

# Learning Management In Increasing The Quality Of Graduates At Aliyah Boarding Schools in Banten Province (Study on MAN Insan Cendekia and MAN 2 Serang)

Abdul Rojak<sup>1\*</sup>, Iim Wasliman<sup>2</sup>, Nandang Koswara<sup>3</sup>, Faiz Karim Fatkhullah<sup>4</sup>

<sup>1,2,3,4</sup> Doctoral Program, Nusantara Islamic University

\* Corresponding Author:

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

---

## Abstract.

*The background of this research is that the main problem is the low quality of education graduates in Indonesia, especially in South Tangerang City, not yet optimal in the management of education programs, human resources (principals, teachers, and TU staff), finance, institutional, and school accountability, learning in dormitories is carried out. outside school hours it is possible to be further deepened and improved, the boarding education system has advantages compared to the non-boarding education system, because with this system student learning becomes more focused, quality and adequate, supervision of education staff programs has not been carried out optimally, the application of modern management in MA boarding schools have not been optimal so that it has an impact on the quality of graduates. The purpose of this study was to determine the activities carried out in planning, organizing, evaluating, the obstacles encountered and solutions to overcome the obstacles. This study uses a qualitative approach based on the results of observations, interviews and documentation. This study uses the main theory, namely the management theory of Terry. The results showed: 1) The planning was made for a bottom-up-top-down approach, and MAN 2 Serang used a top-down – bottom-up approach through analysis, program drafting, program socialization, financing arrangement, and documentation. The planning process also determines the components of the education program including academic programs, student affairs, intimacy, hostels, facilities and infrastructure, as well as networking 2) In the implementation of education quality management through a series of concrete steps in an effort to achieve quality education. These steps are socialization, coordination and synchronization, technical planning, implementation, monitoring, and evaluation using a bottom up-top down approach. 3) The learning evaluation is carried out through self-evaluation, internal audit of the quality of education programs, evaluation of teacher competencies, management review meetings (RTM), and external audits of the quality of education programs. 4) The problem encountered is that there is a difference between the academic year and the budget year, some teachers at MAN 2 Serang, almost 95% of the teaching staff do not have a boarding school background. 5) The solution is to do this through the integration of all components of the madrasa, the preparation of all madrasa guidelines, upgrades HR and all supporting facilities, and build organizational culture/environment and partnerships. 6) Impact The values of life that are instilled in the MAN dormitory environment are noble values that are believed to be true and internalized by the founders to all residents of the dormitory in the activities of daily life in the dormitory environment.*

**Keywords :** Management, Quality and Learning

---

## I. INTRODUCTION

The quality of learning is a strategic issue of national education, because the quality of learning nationally is still low. The government's efforts have not succeeded in boosting the quality of education. Various learning policies issued by the government have not been fully able to encourage the improvement of the quality of learning evenly. The report by UNESCO: Education for All (EFA) Global Monitoring Report of 2016 which states: "although access to learning is growing, the quality of education in a number of countries is still low" underscores the failure in providing education in various countries, including Indonesia, in creating quality human resources. The UNDP, which was set up in 2018, even placed Indonesia at 111th out of 182 countries in the Indonesian human development index (IPM) in a much lower position than Singapore, Malaysia, the Philippines, Vietnam, Cambodia, and even Laos. Equitable learning refers to how widely education has reached all citizens. Learning must provide learning opportunities in all paths, types, and levels of education for all citizens in a fair, non-discriminatory and democratic manner without distinction of place of residence, socio-economic status, gender, religion, ethnic group, physical, emotional, mental disorders, and intellectual. The low quality of learning above emphasizes the inability of educational institutions to organize quality learning that can optimize intellectual excellence, morality, and independence. Serious efforts continue to be made by the Ministry of Religion of the Republic of Indonesia through the Decree of the Minister of Religion of the Republic of Indonesia Number 888 of 2019 concerning Amendments to the Decree of the Minister of Religion Number 744 of 2017 concerning the establishment of Madrasah Aliyah Negeri for Insan Scholar, realizing Human Resources (HR) with superior quality, namely

HR who have faith and devotion to Allah SWT, master and are capable of mastering the basic basics of science and technology and are able to actualize these two things in society and in everyday life. Thus the establishment of MAN Insan Cendekia was consciously built because of the encouragement of ideal needs, namely to produce strong graduates in the fields of Faith and Taqwa (IMTAK), noble character, Science and Technology (IMTEK), language and arts and culture, to answer the challenges faced by adult society. This and in the future, with the support and synergistic cooperation with several ministries and institutions, have developed MAN Insan Cendekia which was initiated as a boarding school (Boarding School), and is used as a model for national madrasa education that is superior, has an Islamic perspective, rahmatan lil alamin, has quality, has national character, moderates. religious and environmentally friendly.

