

## A Management To Strengthening Islamic Boarding Schools' Quality Graduates

Siti Nurhayati<sup>1\*</sup>, Iim Wasliman<sup>2</sup>, Sofyan Sauri<sup>3</sup>, Daeng Arifin<sup>4</sup>

<sup>1,2,3,4</sup>Educational Management Magister Program, Universitas Islam Nusantara.

\*Corresponding Author:

Email: [nurdia67@gmail.com](mailto:nurdia67@gmail.com)

---

### Abstract.

*The research aims to explore and observe a management to strengthening Islamic Boarding Schools Graduates in Indonesian context. This research uses a qualitative approach because this research aims to describe and analyze the process of strengthening graduates in perspective of management. Various data collection techniques are used including: observation, interview, documentation study, literature studies and triangulation. The result shows the planning, implementation, evaluation, and follow-up stage supported to realize academic and non-academic graduates' quality, as well as to develop cultural values and character that can be implemented in everyday life but still not able to be done to the fullest. At the planning stage, it can be interpreted that the program planning has been prepared oriented to the quality that can be realized optimally. The implementation in improving graduates quality conducted in both Islamic schools, includes: Curriculum Development, Learning Activities, Educator and Educational Personnel Competency Improvement Activities, Student and Extracurricular Activities, Facilities Management Activities and Infrastructure, Financing Management, Partnership Activities and society's role. In the supervision and evaluation part, is done to ensure management to strengthen the graduates is in accordance with planning. To sum up, the management has not been able to be done optimally, because it cannot carry out the face-to-face learning process followed by all learners, such as normal condition so that many obstacles faced by teachers and by learners.*

**Keywords:** Management, Islamic Boarding School, Quality, Graduates

---

### I. INTRODUCTION

Pondok Pesantren which is under the auspices of Madrasah, is different from pesantren huts in general. Quality management applied in Pondok pesantren in and Al-Muhajirin Purwakarta refers to the needs of Madrasah adapted to the situation and conditions in the Madrasah environment. This was reinforced by Masyhud, et al (2003: 35) who explained that the ideal type of Madrasah in a boarding school is to integrate the classical education system and the modern education system that will not change the total face and uniqueness of the education system. According to Yahya, the innovation of Madrasah in the pesantren hut environment, or boarding school in the Madrasah neighborhood, will create a new interest in the community, such as modern pattern boarding schools, which can be classified as independent pesantren, because it already has a library, soup kitchen, dining room, administrative office, living house, operating room, etc. Also manages junior high, high school and other vocational (2015: 76). The above conditions, will be one of the motivations of parents to include their children both to Madrasah and pesantren, because Madrasah and pesantren turned into the perfect package, so they wholeheartedly to keep their children there. Pesantren is considered an institution intended for weak economies, but through mergers, that view slowly begins to fade. Therefore, with increasing public confidence in pesantren education, pesantren is required to always change in a better direction by making various innovations for the development of the education system, one of which is by collaborating with Madrasah. Incorporating general knowledge and skills, for example, is an effort to provide students with additional provisions so that when they have completed their education, they can live decently and compete in the community. One of the important issues that are currently developing in education circles is the quality of graduates, especially the quality of Madrasah graduates in the pesantren environment. Definisi mutu lulusan

Sallis (2011: 58) argues that there are three fundamental ideas about quality, namely: quality control, quality assurance, and integrated quality (total quality). "Quality control in the world of education is usually done before, when the process takes place and after the process takes place, while quality assurance is a product without defects / zero defects ( Crosby in Sallis: 2011: 59 ) total quality is an extension of quality assurance. From some of these can be concluded that Madrasah will have quality graduates if the institution

performs quality control, quality assurance, and integrated quality, so that there is a quality of graduates with the characteristics of learners who have knowledge, skills and attitudes that can be used as provisions to continue education at the next level. Today, there are still many problems or problems faced by Madrasah, especially related to the quality of graduates. Yahya (2015: 112) explained that the problems experienced by Madrasah include teachers who teach not in accordance with educational background, have not received sufficient welfare benefits, there are still many teachers who have not received certification, students' books are inadequate and other infrastructure facilities are still lacking. Another problem, explained by Qomar (2009: 80), is that Madrasah is still considered an Islamic education institution whose quality is lower than the quality of public school education institutions, although many Madrasah graduates are superior. The success of Madrasah, has not been able to remove the negative impression of "low quality schools" that have been attached so far.

Furthermore Rivai (2016: 118) explained *babwa*: many factors are the cause of the low quality of Madrasah graduates. For example, madrasah leadership management issues, learning process, graduate quality, and inadequate educational facilities and infrastructure in Madrasah. Various efforts that have been made by the government to improve the quality of education until now still meet many challenges and have not been so encouraging, even many failures. This is due to, among others: problems of improper education management, placement of personnel that are not in accordance with their field of expertise (including the appointment of less professional principals / madrasahs), lack of equalization of opportunities and budget constraints available, so that national education goals have not been significantly realized. From some of the opinions and views above, it can be concluded that the quality of education in the perspective of Madrasah in the pesantren environment shows that the graduates are not yet maximal, this is due to various factors, including the management of Madrasah leadership that has not been optimal, teachers who teach not according to their educational background, pre-retirement facilities that are still not yet available, and other resources are still limited. For this reason, it is the duty of all parties to prepare quality human resources, able to answer the challenges and changing times so that there is no gap between reality and ideality. The quality of graduates is the ability of learners after completing *pedidikan* at a certain level of education, both in terms of academic and non-academic ability as an indicator of quality educational results. As explained by Hari Sudrajad (Faturahman, 2012: 68), that quality education is an education that is able to produce graduates who have the ability or competence, both academic competence and non-academic competence based on personal and social competence, which is thoroughly called life skills (life skills).

