

Relevance of National Education Policies as an Effort to Improve The Quality of Madrasah Tsanawiyah Education Services

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Abstrac: The quality of educational services is the most important part of the administration of the management of educational institutions, especially in Madrasah which are religion-based institutions. This study aims to describe efforts to improve the quality of education services, and explore constraints to quality improvement and find a model for improving the quality of Madrasah education by considering the relevance of national education policies. This study uses a descriptive qualitative method with a case study approach that chooses the object of the public tsanawiyah Madrasah in Surabaya. The data was collected through interviews and FGDs as well as documents on student development. The results of the study can explain that the management of Madrasah institutions since the implementation of the 2013 curriculum until now has not indicated an increase in the quality of aspects of education services, especially quality that can be measured from outcomes or graduation. Madrasah management must still be motivated by trying to raise awareness from those involved in management. Internal factors that become obstacles in fulfilling the SNP are (1) educational staff, (2) leadership support, (3) infrastructure, (4) availability of funds, and (5) understanding of the school community regarding the implementation of the SNP. While the external factors that are thought to be hindering the fulfillment of the SNP are (1) the geographical location of the school, (2) the carrying capacity of the community, and (3) the economic conditions of the surrounding community. The model for improving the quality of education services in Madrasah is directed at service synergy, which integrates the school management administration system and the quality control cycle. With regard to this synergy, it is suggested that local governments issue regulations governing quality assurance in Madrasah schools by involving the Office of Education and the Ministry of Religion which oversees the Madrasah system and curriculum to jointly develop measurable and sustainable indicators of improving the quality of Madrasah education services.

Keywords: service quality, Madrasah education, national education policy

INTRODUCTION

National education standards regulate as little as possible to provide flexibility to each educational unit at the educational level in developing the quality of its educational services in accordance with program studies and expertise in quality improvement. That's why the quality assurance of primary and secondary education is a mechanism that is systematic, integrated and sustainable to ensure that the entire process of providing education is in accordance with quality standards and set rules. This is in accordance with the policy of the Minister of Education and Culture of the Republic of Indonesia Number 28 of 2016 concerning the Quality Assurance System for Elementary and Secondary Education, directed at providing quality assurance of education at the level of educational units.

In relation to the field of human resources, the presence of professional teachers will affect a good and correct teaching and learning process (Alifah, 2021). This needs attention, because education is very important for children so that they can organize their future. Through quality education it is hoped that the skills, mindset and insights of children will get better.

However, not all education in Indonesia has good and equal facilities and quality in all regions of Indonesia, especially in rural areas. This is very different from the education system abroad, such as Malaysia, Singapore and Australia or in other countries where education is more advanced (Fitri, 2021).

Service is an important component in the world of education whose quality must be improved on an ongoing basis. This is done considering that the school is a non-profit organization that provides educational services. The form of service in the field of education is in the form of services. According to Tjiptono (Hanifah., & Fatimah, 2021), services are activities, benefits, or satisfactions offered for sale. Based on the purpose of the organization, services/services can be classified into two, namely: commercial services or profit services (for example, airline services, car rentals, advertising agencies, and hotels) and non-profit services (such as schools, aid foundations, orphanages, orphanages). deceased, government agencies, public libraries, and museums). Schools are in principle a non-profit organization, but in reality in this era of globalization many schools have transformed into profit organizations, moreover these schools are schools managed by private parties whose operational funding sources come from students.

The researcher wants to describe the government's efforts to encourage access and quality of education in Indonesia and be able to catch up with other more advanced countries, the second is to describe the advantages and disadvantages of education in Indonesia with education abroad. This needs to be presented with the aim of providing an overview, how education in Indonesia can improve its quality.

Quality in the field of education includes the quality of input, process, output and outcome. Educational input is declared qualified if it is ready to proceed according to the national minimum standards in the field of education. The educational process can be declared quality if it is able to create an active, creative, innovative and fun learning atmosphere so that educational goals can be achieved properly (Rahman, et., al, 2021). The output is declared qualified if the learning outcomes achieved by students both in the academic and non-academic fields are high. Outcomes are declared to be of high quality if graduates are quickly absorbed into the world of work and institutions that need these graduates and stakeholders are satisfied with graduates from these educational institutions (Deviana, 2021).

Seeing the importance of quality improvement that must be carried out by educational institutions in order to survive in today's global competition, it is necessary to take concrete action to improve the quality of educational institutions as an effort to become independent from these educational institutions. These efforts will later have an impact on the resulting inputs, outputs and outcomes so that public trust can survive and even increase. One of the parts that attracts the community towards a madrasah is how the implementation of quality management is carried out by the head of the madrasah for the madrasah he leads in an effort to increase the independence of the madrasah. All policies on the implementation of learning and management of Madrasah are in the spotlight of the community. So it is necessary to have good and systematic quality management that must be carried out by the head of the madrasah through the implementation of education quality management in increasing the independence of Madrasah so that the image of Madrasah in society is increasing (Nuryanto, 2018).

The concept of education in the perspective of Madrasah certainly must know the religious cultural values that society and the government aspire to regarding education in Madrasah, namely with the hope that Madrasah are able to produce quality graduates in general and religious knowledge in accordance with national education standards (Rahman, et., al, 2021). In this regard, the Madrasah has a legal umbrella in accordance with the mandate of Law no. 20 of 2003 concerning the National Education System and Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education in the form of Raudhatul Athfal (RA), Madrasahs, and Religious Colleges, as well as Religious Education and Religious Education (Rosadi, 2021).

