



Application of Madrasah Based Management in Improving the Quality of Aliyah Madrasah Education

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Abstract

This study aims to identify and describe the steps to implement madrasah-based management, describe the forms of community participation in contributing to improving madrasa quality, identify and describe madrasa efforts in order to ensure effective communication between schools and communities and describe the results of improving madrasah education quality. . The approach used in this research is a qualitative approach through descriptive analysis. The research subjects were the head of the Madrasah, the teacher, the school committee, students and the community. Data collection techniques using interview, observation and documentation. Data validity checking techniques with triangulation include credibility, transferability, dependability and confirmability. Data analysis techniques are using data reduction methods, data presentation and drawing conclusions. The results of data analysis show that the application of madrasah-based management is inseparable from the factors that can support and hinder the process of implementation. Community participation in the development of madrasah-based management can grow and develop in conditions of openness because of the mutual trust between madrasahs and the community. One of the efforts of the madrasa committee in exploring community participation in madrasa development needs to get support from all components of education, both teachers, madrasa principals, students, parents / guardians of students, community, and Madrasah Aliyah Al-Aziziyah. Therefore we need close cooperation and coordination among the education components so that efforts to improve the quality of education carried out can be effective and efficient.

Keywords: Application of MBM; Community Participation; Quality of Education

Introduction

In millennial era like this, the superiority of a nation is no longer marked by the abundance of natural wealth, but the superiority of human resources. Of course the quality of human resources has a positive relationship with the quality of education. Therefore, one way to improve the quality of human resources is to improve the quality of education. In the context of education, according to the Ministry of National Education quoted by Mulyasa in Zahroh (2014: 28), the notion of quality includes educational

inputs, processes and outputs. Educational input is something that must be available because it is needed for the ongoing process. While the education process is changing something into something else. Furthermore, education output is the performance of the school, which is the achievement of the school that results from the processes and behavior of the school. Therefore, quality in the world of education can be stated to be more convincing to the success of students. In other words, school improvement programs are carried out more creatively and constructively.

Various attempts have been made by the government to find solutions regarding the education system in promoting and improving the quality of education. Efforts to improve the quality of education are carried out through various approaches, both institutional and empowering human resources. Since the reformation and the enactment of the Laws of the Republic of Indonesia such as Republic of Indonesia Law No. 22/1999 concerning Regional Government, RI Law No. 25/1999 concerning financial balance between the center and the regions, now revised with RI Laws 32 and 33 2004 concerning Regional Autonomy. The law changed some central government regulations from centralized to decentralized, especially those related to education policy as an effort to empower education in the regions.

With the enactment of the 2004 Regional Autonomy Law, the central government has given extensive authority to the regions to manage and regulate their own households, for the sake of increasing development in all fields, by accommodating and optimizing all the resources they have. In the context of regional autonomy, decentralization of education is something that can not be negotiable. One model of decentralized education is Madrasah Based Management (MBM) and School Based Management (SBM). MBM is a new paradigm in education. As an alternative form of government policy, MBM provides broad autonomy for schools and communities to manage and empower all potential resources and sources of funds they have. This is mandated in Law Number 20 Year 2003 concerning the National Education System as a manifestation of the discourse on education decentralization in the context of regional autonomy.

Madrasah-based management is an effort to involve many lines of authority in decision making such as responsibility or accountability for the frequency of decisions taken. Therefore, all parties involved need to fully understand the understanding of MBM, its benefits, problems in its application, and most importantly, its influence on student achievement. Thus the effectiveness of madrasas in planning, programming and decision making (Rozikun, and Namaduddin in Nirmansyah, 2012).

Suparman (2012: 6) states that MBM is a concept that offers autonomy to schools to determine school policies in order to improve the quality, efficiency and equity of education in order to accommodate the wishes of local communities and establish close cooperation between schools, communities and governments. Whereas the main purpose of MBM is to improve the efficiency, quality and equity of education. What is meant by increased efficiency is obtained through the freedom to manage existing resources, community participation, and simplification of the bureaucracy. Quality improvement is obtained through parental participation, flexibility in madrasah management, improvement of teacher professionalism and other things that can foster a conducive atmosphere. While the distribution of education can be seen in the growth of community participation, especially those who are capable and caring, while those who are less capable will be the responsibility of the government.