Furthermore, Andang, (2013: 159), explained that: to be able to measure quality schools development is not only seen from inputs, processes, and outputs, but emphasizes the educational outcomes. The quality of school output that is said to be quality, will be seen in the extent to which the success rate of educational output is able to place itself in the community, in the world of work, as well as in the wider context by having knowledge, skills, skills, independent, creative, and innovative. These educational output capabilities are at once the ideals and great goals of Indonesian national education. Sagala (2013: 170) also stated, that educational institutions (schools) can be said to be of high quality, if school performance, especially the achievement of learners, shows high achievement in; (1) academic achievement, i.e. raport grades and graduation grades meet the specified standards; (2) Have the values of honesty, piety, decency, and able to appreciate cultural values, and (3) have high responsibilities, and abilities that are realized in the form of skills, in accordance with the standards of knowledge received in school. From the quality indicators of graduates that have been stated above, it provides an idea that the quality of high school graduates must have character in accordance with the values of Pancasila, placing themselves in society, in the world of work, by having knowledge, skills, skills, independent, creative, and innovative as a whole. The quality of these graduates can be realized by supporting various factors that affect the quality of education. These factors include human resources, namely principals, teachers, and administrative personnel, learners. finance, curriculum, management, organization, physical environment, scientific progress, regulation, community participation or participation, and education policy.

The above is in line with the opinion of Ahyar, M (Hidayati, 2014: 42), explaining that: There are three determinants of the quality or quality of education, namely people (educators), programs (Curriculum),

and Institutions (leaders). With efforts to fulfill and realize all national education standards should ideally be supported by qualified personal (people), coupled with good curriculum programs and effective institutions (Leaders). Based on the above explanation, the author can conclude that to improve the quality of Madrasah graduates must prepare careful planning, as well as conduct school review, draw up vision, mission, strategy and achievement targets, finally benchmarking, quality assurance, and quality control. Thus the school will be able to realize quality graduates in accordance with those set out in the national education objectives.

For more details, the graduate quality improvement program can be described as follows:

a. School review; This step is an activity to evaluate and photograph the current condition of the school. School review is a process in which all components of the school work together with parents and professionals, to assess the effectiveness of the school and the quality of graduates. This technique is carried out in order to solve problems regarding the suitability of the results achieved by the school with the parents of students or students themselves, factors that inhibit, efforts to improve the quality of learners, or supporting factors in order to improve the quality of the school. (Sulhan and Soim: 2013: 109-110). According to Zamroni (2011: 215-216) explained that: this school review is conducted by an internal or external team consisting of parents or guardians of students, community leaders, and academics. But the best team is a combination of inside and out. The results of this school review are in the form of school profiles and recommendations that must be implemented to improve quality. School review of the key questions is where the school will go, how to achieve those goals, what will or needs to get priority in the short term.

b. Formulate Vision, Mission, Strategy and Work Program

Zamroni (2011:216-220), explained that: the activities carried out in this step are: the principal held a meeting involving all elements of the school, which include; Teachers, teachers and parents of students. The key question is what kind of circumstances the school wants in the future, five years, ten years, twenty years to come. After the vision, mission, strategy formulated, the next stage is to formulate a work program as a description of the strategy to realize the vision in the future. Furthermore, the target of quality improvement is student achievement. Teacher readiness in the form of teacher ability and will, student readiness in the form of motivation and mastery of materials that have been taught, facilities and infrastructure, school culture. After the quality improvement target is determined based on the principles of output or results, has strategic value, is specific, can be achieved, can be measured, and achieves the time aspect. After the goals and objectives are determined in the annual program. What activities should be done to realize the target, when it is realized, who is responsible, how much funds are obtained, where the funds are obtained. All of these formulations are socialized to the entire school to be fully responded to and supported.

c. Benchmarking

Benchmarking is an activity of setting standards and targets that will be achieved in a certain period. Benchmarking can be applied to individuals, groups or institutions. Meanwhile, the Depdiknas balitbang quoted by muwahhid and Soim provides a formulation of benchmarking as an assessment of the process and results to lead to a satisfactory advantage. The three fundamental questions that will be answered by benchmarking are (a) With regard to the minimum limit of the condition of educational institutions is said to be good. (b) The maximum limit on how well the condition of the educational institution is said to be good. (c) the strategy or way that food to achieve good conditions. While the steps implemented by the Islamic education component in this paradigm first determine the aspects of variables or indicators determine or gaps that occur compared to the results achieved plan the target to achieve the standard formulation of program ways for the target.

d. Quality Assurance

Quality assurance is a technique that is done to determine that the education process has been implemented as it should be. With this technique will be detected irregularities that occur in the process. So as to avoid deviations, with this technique the principal needs to conduct supervision and monitoring and continuously on quality improvement activities carried out. Monitoring is carried out on all processes and results to find out if the target target has been fulfilled satisfactorily yet. From monitoring will be obtained the performance of subordinate obstacles encountered steps taken, and the implications for the progress of the organization, existing weaknesses are improved, and the advantages that have been built are improved

again. To carry out Quality Assurance Bahrul hayat training prospective principal as quoted by sukarji umiarso then the institution must: a) Emphasize on the quality of learning. b) The work of learners is monitored continuously. c) Information and data from educational institutions are collected and analyzed to improve processes in educational institutions. d) all parties ranging from the principal of the clemency employee teacher as well as the parents of learners must have a commitment to jointly evaluate the condition of the institution that is critical and cultured to improve.

#### e. Quality Control

Quality control is a technique to detect deviations in output quality that are not in accordance with standards. Quality control requires clear and definite quality indicators, so that it can be determined the quality deviations that occur as well as the assessment of work results in the process. So this framework is in addition to the conformity between the standard and the output it produces. Another important aspect is leadership that is able to build cooperation with the team. Leadership must be directed so that people are willing to work together to achieve certain goals. The behavior that leadership brings about is the willingness of people to work together to achieve mutually agreed organizational goals.

Based on the data mentioned above, the author is interested in conducting a study to find out about how to improve the quality of Madrasah graduates in order to be competitive or can be superior, especially in realizing good and strong character (standard) from public schools. For that data will be used as a basis, why do research in West Java, Indonesia. The objects to be studied in this study is Islamic Boarding Schools. Why were Islamic School selected public and private? Some arguments can be expressed first; Purwakarta State Islamic School is one of the Islamic School Models in the West, the results of research from this country's Islamic School, can be used as a reference for development for other country Islamic School, which are in Indonesia. While conducting research at Islamic Boarding School, the hope is that the results of this study can be used as a barometer for other private Islamic School in realizing graduates of good character and strong character, so that what is mandated in national education goals can be realized. Departing from the problems and results of previous research, the management of graduate quality improvement is the root of this research. Therefore the author is interested in conducting research *The Management of Strengthening Islamic Boarding Schools Graduates in Indonesia*".