Madrasah have a close relationship with Islamic education and pesantren. The growth and development of education is in line with the development of Islam. Since the beginning of the revelation, the educational process has taken place in a broad context, form and meaning. In the national education system, Madrasah are referred to as schools with Islamic characteristics. Until now, Madrasah are still looking for their ideal form. The identification of Madrasah boils down to two things, namely the problem of interplying madrasah policies in the integration of the national education system and the low level of community appreciation in efforts to develop Madrasah (Susetyo & Athiyah, 2021).

Currently the number of Madrasah in Indonesia has spread to all corners of the country. According to data from the 2018 Ministry of Religion, the number of Madrasah in Indonesia has reached more than 43,665 units. This figure makes a major contribution to increasing school enrollment rates in achieving compulsory education (Iskandar, 2019). Besides that, one of the important points in the Ministry of Religion's 2020-2024 RPJMN in the program and strategy for implementing activities in 2020-2024 is improving the quality of raudhatul athfal, Madrasah, religious tertiary institutions, religious education, and religious education. Meanwhile in East Java the number of Madrasahs reported by the Ministry of Religion is as follows.

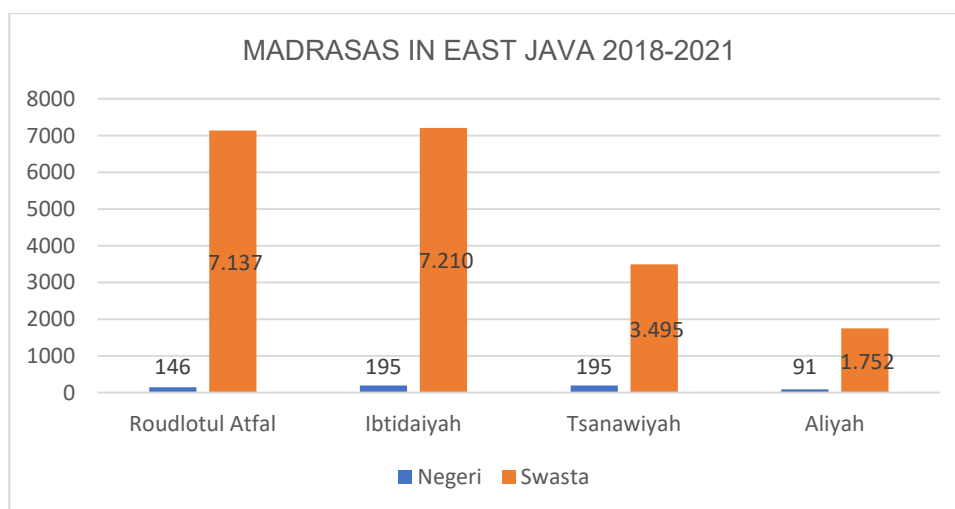


Figure 1. Number of Madrasahs in East Java
Source: Ministry of Religion of the Republic of Indonesia, 2021

This will spur the implementation of better education (Hanifah, & Fatimah, 2021). However, in practice Madrasah education is often underestimated. Madrasah are considered a 'second class' education after formal education organized by the Ministry of Education and Culture (Susetyo & Athiyah, 2021). Education held in Madrasah is considered to be of poor quality, its graduates are considered unable to compete with graduates of educational units of the same rank, and the governance of the institution is also not of high quality. Thus, some people still make Madrasah as the last choice to study.

With regard to some of these research reports, such as research by Hanifah and Fatimah (2021); and Dian, Maulana, and Jahari (2019) provide an overview that highlights the composition of the material given to students 40% of which is religious material that is instilled on each side. This illustrates that there are efforts to improve quality in terms of general knowledge as a measure of the quality of learning outcomes. Meanwhile, the research by Al-Falah, Supiah, and Posangi (2019) explains improving the quality of education by making changes in each segment, from education personnel and facilities, including adding study hours so that there is a balance between religious material and general material.

Internally, although not yet complete, the madrasah has undergone modernization. The implication is that Madrasah have an equal position with other public schools. However, Madrasah must organize

their infrastructure and superstructure so that they can provide quality education services to the community (Al-Falah, Supiah, & Posangi, 2019). The internal factors that become problems in Madrasah include: first, the teacher's condition is inadequate. The number of private Madrasah is much larger than public madrasah. Conditions like this pose a problem of its own. Regarding teachers, the number of public teachers is relatively smaller than that of private teachers. There are also many teachers who are mismatched and under qualified, especially in private madrasah. Second, the lack of educational facilities and infrastructure. Even though Madrasah are considered equal and equal to public schools, Madrasah have not received an education budget fairly. So far, the madrasah development budget has only been obtained from the religious budget. The lack of government budget for Madrasah has an impact on the completeness of educational facilities. Madrasah building facilities, renovations, and procurement of educational support equipment were minimal.

As the formulation of the problem that has been stated, this study aims to analyze several things, including. examine the governance of public Madrasah Tsanawiyah educational services in an effort to improve the quality of education, find various obstacles and efforts or tactical solutions in handling problems in the management of Madrasah Tsanawiyah in an effort to improve the quality of education; and develop a model or strategy that can be used as a strategy in an effort to improve the quality of education in public Madrasah Tsanawiyah.

This can be illustrated that Madrasah as Islamic educational institutions that live from, by and for Muslim communities, are still not able to produce young people who are able to answer the challenges of the times. Even more concerning, Madrasah graduates are still seen as having low achievements. This is according to the reports of Al-Falah, Supiah, and Posangi (2019), that the low achievement of Madrasah cannot be denied. This is clear if the student's success indicator is seen from the UN scores obtained by students. It can also be seen from the number of students accepted at public universities for general majors. This reality is also a separate problem that must be solved comprehensively so that the quality of education in Madrasah will be able to compete with other public schools.

