



Madrasa Management in Improving the Quality of Education: A Case Study at Man 1 Tegal, Indonesia

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Abstract

Madrasah management plays a role in improving the quality of Islamic education. The autonomy of madrasahs makes them flexible in determining their own needs and policies. Ideal madrasah governance must be transparent, accountable, have integrity, be fair, and fulfill its management functions. This study aims to describe the governance of madrasahs at MAN 1 Tegal to improve the quality of Islamic education based on the principles of Kontz and Donell management. These management principles include management functions such as Planning, Organizing, Staffing, Directing, Control (POSDC). The research method used in this paper is descriptive qualitative, so the results of the study are in the form of descriptions. The object observed was Madrasah Aliyah Negeri 1 Tegal. The data collection techniques used were interviews, observations, and documents. The data taken were data that showed the governance of madrasahs. The data source came from informants. The results of the study showed that the governance of madrasahs carried out by MAN 1 Tegal had fulfilled the management functions. Even so, there are still parts of its implementation that are still being considered and improved.

Keywords: *Management; Madrasah; Quality; Education*

Introduction

In the world of education, good governance is needed to achieve organizational goals. The implementation of good governance must involve all parties related to the organization or institution (Noor & Rahmatlah, 2020). The concept of quality in the field of education shows how the ability of an institution or institution to meet its needs, both expected and implied needs, starting from the input, process and output of education produced. Thus, it can be seen that quality education is education that has continuity between input, process and student learning outcomes (Muhadi et al., 2021)

Madrasah as one of the educational institutions that prioritize Islamic learning, of course, also has almost the same goal of improving the quality of education. In fact, it is expected that the quality of Indonesian education through madrasah is better than other public education. This is based on the fact that madrasahs not only build intellectual intelligence, but also spiritually good. Both of these are part of the quality of education that madrasahs want to achieve. The strength of madrasah lies in character building by instilling religious values as part of the provision of education in addition to the provision of general

knowledge. This is in line with the objectives of Islamic education, namely the principle of development and growth in an ongoing life between worldly and ukhrawiyah life, physical and spiritual or between material and mental spiritual life. In addition, there are also other principles in its operational implementation, such as the principle of fairness and equity, the principle of comprehensive and the principle of integrality (Alawiyah, 2014).

Indonesian madrassas were entirely an adaptation of the schooling tradition developed by the Dutch East Indies government. With almost the same structure and mechanism, and at first glance madrasah is another form of school with Islamic content and style (Simanjuntak, 1973: 24). According to Asadullah & Maliki (2018: 97), Indonesian madrasah is a system that has its own uniqueness compared to madrasah in other countries. This uniqueness is demonstrated by the following four reasons. First, madrasahs in Indonesia are generally in the private sector. Secondly, women are allowed to enter madrassas freely, and are not limited to men as in South Asian madrassas. Thirdly, Indonesia has many different types of madrasahs, and parents can choose from both private and government-owned madrasahs. Fourthly, Indonesia's geographical divisions mean that there are different alternatives for madrassas in different regions.

The emergence and development of madrasahs cannot be separated from the Islamic renewal movement which was initiated by the efforts of a number of religious intellectuals and then developed by Islamic organizations in Java, Sumatra and Kalimantan (Noer, 1995: 7). According to research conducted by Buzdar, Ali, & Tariq (2015: 7) shows that the beliefs adopted determine the way of rational thinking. This is in accordance with the fact that intellectual figures such as Ahmad Dahlan and Gus Dur who have helped the Indonesian nation advance are religiously oriented figures. So it can be seen that a person's religious beliefs affect his rational cognitive process in thinking.

To improve the quality of education, madrasahs need good management in managing their institutions. School-based management can improve efficiency due to flexibility in managing community participation resources and simplifying bureaucracy. Furthermore, it improves quality through parental participation in schools, flexibility in school management, and increased community participation (Hikmah & Yudiawan, 2019).

The principles of management according to Kontz & O'Donnel (1990) include Planning, Organizing, Staffing, Directing, Control. Management functions are basic elements that are always inherent in the management process and are always used as a reference for managers in carrying out these activities. According to (Terry, 1986) management is the implementation of understanding and achieving desired results through group efforts consisting of the utilization of talent and human resources. The process of directing and mobilizing human resources and other resources, such as materials, money, methods and markets to achieve organizational goals (Wijaya & Rifa'i, 2016: 14).