## II. METHODS

This research uses a qualitative approach because this research aims to describe and analyze the process of strengthening graduates in perspective of management. This research is also executed because Madrasah or Islamic School has a value system and culture is very interesting to research, for it is an integral part in the process of improving the quality of national education. Researchers strive to understand, and understand deeply the school's residents in interacting with their environment, interpreting phenomena and events that correspond to the problems studied. Information collected from natural settings as a direct data source. The data meaning can only be done when the deep facts obtained. The boarding school environments are located in West Java, Indonesia. The province of madrasas are selected as objects (site selection) in this study, including; madrasah supervisor, foundation administrator, the head, deputy head, committee, teachers, staffs, cleaning services, security guards, and students. While non-human data sources are taken in form of documents relevant to the research focus, such as lesson plans, curriculum, symbols, images, photos, buildings, environments, meeting notes or related documents.

### **Technique and Instruments of Data Collecting**

Various data collection techniques are used including: observation, interview, documentation study, literature studies and triangulation. The observation procedure is established both participatively and non-participatively in relation to improving the teachers' competence in curriculum development, learning methods, assessment or teacher teaching skills in madrasa development. Interview techniques are conducted in two ways, structured interviews and unstructured. In structured interviews, researchers set problems and questions aimed at answering the focus, while unstructured interviews arise when answers develop outside of research questions that are not designed before but still related to the issues being discussed in this interview. From the documentation study, rules, regulations, provisions, and policies related to the issues

being studied, as well as other data (documentation, photographs, recordings, meetings). The data are triangulated to re-check the consistency of the obtained data using other data sources. Triangulation is done by examining the sources, methods, theories, and researchers (various data collection techniques and existing data sources are combined).

### **Research Procedures**

There are three stages in research procedure conducted: orientation, exploration, and member check. The detailed stages are described as follow. The orientation stage is the preparatory stage of data collection, by performing activities of: 1) preparing of research licenses; 2) improving research design, and consulting with the expertises; 3) approaching related agencies that are expected to provide preliminary information about management to strengthening graduates in boarding schools' environment; 4) preparing interview guidelines, observation sheets and intructions relevant to the problem, 5) doing a grand tour (public visit) the boarding schools,. This activity is carried out to conduct preliminary consultations with several figures at the research sites and make a brief observation about social situations; 6) contacting agreed respondents (expert informants).

Secondly is the exploration stage, or actual research implementation by using data collection techniques and the designed information. The stages cover, 1) conducting interviews with predefined sources; 2) conducting internal documentation studies with managerial parties; 3) collecting data connected with secondary data to complement the primary data; 4) compiling research results that include depiction, analyzing, interpreting research results until completed. The last stage is member check. This activity is re-checking the data validity or obtained information at the orientation and exploration stage using interview, observation, and documents. The research data is analyzed from the field, then the results are submitted to each respondent to confirm the data suitability. The respondents are asked for further explanation to complete the data afterwards. Double-checking the data sources or information submitted by responders at the final stage is also undertaken. The validity degree is achieved by paying attention to the principles of credibility, dependability, confirmability, and transferability.

### **III. RESULT AND DISCUSSION**

Since the research focuses on management, the research results cover planning, implementation, evaluation, and follow-up stage taken from various data sources and observed in rich perspectives. By studying documents study of the curriculum, it is explained that the institutions are able to realize academic and non-academic graduates' quality, as well as to develop cultural values and character that can be implemented in everyday life. Several steps done in realizing this, including:

#### **Planning**

The planning in improving the graduates quality refers to Permendiknas No. 19 of 2007, on the standards of management of Primary and Secondary Education, and PP No. 66 of 2010, Changes to Government Regulation No. 17 of 2010 on The Management and Implementation of Education, consisting of the vision, mission, and objectives of madrasah, compiling the Curriculum Level of Education Unit (KTSP), education calendar, madrasah organizational structure, division of duties among education personnel, academic regulations, madrasah order, madrasa code of ethics, madrasah operational costs, Madrasah Work Plan (RKM) and Annual Work Plan (CTR).

#### **Implementation**

The results of the interview with the head and wakamad Islamic Boarding School that in the implementation of curriculum development, Islamic Boarding School every year always hold a review of the curriculum that will be used in the coming school year. The activity was carried out in KKM Islamic School workshop activities in West Java, Indonesia. In this case, researchers have also been one of the sources in the activity in August 2021. The event was attended by the Chairman of the Foundation, the head of Madrasah, teachers, business administration, even the event was officially opened by the Head of The Ministry of Home Affairs Purwakarta. With these activities can find obstacles faced by teachers, either related to the substance of the subject matter or the application of methods in teaching or other obstacles. The data is used for improvements in each RPP of the subjects he has. Furthermore, the curriculum review activity was held in

MGMP activities per subject, which resulted in documents I and 2 KTSP. The document will be used as a guideline in organizing education for one year. The results of the interview with the head and deputy head of Islamic School, explained that for the implementation of activities to increase the competence of educators and education at Islamic Boarding School, it was carried out with various activities, which included: training activities, workshop and through teacher collective activities (MGMP). Activities carried out independently on average they can follow twice in one year, while for training activities held by the Ministry of Trade usually they participate in sending educators or personnel to participate in the activity. Other activities are responsive activities to the demands of government policies in education. For example, workshop about learning assessment, writing scientific papers (PTK), or other activities in accordance with the needs of madrasah.

