REMINDS TEACHERS TO FILL OUT TEACHING JOURNALS SO THAT THE CURRICULUM TARGETS ARE ACHIEVED. (MADRASA OBSERVATIONS A,B,C).

THE HEAD OF MADRASA ALSO SUPERVISES EXTRACURRICULAR ACTIVITIES, SUPERVISION OF LIBRARIES, LABORATORIES, AND EXAMS. IN GENERAL, THE HEAD OF THE MADRASA USES TWO WAYS OF SUPERVISION, NAMELY INDIVIDUALLY AND IN GROUPS. INDIVIDUALLY, IT IS CARRIED OUT BY OBSERVATION AND INDIVIDUAL MEETINGS AND ALSO FILLING IN SELF-EVALUATION. MEANWHILE, THE GROUP METHOD IS CARRIED OUT WITH AN EVALUATION MEETING AFTER THE COMPLETION OF THE ACTIVITY. FROM THIS ACTIVITY, THERE WILL BE IMPROVEMENTS TO THE SHORTCOMINGS THAT OCCUR IN THE ACTIVITIES THAT HAVE BEEN CARRIED OUT, SO THAT THE QUALITY OF EDUCATION CAN ALWAYS BE IMPROVED (MADRASA INTERVIEW A). THE SUPERVISION PROGRAM AS FOLLOWS:

THE SUPERVISION PROCESS CARRIED OUT BY THE HEAD OF THE MADRASA IN THE FIELDS OF CURRICULUM, STUDENT AFFAIRS, ENERGY, INFRASTRUCTURE, ADMINISTRATION, FINANCE, AND PUBLIC RELATIONS IS CARRIED OUT THROUGH PLANNING, ORGANIZING, AND IMPLEMENTING (DAKIR, 2022; ALAMI ET AL., 2015). THE SUCCESS OF THE CURRICULUM IS CARRIED OUT BY IMPLEMENTING ASSESSMENT PROGRAMS BOTH FORMATIVE AND SUMMATIVE. THE HEAD OF MADRASA ALSO SUPERVISES THE SUPERVISION OF REGULAR CLASS VISITS TO DETERMINE THE COMPETENCE OF TEACHERS IN TEACHING IN THE CLASSROOM. THE HEAD OF MADRASA PERIODICALLY RECEIVES ACTIVITY REPORTS FROM ALL DEPUTY HEADS OF AFFAIRS TO KNOW THE EXTENT TO WHICH THE OBJECTIVES OF THE PROGRAM ARE ACHIEVED.

IN ADDITION TO THE CURRICULUM, THE HEAD OF THE MADRASA ALSO SUPERVISES EXTRACURRICULAR ACTIVITIES, LIBRARY SUPERVISION, LABORATORIES, AND EXAMINATIONS (BEIJER ET AL., 2021; PECCEI & VAN DE VOORDE, 2019; (ARIEF ET AL., 2021). IN GENERAL, THE HEAD OF THE MADRASA USES TWO WAYS OF SUPERVISION, NAMELY INDIVIDUALLY AND IN GROUPS. INDIVIDUALLY IT IS CARRIED OUT WITH INDIVIDUAL OBSERVATIONS AND MEETINGS AND ALSO THE FILLING OF SELF-EVALUATION. MEANWHILE, THE GROUP METHOD IS CARRIED OUT WITH AN EVALUATION MEETING AFTER THE COMPLETION OF THE ACTIVITY. THROUGH THE REPORTED RESULTS OF ACTIVITIES, THERE WILL BE IMPROVEMENTS TO THE SHORTCOMINGS THAT OCCUR, SO THAT THE QUALITY OF MADRASA EDUCATION CAN ALWAYS BE IMPROVED.

CONCLUSION

THE EFFECTIVENESS OF MANAGEMENT IMPLEMENTATION HAS A VERY URGENT CONTRIBUTION TO IMPROVING THE QUALITY OF THE MADRASA. MANAGEMENT IMPLEMENTATION CAN BE CARRIED OUT THROUGH SYSTEMATIC AND EFFECTIVE PLANNING, ORGANIZING, IMPLEMENTING, AND SUPERVISING ACTIVITIES FOR SCHOOL QUALITY IMPROVEMENT PROGRAMS. PLANNING TO IMPROVE THE quality of education can be done by mapping and establishing programs for improving the quality of madrasas, then organizing by arranging structures and conducting governance in placing personnel implementing school quality improvement programs. The next stage is the implementation of the madrasa quality improvement program by referring to the predetermined program implementation structure. The program will run effectively if supervision is carried out by the head of the madrasa and several parts in charge of monitoring and supervising the madrasa quality improvement program.

SUGGESTIONS

The effectiveness of management implementation has a very significant contribution to improving the quality of madrasa. Educational institutions urgently need to implement management effectively in carrying out the governance of educational institutions. Thus, educational institutions will be more focused on program achievements and achievements of the vision, mission, and objectives of educational institutions. However, this study has limitations in the research area with three characteristics of the school. Future research can be conducted in research areas that have more homogeneous characteristics and typologies so that the madrasa quality improvement model will be more comprehensive.

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