METHODOLOGY

Conceptual Review

National Education Policy

Within the educational staff environment, the term educational policy is an idea that is often heard, it is even seen as a task concept, but it is also often not well understood. The main basis underlying the policy is a consideration of common sense and also based on industry needs. Of course it is also related to political policy even though it is not merely a reflection of human desires, both individually and in groups, even though human reason is the dominant element in decision making. In politics, sometimes more emphasis is placed on affective and even irrational factors (Dali, 2017). This does not mean that politics is not merely having rational elements. It could be that rationality was not reached at that time or just pure intuition. Law Number 20 of 2003 concerning the National Education System emphasizes that the function of national education is an effort to develop skills and form valuable national character and culture in the framework of education for the life of the nation, the aim of which is for students to develop ways to to be people. who believe and fear God Almighty, have noble character, are healthy, fit, capable, creative, independent, and become democratic and responsible citizens (Devi & Chelubaraju, 2020). National education policy measures and their implementation in elementary schools have not received much attention. This is actually an important building, because elementary schools are seen as educational institutions for children that really determine the way for the realization of the nation's ideals.

The problem that often arises in connection with national education policy is understanding what the education policy itself means, what are the characteristics of education policy, what are the

guidelines for state education policy and how is the national education policy implemented. in Indonesia for elementary school. The purpose of this study is to provide information about education policy, namely to explain the concept of national education policy, to know the characteristics of education policy, to know government policy guidelines and to know the implementation of education policy in Indonesia at the level of primary and secondary education (Badran, & Toprak, 2020) .

The Education Policy is based on guidelines and instructions for implementing education in carrying out educational activities. Therefore, this basis is usually closely related to the laws or laws that exist in that country and are determined and promulgated by those in power in that field at that time. Particularly in the field of education, the policies formulated and decided by the government are very strong to improve the quality of education in Indonesia by taking into account the needs of society while still balancing the progress and development of science. You must have a foundation. Technology according to Agustino (Elwijaya, Mairina, & Gistituati, 2022). It is therefore clear that national education policies play a very important role in protecting and supervising educational activities. National education policy is part of public policy. This definition begins with the characteristics of public policy in general. Security is State policy, in relation to the executive, legislative and judiciary; b) Public policy is a policy that regulates social or community life, not individuals or groups.

According to Carte V. Good (Dali, 2017), educational policy states: The meaning of the statement above is that educational policy is an assessment of the value system and situational needs factors that operate in institutions as a general plan for decision-making to achieve the intended educational goals. about that. Hough (Badran, & Toprak, 2020), also emphasizes many political meanings. A policy can refer to a set of goals, plans or proposals, programs, decisions, policies, and laws or regulations.

Educational policy is the entire process and result of the formulation of educational strategic steps, which are compiled from the vision, mission of education, to achieve educational goals in society, especially in elementary schools for a certain period of time (Devi & Chelubaraju, 2020). National education policy can be interpreted as a product that functions as a legally neutral guideline for educational decisions that are adapted to the educational environment. The function of educational policy is to guide action, guide activities in education, organizations or schools with the community and government to achieve the goals that have been set. In other words, politics is a general action for decision-making at every level of education or organization.

Subersono (Elvira, 2021), explained that educational policies have characteristics that include. a) has educational goals; Education policy needs goals. More precisely, to contribute to education, we need clear and well-targeted educational goals. b) fulfillment of legal formalities; Education policies are of course enforced, and conditions must be met for them to be recognized and effectively implemented in the region. Therefore, educational policies must meet constitutional requirements in accordance with the constitutional hierarchy that apply in the regions so that they can be legalized and enforced officially in the regions. In this way, legitimate education policies can be established. c) has an operational concept; Education policy as a general guideline naturally requires operational use to implement it, which is needed to clarify the educational goals to be achieved. Education policy also has a decision support function. d) made by drinkers; Educational policies must be developed by experts who are authorized in their fields so as not to harm the educational and non-educational environment. Education administrators, managers of educational institutions, and politicians who are directly involved in education constitute a minimal element of education policy making. e) Can be evaluated (Hermanto, 2020). Education policy cannot be separated from actual policies that require follow-up.

Efforts to Improve the Quality of Madrasah Management

The use of the term madrasah as an Islamic educational institution, or as a school of thought, did not coincide with the beginning of the development of Islam, and only emerged after Islam had experienced rapid development, avoiding outside influences. accepted. Schools and schools are the emergence of developing thoughts (Zafi, et., al, 2021). At the beginning of the development of Islam,

there were two types of institutions and educational institutions. namely, Kuttab, which prohibits children from reading or writing the Koran, and the basic principles of Islamic teachings which constitute basic education. At that time, the mosque was used as an educational stage which was only attended by adults. From these mosques emerged great scholars, experts in various Islamic sciences, and from here emerged multiple schools of thought known as madrasah Therefore, Islam developed rapidly and even increased from one period to the next as the scholars developed Islamic teachings in society (Huda, 2016). With the increase in the area of the mosque, special rooms were developed around the mosque for halakah or recitation activities. Apart from that, special dormitories for teachers and students were also built as a place to live and for daily teaching and learning activities called zawiya or madrasah In essence, the emergence of Madrasah in the Islamic world is an effort to develop and perfect teaching and learning activities to accommodate scientific growth and the ever-increasing number of students in the world of education. Madrasah are a new phenomenon of Islamic educational institutions in Indonesia that existed at the beginning of the 20th century (Ihsan, et.,al, 2021). However, there is still heterogeneity across regions in teaching and teaching practices, particularly in terms of curricula and lesson plans. Efforts to unite and unify the new system began around 1950 after Indonesia's independence. And in its development, Madrasah are divided into several levels: Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (Mts), Madrasah Aliyah (MA) (Nuryanto, 2018).

