

The Implementation Of Education Management Standards In Improving The Quality Of Graduates Of Madrasah Tsanawiyah In Karawang

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Abstract

This research background is the implementation of education management standards that have not been able to answer the needs and demands of the community regarding the quality of madrasah graduates. The purpose of this study is to investigate and obtain an overview about the implementation of education management standards in improving the quality of madrasah graduates through planning, implementation, evaluation, constraints and solutions. This study was conducted at two Madrasah Tsanawiyah Negeri of Karawang, West Java Province, namely MTs Al-Ahliyah Karawang and MTs Negeri 5 Karawang. The method used is qualitative approach with descriptive analytics methods, and data collection uses observation, interviews, and documentation studies. Research findings reveal that the implementation of Education Management Standards at MTs Al-Ahliyah Karawang Regency and MTs Negeri 5 Karawang has been going well but cannot be said to be optimal because there are several obstacles faced both internally including human resources, facilities and infrastructure, as well as external constraints in aspects of support from related parties. The implementation process goes through planning, implementing, evaluating, constraining and following up to produce graduates who have noble, superior and competitive morals so that many are accepted in high schools.

Keywords: Education management standards, Madrasa standards, and Madrasa quality graduates.

I. INTRODUCTION

Madrasah is one type of educational institution in Indonesia that has the characteristics of teaching Islamic values. The education and teaching system used in madrasas is a system that combines Islamic boarding schools and public schools that apply to modern schools. The curriculum still retains religious lessons even though the proportions have been adjusted. Based on the decision of the Minister of Religion Number 90 of 2013, Article 1 paragraph 1 states that the implementation of madrasa education is an activity of implementing educational activities in educational units (RA, MI, MTs and MA) so that the education process can take place in accordance with national education goals. This provision means that the goals of education in madrasas are the same as those of national education. The role of madrasas in nation building, especially in the field of education, is very strategic considering that their presence in remote areas has made people in remote areas able to send their children to school and get educational services. In contrast, madrasa education is still considered a "second class" education because its implementation is still facing problems in managing the quality of education [1]. Madrasas are not free from the obligation to carry out the education management process as a form of implementation of Government Regulation No. 20 of 2003 concerning the National Education System, which provides directions for managing the education system in Indonesia. The policy on education management is contained in Government Regulation of the Republic of Indonesia Number 32 of 2013 which contains changes to Government Regulation Number 19 of 2005 concerning National Education Standards. In essence, education management is an operational form of the National Education Standards and the National Education System Law.

Education management standards are related to the planning, implementation and supervision of educational activities at the education unit level, district/city level, provincial level or national level in order to achieve the efficiency and effectiveness of education implementation. In detail, Kurniadin & Machali [2] explain that education management is the whole process of joint activities in the field of education by utilizing existing resources that are managed to achieve educational goals. Resources in the context of education management in the form of man (humans: teachers, students, employees), money (money: costs), materials (learning materials/tools), methods (techniques/methods), machines (machines/facilities), market (market) and minutes (time) which is commonly referred to as "7 M". Madrasah Tsanawiyah (MTs) as formal

educational institutions are mentioned in Government Regulation No. 17 of 2010 concerning Management and Implementation of Education. In article 1 paragraph 11 it is stated that Madrasah Tsanawiyah, hereinafter abbreviated as MTs, is a formal education unit under the guidance of the Minister of Religion which organizes general education with Islamic religious characteristics at the basic education level as a continuation of Elementary School/Madrasah Ibtidaiyah or other equivalent forms. Based on the results of interviews conducted by the author with the Head of the Madrasah Education Section, the number of Madrasah Tsanawiyah in Karawang Regency, West Java Province - Indonesia, is 60. Consisting of 6 State Tsanawiyah Madrasah and 52 Private Tsanawiyah Madrasahs. Studying the condition of all Madrasah Tsanawiyah, several problems have been found, namely: In several areas in Karawang Regency, MTs is still not the community's main choice. This is a challenge for madrasahs to continuously improve their quality. In some MTs there are still some teachers who teach subjects that are not in accordance with their educational background, this is a challenge for madrasahs in improving the quality of teachers and the quality of learning. There are still some MTs that have not maximally applied the concept of good management in managing educational institutions.

