

Integrated Quality Improvement Strategy in International Standard Madrasah

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Received: 31-05-2022

Revised: 10-07-2022

Accepted: 18-07-2022

Article Information

Abstract

Keywords:

Madrasa Strategy,
Integrated Quality,
Curriculum
Development

This article aims to analyze the strategy and implementation of integrated quality improvement at the International Standard Madrasah (MBI) Amanatul Ummah Pacet Mojokerto. This research is field research with a qualitative approach and takes the research location at the International Standard Madrasah (MBI) Amanatul Ummah Pacet Mojokerto. Data was collected by means of documentation, observation, and interviews. Data analysis was carried out since the researcher was in the field, during data collection, and after all, data was collected or after completion of the field. Based on the results of the research that the author did, it can be concluded that the integrated quality improvement strategy at the International Standard Madrasah (MBI) Amanatul Ummah Pacet Mojokerto has been implemented well but from several parts, there are still many things that must be addressed by means of continuous improvement from various fields, with the implementation Integrated quality management at MBI Amanatul Ummah Pacet Mojokerto is expected to improve the quality of schools and be able to compete with other schools.

Keywords:

Strategi Madrasah,
Mutu Terpadu,
Pengembangan Kurikulum

Abstrak

Artikel ini bertujuan untuk menganalisis strategi, dan implementasi peningkatan mutu terpadu di Madrasah Bertaraf Internasional (MBI) Amanatul Ummah Pacet Mojokerto. Penelitian ini merupakan penelitian lapangan dengan pendekatan kualitatif dan mengambil lokasi penelitian di Madrasah Bertaraf Internasional (MBI) Amanatul Ummah Pacet Mojokerto. Pengumpulan data dilakukan dengan dokumentasi, observasi, dan wawancara. Analisis data dilakukan sejak peneliti di lapangan, sewaktu pengumpulan data, dan setelah semua data terkumpul atau setelah selesai dari lapangan. Berdasarkan hasil penelitian yang penulis lakukan dapat diambil kesimpulan bahwa strategi peningkatan mutu terpadu di Madrasah Bertaraf Internasional (MBI) Amanatul Ummah Pacet Mojokerto sudah terlaksana dengan baik tetapi dari beberapa bagian masih banyak yang harus dibenahi dengan cara perbaikan secara terus menerus dari berbagai bidang, dengan diterapkannya manajemen mutu terpadu di MBI Amanatul Ummah Pacet Mojokerto diharapkan dapat meningkatkan mutu sekolah dan dapat bersaing dengan sekolah lain.

INTRODUCTION

Education is one of the human needs in building human capital which is the main driver of human resources to achieve a goal and provide students' abilities (Bastas & Altinay, 2019; Stofkova & Sukalova, 2020). The development of the world of education cannot be separated from the development of the world globally. Advances in technology and information that are so rapid have an impact on the development of education, both positive and negative impacts (Oktiasari et al., 2021). At this time, the world of education is being shaken by various changes in accordance with the demands and needs of the community and is challenged to be able to answer various local problems and global changes that are happening so rapidly (Gustavsson et al., 2019; Naneetha & Srihari, 2021; Purtilo-Nieminen et al., 2021).

The government's policy of reforming the centralized to decentralized government system is the impact of the demands for total reform. The impact of education reform is the birth of Law Number 20 of 2003 concerning the National Education System, which includes democratization of education, improving the quality of education, eliminating discrimination, and improving the management of the education system. In addition, the rapid development of science and technology also demands a reform of the education system, to suit global demands. To achieve this, a strategy is needed by empowering all components of society through participation in the implementation and quality control of education services (Bastas & Altinay, 2019; Sa'dullah & Hidayatullah, 2020).

One of the educational problems faced by the Indonesian people is the low quality of education at every level and unit of education (Muttaqin, 2018; Suharno et al., 2020). An educational unit can be said to be of quality if it can lead students to develop abilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. This is in accordance with the objectives of national education as stated in Law No. 20 of 2003 concerning the national education system (sisdiknas) article 3.

But in reality what is happening in Indonesia is very low human resources, exacerbated by the decline in the nation's morality with the rise of crime both in society (Baharun et al., 2021; Sulasmi, 2020). as well as officials who commit corruption, collusion and nepotism. Therefore, quality education must be able to give birth to a generation that excels in IMTAQ (faith and piety) and science and technology (science and technology) and can contribute to the provision of moral and spiritual values for students (Ellis & Hogard, 2018; Huda & Rokhman, 2021).

Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself (Annisa et al., 2020a, 2020b; Kooli & Abadli, 2021). Recognizing the importance of the process of improving the quality of human resources, the government and the private sector together continue to strive to realize improvements through various efforts to develop higher quality education, including through the development and improvement of curriculum and evaluation systems, improvement of educational facilities, development and procurement of teaching materials, improving the quality of education and training for teachers and other education personnel (Pakpahan & Habibah, 2021; Sahid et al., 2021).

Islamic educational institutions, one of which is Madrasah Aliyah, has an important mission to prepare the younger generation of Islam to take part in the development of the people and nation in the future (Azmiyah & Astutik, 2021; Budiarto & Salsabila, 2022). Madrasahs as one part of various Islamic educational institutions in Indonesia also have quite complex problems in providing services to the community (Dian et al., 2022; Faizah, 2022). Even some people think that madrasahs are educational institutions that are slum, backward and of low quality. This assumption should be a positive whip for madrasah managers.

Some of the factors that cause madrasahs to be said to be of low quality are weak human resources, monotonous/less innovative learning, limited facilities and even tend to be lacking, the lack of awareness of parents/guardians who send their children to madrasahs, differences in treatment and facilities given by the government to madrasahs and schools, the pattern of guidance that has not been directed and others (Noviyanti, 2020; Supriyanto et al., 2019).

The development of an increasingly competitive society requires every individual and community group to compete in a healthy manner. Likewise, madrasahs must compete to win public trust by prioritizing quality in their managerial and learning processes. In relation to this quality, it is necessary to apply an integrated quality management approach (MMT) known as *Total Quality Management (TQM)* (Idris et al., 2022).

The application of quality management in education is usually known as *Total Quality Education (TQE)*, which is basically developed from the concept of *Total Quality Management (TQM)*. Philosophically, this concept emphasizes the consistent search for continuous improvement to achieve customer needs and satisfaction. This development is based on a desire to provide the independence of the principal to be actively and dynamically involved in the process of improving the quality of education through the management of existing school resources.

Therefore, in improving the quality of Madrasah education, especially Madrasah Aliyah, it is necessary to do an analysis with *Total Quality Management (TQM)*. Like the International Standard Madrasah (MBI) Amanatul Ummah Pacet-Mojokerto, apart from having various potential advantages, it also has various problems that need to be analyzed in depth.

RESEARCH METHODS

This research was conducted using a qualitative approach, namely research that emphasizes the quality or the most important thing from the nature of goods/services in the form of events, phenomena, or social phenomena that can be used as valuable lessons for the development of theoretical concepts. This qualitative research was conducted because the researcher wanted to explore phenomena that could not be quantified that were descriptive in nature such as the process of a work step, the formula of a recipe, the notions of a variety of concepts, the characteristics of a product and service, pictures, styles, procedures for a culture and so on. (Lune & Berg, 2017) states in his definition that: "*Qualitative Research (QR) thus refers to the meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things*".

The type of research in this thesis is classified as educational research. Research conducted in the field of education that uses theories from various disciplines so that it contains various theories, concepts, principles, and research methodologies. The purpose of scientific research is to discover, revise, or test scientific theories to make them more reliable. But this scientific research is not only carried out for the branches of natural science (natural sciences) but applies to all other sciences, including education (Arikunto, 1983).

Scientific research in the field of education is to discover new facts related to education, verify and test old facts related to education, analyze the sequence and interrelationships between various facts in order, find explanations of causal relationships, and develop tools for tools, concepts, and theories that can provide the possibility of conducting an assessment of human behavior in the context of education (Moleong, 1989).

RESULTS AND DISCUSSION

Profile of International Standard Madrasah Amanatul Ummah

International Standard Madrasah Amanatul Ummah is one part of the Amanatul Ummah Islamic Boarding School Foundation in Surabaya which is located at the foot of Mount Welirang, precisely in Kembangbelor Village, Pacet District, Mojokerto Regency, East Java Province. Established on May 25, 2016, the International Standard Madrasah Amanatul Ummah, is an Islamic boarding school (Islamic boarding school) that not only provides formal education with a national curriculum but also diniyah education which is equivalent to the Egyptian Madrasah Al Azhar curriculum (*mu' is bi al-Azhar*).

The institution is oriented to the development of various aspects of intelligence (cognitive, affective, psychomotor, and spiritual) and skills (*life skills*) of students. Amanatul Ummah International Standard Madrasahs make every effort to organize all intra and extra-curricular activities that accommodate students' interests with International Standard Madrasahs. intensive. From 3 a.m. to 6 a.m., students are conditioned for congregational *Tabajud* prayers, *Fajr* prayers, *istighotsah*, and book recitation with *pesantren* caregivers as a characteristic of the *pesantren* to forge the spiritual intelligence of students.