Madrasah as Islamic educational institutions in Indonesia are relatively younger than pesantren. Born in the 20th century, with the birth of the Samambaulu-Urum Surakarta Madrasah in 1905 and the founding of the Adabiya School by Syekh Abdullah Ahmad in West Sumatra in 1909. This Madrasah was founded on the initiative and realization of renewal. existing Islamic education system. Madrasah as Islamic educational institutions are now integrated into the national education system as schools (Iskandar, 2019). The appearance of the SKB by three ministers (the Minister of Religion, the Minister of Education and Culture, and the Minister of Home Affairs) shows that the existence of Madrasah is sufficient, hand in hand with public schools. In addition, the emergence of three ministerial regulations is also seen as a positive step to improve the status of Madrasah, final grades and curriculum quality. One of the considerations in the joint decision letter states that steps need to be taken to improve the quality of education in Madrasah so that madrasah graduates can attend school or move to public schools starting from elementary school to university (Ririh & Pratiwi, 2018).

RESULTS AND DISCUSSION

Madrasah Management

Madrasah as Islamic educational institutions are now integrated into the national education system as schools. The appearance of the SKB by three ministers (Minister of Religion, Minister of Education and Culture, and Minister of Home Affairs) shows that the presence of Madrasah is sufficient, hand in hand with public schools. In addition, the emergence of three ministerial regulations is also seen as a positive step to improve the status of Madrasah, final grades and curriculum quality (Rosadi, 2021). One of the considerations in the joint decision letter states that steps need to be taken to improve the quality of education in Madrasah so that madrasah graduates can attend school or transfer to public schools, starting from elementary school to university.

The education system used in the madrasah environment at every level is a combination of the pesantren system and the modern school system. Level up assessment is determined by proficiency in a number of specific instructional areas. In subsequent developments, the Pondok system was gradually abandoned and Madrasah emerged following the same system as modern schools. However, in the early stages, Madrasah were still diniyah and the themes were still related to religion using Arabic books (Turmidzi, 2021). General education subjects were gradually incorporated into the Madrasah curriculum. Religious textbooks, like general knowledge books applied in public schools, are specifically classified according to the Madrasah level. However, Madrasah have emerged in the form of tiered

modern schools, such as Ibtidayah Madrasah at the elementary level and tzanawiyah Madrasah at the junior high school level, as well as lecturers' assistants (education teachers) whose entire educational realm of these Madrasah adapts to each other, both educational staff, facilities and infrastructure. as well as the factors that encourage people to send their children to Madrasah (Huda, 2016).

In the next stage, the adaptation increases and is well integrated and written directly as an Islamic school predicate, so that it becomes difficult to separate and differentiate the two. Madrasah maintain religion as the main subject, although in different proportions. When the Ministry of Religion (MoRA) began directing and developing the Madrasah education system, the standard was to provide a minimum of six hours per week of basic religious instruction. As an educational institution born from the community, Madrasah can easily integrate the external environment into their educational organization, creating an atmosphere of chaos and a high sense of belonging in society. Conspiracies are no longer limited to the involvement of co-owners and the involvement of parents of students only where the child goes to school. In accordance with the spirit of decentralization, the community must pay attention to the surrounding educational institutions to absorb the aspirations of the community and participate in the development and improvement of the quality of education. This encourages a high sense of ownership, both in teaching materials, administration, coaching and other forms of participation, increasing school attendance and community pride.

Education policy as a general guideline, of course, must be operationally effective so that it can be implemented, and it is necessary to specify the educational goals to be achieved. In addition, educational policy must be a decision-making function d) Made by those who drink it. Education policy must be formulated by experts who are authoritative in their field , so as not to harm education and the environment outside of education Education providers, managers of educational institutions and politicians who are directly related to education are the minimum elements of educational decision making e) can be assessed (Hanifah., & Fatimah, 2021). Policies regarding educational status are of course inseparable from the law that must be followed. If it is good it is maintained or developed, if it is bad it must be repaired or evaluated e) Systematically. Of course education policy is also a system, and there must be a clear system for all aspects of its regulation. Systematicism also requires efficiency, effectiveness and sustainability so that education policies do not become structurally pragmatic, discriminatory and fragile due to a series of missing or contradictory factors.

This must be considered carefully so that its implementation does not create internal legal loopholes, so Madrasah in the last ten years have made efforts to improve the quality or quality of education, especially in the aspect of outcome. Externally, education policies in Madrasah need to be integrated with other policies; political politics; monetary policy; and even education policies above or below as part of efforts to improve the quality of learning, which can be initiated in the following concept.