As for education quality improvement activities in Islamic Boarding School, it is still just a participatory activity when there is an invitation in accordance with policy, including technical guidance on managing government assistance funds such as BOS fund management, maintenance assistance and building construction and others. The dissemination of competencies obtained by educators and education personnel to others is done individually, so that the information obtained from training, is known by all madrasah. The implementation of student and extracurricular activities at Islamic Boarding School is to monitor activities and request activity reports from all parties to the activities that have been carried out, by attaching a list of present teachers / TU, learners, as well as assessments from other parties such as teachers, representatives of parents of students or from the community around the madrasah. The implementation of the management of facilities and infrastructure, is to conduct periodic control of the facilities and infrastructure owned by Islamic Boarding School, as well as by checking reports on the use and maintenance of facilities and infrastructure. Inventory the available facilities and infrastructure, as well as evaluate effectiveness in their use and management. Evaluation of financing / financial management conducted in Islamic School Islamic Boarding School is to control the effectiveness of the use and reporting of finance / financing, and by examining financial books and financial statements periodically. The results of interviews with the public relations section, the implementation of partnership activities and community participation in Islamic Boarding School, which is carried out with the surrounding community (community leaders), learners, and parents and local governments (RT, RW and Village), the Ministry of Religious Affairs and the Education Office. The form of activities carried out, especially in the success of government programs, namely in the field of education, entrepreneurship and health.

### **Evaluation**

The results of the interview with the head of the madrasah, explained that: evaluation activities carried out in order to improve the quality of graduates in Islamic Boarding School are carried out in two ways, both internally and externally. Internally done first is to carry out Evaluation Self Madrasah (EDM), supervision of curriculum development program and supervision of learning activities as supervision activities. While the evaluation of curriculum development through evaluation meeting activities, self-evaluation of madrasah. External evaluation is carried out in accreditation activities by the Ministry of Education and Ministry of Foreign Affairs. The head of madrasah added that the evaluation of the implementation of Teaching and Learning Activities (KBM) in Islamic Boarding School, is carried out with the supervision of learning as an activity to monitor the implementation of learning activities, while the evaluation of learning outcomes through daily repeat activities, UTS, UAS, and UAM. Evaluation of the implementation of educators' and educational personnel's competency improvement activities is to check the administration of learning, learning supervision and work that must be carried out as supervision activities for educators and education personnel and see the success of the results of teacher activities in the learning process and the results of work assigned to education personnel in accordance with the program that has been established.

Evaluation of the implementation of the management of facilities and infrastructure, is to conduct periodic control of the facilities and infrastructure owned by Islamic Boarding School, as well as by examining reports on the use and maintenance of facilities and infrastructure. Inventory the available facilities and infrastructure, as well as evaluate effectiveness in their use and management. Evaluation of

financing / financial management conducted at Islamic Boarding School is to control the effectiveness of the use and reporting of finance / financing, and by examining financial books and financial statements periodically. Evaluation of the implementation of partnership activities and community participation conducted at Islamic Boarding School is to communicate through the madrasa committee about the effectiveness of commitment continuously, as well as conducting evaluation meetings of parents, teachers, committees and other relevant parties.

### **Follow-up Stage**

The results of interviews with the head and deputy head of madrasah about follow-up activities conducted at Islamic Boarding School, obtained information that RTL is an activity carried out in accordance with the findings of the evaluation results that have been carried out. Among others, rtl conducted is coaching teachers and education personnel either directly or indirectly, conducting periodic curriculum reviews, supervising learning on a program, organizing MGMP activities per rumpum subjects, monitoring all madrasah programs, maintaining pre-retirement facilities periodically, controlling the effectiveness of use and financial reporting periodically, and conducting partnerships. And to deny the potential of the community.

### **Readiness in Improving Graduates Quality**

The results of the interview with the head of the madrasa, explained that the resources of educators and education personnel in Islamic Boarding School, consisting of madrasah heads, teachers and education personnel. Where the number of teachers in a row as many as 17 people. Consists of civil servant teachers, foundation permanent teachers and non-permanent teachers. Civil servant teachers as many as 5 people, permanent teachers foundation as many as 7 people, teachers are not fixed as many as 5 people. While the education energy as many as 6 people, consisting of permanent education energy as many as 4 people, and education energy is not fixed 2 people. Thus the resources of educators and educational personnel in Islamic Boarding School, have an amount that suits the needs. So that with a large amount of energy, madrasah must be able to optimize existing power. both from the teacher and education personnel. Another factor that supports the smoothness of the learning process is the infrastructure factor. This component has a very important role, because complete educational facilities can facilitate teachers in conveying the content of learning to learners to achieve the goals that have been set. The results of field observations and interviews with the Head of Business, explained that the learning facilities and infrastructure used in Islamic Boarding School, showed that the study room was in good condition, and in accordance with the specified number of student capacities. That is; have a comfortable study room, an organized library room, an IPA laboratory room, multimedia room, art room, and adequate sports field. Thus learners can use the room to support the learning process even by using simple tools.

The results of the interview with the head of the madrasa, the head of business and caretaker of the boarding school, explained that in Islamic Boarding School, has a large boarding school led directly by a *kiayi* who is charismatic named Dr. KH. Abun Bunyamin, MA. Where the goal is so that *lulus* has academic excellence, moral dignity and mastery of science. This is in accordance with the development of religious and language sciences and the construction of noble morals that reflect the dignity of ethics and preservation of traditions to support the achievement of the vision and mission of madrasah. Pondok pesantren in Islamic Boarding School, used as a vehicle for the construction of *santri* in the development of religious and language sciences, the planting of Islamic creeds and the study of yellow, *tahsin*, and *tahfiz* books, the construction of *santri* in order to have a high patriotism and moral spirit. In addition, Pondok pesantren is a unity of institutions that are inseparable from madrasahs, which support each other. Thus intertwined *islamic ukhuwah* in the life of simplicity to foster *santri* independence, so that its alumni are ready to plunge in the community. The management of the Islamic Boarding School curriculum is carried out to ensure the achievement of national educational goals. The results of the document review, showed that the Curriculum of Education Unit Level (KTSP) in Islamic Boarding School, is compiled every year although the changes are only slight. The preparation of the Education Unit Level Curriculum (KTSP) both books I, II and III, Islamic Boarding School was developed in accordance with the conditions of West Java, Indonesia. Nevertheless in its preparation refers to the National Standard of National Education. To obtain maximum

results, in the development of the curriculum at Islamic Boarding School, a Curriculum Development Team (TPK) was created, consisting of the Head of Madrasah as the chairman of concurrent members, Wakamad curriculum, subject teachers, foundations, and counselors. The results of the interview with wakamad curriculum field explained that: the development of the curriculum referred to in this research is related to the preparation of KTSP which is used as an operational reference that is compiled and implemented by each education unit. The results of the documentation study of KTSP book I, compiled by Islamic Boarding School, are in accordance with the standards that have been set, which consists of V (five) chapters, in chapter I discussed about the Introduction consisting of background, drafting objectives, drafting goals, conceptual references, and KTSP development principles. Chapter II consists of Vision, Mission and Purpose.