Considering madrasas as the leading unit of formal education implementers with a variety of potential diversity of students who require a variety of educational services, different environmental conditions, the madrasa must be dynamic and creative in carrying out its role to strive to improve the quality / quality of education. This will be carried out if the madrasa with its diversity, given the confidence to regulate and take care of themselves in accordance with environmental conditions and the needs of their students. However, for quality to be maintained and the quality improvement process to be

controlled, there must be a standard that is set and agreed upon nationally to be an indicator of the evaluation of the success of quality improvement.

One of the madrasahs that applies the Madrasah-Based Management (MBM) model is MA Al-Aziziyah Kapek, located in Gunungsari District, West Lombok Regency, West Nusa Tenggara Province. Based on preliminary observations made by researchers, that in order to improve the quality of education, the head of the MA Al-Aziziyah Kapek Gunungsari, West Lombok provides the flexibility to organize the learning process with the concept of autonomy madrasahs (madrasah independence) that ensures the students get quality learning services by improving and develop school / madrasah leadership performance, teacher teaching quality, madrasah facilities, school / madrasah programs, and other services. In addition, the head of the MA Al-Aziziyah Kapek Gunungsari continues to strive for transparency, as is, not lying, not cheating, honest, and open to the public about what is done by the madrasah. Head of Al-Aziziyah madrasah Kapek Gunungsari guarantees that the reported madrasah data reflects reality. The madrasah head also gives the public the right to information that must be given by the madrasah, including the right to know, the right to attend madrasah meetings, the right to obtain copies of information, the right to be informed without request, and the right to disseminate information.

At present, the head of the MA Al-Aziziyah Kapek Gunungsari makes and revises learning tools at the beginning of the learning year such as syllabus, KKM and RPP, and ICT is applied in the learning process, utilizing libraries, laboratories and the internet directly, utilizing available resources through division of tasks work, organizational structure and job description of madrasah staff using a technology, information and communication approach. Where the implementation of educational programs in madrasahs is carried out openly, transparently, and accountably by empowering the potential of madrasahs through giving greater authority to madrasahs, and encouraging madrasahs to involve all madrasah residents and the community they serve.

The Chief of the Al-Aziziyah Chief of the Gunungsari Kapek along with staff and teachers also prioritizes the formation of personality traits and mental attitudes in the learning process, where each student and satriwati are given responsibility and challenges to many education systems that refer to character education implemented in Islamic boarding schools for example by applying the required reading al-quran, prayer before learning, say hello, infaq every Friday, as well as the application of fiqh, qur'an and hadith lessons, and the yellow book besides that boarded boarding school MA Al-Aziziyah Kapek Gunungsari mandatory cult (seven minute lecture). In fact, every santri is entitled to a tahfidh program, where all santris are guided to memorize important papers and are targeted after graduating they have memorized at least two to three juz Al-Qur'an. However, even though various rules and responsibilities have been applied to students for all activities in the Al-Aziziyah MA Kapek Gunungsari there are still a number of students who are still deviant behavior such as skipping class in learning, wearing other people's belongings, speaking loudly, (snapping), smoking, wearing short clothes in the Islamic boarding school, throwing trash out of place, being late at the time of the morning, when praying there are still students chatting with friends, students seen sleeping during the learning process and often heard saying utterances not good enough for fellow students.

To support the implementation of madrasah-based management, the Chief of the MA Al-Aziziyah Kapek Gunungsari also cooperates with the community through the madrasah committee board by involving all elements of educational stakeholders such as parents groups, associations groups, practitioners' groups, academics, business groups, community leaders . In this case, the community plays a role in improving the quality of education services which includes planning, supervision, and evaluation of education programs through the education board and school / madrasah committees. Furthermore, the education council as an independent institution is formed and plays a role in improving the quality of education services by providing consideration, direction and support of personnel, facilities, and infrastructure as well as education supervision at the national, provincial and district / city levels that do

not have hierarchical relations. and school / madrasah committees as independent institutions are formed and play a role in improving the quality of services and providing consideration, direction and support of personnel, infrastructure and supervision of education at the level of the education unit.