Vision, Mission, and Basis of Establishment

In general, apart from carrying out the learning process, an educational institution particularly Islamic boarding schools also has a role in maintaining cultural identity (*cultural identity*), maintaining and perpetuating the traditions and culture of the community where education takes place. Therefore, the Amanatul Ummah Pacet International Standard Madrasah in addition to carrying out the learning process also prepares students to be able to maintain traditions, but not neglect future challenges. Equipping a skill and insight to the students to become students who are able to navigate all the fields of the times who still adhere to the principles of Islamic teachings.

In line with what was explained in the interview with the coordinator of the Amanatul Ummah Pacet International Standard Madrasah, Dr. H. Achmad Chudlori, M.Pd, namely: In essence, the vision and mission of the International Standard Madrasah Amanatul Ummah Pacet is the same as the vision of the nation and the religion of Islam. That is to be a superior human being, intact and with good character. This vision is then realized with the instrument of a strong and strict commitment to the process, and responsibility to the results (Achmad Chudlori, 2020).

Vision for schools is an insight that becomes a source of direction for schools or is a picture of the future that schools want so that schools can ensure their survival and development. In MMT education, Edward Sallis explains that a vision must be short, direct, and show the ultimate goal of the institution (Mulyono, 2008).

Like the International Standard Madrasah Amanatul Ummah Pacet in formulating its vision, it is very clear so that it can provide a picture of the future that the Amanatul Ummah

Pacet International Standard Madrasa wants to achieve. The vision of the Amanatul Ummah Pacet International Standard Madrasah is the

Vision: The realization of superior, intact, and moral human beings for *Izzil Islam Wal-Muslimin* and for the success of the ideals of independence.

Mission: Implement the system that applies at the Amanatul Ummah Islamic Boarding School strictly and responsibly.

Basic Establishment 1) Participate in the intellectual life of the Nation. 2) Realizing qualified Nation cadres, dharma bhakti attitude toward Religion, Nation, and State. 3) Prepare students who have good qualities and skills, and good morals to be able to become members of civil society who can seek prosperity and happiness. 4) Processing International Standard Madrasah graduates to be able to continue their studies at quality tertiary institutions in selected faculties (Religion, medicine, pharmacy, engineering, economics, science, arts, agriculture, and others) both within the country and overseas.

Santri Commitment

In MBI Amantul Ummah there is a *santri* commitment which is intended for students and female students to always implement and practice it. Because this is a commitment that must be remembered by students and female students. Both are in Islamic boarding schools and have graduated from Islamic boarding schools. The commitments of the Santri are Faithful, Faithful, Knowledgeable, Disciplined, Responsible, Clean, Polite, Friendly, and Neat.

Key to Success for Santri

Kiai Asep always gives his students advice, namely the 7 keys to success. every time there are big events such as recitation with the students, Kiai Asep never gets tired of reminding his students of the key to this success. The 7 keys to success in question are:

- a. الجد المواظبت
- b. اومت الوضوء ليل
- c. الغذاء لاة
- d. اليل
- e. اءة القران ا
- f. المعاصي
- g. ان لا اكل ام السوق

The meaning of the sentence above is to be serious and consistent, not to eat too much, pray regularly, always keep eating regularly, and pray regularly. read the Qur'an, leave immorality, and do not snack carelessly.

The meaning of the words above is that firstly in doing something we have to be istiqomah and mean it, secondly always have ablution "before doing any activity, thirdly, don't overeat and stop eating before you are full, fourth always pray. at night because the prayer that is efficacious is in a third of the night, the fifth often read the Koran because all the solutions to our problems are in the Koran, the sixth leave the immoral because it can damage Islam and the last do not buy food in any place because we do not know the food is pure or unclean (Ma`arif & Rusydi, 2020; Widjaja et al., 2022).

Research Results

The research results in this discussion which are guided by research questions about the Integrated Quality Improvement Strategy in International Standard Madrasah (MBI) Amanatul Ummah Pacet-Mojokerto are:

The concept of Integrated Quality Management in International Standard Madrasah (MBI)

Vincent Gaspersz states that basically, MMT is a way of continuously improving performance at every level of operation or process (Vincent Gaspersz, 2011). paradigm *Total Quality Management* is an approach to running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, processes, services, and the environment.