Chapter III contains about curricular content consisting of national cargo, local cargo, ethical growth, counseling guidance, ICT development, extracurricular, KKM, remedial and enrichment programs, class increases and graduation. Chapter IV is about the educational calendar and chapter V is the conclusion, consisting of conclusions and suggestions. Furthermore, the head of Madrasah and wakamad curriculum field in the interview explained that: in the preparation of this KTSP, the curriculum development team first conducted a context analysis that covered: analysis of the provisions of the laws and regulations regarding the Curriculum, analysis of the needs of learners, educational units, and the environment, analysis of the availability of educational resources. TPK also in the preparation of its KTSP conducted an analysis based on Madrasah Self-Evaluation (EDM), so that KTSP compiled there was a slight revision, especially in document II, namely on rpp conducted by teachers. Based on documentation studies show that operational references in the development of KTSP in M Islamic Boarding School, referring to Permendikbud No. 61 of 2014 and PMA No. 117 of 2014, namely: (a) Improvement of Faith and Piety and noble morals, (b) Increase in potential, intelligence, and interest and in accordance with the level of development and ability of learners, (c) Diversity of potentials and characteristics of the region and environment, (d) Demands for regional and environmental development, (e) Demands of the world of work, (f) The development of science, technology and art, (g) characterized by typical Islamic religion, (h) Dynamics of global development, (i) National unity and national values, (j) Socio-cultural conditions of local communities, (k) Gender equality, (l) Characteristics of educational units.

From the above information in general the curriculum content is the same as other Madrasahs. The difference is in the development of the program, the curriculum is arranged separately, contains about religious material as a superior program, namely:

- Takhosus Tahfiz Program; This program is intended for intensive and regular classes. The intensive class is targeted at khatam memorization of 10 juz in 2-3 years and 2 juz for regular classes.
- The Takhosus program of the yellow book; In this program, learners for three years must have adequate science in the field of nahwu, sharaf, fiqh, tawhid, and basic level morals.
- Language programs; In this program learners are expected to have the ability to communicate with Arabic and English basic level.

The results of documentation studies on the development of syllabus (book II), show that the syllabus has been used as a reference in the preparation of learning frameworks in each subject. Likewise in its development refers to the Graduate Competency Standard and Content Standards for elementary and secondary education units in accordance with the pattern of learning in each particular school year. The components in the subject syllabus are also in accordance with the provisions, which contain: identity of subjects, madrasah identity, core competencies, basic competencies, subject matter, learning, assessment, allocation of time, and learning resources. The results of the interview with wakamad curriculum field explained that: in compiling the syllabus, teachers at Islamic Boarding School Purwakarta, perform the following steps: (1) Each subject teacher observes the syllabus, (2) calculates the allocation of learning time per year according to the allocation of time available in the syllabus with the results of calculations, (3) teachers make learning adjustments that will be made in accordance with the allocation of time that has been adjusted, (4) The teacher analyzes the learning resources to be developed in accordance with the madrasah situation and makes adjustments to the learning resources in the syllabus. From the above explanation, it can



be understood that the syllabus compiled by the teachers of Islamic Boarding School, has been arranged based on the applicable provisions, and can be used as a reference in carrying out the learning process. Likewise, the results of documentation studies regarding the Learning Implementation Plan (RPP), each subject, have been developed from the syllabus to direct learners' learning activities to achieve Basic Competence (KD). By containing the components of madrasah identity, subject identity, class / semester, subject matter, time assessment, learning objectives, basic competencies and indicators of competency achievement, learning materials, learning methods, learning media, learning resources, learning steps, and assessment of learning outcomes.

Aside from the three documents in the KTSP above, Islamic Boarding School also compiled other documents as described in the previous discussion, namely: task division documents, academic regulation documents, lesson schedules, classroom journals, grade books, teaching journals. The results of the study of the above documents, in the academic regulatory document have not been fully arranged. In it has not been explained about the right of learners in getting learning and counseling services, and has not been explained about the rights of outstanding learners. This needs to be listed, because it will give clear directions to learners and their parents, regarding the benefits and services provided by madrasahs. Related to the implementation of the curriculum Islamic Boarding School, explained by the Deputy Head of Islamic School for Curriculum, that: the implementation of the curriculum consists of several components that include; implementation of learning, implementation of local content, implementation of guidance and counseling, extracurricular implementation, implementation of replays and exams, analysis of daily repeat results, implementation of assessment of learning outcomes, processing of raport scores, reporting of learning outcomes, and carrying out supervise and monitoring of curriculum implementation. The results of interviews with BK teachers, obtained information that the implementation of counseling guidance was carried out by BK teachers with an allocation of one hour of lessons per week for face-to-face. While for participants guidance or counseling is done outside of these hours. BK's program of activities includes: classical guidance, groups and individuals.

The results of the BK teacher document study, showed that BK teachers already have their own work programs, but the program is still not well documented. For example a note about students going on to MA, to high school, vocational school is still handwritten on a small book. This data is important for BK teachers. So it is known the output of Islamic Boarding School how many are accepted in excellent schools. Thus, every teacher can prepare for a better learning process in the future.

Furthermore, wakamad curriculum explained that: in addition to carrying out counseling guidance, Islamic Boarding School also organizes ICT service activities. This activity has the purpose of:

- Help serve the difficulties of learners learning computers and networks.
- Serving the development of science and technology.
- Increase intelligence, skills, and have life skills as a provision of life.