The main problem with the low quality of education outcomes in Indonesia, especially in Banten Province is that it is not optimal in the management of education programs, human resources (principals, teachers, and TU staff), finance, institutions, and school accountability. This is in line with the results of the dissertation research conducted by Sudrajat (2007) who found that: "Weaknesses in improving the success of secondary schools are caused by the weakness of principals in defining and setting school goals as well as program management and human resources". Deming (2008: 97) explains that: "The quality problem lies in the management problem. The main problem in industry is the failure of senior management to plan ahead". Weaknesses in the quality management of learning programs are a fundamental problem in improving the quality of education which stems from the non-optimal implementation of management functions in the form of planning, organizing, implementing, and controlling educational programs. Education quality planning is still a lot of duplication from the previous year's plans and very little analysis and diagnosis of the internal and external environment. Changes to planning often only touch the skin and rarely touch the substance. This is reinforced by the results of the dissertation research conducted by Wongkar (2010) on the integrated planning of the school development model. He explains: Superior madrasas always prioritize added value that must be given to students after attending education at the madrasa. This added value makes education effective. excellent schools are identical with effective schools. Low quality input will be processed optimally according to the potential possessed by students, so that the output produced will have superior quality. This is where the concept of added value is prioritized by superior school/madrasah managers. (Maimun, 2010)

In implementing a quality learning process, the teacher's role in general subjects such as Mathematics and Natural Sciences, social sciences, English, among others; teacher readiness in implementing learning in madrasas with regard to the demands of the curriculum for the development of science and technology as well as social change, especially in terms of ability. The teacher's role is very significant in the teaching and learning process. The teacher's role in the teaching and learning process includes many things such as teachers, class managers, supervisors, motivators and others. To support the realization of superior madrasah, there are several prominent teacher roles to be carried out, there are three duties of the teacher as a profession, namely educating, teaching, and training. As a teacher, it is not enough just to transfer the subject matter to the students. Regarding learning management in improving quality, Mukhtar Zaini Dahlan in his 2018 journal stated that learning management is one of the factors that plays an important role in the success of the learning program at Madrasah Aliyah. Because without good learning management, learning activities at Madrasah Aliyah will not be successful so that it has an impact on the poor quality of graduates. For this reason, the learning system in Madrasah Aliyah must be chosen in the best and suitable way consisting of planning, implementing and evaluating learning management. Based on the problems mentioned above, improving learning through improving the quality of graduates is very urgent and cannot be negotiated anymore because quality is the spearhead in efforts to improve learning outcomes in madrasas. As stated (Supangat, 2011) although madrasas have contributed to the intellectual life of the nation, they still face various obstacles that are difficult to avoid. Madrasah Aliyah are required to make new breakthroughs in order to improve the quality and quality of madrasas.

Challenges in the global era are marked by the speed of development of science, freedom, openness and competition in all fields, so that in order to survive and or win the competition, quality human resources are needed, while quality human resources will only be born from a quality learning process as well. .Based

on the above background, the research wants to try to explore the phenomenon/uniqueness of learning management in improving the quality of graduates at Madrasah Aliyah boarding schools which are the objects for observation, interviews and documentation studies at MAN Insan Cendekia, MA Alamanah Algontori and MA Ummul Quro. carry out quality improvement management, especially at the stages of Planning, Implementation, Evaluation. Madrasah Aliyah is an institution capable of representing Madrasah Aliyah in the Banten Province in terms of improving the quality of graduates.

## II. METHODS

The research approach used is qualitative, namely to reveal an intensive and in-depth description of the Quality Management of Graduates of Madrasah Aliyah (MA) boarding schools in Banten Province. The data collection method used is the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem. Data collection techniques used are observation techniques (observations), interview techniques, documentation studies, bibliographic studies (library studies) and participation. Regarding data analysis techniques using non-statistical analysis techniques.