The main goal of TQM is to reorient management systems, staff behavior, organizational focus, and service procurement processes so that service providers can produce better, more effective services that meet customer needs, wants, and needs (Mukhopadhyay, 2020).

Before understanding integrated quality, there are three things we need to understand the difference between, namely *quality control*, *quality assurance* and *total quality* (Stamatis, 2018). Quality control is a quality concept that functions to check whether a product or service has met the standard or not (Saihu, 2020). Meanwhile, quality assurance is a concept to ensure that a product or service meets predetermined specifications. *Total Quality Management* (TQM) is an extension and development of quality assurance. In this concept the customer is king (Toke & Kalpande, 2020).

The definition of TQM includes two components, namely what and how to implement TQM. What distinguishes it from other approaches to running a business is how it is. TQM can only be achieved by taking into account the following characteristics (To et al., 2018).

Customer Focus

In TQM, both internal customers and external customers are drivers. External customers determine the quality of products or services delivered to them, while internal customers play a major role in determining the quality of people, processes, and the environment associated with products or services (Liao et al., 2021).

Teachers who are one of the internal customers to be able to produce good quality education then try their best to teach and educate external customers which in this case are students (Muazza, 2021; Syukkur & Fauzan, 2021). By paying attention to everything that students need, it will produce the best graduates and the school will get praise from the surrounding environment.

As stated in the MBI Amanatul Ummah Pacet, the madrasa management always makes improvements and evaluations which are held every week, on Wednesday nights. The goal is that the problems that exist in the madrasa, both formal and *muadalab*, are always solved. So that the guardians of the students feel satisfied that they have sent their sons and daughters to MBI Amanatul Ummah Pacet. The curriculum always makes changes according to what the students need. By adjusting the existing curriculum to where the students are going to continue their studies.

Obsession with Quality

In educational institutions that implement TQM, the final determinant of quality is internal and external customers. With the specified quality, educational institutions must be obsessed with starting or exceeding what is determined (Varouchas et al., 2018). This means that all madrasah citizens at every level try to carry out every aspect of their work from the perspective of “how can we do it better?” “principle of *the good enough is never good enough*. Applies to both students and teachers having the same desire, namely to improve the quality of education even better. By jointly improving the existing quality, the school will also meet and exceed the existing quality.

This is reflected in grade 12, there *are fasbl kbos* that are prepared for children who are going to school in the Middle East. Which designs according to the needs there. 75% - 80% of the special material that will be brought to the middle east, so the formal material is very little not to say it is a religious major (Achmad Chudlori, 2020).

Scientific

Approach A scientific approach is needed in the application of TQM, especially for designing work and in the decision-making process and problem solving related to the designed work. Thus, the data is needed and used in compiling benchmarks (benchmarks), monitoring achievements, and implementing improvements (Kalogiannakis et al., 2021; Koral Kordova et al., 2018).

The existence of a scientific approach to TQM allows schools to know what is needed in terms of fulfilling school quality. All things in the scientific approach can be used to find out the problems that exist in schools, and what steps are most appropriate to solve these problems. Thus, schools can make plans to improve student achievement and make appropriate improvements (Kemp & Cochern, 1994). This approach is needed when there is a problem that urgently needs to find the right solution. For example, at MBI Amantul Ummah, which carried out several tryouts and additional materials after they graduated from school. The material is given to equip students who will go to well-known state universities in Indonesia.

Teamwork

In organizations that are managed traditionally, competition is often created between departments within the organization so that the competitive power is boosted. However, internal competition tends to only use and spend energy that should be focused on quality improvement efforts, which in turn increases external competitiveness (Koral Kordova et al., 2018).

Meanwhile in organizations that implement TQM, teamwork, partnerships, and relationships are established and fostered, both between school members and students, government institutions, and the surrounding community (Martín-Hernández et al., 2021).

The school environment has multiple elements, in which to get good quality requires the cooperation of the related elements. The school elements in question are principals, coordinators, teachers, homeroom teachers, functionaries, students, TU staff, committees, and local residents. If they support each other, the school can improve its quality. This is evident from the success of many students who are accepted at state universities, some are even accepted abroad, both in Asia and Europe, thanks to the cooperation of various parties.

Integrated Quality Improvement Strategy at the International Standard Madrasah (MBI) Pacet-Mojokerto

In order to provide customer satisfaction and maximum service, MBI Amanatul Ummah has strategies that can then be implemented. Intellectual Aspects: To design to produce smart students or students, the teacher must be smart. It is impossible to drive or direct children to be smart but from teachers who are not smart. This means that teachers must be qualified, must continue to learn, innovate, be creative, and so on.