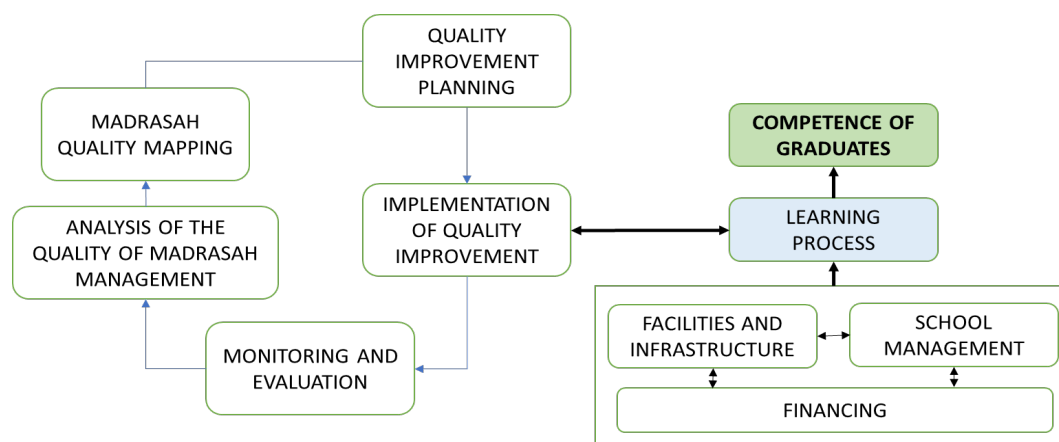


Figure 2. Flow of Madrasah Education Quality Assurance Synergy

The design of the scheme refers to the second revised policy on Government regulations, PP No. 13 of 2015 concerning Amendments to PP No. 19 of 2005 concerning National Education Standards. In the regulation it is explained that the National Examination does not determine graduation but as a mapping of education quality as stated in Article 68 that National Examination results are used as a basis for: a) mapping the quality of educational programs and/or units; b) consideration of selection to enter the next level of education; and c) fostering and providing assistance to educational units in their efforts to improve the quality of education. This shows that to produce graduates who have competence, SNP is needed which is a guideline for education implementers or administrators, especially at the education unit level.

As in Government Regulation Number 19 of 2005 Article 1 that SNP is a minimum criterion regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia (Ririh & Pratiwi, 2018). Achievement of accreditation A in educational units reaches the minimum criteria. So, even though educational units have achieved A accreditation, they still need to improve their standards to be better in providing educational services to students (Dian, Maulana, & Jahari, 2019). Along with the development of education, SNP has been running for about 15 years, but the quality of education in Indonesia is still relatively low when compared to allied countries, for example the test in 2015 to measure the basic abilities of 15 year old students in science, reading and mathematics. Indonesia's average score is still below the average OECD score (Handoko, 2019).

The field of science/exact Indonesia still got a score of 403, reading got a score of 397 and mathematics got a score of 386. Among these three fields, the reading score even decreased by 2 points when compared to the previous three years, while the score for natural sciences rose by 3 points and math up 4 points. The score achieved by Indonesia is still below Thailand, where the average score for science/science reaches 421, reading reaches 409 and mathematics reaches 415 (Soesiantoro, Murti, Puspaningtyas, 2018). This is presumably not because the SNP is of less quality, but the fulfillment and implementation of the SNP has not run optimally. In this case, Madrasah are also lagging behind (Kurniawati, 2022).

As an Islamic educational institution that lives from, through and for the community, Madrasahs are less touched by national leaders and the hands of researchers. Quality improvement will not happen without everyone's involvement. Therefore, researchers assume the need to support, maintain and fight for Madrasah in order to improve their quality. According to Mulyasa (Susetyo & Athiyah, 2021), relevant processes in the development of the quality or quality of Madrasah lie in decision making, project management, institutional management processes, teaching and learning processes Monitoring and evaluation, teaching process documentation, and the highest importance compared to the process other.

Many factors make the implementation of SNP in Madrasahs not run as expected. This factor can come from within (internal) or from outside (external). It is suspected that the influence of internal factors that become obstacles in fulfilling the SNP are (1) educational staff, (2) leadership support, (3) infrastructure, (4) availability of funds, and (5) understanding of the school community towards the implementation of the SNP. While the external factors that are thought to be hindering the fulfillment of the SNP are (1) the geographical location of the school, (2) the carrying capacity of the community, and (3) the economic conditions of the surrounding community.

In essence, quality or quality in the field of education includes the quality of input, process, output, and outcome. Educational input is declared qualified if it is ready to process. A quality educational process is able to create an atmosphere that is PAIKEMB (Active, Innovative, Creative, Fun, and Meaningful Learning). Output is declared qualified if the student's academic and non-academic learning outcomes are high. Outcome, declared quality if graduates are quickly absorbed in the world of work, salary is reasonable, all parties recognize the greatness of graduates and feel satisfied (Al-Ababneh, & Alrhaimi, 2020). Whereas the quality of education according to Permendiknas Number 63 of 2009

concerning the Education Quality Assurance System is the level of intelligence of the nation's life that can be achieved from the application of the SNP, which can be implemented in basic educational institutions and especially Madrasah at all levels (Dian, Maulana, & Jahari, 2019). This means that Madrasah managers must be able to integrate the concept of school management between the national education system and Madrasah which are religious-based educational institutions.

This is intended so that Madrasah develop as Islamic educational institutions in an integrated manner within the state education system, as stipulated in the 1945 Constitution. This integration effort is not easy. Independence and uncompromising attitude towards past governments are still deeply rooted in society. Therefore, the management and development of Madrasah is carried out with full expertise and implementation step by step. In addition, in 1952, the Ministry of Religion issued Minister of Religion Decree No. 1 to improve Madrasah in accordance with BPKNIP objectives and obtain material support and guidance from the government. In 1951, the Ministry of Religion established Islamic Religious Teacher Schools (SGAI) and Islamic Religious Teacher and Judge Schools (SGHAI) in several places. The formation of these two types of school teachers has brought many advantages to the development and development of madrasah Because these two types of teacher schools provide opportunities for Madrasah graduates to meet certain requirements. This established the establishment of a madrasah. Requirements Graduates from the two types of religious education schools are sent to Madrasah to accelerate the process of promotion and development, with the aim of integration into the national education system. Making efforts to advance Madrasah and organize the education system of this country is gradually improving (Hanifah., & Fatimah, 2021). This effort is not only the duty and authority of the Ministry of Religion, but the duty and authority of the government as a whole and society. In 1975 a joint decree (SKB) was issued by three ministers.