There are still some madrasah principals who have not developed effective leadership in managing madrasah. There are still some madrasahs that have not carried out the arrangement of the study space properly. This is a challenge for madrasahs to always improve the quality of madrasah management. To improve the quality of education, we need a management method known as education management. The legal basis for education management is the Regulation of the Minister of National Education No. 19 of 2007 concerning Education Management Standards, and Government Regulation No. 32/2013 (National Education Standards). Madrasahs need to maximize quality management not only in measuring physical quality such as school buildings or facilities that have been successfully built, but also must improve the quality of output, namely the quality of graduates produced from educational institutions. The study of the success of madrasahs in improving their quality is something that must be explored in depth. It is interesting to study further about the management of Madrasah Tsanawiyah education in Karawang, whether it is able to improve the quality management of graduates through management frameworks such as Total Quality Management which according to Bounds [3] is a management system that focuses on people or customers that aims to continuously improve customer satisfaction at actual costs are continuously decreasing. In the context of madrasah management, good management according to regulations is management that is in accordance with prescribed regulations, namely in accordance with education management standards that have been set as part of the National Education Standards. Based on this, the authors are interested in conducting research to explore the Implementation of Education Management Standards in Improving the Quality of Graduates of Madrasah Tsanawiyah in Karawang, West Java.

II. METHODS

The method in this research is descriptive qualitative studies which its characteristics is naturalistic inquiry without manipulation of variables, researcher as a key instrument, inductive and deductive data analysis, participant's meaning, multiple sources of data [4,5,6]. Qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired, it is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place [6]. Using descriptive qualitative methods here enables the researcher to develop a level of detail from high involvement in the actual experiences as providing detailed descriptions, explanation, and interpretation of the data to be obtained from a research, it does not require numerical and statistical processing. Qualitative data analysis consists of three concurrent flows of activity, namely data reduction, data display, and conclusion drawing/verification [7,8]. The analysis follows a circular movement, creating an inductive process within the world of the data, the researchers follow the data as concepts emerge and stays open and close. The madrasahs that used as locations in this research are Madrasah Tsanawiyah Al-Ahliyah Karawang Regency and Madrasah Tsanawiyah Negeri 5 Karawang, research is held in 2020 to 2021. The two locations were chosen based on the results of initial exploration, that according to the author's observations and previous research, these two madrasahs are well-known private madrasah in Karawang with

their achievements, both academic and non-academic achievements. However, preliminary research found that there were inconsistent conditions in implementing education management standards so that this location was considered ideal for conducting related research.

III. RESULT AND DISCUSSION

Education standardization has been imposed by the government on all formal education institutions, including madrasahs. Therefore, the madrasah quality improvement program must be supported by all parties, including the role of education managers at the central level, regional level, school level and the teachers who carry out the learning process in the classroom. The management framework used in analyzing the management of this madrasa is management as a process consisting of planning, organizing, actuating, and controlling, as Terry [9] explains that management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives by the use of human being and other resources.

Planning

In the planning function, the Madrasah Tsanawiyah studied have focused their planning on answering the eight basic aspects of madrasa services, namely the preparation of the madrasa vision and mission, planning the madrasa strategic program (Renstra), planning curriculum development programs, planning student programs, planning teacher competency development programs, planning Madrasa head work programs, planning infrastructure programs, planning programs for managing the madrasa environment and family environment. This is in line with Terry [9] who mentions planning as basic questions for planning, which in this context are the eight basic aspects of madrasah services. Then, because of the dynamics of the community, madrasahs in their planning activities try to adapt to changing demands. This is in line with Johnson [10] who stated that the planning process can be considered as the vehicle for the accomplishment of system change. The consequence is that adaptation to community dynamics must occur from the time madrasa planning is made. Planning in madrasah occupies an important position for successful strategy implementation and strategy evaluation, especially since organizing, motivating, staffing and controlling activities depend on good planning. This is in line with Mondy and Premeaux who mention planning as a process of determining what should be achieved and how to make it happen in reality [11].

The implementation of this at the research site is the activity of preparing the vision and mission as well as the strategy adopted by the institution as an illustration of what it wants to achieve in the future. The Madrasah Tsanawiyah discussed have made bold, innovative, and inspiring planning steps. Policy development is in the form of structuring and reforming efforts that will be pursued through policy programs, such as encouraging and facilitating teacher creativity and innovation to produce works that are beneficial to society, improve personality competencies, and also improve the quality of student graduates. Careful planning is also carried out in the field of curriculum, the performance of the madrasa principal, facilities and infrastructure, and also the madrasa environment. This follows the notion of planning as visualize and formulating of proposed activities believed necessary to achieve desired result [9]. The Madrasah Tsanawiyah discussed already have adequate management resources to carry out the preparation of the madrasa vision and mission that was mutually agreed upon after supervision. The preparation of the Renstra (Strategic Plan) has been carried out based on an objective and thorough analysis. There are also curriculum development programs that are novel, programs for students who have their own peculiarities, namely an emphasis on religious values and character building, programs for developing facilities and infrastructure, as well as structuring the madrasa environment which includes the family environment. Planning constraints faced by Madrasah Tsanawiyah included the preparation of the vision and mission and the preparation of the Strategic Plan, which was difficult to reach an agreement, although in the end it was resolved after thorough supervision and analysis.