The results of documentation studies on ICT services, this activity is only followed by class VIII and class IX learners, where in one week only allocated one hour of lessons, according to the allocation of time in the structure of the Islamic School curriculum. Activities can be carried out even in a very limited time.

Furthermore, Wakamad curriculum also tells about other self-development programs in Islamic Boarding School. That is the activities of btq servants. Where the purpose is:

- Help serve to improve the ability of participants in reading the Quran and Da'wah;
- Serving the development of the ability of participants in understanding the Qur'an and studying the Yellow Book;
- Assist in memorizing Zuz 'Ama;
- Understand the Qur'an and study the Yellow Book;

The results of the interview with wakamad curriculum, explained that for BTQ activities all learners from class VII, VIII to class IX must follow. This program is also only allocated one hour of lessons in one week, so with many learners, the time provided is not enough, and this is where it is important that the role of boarding schools can facilitate learners to explore the material. The results of interviews with student

affairs wakamad, Pembina teachers and extracurricular trainers, explained that the implementation of extracurricular in Islamic Boarding School, during these two years from 2019-2021 has not been implemented, in connection with government policies in preventing the transmission of the covid 19 virus. But in the previous year extracurricular activities were carried out intensively, with various activities including: scouting activities, PMR, sports, arts, and KIR. The results of documentation studies and interviews with wakamad curriculum field on the implementation of repeats and exams at Islamic Boarding School explained that: teachers at each end of the learning process carry out assessment of learners' learning outcomes in accordance with the education calendar and madrasah program guided by the regulation of the Minister of Education and Culture No. 23 of 2016 on Standards of education assessment.

For fluency in implementing the program, wakamad curriculum field, especially socializing learning programs to madrasah residents and stakeholders at the beginning of the new school year meeting in accordance with the education unit program. In the event discussed about the implementation of daily repeats, midterm repeats, late semester repeats, and the implementation of madrasah exams. The steps taken by Islamic Boarding School in doing this program are: first all teachers carry out workshop rearrangement questions according to their respective fields of study. Both madrasa heads and staff devised learning evaluation programs and formed committees. The results of interviews with several teachers about the implementation of daily repeat analysis, obtained information that the teachers never analyzed the results of daily replays. They only correct the results of the daily replay of learners according to the rubric made and provide a score with notes or comments to motivate learners, the value is entered into the list of values, then return the replay to the learners. Teachers don't have archives to keep as portfolio documents, so daily replay results aren't well documented. From this information it can be understood that teachers at Islamic Boarding School have not analyzed the results of daily repeats of learners. Though this activity is something that needs to be done by teachers for which can be used to provide treatment to learners in the form of remedial teaching treatment for learners whose value is below the completion of the established learning. As for the learners who have achieved the value above the completion of their learning can be given treatment in the form of enrichment. Processing of report card values must be done by the teacher at the end of each semester both the gasal semester and the even semester. The results of interviews with wakamad curriculum field that for processing report card values, there are some teachers who find obstacles.

This is because the value obtained by learners is still far from the KKM value that has been set, so that in processing the value of learning outcomes can not be done objectively, so it needs to be processed more maturely from the results of daily repeats, assignments, midterm repeats, late semester repeats / class increase replays. The processing results of these values are included in the value leger, which will be included in the report card, and are well documented. The results of documentation studies and interviews with wakamad curriculum field explained that all subject teachers in Islamic Boarding School always make reporting of learners' learning results submitted to the Head of Madrasah, which then the head of madrasah does reporting to the parents of learners in the form of a report book of student assessment results or report cards. Based on the results of interviews with wakamad curriculum field, information was obtained that supervision in the implementation of the curriculum in Islamic Boarding School, was carried out through supervision and monitoring activities. Both of these activities are carried out by the head of the madrasa, the deputy head of the madrasa and by the assigned senior teacher. The activity aims to find out the level of achievement of the implementation of the curriculum program. Supervision is carried out on learning process activities, both in local and extracurricular content programs. While monitoring is carried out on the implementation of replays and exams, analysis of repeat results, assessment of learning outcomes, processing report card scores and learning outcomes. Curriculum evaluation is a series of activities carried out in a planned, systematic, and systemic manner, so that information is obtained to give consideration in making decisions to improve the curriculum. The results of the interview with the Head of Madrasah, that the curriculum evaluation activities conducted at Islamic Boarding School are through internal and external evaluations. Curriculum evaluation activities are internally carried out through evaluation meetings, Madrasah self-evaluation. Current external evaluation through accreditation conducted by BANS / M. by obtaining the predicate A.

## Discussion

Improving the quality of education is a target for the development of National Education, and is an integral part of efforts to improve the quality of Indonesian people as a whole. At the planning stage it can be interpreted that the program planning that has been prepared is contained in the Madrasah Work Plan (RKM) and the Annual Work Plan (CTR). The two documents have contained all aspects as previously described, namely: vision, mission, objectives, KTSP, education calendar, madrasah organizational structure, division of duties among teachers, division of duties among education personnel, academic regulations, madrasah order, madrasah code of ethics, madrasah operational costs. The planning of the aforementioned program is a common desire of all madrasah citizens and oriented to the quality that can be realized optimally, not the wishes of individuals dominated by the head of the madrasah or foundation. So that it can be seen the relationship between the work program of the head, deputy head or foundation, all involved and concerned and participate in the successful program that has been agreed. The implementation in improving the quality of graduates conducted in both schools studied, based on the results of interviews with the head of madrasah and wakamad curriculum field, has been going well, as appropriate, which includes: a) Implementation of Curriculum Development, b) Implementation of Learning Activities, c) Implementation of Educator and Educational Personnel Competency Improvement Activities, d) Implementation of Student and Extracurricular Activities, e) Implementation of Facilities Management Activities and Infrastructure, f) Financing Management, g) Implementation of Partnership Activities and the role of society.