The involvement of students' parents and the community in the continuity of the learning process at MA Al-Aziziyah Kapek Gunungsari is urgently needed. The essence of the relationship between madrasahs and the community is to increase the awareness, ownership and support of the community, especially moral and financial support, the involvement required is the intensity and existence in carrying out education functions.

Interview with one of the parents of the student's guardian, Abd. Razak who happened to be living around the madrasah location that was met by the writer at the boarding school said that we as parents of students' guardians were often asked for help by the madrasah to fix and repair damaged facilities and infrastructure such as desks and chairs, painting madrasah buildings and helping to maintain the safety of the madrasah environment. The statement was justified by the MA committee of Al-Aziziyah Kapek Gunungsari according to the results of an interview with the authors of the Islamic boarding school explaining that we of the committee committee MA Al-Aziziyah Kapek Gunungsari tried to establish cooperation between the madrasah with the committee committee and the community as partners in helping all activities which concerns the interests of madrasahs in terms of energy assistance, funds, and thoughts for the smooth learning process at MA Al-Aziziyah Kapek Gunungsari. Thus the participation and cooperation of the committee as a partner of MA Al-Aziziyah Kapek Gunungsari is needed and has an influence in the implementation of the learning process at the boarding school.

Seeing the situation and conditions at MA Al-Aziziyah Kapek Gunungsari, West Lombok which is the object of research, it is deemed necessary to conduct a more in-depth study in order to obtain correct and accurate data in accordance with the situation and conditions on the ground, so that this research is truly carried out objectively. Based on the description of the problem, the authors conducted a more in-depth study of the implementation of management based on madrasah management with the title: Application of Madrasah-Based Management in Improving the Quality of Madrasah Aliyah Education at Al-Aziziyah Foundation Kapek Gunungsari, West Lombok.

Method

The approach and type used in this study is a qualitative approach to the type of descriptive research. Bogdan and Taylor (1975) in Moleong (2012: 4) define qualitative methodology as a research process that produces descriptive data in the form of written or oral words from people and observable behavior.

This research was conducted at Madrasah Aliyah at the Al Aziziyah Kapek Foundation located on Jalan TGH Umar Abdul Aziz, Gunung Sari, West Lombok Regency, West Nusa Tenggara. The time of this research was conducted in August 2019. Respondents in this study were Madrasah Head 2 people, Deputy Head Madrasah 2 people, Madrasah Treasurer 2 people, MA Teacher Board Al Aziziyah Putra and Putri 83 people, Administrative staff 10 people, Committee staff 5 people school, 10 students of Santri, 10 students of Guardians and 10 people / Society / religious leaders With a total of 134 respondents.

The data used in this study are: 1) Qualitative data, i.e. data presented in the form of verbal words not in the form of numbers, 2) Quantitative data is a type of data that can be measured or calculated

directly, in the form of information or explanations stated by numbers or numbers. Sources of data in the study are: 1) Primary data sources, i.e. data that are directly collected by the researcher (or his officer) from his first source. As for the primary data sources in this study are the principal, teachers and staff at MA Al Aziziyah Kapek Gunung Sari, 2) Secondary data sources, namely data retrieval in the form of documents that already exist and the results of research found directly by researchers. This data is in the form of important documentation regarding school profiles, journals, or web sites that have relevance to the focus of the study.

Data analysis techniques used in this study are: data reduction, data presentation, verification, data/drawing conclusions. Test the validity of the data in qualitative research includes the test of credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity).

Results and Discussion

Strategic Implementation of Madrasah Based Management at the Al-Aziziyah Kapek Gunungsari Foundation

The aim of the view on the direction of implementing MBM is to encourage each component of madrasahs, including teachers to use creativity, through strategies developed to improve education programs in madrasahs. The following are the strategic steps taken in implementing the MBM by the head of Madrasah Aliyah at the Al-Aziziyah Foundation Kapek Gunungsari, West Lombok.