Actuating

The existence of good teamwork will support the successful implementation of education management standards, that is, everyone has the authority over what, who and how the task is accounted for. This is as the definition of organizing as a process of determining, grouping and arranging various activities

needed to achieve goals, placing people in each of these activities, providing the necessary tools, assigning authority which is relatively delegated to each individual who will carry out these activities [12]. However, the constraints of limited human resources in the madrasas discussed are quite difficult, namely a lot of work that should be divided according to the job description of each party, carried out by only one person, so that the organization's wheels are not smooth due to overload on only a few people. The organization and implementation of education management standards planning, in relation to HR in general, has been in accordance with David [11] that organizing HR can be seen as consisting of three sequential activities: dividing tasks into narrower jobs (job specialization), combining work to forming departments (departmentalization), and delegating authority. Implementation of education management standards in improving the quality of graduates is carried out through several programs for students, teachers and madrasah principals, facilities and infrastructure, curriculum, madrasa environment and family environment, but not all of them are running optimally due to the many obstacles faced in each program.

The key role in the actuating function at this research site is focused on the madrasah leader as the key holder of institutional policy, he must unravel the complexity of the problem of madrasa management. This is as many experts [13,14,15] have explained that leadership consists of leaders, who are led (members) and situations need each other, in which there is a relationship between constituent and leader based on mutual needs and interests, the leader regulates the distribution of the role of people in the organization while influencing them to achieve organizational goals. Madrasas have basically made programs in order to plan for education management standards, but the strategic targets through these programs have not been able to translate the vision, mission, goals, and strategies that have been prepared. This is because the planning is more focused on the physical development aspect, and does not yet have a fixed document as a reference in implementing the program in the short, medium and long term. In addition, teachers are often not involved in the planning process, even though Terry [9] explains the importance of everyone being involved in building environmental influences to achieve goals and objectives. The implication of planning that does not involve interested parties (stakeholders) is an obstacle in its implementation, due to lack of support from the parties involved.

Controlling

Supervision and evaluation in the implementation of education management standards have been carried out to obtain an overview of the progress of program implementation and take an inventory of problems related to improving the quality of teachers. Evaluation is carried out starting from the input phase, process to output. The evaluation carried out is comprehensive and sustainable, including the creation of a monitoring program, self-evaluation, evaluation of curriculum development, and evaluation of the utilization of educators and education personnel, infrastructure and the madrasa environment. The institutions discussed already have an evaluation program that is objective, responsible and sustainable. The evaluation program consists of the madrasah vision and mission evaluation program, the Strategic Plan (Renstra) evaluation program, the student evaluation program, the evaluation and supervision program for teachers, the madrasa principal performance evaluation program, the infrastructure evaluation program, and a comprehensive evaluation program through madrasah accreditation. As Terry [9] mentions the supervision process as ensuring compliance with standards, the existence of these standards is evidence that the institution under study already has a madrasa management strategy in place to avoid violations. As for the implementation of the evaluation process, it turns out that it is still not optimal either by the Ministry, schools or madrasah principals. As a result, there is not really a common perception in teacher training. The implication of this dissident assessment is that it is difficult for interested parties to carry out an effective way of implementing human resource development.

The implementation of organizing in the field is that organizing madrasas is an effort to complete the plans that have been made with the organizational structure of the implementers. What has been important for madrasas to be considered in organizing is that each activity must be clear who is doing it, when it is done, and what the target is. Boone and Kurtz define organizing as the act of planning and implementing organization structure. It is the process of arranging people and physical resources to carry out plans and accomplishment organizational objective [16]. This is also as Mondy & Premeaux explain, organization is

the cooperation of two or more people in a coordinated situation to achieve the desired result. In the organization there are a number of people as managers and as members, there are structures, goals, rules and procedures. So an organization consists of several elements, namely: 1) There is a collection of people, 2) There is a division of labor / specialization in the organization, 3) Cooperating in which separate activities are coordinated, 4) There is a common goal to be achieved through joint collaboration [17].

Constrains and solutions

Obstacles experienced by madrasas to implement education management standards in improving the quality of graduates are inadequate facilities and infrastructure, low teacher competence, low student achievement, less than optimal role of madrasah principals, curriculum development that has not been maximized, madrasa environment that is not conducive, and family environment which is not harmonious. Lack of leadership support and lack of association involvement in coaching, has implications for low networks to gain access to pedagogic and professional competence development. In addition, the lack of guidance carried out by senior teachers to their juniors has implications for the lack of an inner relationship between teachers, and more educational and training opportunities are taken by institutions from outside the school. Efforts to improve the implementation of management standards have been carried out through individual and institutional efforts. That is by realizing the vision, mission and strategic plan, implementing follow-up actions in the curriculum, improving teacher competence and welfare, optimizing the role of madrasah principals, optimizing advice and infrastructure, creating a conducive madrasa environment, and forming a harmonious family environment.