Financial Aspect: This is one aspect that cannot be separated from the existence of an institution in order to develop. Because finance is one of the core aspects of management, it is directly related to the life and development of an organization or institution. Without good financial management, it will be very difficult for an organization or agency to survive.

The effectiveness of the school can be seen from the financial intake or qualified to be able to develop the school or institution, this is important because it cannot be denied in the development of educational facilities and infrastructure that support will be one of the factors in the success of learning, and the facilities and infrastructure are only will be obtained through the procurement of funds. However, it should be noted that the provision of funds alone is not enough, the existing resources will not be able to be processed properly if the arrangement or management is not good, as well as the case with funds. So, in the transformation process, good financial management is needed in it. Financial management is one part of the transformational process towards an effective school.

Aspects of *Networking/* Networking: Build the widest possible network in any institution. Cooperation with Cambridge University London, al Azhar University, Aminef (American Indonesian Exchange Foundation), and so on. Whatever it is that is considered to provide a positive value, both from institutions that are Islamic or non-Muslim.

So many children from the Middle East, Egypt, Morocco, Yemen, Tunisia, and Lebanon, but there are also those who study in Germany, Russia, China, Japan, Malaysia, Singapore and so on. There is also an alumni network, MBI Amanatul Ummah has an outstanding PERLUMBI (MBI alumni group). Those who study in Germany, Russia, and Euro Asia, their PERLUMBI every month still carry out the recitation of the Mukhtarul Hadith book which is filled in by the alumni in turn.

Social aspect: This is very important, especially in an educational institution which is actually under the auspices of a *pesantren*. Those who live side by side with the community really must be able to maintain good communication with the surrounding community. Because if the madrasa has problems with the community around the madrasa, it will not develop, it will only be preoccupied with problems in the community.

Implementation of Integrated Quality Management in International Standard Madrasahs (MBI)

In the application of integrated quality management in non-profit organizations such as schools or madrasahs, of course, it is not exactly the same as that applied in profit organizations (business world) in general, because it needs to be adapted to the situation and existing conditions, as well as adapting to relevant needs with efforts to improve the quality/quality of education in schools, in addition to differences in interpreting the notion of quality/quality as the main key terminology.

The implementation of integrated quality management means that there is an effort to make changes to the existing and established management system, from the traditional

management system/other management to a new management system, namely *Total Quality Management* (TQM) (Allur et al., 2018). Meanwhile, implementing TQM requires a long-term commitment and a total change to the existing system, it is deemed necessary to know the difference between the *Total Quality Management* (TQM) paradigm and other management paradigms (Mirshokraei et al., 2019).

In implementing the MBI management concept, Amantul Ummah has the responsibility to manage itself in relation to formal school administration issues, finances, and the functions of each person within the framework of directions and policies that have been formulated by the government and then developed according to the needs of the institution. Together with parents and the community, MBI Amantul Ummah makes decisions, sets priorities in addition to providing a more professional work environment for teachers, increases knowledge and skills, and convinces the community about schools/madrasahs.

Coordinators who represent different groups in the school community and are professionally involved in every change process in the school through the application of the principles of total quality management by creating competition and rewards within the school itself and other schools.

CONCLUSION

Based on the exposure of data and research results on the Integrated Quality Improvement Strategy at the International Standard Madrasah (MBI) Amanatul Ummah Pacet Mojokerto, the authors can conclude that: The concept of integrated quality improvement that researchers get is in the form of, (a) focus on customers which can be known from the curriculum that continues to be developed based on the needs of the students at MBI Amantul Ummah Pacet. (b) obsession with quality, this is reflected in grade 12, there is fashl khos prepared for children who are going to school to the Middle East. Which designs according to the needs there. 75% - 80% of the special material that will be brought to the middle east, so the formal material is very little not to say it is a religious major. (c) scientific approach, by continuing to give try-outs even though the national exam has been abolished. The aim is that the knowledge or lessons they learn are really able to provide provisions for further education. (d) teamwork, the entire academic community of MBI Amanatul Ummah Pacet can all work together so as to be able to provide graduates who can enter well-known state universities in Indonesia and abroad.

MBI Amantul Ummah Pacet's integrated quality improvement strategy pays attention to several aspects. Such as intellectual, financial, network and social aspects. Through these various activities, learning innovations are introduced, because innovation is a necessity. The development of teaching materials, development of learning strategies and methods, development of learning media, assessment systems, evaluations, and assessments have become the main menu of the world of education, but from empirical experience it seems that these efforts have not significantly brought about changes in terms of improving the quality of education in schools.

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