The Madrasah Head initiates brainstorming activities aimed at self-evaluation. This activity is a first step for madrasahs to implement madrasah-based quality management. This activity began with brainstorming attended by all teachers, and staff, and was also attended by members of the madrasah committee. This activity aims to determine the condition of madrasahs in all aspects (all components of the madrasah), the progress that has been achieved, as well as the problems encountered or weaknesses experienced. In addition, this activity is a reflection / introspection, to raise awareness / concern about the importance and the need for quality education, so that a joint commitment arises to improve the quality of sense of quality. In addition, this activity also serves to form the starting point of departure for madrasahs who want or will develop themselves, especially in terms of quality. This starting point is important because the madrasahs that are already running to improve quality, they do not start from zero, but from the conditions they have.

Furthermore, the head of Madrasah Aliyah at Al-Aziziyah Foundation determines the formulation of the vision and mission as well as the purpose of the activity, because it is the first / first step that must be taken to explain where the education direction the founder / organizer of education wants to go. In this case, the head of the Madrasah Aliyah Putra and the head of the Madrasah Aliyah Putri together with the head of the committee, the teacher and together with representatives of the local community or students' parents formulate where the Madrasah Aliyah at the Al-Aziziyah Foundation in the future will be taken, as long as it does not conflict with national education goals as stated in Law No. 23 of 2003 concerning National Education System.

Furthermore, the head of the Madrasah Aliyah at the Al-Aziziyah Foundation is the planning of activities carried out by the headmaster of the madrasah relating to the budget needed to finance the

planned activities. While the implementation of activities, the head of Madarasah determines each role of all elements in Madarasah.

1) The role of the head of Madrasah Aliyah in the Al-Aziziyah Kapek Gunungsari West Lombok Foundation

With the position as head of Madrasa, the head of Madrasa is responsible for the implementation of management functions. As a planner, the madrasa head identifies and formulates the work to be achieved by the madrasa and identifies and formulates ways (methods) to achieve the expected results. Roles in this function include: setting goals and standards, determining work rules and procedures at the madrasa, making plans, and forecasting what will happen for the future.

2) The Role of Madrasah Teachers and Staff in Al-Aziziyah Kapek Gunungsari West Lombok Foundation

In a smaller scope (micro) namely the role of the teacher to manage the learning process according to the study group or the field of study it holds, each teacher understands the vision and mission of the community, plans the learning process, (organizes materials, students, synergizes with appropriate learning methods and resources which is mastered), implementing democratic leadership and empowering students by making decisions according to the authority they have and establishing good communication relationships with other teachers, with students, with madrasa principals and parents.

The teacher's role also monitors student progress, as well as evaluating the development of each child as input for continuous improvement of the learning process. The teacher also gives awards to students who show progress in learning (achievement) and provide encouragement / encouragement (motivation) and help students whose achievements are less / not satisfactory.

3) The Role of Parents of Students and Society

The role of parents of students and the community has long been recognized as important centers of education in developing children together with madrasas as formal institutions that are planned, structured, and regularly carry out educational functions.

4) Student Roles

Students or students are the main subject of all efforts carried out by the organizer of the education unit with the management involved in it. In their positions which are the subject of educational goals, their desires and expectations, their motivations, and their commitment to involvement become important. One way to accommodate their interests is to listen to their voices.

The next step taken by the head of Madrasah Aliyah at the Al-Aziziyah Foundation is to conduct an evaluation. Evaluation as one of the stages in MBM is an important activity to find out the progress or results achieved by madrasas in carrying out their functions according to plans that have been made by the madrasas themselves. Evaluation involves the management of all fields in the education unit, namely the educational technical field (implementation of the curriculum / learning process with all its aspects), the field of personnel, the field of finance, the field of infrastructure and administrative facilities.