The advantage of school-based management lies in the flexibility and full authority in determining what is done and needed. All decision-making is based on discussions with intra-school parties (principals, teachers, staff, etc.) and outside the school (guardians, stakeholders, community leaders). The weakness of this kind of management lies in its supervisory function. This is because the party that oversees policies, budgets and activities is the madrasah itself. The possibility of fraud is very high if supervision activities do not come from outside the agency. Therefore, madrasahs must further improve the quality of reports and accountability of education managers that are more transparent and reliable for the implementation of education. Improve the quality of education data and information that is fast, accurate and reliable in an effort to support policy and decision-making systems concerning development management in the region.

Madrasah Aliyah Negeri (MAN) 1 Tegal is an interesting object for further study. The history of the establishment of Madrasah Aliyah Negeri Babakan Lebaksiu Tegal Regency is inseparable from the historical ties of the Ma'hadut Tholabah Babakan Lebaksiu Tegal Islamic Boarding School Foundation

due to the embodiment of a deep sense of responsibility in the world of education and the 'alim ulama among the ponpes who participated to educate the life of the nation and the country, especially fighting *fi sabilillah*.

As an effort to improve the quality of boarding school education, religious knowledge-based education was established, namely Madrasah Diniyah Tsanawiyah (now Madrasah Tsanawiyah) and Madrasah Diniyah Muallimat. Then general knowledge-based education was established and developed including Madrasah Menengah Pertama (MMP), and Madrasah Menengah Atas (MMA). Subsequent developments, based on the proposal of the MMA penegerian application dated March 1, 1968, a Decree (SK) of the Minister of Religious Affairs No. 81 of 1968 was issued, dated April 19, 1968 TMT. January 01, 1968, the Madrasah Menengah Atas (MMA) became Madrasah Aliyah Agama Islam Negeri (MAAIN). Then based on the Decree of the Minister of Religious Affairs Number: 18 of 1975, MAAIN changed into Madrasah Aliyah Negeri (MAN) TMT dated January 1, 1975. Furthermore, based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia (KMA RI) Number: 810 of 2017 concerning the Change of Name of State Aliyah Madrasah (MAN), State Tsanawiyah Madrasah (MTsN) and State Madrasah Ibtidaiyah (MIN) in Central Java province. MAN Babakan Lebaksiu Tegal changed into MAN 1 Tegal, dated October 3, 2017.

Based on this explanation, this study aims to describe madrasah management in improving the quality of education at MAN 1 Tegal. MAN 1 Tegal has a vision of realizing a superior madrasa, scientific knowledge, *slamiah* charity, dignity and *berakhlakhul Karimah*.

Method

This type of research is qualitative. Qualitative research aims to gain insight into the construction of reality that occurs to be interpreted (Cropley, 2019: 10). As a qualitative research, the method used in describing the results of the research is descriptive, namely describing facts, and statements (Creswell, 2009: 173). The research object of this study was MAN 1 Tegal. The data collection techniques used in this research are interviews, observations, and documents. The data needed in this research is madrasah management to improve the quality of education. Data sources are events and informants that include the Head of the Ministry of Religious Affairs, the Head of Islamic Education Section, the Head of Madrasah Section, and the Principal/Madrasah. Data analysis techniques use interactive models. The interactive model is a qualitative data analysis with three streams (data reduction, data presentation, and verification) (Miles & Huberman, 1994: 16).

Finding and Discussion

The vision and mission of MAN 1 Tegal are in line with the principles of Islamic education, which is to develop the character of students who have intellectual and spiritual intelligence. This is shown from the vision of MAN 1 Tegal, namely "The realization of a superior madrasa, scientific knowledge, Islamic charity, dignity and *berakhlakhul karimah*" is in accordance with the principles of Islamic education which not only prioritizes science, but also accompanied by good morals according to Islamic teachings. The vision is then implemented as a mission of MAN 1 Tegal which is oriented to continue to improve the quality of education.

The facilities and infrastructure owned by MAN 1 Tegal as a form of resources are good. All rooms are in good condition and of sufficient size. Equipped with supporting facilities such as courtyards, sports fields, and halls. In addition to classrooms, laboratory rooms are also available such as science, language and computer laboratories. In fact, it also has a skills room as an effort to facilitate skills programs such as Electrical Power Installation Engineering (TITL), Motorcycle Business Engineering (TBSM), Computer and Network Engineering (TKJ), Cosmetology, and Catering.