Solutions to overcome graduate quality problems are carried out by increasing students' learning motivation, increasing the competence of teachers and madrasah principals, increasing research capacity, increasing teacher access with associations, and maximizing the planning carried out by schools and teachers by providing education and internal training that involves senior teachers as instructors and presenters. The addition of infrastructure, curriculum development, structuring the madrasa environment and increasing parental participation in madrasa programs as well as parenting programs for parents were also held to form a comfortable family environment for students. This follows Creech who suggests that there are five important pillars for the success of TQM. The relationship between these pillars is described as follows: The product is the focal point for the organization's goals and achievements. Quality in products cannot exist without quality in processes. Quality in processes is impossible without proper organization. The right organization is meaningless without adequate leaders. A strong, bottom-up commitment is a pillar of support for all others. Each pillar depends on the other four pillars and if one is weak by itself the others are also weak [17]. It appears that the madrasas in research sites have carried out the education management process as other researchers [18] say that education management is an arrangement of educational fields carried out through planning, organizing, staffing, coaching, coordinating, monitoring, evaluating and reporting activities systematically to achieve quality education goals.

Follow-ups

Several follow-up actions have been planned by both institutions with the main focus on establishing better synergies between stakeholders. Planning becomes a reference in implementing the program in the short, medium and long term, where teachers will be involved in the planning process. There needs to be a quick consensus in the preparation of the vision, mission and strategic plan to overcome the problem of the low competence of teachers. There needs to be an increase in infrastructure, capacity building, increased access, budget support, in overcoming infrastructure problems, namely infrastructure addition and repair, as well as management and arrangement of the madrasa environment which also involves the role of parents as the first environment for students. The organization and implementation of management standards need to be structured in a mindset to form and mobilize good teamwork where everyone has the authority over what, who and how the task is accounted for. Follow-up programs as a solution to overcome problems in the implementation of education management standards are increasing student learning motivation, increasing the competence of teachers and madrasah principals, increasing research capacity, and increasing teacher access with associations and maximizing planning carried out by schools and teachers, by providing internal education and training involving senior teachers as instructors and resource persons. The addition of

buildings, curriculum development, structuring the madrasa environment, increasing parental participation in madrasa programs, as well as parenting programs for parents were held to form a comfortable family environment for students. Evaluation and supervision of madrasah management are planned to be carried out optimally by various parties, namely by the Ministry, schools and madrasah principals, so that there is a common perception that is oriented towards improving the quality of graduates.

IV. CONCLUSION

The research findings show how Education Management Standards in improving the quality of madrasa graduates are implemented in MTs Al-Ahliyah Karawang Regency and MTs Negeri 5 Karawang. It can be summarized that: Planning is carried out through formulating the vision and mission of madrasah; arrange a Strategic Plan that contains long-term, medium-term, and annual plans for development; make a Standard Operating Procedures (SOP) and instruments for coaching. Implementation has been carried out through several programs for students, teachers, madrasah principals, facilities and infrastructure, curriculum, and environment of madrasa and family. Evaluation on input, process to output. Obstacles namely the lack of student learning motivation, lack of competence of teachers and madrasah principals, inadequate facilities and infrastructure, not conducive madrasa environment and family environment that is not harmonious. Follow-up improvements have been carried out through independent and institutional efforts by adding extracurricular activities, increasing the competence of teachers and madrasah principals, adding facilities and infrastructure, the establishment of a conducive madrasa environment, parenting programs for parents of students. Madrasahs face various obstacles in implementing education management standards to improve the quality of graduates.

Among them arise from the lack of consistency in carrying out the vision and mission, the preparation of a strategic plan that is weak in analyzing the strengths, weaknesses, opportunities and threats they have; There are analyzes that are not carried out objectively, are less comprehensive, and less accurate; The lack of teacher participation in curriculum development is caused by several things, namely time constraints, disagreements with fellow teachers or madrasah principals, and low teacher motivation in improving competence; Other constraints are the lack of student learning motivation, limited insight, narrow mindset, lack of innovation power of madrasah principals, inadequate facilities and infrastructure, less conducive madrasah environment, and less harmonious family environment. Solutions and joint commitments need to be continuously built among all managers, leaders, madrasa committees and the madrasa environment as well as the family environment in implementing education management standards with good performance, building systems, collaboration, so that quality madrasa graduates are realized. The conclusion of this research is that the implementation of Education Management Standards at both school has been going well but cannot be said to be optimal because there are several obstacles faced both internally including human resources, facilities and infrastructure, as well as external constraints in aspects of support from related parties. The implementation process goes through planning, implementing, evaluating, constraining and following up to produce graduates who have noble, superior and competitive morals so that many are accepted in high schools.

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