The final step taken is reporting. Reporting is interpreted as providing or submitting written and official information to various interested parties stakeholders, regarding the management activities of the education unit and the results achieved within a certain period of time based on plans and rules that have been established as a form of responsibility for the tasks and functions carried out by the unit the

education. Reporting activities are a continuation of the evaluation activities in the form of communicating the results of the evaluation formally to various parties as accountability for what has been done by the madrasa. However, not all evaluation results are included in the report (reporting). Because there are evaluations that their use is internal (for those within the madrasa itself), and there are for external interests (outsiders). As an official written document, which concerns the accountability and reputation of educational institutions, its contents must be based on correct data and information.

The implementation of management of madrasah-based education becomes a choice in developing madrasahs that have economics in developing their madrasa by involving all members / parties involved to the community involvement. The implementation of the decentralization paradigm is in the education sector. The education sector has so far been neglected and is considered only as part of social, cultural, economic and political activities. As a result, the education sector is made a commodity of various variables above by policy makers, both executive and legislative when they consider it necessary to raise educational issues that can increase public attention towards them. It is ironic and alarming when other nations actually make education as the leading development sector, towards justice and the welfare of their communities (Pasaribu, 2017).

Education is one of the decentralized fields which is closely related to the philosophy of regional autonomy. Essentially the philosophical foundation of regional autonomy is the empowerment and independence of the region towards the maturity and quality of the people it aspires for. Education is one of the most important instruments in human life. It is the oldest form of cultural strategy for humans to sustain their existence (Wahono, 2007) in (Pasaribu, 2017).

Therefore, efforts to improve and improve its quality must be carried out continuously. Through education, it is expected that empowerment, maturity, and independence as well as the quality of the nation as a whole can be realized. Education is one aspect of life that is functional for every human being and has a strategic position to educate the nation's life.

The existence of SBM is expected to provide opportunities and opportunities for madrasa principals, teachers and students to make educational innovations. Some of the advantages of having SBM in education are that school policies and authority lead directly to students, parents and teachers. Existing resources can be utilized optimally. Coaching students can be done effectively and can invite all parties to advance and improve the implementation of education.

Forms of Community Participation in Contributing to Improving the Quality of Madrasah Aliyah at the Al-Aziziyah Kapek Gunungsari Foundation

Madrasah Aliyah at the Al-Aziziyah Foundation develops management of community participation using open management. Although the educational background and work of parents of students in Madrasah Aliyah at the Al-Aziziyah Foundation are various, the use of open management means not denying the abilities of parents / community, both those from employees and others.

Efforts made by Madrasah Aliyah Al-Aziziyah in mobilizing community participation are by using religious leaders, community leaders throughout the community can participate in Madrasah Aliyah Al-Aziziyah. Silaturrahmi, Madrasah Aliyah Al-Aziziyah packed all of its programs in the form of hospitality to attract community participation because all parents of Madrasah Aliyah Al-Aziziyah students are the majority of Islam. Appeal or invitation, Madrasah Aliyah Al-Aziziyah through the headmaster explains all work programs and all their desires in every meeting with parents of students as well as appealing and inviting the public to participate in programs that have been described.

In managing participation provided by the community both in the form of funds and also thought managed using participatory management, in addition to parents participating in determining all policies related to participation, parents are also responsible and get benefits both visibly and invisibly.

Madrasah Aliyah Al-Aziziyah also functions groups of parents, both those in the madrasa / madrasa committee, as well as those in the parents' circle of students. By using participatory management in managing community participation, both in terms of sharing information, planning problem solving activities, making decisions, and evaluating results.

Based on observations that the participation given by the community towards Madrasah Aliyah Al-Aziziyah in the development of madrasahs, in general is in the form of:

- 1) Participation in the form of financial / material for the community or parents whose children are madrasahs in Madrasah Aliyah Al-Aziziyah.
- 2) Participation takes the form of ideas or ideas for people who have a level of thought and educational insight and hold policies in Gunungsari District.
- 3) Participation in the form of prayer for the community and parents of Madrasah Aliyah Al-Aziziyah students who have a moral concern for Madrasah Aliyah Al-Aziziyah.

The relationship between the community and Madrasah Aliyah Al-Aziziyah Kapek Gunungsari which is currently happening is in line with the results of research conducted by Nirmansayah (2012) that the relationship between madrasahs and the community is very important. This is done not in order to get sympathy, attention and other interests. Relationships with the community are established so that the community can take ownership of the madrasa.