Next is the supervision and evaluation of the program. This activity is done to ensure whether the implementation of the program is in accordance with planning? If the implementation of the program is in accordance with the plan, then the madrasah can keep the implementation of the program in accordance with the planning, but if it is not according to the plan, improvements must be made. Based on the results of interviews with the Head of madrasah, evaluations are carried out both internally and externally. Evaluation conducted internally is to supervise curriculum development programs, supervision of learning activities, evaluation of the implementation of educator and educational competency improvement activities, evaluation of the implementation of student and extracurricular activities, evaluation of the implementation of facilities and infrastructure management, evaluation of financing / financial management, and evaluation of the implementation of partnership activities and community participation. Evaluation of the program is conducted through evaluation meeting activities, and self-evaluation of madrasahs. While the external evaluation was carried out by BAN S / M in Madrasah accreditation activities. From the results of interviews with the head of madrasah the results of internal supervision and evaluation activities are used as follow-up activities in the form of coaching of teachers and education personnel either directly or indirectly, conducting periodic curriculum reviews, supervising learning on a program, conducting MGMP activities per rumpum subjects, monitoring all madrasah programs, maintaining facilities. periodic retirement, controlling the effectiveness of the use and reporting of finances periodically, and conducting partnerships and empowering the potential of the community. Resources that support the improvement of the quality of graduates in both Islamic School in the West Java, Indonesia boarding school environment, namely: and Islamic Boarding School, among others are educators and education personnel, facilities and infrastructure, and other resources.

As for educators and educational personnel owned by the two Islamic School studied, the wholeness is adequate, in accordance with the amount needed. The existence of educators and education consists of civil servants and non-civil servants. For educators all have qualified Bachelor's Degree, there are even some people who have completed their master's education. Likewise with education personnel, both from the number and function is adequate. Likewise, the facilities and infrastructure owned by the two Islamic School studied, show that in general it is adequate. Available facilities such as: study rooms in good condition, as well as in accordance with the number of capacity of learners, organized library rooms, IPA laboratory rooms, leadership rooms, teacher rooms, administrative rooms, places of worship, counseling rooms, UKS rooms, organizational spaces, multimedia rooms, art rooms, latrines, warehouses, and sports fields are adequate. Another resource that can support the improvement of the quality of graduates is Pondok pesantren. Where This Pesantren Hut is a vehicle to shake the learners, in exploring the science, special religious

science and noble moral development so that learners are able to lent to the dignity of ethics and preserve traditions to achieve the vision and mission of madrasah. With the fulfillment of the necessary resources above, the two Islamic School can run the learning process effectively and efficiently, so that both teachers and learners, are facilitated during the learning process. Based on the data of research results can be interpreted that the management of the curriculum in improving the quality of Islamic School graduates in pondok Pesantren, is an inevitability that must be pursued by Madrasah. By developing the curriculum in a planned, directed and sustainable manner in accordance with the vision, mission, and objectives that have been set, and in accordance with the philosophy foundation and normative foundation that refers to Sisdiknas Law No. 20 of 2003, PP Number 57 of 2021 on SNP, and KMA N0 83-84 of 2019 on PAI curriculum and Arabic language and its implementation.

In planning the curriculum of Islamic School in Pondok Pesantren Purwakarta, first created a Curriculum Development Team (TPK), consisting of the Head of Madrasah as the chairman of the curriculum, Wakamad curriculum field, subject teacher, counselor. The steps taken in planning are: determining and formulating the goals to be achieved; context analysis, context: analysis of the provisions of the laws and regulations regarding the Curriculum, analysis of the needs of learners, educational units, and the environment, analysis of the availability of educational resources. As for the form of curriculum planning carried out in improving the quality of Islamic School graduates in pondok Pesantren environment, namely: (1) Compiling KTSP (Book I), which consists of V (five) chapters, namely in chapter I discussed about the Introduction consisting of background, drafting foundation, drafting goals, conceptual references, and KTSP development principles. Chapter II consists of Vision, Mission and Purpose. Chapter III contains about curricular content consisting of national cargo, local cargo, ethical growth, counseling guidance, ICT development, extracurricular, KKM, remedial and enrichment programs, class increases and graduation. Chapter IV is about the educational calendar and chapter V is the conclusion, consisting of conclusions and suggestions. (2) Conducting syllabus Development (Book II), which contains: identity of subjects, madrasa identity, core competencies, basic competencies, subject matter, learning, assessment, allocation of time, and learning resources. . (3) Arrange RPP (Book III), which contains; contains components of madrasah identity, subject identity, class / semester, subject matter, time assessment, learning objectives, basic competencies and indicators of competency achievement, learning materials, learning methods, learning media, learning resources, learning steps, and assessment of learning outcomes. The next step is the implementation of the curriculum. The implementation of the curriculum on both Islamic School in Pondok pesantren environment in West Java, Indonesia is studied, inseparable from the quality management system, therefore in all activities or programs - the program always uses Standard Operating Procedures (SOP), and refers to the National Standard of Education (SNP).

The implementation of the curriculum consists of several activities including: the implementation of learning, implementation of local content, implementation of counseling guidance, implementation of extracurricular, implementation of replays and exams, analysis of daily repeat results, implementation of assessment of learning outcomes, processing of raport values, and reporting of learning outcomes. The implementation of learning carried out refers to the standard of process Number 22 of 2016. which consists of preliminary activities, core activities and closing activities. Based on the results of observations in the two Madrasahs studied, learning activities have been going well according to the provisions, but there are still few shortcomings but still can be improved. The implementation of local content carried out in both Islamic School studied, because it is carried out in the form of curricular activities, the implementation of learning is the same as the subjects in general. It also found no difficulties or obstacles. The implementation of counseling guidance is one of the student self-development activities carried out according to their talents and interests, carried out by BK teachers. Where the goal is to help learners in overcoming learning difficulties, serving career development, assisting in the selection of higher levels of education, and help solve the problem in social life. Thus learners feel comfortable and helped in solving the problem. The implementation of extracurricular also needs to be carried out in Madrasah. This activity will help learners in developing their talents. The extracurricular activities that are programmed are scouting, PMR, sports, arts, and KIR activities. But because there is a pandemic covid 19, then all these programs can not be carried out

The implementation of replays and exams is a summary of the learning process. This activity needs to be done to find out the ability of competence and has been mastered by learners, can also be used as feedback for teachers to improve the learning process in the future. So that repeats and exams are useful both for teachers and for learners. Next to the implementation of daily repeat analysis. This activity also needs to be done by the teacher, because the results of the analysis will be used as a follow-up by the teacher, How many learners should be remedial or how many learners should be given enrichment. Thus the quality of Islamic School graduates can be measured and can be accounted for.