Planning

Planning is a series of processes to select/set organizational goals and determine the various strategies needed to achieve the goals. The planning done by MAN 1 Tegal was quite good. MAN 1 Tegal has developed several program plans, such as Madrasah Self Evaluation which can be used as a basis for determining the next plan. Then, there is the preparation of learning devices is the main key in teaching and learning activities carried out in the madrasah. In the preparation of these learning tools, there are components that must be present so that learning can be carried out optimally. These components include the syllabus which contains the objectives that students must achieve in learning. RPP is a form of planning carried out individually by the teacher which contains the stages of learning and contains methods, models, instruments, implementation, and evaluation. Academic calendar, is a time management that directs teaching and learning activities for 1 year.

After that, there is a continuous professional development plan that greatly helps improve the quality of their professionalism. Through this program, teachers are able to maintain the quality of education in accordance with the demands of society. Thus, madrasahs can continue to contribute to educating the nation.

The madrasah entrepreneurship innovation work program is the most interesting work program. The main objective is to invite students to participate in the field of entrepreneurship, so that entrepreneurial character is formed, able to take advantage of opportunities, and the formation of an entrepreneurial-minded madrasah environment. The program implementation team has also been formed so that program implementation can be carried out properly.

Organizing

Organizing is a series of activities to divide the tasks to be done, as well as the development of an organizational structure in accordance with the objectives, so that the work can be completed properly. In terms of organizing, MAN 1 Tegal has done well. The placement of human resources is right on target in accordance with their respective fields of expertise. That way, it is expected that in the implementation of coordination between units can work together and do it optimally.

Staffing

Personnel preparation is a staffing activity aimed at obtaining a capable workforce and in the right amount. The staffing function deals with attracting, training, and developing as well as placing, and orienting employees in their work environment.

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Leading/Directing

Direction is an activity in management related to providing guidance, suggestions, motivation, assignments, orders, or instructions to subordinates to carry out work in achieving predetermined goals. In terms of direction there are no significant problems. Instructions from superiors must be carried out and obeyed by all subordinates. However, sometimes orders related to performance tend to take a long time to complete. This actually causes ineffectiveness and inefficiency at work. Therefore, superiors (in this case the madrasah head) must be firm and always check and intervene in the instructions that have been given so that they run well effectively and efficiently.

Controlling

Control is a series of supervision so that the work goes according to the plan that has been set. The supervisory function must actually be carried out by all parties of the madrasah. However, overall the head of the madrasah has the greatest responsibility. Based on observations, the supervisory function at MAN 1 Tegal has been well implemented. It is shown by the development of graduates who are getting better every year. In addition, the number of outstanding students also continues to increase in various fields both academic and non-academic. Results are something to be achieved in the process, so that if the results obtained are good, the process should also run well. Therefore, good results cannot be separated from a good supervisory function. In addition to supervising the quality of education, supervision is also carried out on reports such as financial reports, performance reports and evaluation reports. Supervision of these reports must be further improved, so that the management function runs well.

Based on the explanation above, it can be seen that the management function has a great influence on the success of the governance of running the madrasah to achieve it. Through the planning management function, madrasahs can carry out activities systematically and concretely. Organizing shows clarity in the division of work and direction of instruction, so that in carrying out an activity can run smoothly. Preparation in personnel is closely related to human resources. Are the human resources possessed sufficient or excessive? Is the placement of human resources in accordance with their expertise? Briefings function as a driver of human resources, if moved correctly, management activities will be efficient and effective. Supervision does not only play a role as monitoring, but also as a controller of management activities that are not in accordance with the measure.

Conclusion

Management in madrasahs plays a very important role in improving the quality of education. Good governance must meet the principles of management, especially the functions of management. Through management functions such as planning, organizing, personnel preparation, direction, and supervision, each process has an impact on the final result. The governance carried out by MAN 1 Tegal has mostly fulfilled these management functions. Although there are still some things that are not good in its implementation. Based on this, it can be concluded that management functions such as planning, organizing, personnel preparation, direction, and supervision, have their own roles, so their implementation must be carried out properly. This is because each management function is a continuous unit.

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