Community Participation in the Development of Human Resources (HR) Madrasah Aliyah Al-Aziziyah

The involvement of parents and the community in implementing the madrasa program can provide motivation and responsibility for parents and the community in the success of the madrasa program well. The participation of parents and the community in carrying out activities, especially those related to the completeness of madrasa facilities, educational facilities, procurement of education costs, and aspirations related to improving the quality of education delivery in madrasahs, was delivered at the regular meeting.

During the routine meeting, also discussing the report on the implementation of the madrasa program that was carried out was an important activity to find out and examine the strengths, weaknesses, opportunities, and challenges faced by the madrasa along with an analysis of the causes. Controlling and evaluation materials that are held cover madrasa management performance, madrasa head leadership, quality of teaching and learning, including teacher teaching performance, student learning outcomes, madrasa discipline and order, utilization of madrasah resources and funds.

In this case the madrasa committee accommodates the role of the community in order to improve the quality, equity, and efficiency of education management in the education unit, both in the pre-madrasa education path, the madrasa education pathway and the outside madrasa education pathway. madrasa committee as an organization needs to be managed as an organization by applying various appropriate management principles and practices. Thus, the madrasa committee is able to run the organization as expected, namely by creating a dialogue / discussion forum to discuss the work program of the Aliyah Al-Aziziyah madrasa committee. With the madrasa committee work programmed it will be easier for

madrasas to involve the community in education, where in practice the madrasa committee has established good communication with the community.

The community, through the madrasa committee and the madrasa, will always communicate if the madrasa encounters a problem. Because madrasa as an educational institution must be in the midst of the community. Therefore, madrasas inevitably have to relate to the community. The form of this relationship both in the capacity of official relationships, as well as relationships and cooperation with other parties outside the ministry. Community involvement in education according to Rodliyah (2013: 37-39), is to provide support for available resources. That means that the support is broad because it is not just in the form of funding. From the quality of human resources and the output of educational institutions. Tilaar (2002) said there must be efforts to control educational institutions over their output.

The forms of community participation in the development of Madrasah Aliyah Al-Aziziyah Kapek Gunungsari, are in accordance with the opinion of Suryosubroto (2001), that the form of participation that can be given by the community in a development program or development process in this case education, namely money participation, asset participation objects, energy participation, skill participation, brain participation, social participation, participation in the decision making process, and representative participation.

The level of community participation in the context of improving the quality of education built both by the headmaster, madrasah committee and community / religious leaders in the Madrasah Aliyah Al-Aziziyah Kapek Gunungsari is the level of general community participation in a row, as Effendi (2006) argues in Samroh (2006) 2017), from the highest / top citizen controle then followed at the level of manipulation involvement, then consultation and involvement at the level of joint planning.

Community Participation in the Development of Madrasah Aliyah Facilities at the Al-Aziziyah Kapek Gunungsari Foundation

The success of Aliyah Al-Aziziyah Madrasa in managing community participation, because the madrasa head is considered to have the ability to instill it to all educational stakeholders in the madrasa. In line with the implementation of SBM in Madrasah Aliyah Al-Aziziyah, making this madrasa opportunity to get input from various parties, and it is very necessary in order to improve and increase ownership. Feedback from various parties is considered very important, because the existence of the community as parents / guardians of students as a resource center, is considered to be more knowledgeable and understand the long path that will be taken, so that there will be a variety of brilliant inputs that have not yet occurred to the vision planners in madrasa, in order to be used as joint property to realize for its success.

Generally, people perceive or put trust and positive judgment on Madrasah Aliyah Al-Aziziyah. This would give a signal that the relationship between the madrasa and the community, especially parents / guardians of students, places more emphasis on meeting the needs of the community associated with the madrasa. On the other hand these cues illustrate that the community's perception of the vision and mission of madrasas in implementation is related to the community, and that nature does not wait for community requests, but the madrasas try actively, and take initiatives to carry out various activities so as to create harmonious relationships and cooperation.