Minister of Home Affairs, Minister of Religion, Minister of Education and Culture, regarding improving the quality of education in Islamic boarding schools. This is motivated by the fact that Madrasah students, like all Indonesian citizens, have the same opportunities to get jobs and decent livelihood rights for humanity, as well as the same educational costs. . level. from elementary school to college. To realize the SKB of the 3 ministries, the Ministry of Religion issued a standard syllabus in 1976, which was used as a reference in MI, MT, and MA Al-Quran (Susetyo & Athiyah, 2021). Therefore, efforts to empower and identify who has a role in Madrasah must be prioritized over just following formal rules. This is important considering that it is not easy to find people who have the power to develop schools holistically. Therefore, if a madrasah has people who clearly support it, then the madrasah is protected from possible negative influences both internally and externally.

Quality Madrasah schools will not happen by themselves, this is an educational process that can run well, effectively and efficiently. According to Arcaro (Zafi, et., al, 2021) quality is an overview and overall characteristics of goods or services that demonstrate their ability to satisfy the expected needs in the context of education, the notion of quality includes input, process and output of education. Suryadi and Tilaar (Hanifah., & Fatimah, 2021) explain that the quality of education is the ability of the education system to be directed effectively to increase the added value of input factors in order to produce the highest output.

In this regard, educational institutions such as Madrasah, especially at the middle level, such as Madrasah Tsanawiyah (SMP) and Aliyah (SMA) need to organize an administrative system for education services based on quality management. This can be done with the following scheme.

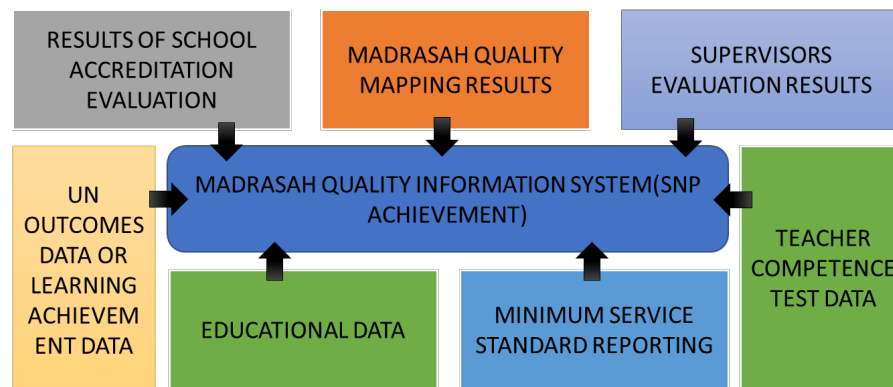


Figure 3. Quality education service management scheme

This scheme can be described as such, that is, the elements directly involved in the management of Madrasah also need to hone their creativity in building themselves so that they are able to change the image of society. Even though image is one factor that cannot be ignored, because with image people will be affected. Of course, this image change will not materialize evenly if the problems of public awareness are not awakened. The low quality of madrasah education cannot be separated from the low human resources of the madrasah itself. The findings of the Asian Development Bank team (Al-Ababneh & Alrhaimi, 2020), state that many Madrasah students come from farming families and families with low economic status. They enter Madrasah because they are not accepted in public schools due to low NEM (Nuryanto, 2018). Madrasah students in some cases have characteristics that can be categorized as contributing to the tangled threads of Madrasah education. Low motivation, passive attitude in learning and lack of awareness of future-oriented education are obstacles faced by the world of Madrasah education.

Meanwhile, the lack of educational support facilities and infrastructure such as study rooms, libraries and laboratories which are supported by the low qualifications of teachers and madrasah heads, is another factor causing the low achievement of madrasah. In fact, the low quality of madrasah education has more or less contributed to the low quality of national education. For all the problems above, the solutions offered include making various efforts that emphasize improving the performance of madrasah heads, increasing teacher professionalism, adding completeness of facilities and infrastructure and coaching students, as a policy direction in developing and improving the quality of madrasah.

Efforts to Improve the Quality of Madrasah Education

The Nuance of Regional Autonomy which was rolled out by the government through Law Number 22 of 1999, gave birth to a policy regarding efforts to improve the quality of education which was borne by regional/school heads through School-Based Quality Improvement Management (MPMBS). This management model according to Umaedi (Dali, 2017) has given greater autonomy to schools/Madrasah in efforts to improve quality, by encouraging participatory decision-making involving madrasah residents (Madrasah heads, teachers, employees, students, parents and the community). The implementation of this management model at the Madrasah level increasingly burdens the duties and responsibilities of the principal and the teachers in managing the Madrasah education system. So that improving the performance of the head and increasing the professionalism of teachers is one of the priority programs.

Madrasah heads, in the context of regional autonomy, have a central role in the Madrasah subsystem. As top manager, he will determine the success or failure of Madrasah in anticipating changes in education policy. Therefore, efforts to improve the performance of madrasah heads are carried out so that: they are able to carry out their functions in planning, organizing, actuating and controlling activities, so that they have a vision for the future in improving the quality of madrasah. All of this can be achieved when the madrasah head is active, creative and innovative and is able to create a conducive

atmosphere in the madrasah environment (Dali, 2017). A head must also be able to identify and understand the weaknesses/advantages of a madrasah and be required to have brilliant ideas in making new breakthroughs that are much needed in building superior Madrasah as well as the ability to embrace, lobby, work together, coordinate and direct all components madrasah

This program to improve the performance of Madrasah heads can be started by empowering the Madrasah Heads Working Group (K3M) with the aim of increasing the professionalism of heads, increasing scientific insight so that they have the competencies needed in facing global challenges and in carrying out their duties. Deliberations and discussions seek to build effective communication and synergy in an effort to improve the quality of Madrasah, through sharing ideas and experiences between madrasah heads.

Advanced Madrasah are fundamentally different from non-advanced madrasah Because of these differences, many parents are interested in sending their children to advanced Madrasahs. Not only parents, the Madrasah that was founded occupies more of a place in the minds of students as the right choice to gain knowledge and a place to train.