Data analysis in this qualitative research, data obtained from various sources, using various data collection techniques (triangulation), and carried out continuously until the data is saturated. Based on the results and interpretation of research findings to match the reality in the field, the results of the analysis and interpretation of the research data will be confirmed by testing the validity of the data required by examination or testing techniques and the level of trustworthiness of qualitative research results is determined by criteria (1) credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

## III. RESULT AND DISCUSSION

Learning planning in improving the quality of graduates at MAN Insan Cendekia, and MAN 2 Serang begins with the preparation of a strategic plan (Renstra) or school work plan (RKS) as a guide for the implementation of education for the next four years through a SWOT analysis (strengths, weaknesses, opportunity, threat), analysis to identify the organization's internal strengths and weaknesses, and analysis to identify the organization's external opportunities and challenges. This step is taken so that the educational programs that are made can be applied properly and are relevant to the needs of the environment and the times. Efforts to apply the Renstra/RKS in the form of concrete actions, the Renstra/RKS are compiled in the form of a school annual work plan (RKTS) which is then broken down into activity programs according to their respective fields and then continued with the preparation of a budget work plan. financial institutions (RKA-KL). The RKA-KL is prepared as an effort so that schools/madrasahs can know in detail the actions that must be taken so that the goals and objectives of school development for the next four years can be implemented and achieved gradually each year. MAN Insan Cendekia as a state madrasa under the Ministry of Religion of the Republic of Indonesia in planning its strategic policies refers to the strategic guidelines of the Indonesian Ministry of Religion by emphasizing various quality programs in accordance with the core program that characterizes this institution, namely the mastery of science and technology and increase in faith and piety. To ensure accuracy in the preparation of educational programs, MAN Insan Cendekia plans the quality of its education through environmental analysis steps followed by the preparation of a draft program plan, socialization, budgeting, and documentation.

Internal analysis in the preparation of educational programs at MAN Insan Cendekia is carried out on the fields of student affairs and public relations, the fields of infrastructure, the fields of dormitory and intimacy, as well as the fields of public services relating to curriculum and learning, organization and institutions, financing, facilities and infrastructure, conditions and environmental culture, cooperation and partnership using a bottom up-top down approach, namely environmental analysis activities starting from the lowest layer in the management hierarchy as a form of initiative which will then be responded together at the top level management layer. Internal and external studies are intended to obtain information about the real conditions of schools, developments in science and technology, trends in the direction of national education

policies, stakeholder expectations, gaps, and development targets. Through this environmental analysis, each field can map out various educational programs tailored to their needs. This analysis step is also carried out by MAN Insan Cendekia and MAN 2 Serang through a top down-bottom up approach, namely: environmental analysis is carried out by MAN 2 Serang who is in charge of setting strategic quality guidelines as guidelines for parts or business units in the institution. in developing their educational programs.

MAN Insan Cendekia, and MAN 2 Serang then drafted a program plan in their respective sections or fields according to the strategic quality guidelines formulated in the meeting forums per field. In the preparation of the draft education program plan, the components of the program plan are also determined as a translation of the vision and mission as well as focus and benchmarking according to the policy directions derived from the strategic plan or RKS. The next step is to socialize the draft program plan to education stakeholders in a plenary meeting attended by all components of the school/madrasah to get input from various parties on programs that are not relevant to the vision and mission and make the draft into a program plan. In order for the program plan to be implemented properly, the education cost budget is then compiled in the form of a work plan and a ministry agency budget (RKA-KL). The RKA-KL is prepared based on the temporary ceiling set by the Ministry of Finance with reference to the Work Plans of State Ministries/Institutions. This step is considered important, especially at MAN Insan Cendekia because education funding at this institution must refer to the budget implementation list (DIPA) of the Ministry of Religion of the Republic of Indonesia which is the basis for budget allocation and disbursement. Meanwhile, for MAN 2 Serang, the program funding budget is submitted to the foundation in accordance with the applicable policies at the institution. After being socialized and a budget plan drawn up, the draft program plan is then documented and made into a program plan based on a decree (SK) of the head of the madrasah or head of the foundation so that the program plan can be implemented.