Based on the community's trust, the Head of Madrasah Aliyah Al-Aziziyah admitted that his party will continue to build intensive relations with the community to achieve the perfect vision and mission,

both in the sense of community targets that can be invited to cooperation and the desired results, so that several principles the principle of madrasa administration continues to be a consideration and concern.

Community participation in efforts to develop Madrasah Aliyah Al-Aziziyah is the participation of a person or group of people who inhabit an area in direct and indirect involvement and carry out activities or activities that cause a change or improvement in order to achieve a planned goal, so as to produce a form educational institutions in accordance with the wishes and demands of the community.

High participation of parents in education in madrassas or schools is one of the characteristics of good school management, meaning the extent to which the community can be empowered in the education process in madrassas or schools is an indicator of the management of the madrasah concerned. Community participation, as according to Mulyasa (2004) contributes among others in the form of energy, thoughts, expertise, goods, funds, and others that can be given to madrassas. After the madrasa establishes cooperation with interested parties, according to the agreement between them, the madrasa can get cash contributions that can be given in the form of grant funds, scholarships, and others. For madrasas which are no longer possible to ask for help from the parents of students because their economic conditions are very difficult, while the allocation of funds received from the government is not able to meet the operational madrasas. In such circumstances, the madrasah headmasters, teachers, and madrasah committees sit together to think of alternatives to what can be done to improve and develop the madrasas. One alternative madrasa can choose to approach the entrepreneurs closest to the madrasa, companies that work with madrassas or others.

Efforts of Madrasah Aliyah at the Al-Aziziyah Kapek Gunungsari Foundation in the Context of Ensuring Effective Communication between Madrasa and Society

The efforts of Madrasah Aliyah Al-Aziziyah in order to ensure effective communication between madrasas and the community is always to provide opportunities for the community to be involved in madrasah development in both physical and non-physical forms.

Community participation in the development of madrasas in physical form is overwhelming, such as maintenance of infrastructure, procurement of teachers, and personnel. Educational planning activities and educational activities in general can never be separated from the community, especially the surrounding community. Because there is a relationship of giving, mutual support and mutual benefit between educational institutions and the community. In the community participation in efforts to maintain infrastructure facilities carried out by the community is the construction of madrasa buildings. Community participation in the form of energy is usually carried out by the surrounding community which is manifested in the form of mutual cooperation actively mingling with madrasa residents who aim to strengthen the sense of togetherness and unity. Also in the context of improving the quality of education, the community in addition to donating funds and personnel also donate in the form of goods that are realized procurement of learning equipment and learning facilities needed by madrasa institutions.

Community participation in improving the quality of education in the form of non-physical is a form of community participation that cannot be seen by the eye, but the value and benefits can be felt. Community participation in the form of non-physical is very important in efforts to improve the quality of education because as good and as physically complete as an institution, it will not succeed optimally without the existence of thought services and ideas, concepts as well as good management in the management of an institution. As for the form of community participation in improving the quality of education in Madrasah Aliyah Al-Aziziyah Kapek Gunungsari in the form of goods or money, ideas for advancing the madrasa. Non-physical community participation in the form of thought is carried out by

well-educated and experienced community leaders, so that in proposing an opinion and an educational program based on strong principles and foundation so that a good plan is formed and organized management will automatically support the success of an institution . While community participation in the form of curriculum is done by actively participating in planning every curriculum program that will be carried out.

Judging from the scope, communication that occurs within the madrasa environment belongs to organizational communication as expressed by American Communication scholars in the book Human Communication, and communication within the madrasa environment is divided into internal communication and external communication. Internal communication is communication between personnel in the madrasa. Communication must always be developed both by the headmaster and other personnel. Communication must always be developed, both will provide convenience and relief in carrying out madrasa work which is a joint task. According to Riger, internal relations will occur effectively if both parties meet the following conditions: 1) meet each other, 2) empathy appropriately towards other people and communicate that can be understood by each other, 3) respect for each other, are positive and reasonable without judging and objecting, 4) taking each other's experiences seriously, accepting and empathizing with each other, 5) feeling mutually supporting openness and a supportive climate and reducing the tendency of disturbances, 6) demonstrating trustworthy behavior fully and strengthen feelings of security towards others (Muhammad, 2005).