The next activity is the implementation of assessment of learning outcomes. This activity is an activity carried out by madrasahs to find out the level of learning of learners for one semester, according to the program that has been set. Thus, the root learners are measured all competencies that have been taught in the semester that has been running. The last activities are the processing of report values, and the reporting of learning outcomes. This activity is carried out by each subject teacher who is delivered to the class teacher. To be documented in the grade ledger, as material to be written on the report book as a responsibility for school administration that will be conveyed to parents or guardians of learners who have left their children in the madrasah. As for the supervision of the curriculum carried out in the two Islamic School studied can be interpreted both Islamic School conduct supervision and monitoring activities, which are carried out by the head, deputy head of madrasah assisted by the assigned art teacher. This excitement is done to find out the level of achievement of the implementation of the curriculum program that has been set. Next is the curriculum evaluation. This activity also needs to be done by madrasah in a planned, systematic, and systemic manner. From the results of this activity will be obtained information in giving consideration and taking decisions to improve the curriculum in the future. Special competencies that must be owned by Islamic School learners in pondok pesantren environment, in addition to the competencies listed in the Ministry of Education Curriculum, as well as the competencies contained in pai curriculum and Arabic language, namely: having knowledge and abilities in the field of Qur'anic science and Hadith, Akidah Akhlaq and sharia. The Qur'an and Hadith, Aqidah Akhlaq, and Sharia/Fiqh, are excellent subjects developed in madrasah peculiarities, where learners are gradually directed to have compatibility in understanding the principles of Islam, so that learners have good character, obey in carrying out Islamic law, disciplined and have high social responsibility in personal and social life.

#### IV. CONCLUSION

Management of improving the quality of MTs graduates in Islamic boarding schools in Purwakarta Regency has generally been running according to regulations. This can be seen in the quality of graduates who have academic and non-academic abilities, by obtaining many awards from various competitions that are followed, and being able to compete in continuing their education to a higher level and being accepted at favorite public schools in Purwakarta and other schools. Recommendations from the results of research on quality improvement management of Islamic School graduates in Pondok Pesantren West Java, Indonesia are:

1. To the Ministry of Religious Affairs both West Java, Indonesia level and Kanwil Kementerian Agama West Java Province, should:
  - Improving coaching, regulatory socialization and increasing competence to madrasah residents to improve the quality of Islamic School graduates.
  - Providing assistance in providing educators and education facilities and infrastructure as well as financing assistance for improving the quality of graduates.
2. To the Supervisor of Trustees in particular, it is best: Conduct classroom coaching, supervision, and supervision for all teachers in a programmable and sustainable manner, and do not continue the results of supervision and supervision.
3. To the madrasah (Head of Madrasah, educators and education)
  - Maximizing existing human resources, holding activities to improve human resources, holding various trainings / activities that can improve human resources, cost management and madrasah infrastructure facilities effectively.

- Develop guidance / guidelines / mechanisms of supervision and evaluation activities internally, to monitor the quality of graduates so that they can make continuous improvements.
  - Conducting a program to improve human resource competence both for ISLAMIC SCHOOL heads, teachers and education personnel and involve all parties in Madrasah in improving the quality of graduates.
4. To the parents of learners and learners to provide evaluasi to the education of education so that madrasahs can create more qualified graduates. So that with a lot of input, madrasahs can meet these demands and can meet expectations.
  5. To the next researchers in order to be able to conduct further research that is expected to enrich and reveal in a more constructive, comprehensive and more detailed manner about the management of quality improvement of Islamic School graduates in pondok Pesantren environment. This research is still a lot of borders, so it is recommended to be developed through research that is universal for the development of graduate quality management in Madrasah.

## V. ACKNOWLEDGMENTS

The authors are grateful to MTsN 1 and MTsS Muhajirin Purwakarta. We also thank to Mr. H. Ung Maksum and Mr. H Amit as the principals of the schools.

## REFERENCES

- [1] Andang. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jogjakarta: Ar-Ruzz Media.2013.p.159.
- [2] Fathurrohman, M. dan Sulistiyorini . *Implementasi Manajemen Peningkatan Mutu Pendidikan Islam*. Yogyakarta:Teras.2012.p.68 .
- [3] Hidayati. Manajemen Pendidikan, Standar pendidik, tenaga kependidikan dan Mutu Pendidikan. *Jurna Al-Ta'lim* ,Volume 21 No.I Februari hal,42 <https://www.studimanajemen.com/2019/02/tujuan-utama-manajemen.html>.2014.p. 42.
- [4] Masyhud, S dkk. (2003). *Manajemen Pondok Pesantren*. Jakarta: Diva Pustaka.2003.p.35.
- [5] Rivai, Veithzal. *Manajemen Sumber Daya Manusia Untuk Perusahaan dari Teori ke Praktek*. Raja Grafindo Persada. Jakarta.2016.p.118.
- [6] Qomar, M. (2007). *Manajemen Pendidikan Islam*. Jakarta: Erlangga. 2007. p 80.
- [7] Salis, E. (2011). *Manajemen Mutu Terpadu Pendidikan*. Yogyakarta: IrcosoD.2011.58.
- [8] Sagala, Sy (2013). *Manajemen Strategic dalam Peningkatan Mutu Pendidikan*, Bandung: Alfabeta.2013.p.170.
- [9] Sulhan, Muwahid dan Soim. *Manajeme Pendidikan Islam*. Yogyakarta: Teras.2013. 109-110.
- [10] Zamroni, 2011, *Pendidikan Demokrasi pada Masyarakat Multikultural*, Yogyakarta: Gavin Kalam Utama.2011.p.215-216.