The organization of MAN Insan Cendekia and MAN 2 Serang in the management of boarding education seeks to manage the various potentials possessed by students in the form of spiritual, bodily, and fikriyah potentials for various interests and targets for educational success, both in terms of academic ability, humanities education. The boarding education system is carried out. in an effort to provide maximum service for guardians of students who have not been in boarding school at first, with the hope that there will be a totality of guidance for all students, both in the spiritual, bodily, and fikriyah elements. These three elements are potentials that exist in humans who must receive fair and balanced treatment so that the humanization process becomes optimal, the final target of which is to become a perfect human being (al-insan al-kamil). Ruhiah, the spirit is spiritual and always pure, so after being blown by Allah SWT and being in the body, it remains pure. The spirit in humans functions as a source of good and noble morals. Jasadiyah, the body comes from the nature of creation, which is made from material elements. The human body, according to the Sufis, is only a tool, tool or vehicle for the spiritual in carrying out its activities. Fikriyah, thinking in the view of Islam comes from two sources, namely the power of thought that comes from the brain and the power of thought that comes from the heart. The thinking power in the brain is called reason, while the thinking power in the heart is called rasa (dzauq). The knowledge produced by the mind is called the knowledge of the mind (ma'rifat aqliyah) and the knowledge produced by the heart is called the knowledge of the heart (ma'rifat qalbiyah).

MAN Cendekia Serpong and MAN 2 Serang in Banten province require all students to live together in a dormitory under the guidance and supervision of a hostel caregiver for 24 hours. The selection of the boarding education system is based on several reasons, namely: (1) The application of the boarding system in education provides sufficient space and time to manage all potentials for multi-complex, multi-dimensional success; (2) The application of a boarding education system where students live in a community for 24 hours allows educational institutions to build a culture of quality of life for students, ranging from learning culture, Islamic living culture, culture to build personality, and others freely according to targets. and educational goals that have been set, and (3) By living in dormitories students gain national and multicultural insight where students live with friends from various regions with different cultures and characters, live together,

understand each other's differences, learn to live in society and coexist within the framework of Islamic brotherhood.

The implementation of the boarding education system in principle is also a translation of the pillars of education as determined by UNESCO, namely learning to know, learning to do, learning to be, and learning to live together. Through the hostel life, the pillars of education can be implemented optimally, because students can gain learning experiences in the classroom and in the dormitory environment at the same time for 24 hours and the optimization of student potential can be thoroughly explored. The pillars of learning to know, namely mastering knowledge as information and tools, learning to learn further, and learning to develop knowledge; learning to do, namely mastering basic skills, mastering work skills, and mastering professional abilities both of which can be maximized in the classroom. While learning how to live together, namely understanding other people, understanding the diversity of values and interdependence, being able to work together; and learning to be, which is developing a complete personality and improving oneself according to environmental developments that can be done in a dormitory environment. The implementation strategy in education quality management at boarding MA in Banten province is carried out in two processes, namely in the process of implementing program quality and in the process of evaluating program quality. Program implementation refers to standard operating procedures (SOPs) that have been previously planned as guidelines in the implementation of various program plans contained in the annual work plans (RKT) and work plans and budgets of ministries of institutions (RKA-KL) or foundation budget work plans as an effort to realize strategy and quality policy into real action/implementation.

The procedure for implementing the quality of education programs at MAN Insan Cendekia and MAN 2 Serang follows a bottom up-top down pattern with the following steps: Program socialization, coordination and synchronization, technical planning, implementation or program travel. Meanwhile, to control the implementation of the program, supervision and monitoring are carried out. MAN Insan Cendekia added several program quality control programs to support academic programs to run optimally through: (1) Process quality assurance programs and learning supervision in the form of curriculum implementation programs and student learning activities, learning media development programs, learning programs using active learning principles, the team teaching program in the learning process, and the feedback program which is also known as the response program; and (2) Quality assurance programs for learning outcomes and achievements in the form of subject clinical programs, subject club programs, and physical care programs. MAN 2 Serang takes steps to control and guarantee the quality of its education process through: (1) weekly meetings to discuss progress per item of activity every week with different topics per week in one month and as a control medium for the process of achieving quality goals; and (2) Monthly, quarterly and end-of-semester coordination meetings are held to control the effectiveness of the implementation of the quality of education programs and ensure that the program runs on the right track (on track) as well as becomes a recommendation for improvement of the education process. Program implementation is an effort to apply the program plan into real action. The deputy heads of fields carry out the education program quality plan for one academic year under the supervision and monitoring of the school/madrasah principal and are assisted by the school/madrasah supervisor from the ministry of education/ministry of religion who supervises and monitors various school/madrasah programs. Supervision and monitoring of the implementation of the program quality plan in the field is carried out to ensure conformity between the program quality plan and implementation in the field.