To ensure that internal communication can work well between individuals, several things need to be considered, such as the extent to which the recipient has information in order to understand the messages sent, with the information possessed by the recipient of the message will be very helpful in understanding the information conveyed by the sender of the message, effective use of nonverbal information, openness in expressing opinions, ability to convey messages, or ideas clearly, knowledge of the opinions and feelings of others (Mulyana, 2001).

Efforts to foster internal communication are not just to create interesting and warm conditions, but will get a deep and meaningful meaning for education in a school. Thus all personnel can work calmly and pleasantly and are encouraged to perform better, and carry out the task of educating with full awareness.

Based on the findings about the internal communication of the madrasa head with the madrasa committee and the community, it can be concluded that communication was also built by the madrasa head, that is, direct communication between the madrasa committee members through scheduled and unscheduled meetings. This is done by the headmaster because he realizes that the committee also has the same role or role in improving the quality of the madrasah while at the same time improving teacher professionalism, therefore the headmaster also embraces the madrasah committee through communication established with the madrasah committee so that they can work together in improving the quality madrasahs in aliyah at the Al-Aziziyah Kapek Gunungsari Foundation.

Improving the Quality of Madrasah Aliyah Education at the Al-Aziziyah Kapek Gunungsari Foundation

A superior organization is an organization that maintains relationships with its customers and has an obsession with quality. Quality must be in accordance with the expectations and desires of its customers, in order to know the desires of its customers, the madrasa is required to know what the customer wants. Madrasah Aliyah Al-Aziziyah also in order to provide the best service for students not only stop at physical and non-physical services, but Madrasah Aliyah Al-Aziziyah also provides services in the form of quality human resources in providing the best service for students. In an effort to improve

the quality of students, madrasas have sent their students to participate in various contests at the district, provincial and national levels that function to broaden students' insights so that it is expected that the quality of students will increase in their knowledge.

The quality of human resources in the Aliyah Al-Aziziyah madrasa is said to be good because the qualifications and competencies they have already meet the standards set by government laws and regulations as well as theories about human resources. This is according to a statement made by the head of Madrasah Aliyah Putra at the Al-Aziziyah Kapek Gunungsari Foundation Mr. Ahmad Jaelani, S.Pd.I who stated that 80% of human resources are S1 qualified and teach according to their expertise. The development efforts undertaken by Madrasah Aliyah Al-Aziziyah include the development of teacher professionalism through capacity building for subject teachers by involving teachers in the subject teacher deliberation training (MGMP). In addition, madrasas also involve teachers in upgrading / training / seminars related to education, such as preparation for the implementation of the curriculum KTSP, training for the preparation of learning administration, this is because training or development gives very important meaning as a means to teach skills teachers the basic they need according to their work. Thus the organizational wheels in Madrasah Aliyah Al-Aziziyah can run well.

Efforts to improve quality that have been carried out by Madrasah Aliyah Al-Aziziyah are in line with the results of research conducted by Zaini (2016) which revealed that planning to improve the quality of education must be carried out by involving all components of madrasas and stakeholders through 7 steps, namely (1) performing Istikharah prayer, (2) making a situation and condition analysis using SWOT analysis, (3) planning the creation of the madrasah, mission, (4) planning the development of the madrasa curriculum, (5) planning teacher competency development, (6) planning the provision of facilities and infrastructure, (7)) plan students' coaching to achieve academic and non-academic achievements.

Conclusion

Based on the results of data analysis and discussion of research results, it can be concluded that the application of madrasah-based management is inseparable from the factors that can support and hinder the process of its implementation. Community participation in the development of madrasah-based management can grow and develop in conditions of openness because of the mutual trust between madrasas and the community. One of the efforts of the madrasa committee in exploring community participation in madrasa development needs to be supported by all components of education, both teachers, madrasa principals, students, parents / guardians of students, community, and Madrasah Aliyah Al-Aziziyah. Therefore we need close cooperation and coordination among the education components so that efforts to improve the quality of education carried out can be effective and efficient.

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