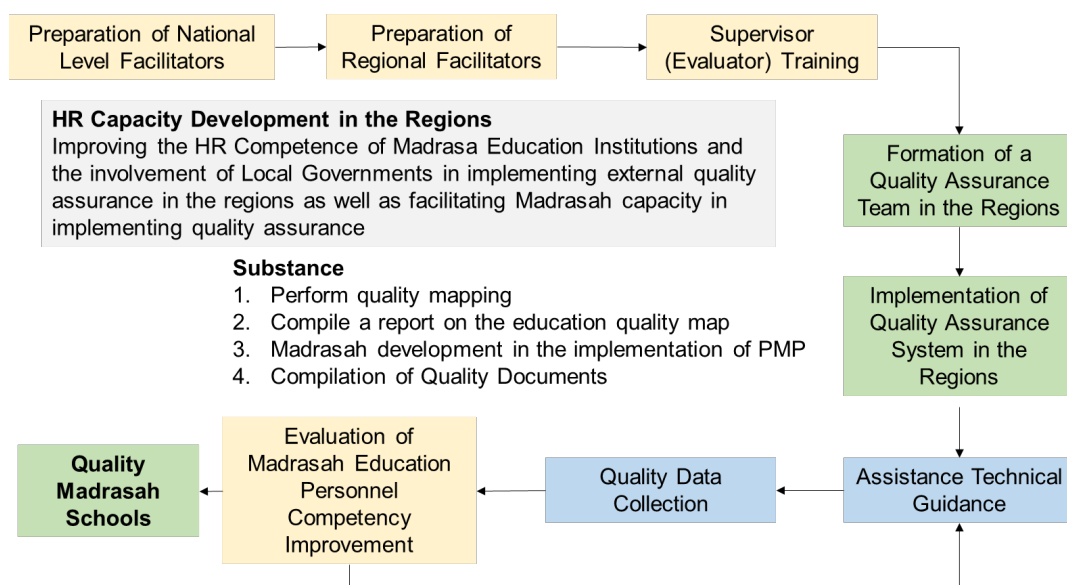


Figure 4. Quality Oriented Education Service Administration

In this scheme, it can be said that the administration of Madrasah management which is oriented towards improving the quality of service has a clear vision and mission. It is clear to management, office staff, teacher council, school board and students. The vision and mission with the support of stakeholders are the ideals that the madrasah leadership wants to realize. To realize the vision and mission of Madrasah, it is necessary to compile or regulate the rules of education in Madrasah so that they are in accordance with what is needed. Start with office administration, teacher and staff resources, and student administration. Such an arrangement allows parents to accept and appreciate their potential, talents and interests. Don't let parents force students to shape students according to their own tastes and aspirations (Dian, Maulana, & Jahari, 2019). Parents' wishes that are not aligned with the child's level of intelligence and psychology endanger the child's intellectual development. Apart from educating students to acquire certain academic skills, students must also be taught how to develop spiritual spirituality and develop sensitivity to works of art (Susetyo & Athiyah, 2021). Instilling spiritual values is very important and important for all teachers to do for their students. Because without these values, students become smart but immoral children. Students should also be taught to appreciate works of art and express them. We provide facilities to support their artistic activities in all forms of music, sound, painting and sculpture.

Availability of IT facilities such as computers and the Internet in the school environment. The existence of these facilities can distinguish between advanced and non-advanced madrasah. Advanced Madrasahs that use computers and the internet are far more common than less advanced Madrasahs. Madrasah are not very developed, so there are only 1-3 computers, let alone the internet. This computer is also used by administrators, teachers, and students. Computers make teacher work faster, more accurate and easier to edit (Al-Falah, Supiah, & Posangi, 2019). Teacher administration tasks that would take at least three days can now be completed manually in a few hours with the help of a computer. Computers can also speed up the cloning process by copying and pasting. Make working with madrasahs faster and without extra work. The internet is very helpful in finding information and updating the knowledge of teachers. The better teachers use Internet services, the more knowledge and insight they have. In addition, students can be encouraged to access Internet topics to supplement teacher explanations during class work. Teachers can also suggest Internet access when completing individual and group assignments (Turmidzi, 2021).

Teamwork, namely answering educational tasks that are immediate, therefore, is still reasonable when teamwork is mentioned as several indicators of quality improvement, one of which includes seminar activities. There is teamwork, so the madrasah takes a week, it should be a month. In this way, team members encourage each other, learn from each other's strengths, create positive attitudes towards each other, and avoid fierce competition. Group work works together for young and old. Teamwork requires mutual trust and openness. You don't have to be proud of your opinion. Also, don't be afraid to share your opinion with your friends when taking surveys. Through group work, we learn to socialize and develop our perspective and personality. Madrasahs that have made progress in learning apply small group teaching and study guides to teaching in the classroom. Indeed, the policy fosters an atmosphere of interaction between teachers regarding the learning experience. In addition, teacher errors in teaching concepts and principles can be minimized. Therefore, Madrasah that want to progress should study in Madrasah that carry out group work and research successfully.

The detailed team framework includes: increased responsibility to learn from each other. Second, to be responsible for teachers' use of time, materials, and money Third, as a way to monitor, assess, and improve quality, and fourth, to inform management about changes in the team's quality improvement process Learning aids Why learning aids are one way to improve the quality of teaching in Islamic schools? Rooms and infrastructure used as learning aids, such as books, teaching aids, models, libraries, and laboratories, also contribute to student success. Therefore, although Madrasah expect the highest quality from their students, they must also be prepared to strive for perfection in this material. Teacher empowerment in the context of education quality management, teacher empowerment, including teacher empowerment, can be carried out through the division of responsibilities which can be seen that teachers as organizers of teaching and learning activities in schools are one of the pillars of education. According to Salis (Turmidzi, 2021), teacher empowerment provides opportunities for teachers to encourage student learning by transforming student learning, increasing independence, developing skills, and rewarding teacher achievement Teacher empowerment is a high-quality service provided by school leaders to improve teaching quality . The services provided are: (1) The school has a vision, strategy, mission and quality objectives to be achieved; (2) Creating a safe and orderly campus environment; (3) Realizing schools with strong leadership; (5) Development of sustainable school talent to meet science and technology needs; (6) Monitoring and evaluation of all aspects of education management; and use of the results to improve quality; (7) Communication and support directed to parents and the community (Nuryanto, 2018; Susetyo, & Athiyah, 2021).

Then the aspect of career planning, which reflects professional development in human resource management. From its etymology, career refers to work that gives hope to people to get promoted. Irianto, meanwhile, cites Greenhouse to define career as work experience. A career can refer to any office or position held or held by a person during their tenure. A person's career success is influenced

by formal education, work experience, superior attitude, work efficiency, workload, and work efficiency (Susetyo, & Athiyah, 2021). Career planning really helps coaches to fulfill their responsibilities. Benefits include developing the skills of trainers, identifying potential trainers, increasing morale, reducing the backlog of non-potential trainers, and collaborating in the implementation of planned activities.

Career development is a series of tasks that a person completes within a certain working time. Career development can also be explained as a change in a person's values, attitudes and motivation. A school coach career begins with planning the first opportunity and ends with retirement. Personally, each person must be prepared to upgrade to pursue a career they. Measures of individual career development include job performance, exposure, layoff claims, loyalty, and development opportunities (Rosadi, 2021). The goals of the organization's professional development are to make potentially available teaching staff more effective, to provide opportunities for teachers to self-assess, to develop more effective resources, to increase effectiveness through experience, and to increase loyalty and motivation. Work performance is an organizational process for assessing or assessing the work performance of a coach. Work performance is the level of task performance that can be achieved by an individual, unit, or department using existing skills and a set of constraints to achieve the goals of a madrasah education institution.

Increasing the Professionalism of Madrasah Teacher's

Etymologically, professionalism is competence, which means the authority or ability to decide or decide something. The basic definition of competence is ability or aptitude. Competence is ability or skill, which means that it is closely related to knowledge, ability or ability as a teacher. Indeed, competence as an integral part of a teacher is something that everyone must have. Teacher competence is not only a tool of extrinsic motivation, but also a useful tool to provide the best service and make students satisfied with education and teaching. Teacher qualifications are based on the Law on Teachers and Teachers No.1. Law Number 14 of 2005 requires that teachers must have academic qualifications, be competent, be able to teach, be physically and mentally healthy and be able to achieve national education goals. These teacher competencies include teaching skills, personal skills, social skills, and professional skills obtained through professional training.

The responsibilities and roles of the teacher have an impact on the implementation of education in schools. Therefore, one of the responsibilities and roles of the teacher is as an educator and teacher. This role can only be fulfilled when the teacher fulfills individual requirements and mastery of knowledge (Rosadi, 2021). Only when the teacher is emotionally stable, have a strong sense of responsibility to support students, seek truth from facts, forthright and open, and sensitive to developments, especially pedagogical innovation, only then can they educate and teach. So that everything goes well. Teachers need to own and manage various types of teaching materials, master teaching theory and practice, master the curriculum and teaching methods (Zafi, et., al, 2021).

To fulfill this role certain skills are required, namely the ability to write teaching materials, the ability to involve students in providing information, generate enthusiasm for learning, and select and use teaching materials (Dian, Maulana, & Jahari, 2019). Thus, Madrasah get fresh air to play a more active role in running their businesses without the burden of government intervention to improve the quality of education. Local needs-based teaching and learning processes do not add other elements to the curriculum that are irrelevant or even irrelevant in terms of broadening the knowledge and skills of students at this level. The effectiveness of the teaching process should lead to better learning outcomes. The increased involvement of the government in education has forced Madrasah leaders to focus on additional programs to improve the quality. Remedial and classroom programs that improve the cognitive, social, and emotional development of students experiencing economic and academic difficulties are replacement programs, not existing programs.

CONCLUSIONS

Referring to the descriptions and discussions that have been put forward, it can be concluded that the management of Madrasah institutions since the implementation of the 2013 curriculum until now has not indicated an increase in the quality of aspects of educational services, especially quality that can be measured from outcomes or graduation. The administration of Madrasah education management has attempted to adapt the national education system, with various relevance that can be measured and reported as an increase in the results of Madrasah management.

The findings of this study indicate that Madrasah management must still be motivated by trying to raise awareness of the parties involved in managing the administration of quality education services. In addition, teacher qualifications and activities with adequate facilities must also be a priority program. Slowly but surely encouraging the improvement of the quality of Islamic teaching in Koranic schools. In addition, the resulting output must be based on a mature process and also supported by good investment. The attention of the government, business world and all education administrators must be focused on synergistic cooperation to support the process of organization and development of higher education institutions. Consider aspects related to improving the quality of education by explaining the vision, mission, use of electronic media, community involvement, teachers, students and government in managing the quality of Islamic education. This means that the requirements for the quality of Islamic education that must meet national standards are good quality and ready to be marketed in various regions.

With regard to the description of the discussion presented, it is suggested that the regional government through the National Education Office and the Ministry of Religion together provide a standard reference for achieving quality by forming a quality assurance team to improve quality Madrasah education services. It is also recommended that madrasah managers take the initiative to start setting quality indicators and quality assurance by involving third parties such as partnering with educational research institutions and higher education institutions to review the implementation of madrasah education in terms of human resources, facilities and infrastructure, as well as other administrative management.

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