MAN Insan Cendekia follows up on the results of supervision and monitoring through various review activities on a daily, weekly, and monthly basis. Monitoring activities in the learning process at MAN Insan Cendekia are carried out by subject teachers' meetings (MGMP). The MGMP also controls the syllabus and lesson plans (RPP) that have been made by the teacher. The results of the supervision and monitoring are then evaluated regularly in weekly meetings held every Thursday which are often referred to as Kamisan. This meeting is under the coordination of the teaching director who is also a reviewer of various activities for one week based on the results of supervision carried out by the curriculum and MGMP sections. The moment of " Gathering Kemisan " is used as a medium for conveying aspirations, suggestions, and criticisms of programs that will be implemented, are being implemented, and have been implemented as well as efforts

to build intellectual awareness among educators. In addition, this moment is also an effective medium in discussing the progress of activities per item and as a control medium for the process of achieving quality goals. This step is considered important to be carried out as an effort to continuously improve the institution's educational process and to ensure that the program runs effectively and efficiently which is then followed by monthly semi-annual meetings.

The process of evaluating the quality of education programs at the three institutions is carried out in two stages, namely: First, the evaluation stage. This stage consists of self-evaluation, internal audit of program quality, evaluation of teacher competence, management review meeting, and external audit of the quality of education programs; Second, the stage of improvement. This stage is a follow-up to the results of the program quality evaluation. The self-evaluation carried out by the three institutions is an effort to control the quality of the education program in each section without involving other elements outside the section. Self-evaluation is an early detection effort on the level of effectiveness, efficiency, and productivity of the implementation of educational programs within a certain period of time starting from daily, weekly, monthly, semi-annual evaluation days, to annual evaluations. This activity is also carried out as an effort to facilitate the internal audit team in conducting quality audits of the institution as a whole. Internal audit at MAN Insan Cendekia and MAN 2 Serang is a form of education quality assurance. Internal audit is an important step in the management of education quality programs to map in detail the real conditions of all existing parts after implementing the program within a certain period of time and as a form of controlling the effectiveness of achieving the quality goals that have been set. This step is important as a form of program quality assurance, that internally various errors and potential errors in program implementation can be eliminated and even anticipated quickly and accurately for later action to be taken to improve the program, continue the program, or stop the program and replace it with a new, relevant program.

Evaluation is also carried out on parts that are supporting systems for the educational process, namely facilities and infrastructure, human resources, work environment, and finances as well as auditing various other supporting services such as: extracurricular activities (sports, martial arts, arts, interests and talents, etc.), health center, and security. Evaluation of human resources (HR) of education and education personnel is also a concern in the management of education. This is understandable because human resources for education staff or teachers have an impact on the quality of learning and the quality of education as a whole. For this purpose, steps are taken to analyze the institution's needs for teachers in accordance with their competencies, conduct teacher performance assessments, and improve teacher welfare in the form of rewards for achievements and the provision of other facilities that are able to motivate teachers to continue working optimally. The results of the self-evaluation, internal audit, and teacher competency evaluation are then used as material for a management review meeting (RTM) which is conducted at least once a year. This review is conducted to see the effectiveness of the management system that has been built and the quality policy and quality objectives that have been set. The management review meeting (RTM) is conducted based on the results of the quality audit which is used as the basis for management to make decisions by taking concrete steps in the form of continuing, improving, or discontinuing the quality program and replacing it with another program that is better for the effectiveness of the management system. quality and processes, namely: The process and results of teaching and learning activities related to the achievement of student competency requirements; cooperation with parents; and improvement of services for other service users, support systems, and necessary resources. The internal audit steps in the three institutions are basically the same, except that at MAN Insan Cendekia, internal audits are also carried out on the education budget.

An audit of the education financing budget at MAN Insan Cendekia Serpong and MAN 2 Serang is a must for work units under the Indonesian Ministry of Religion. As a government institution whose education program is financed from the DIPA of the Ministry of Religion of the Republic of Indonesia, this institution is always audited by the Inspectorate General of the Ministry of Religion and the Supreme Audit Agency (BPK). Even MAN Insan Cendekian invites professional auditors from public accountants to audit the finances managed by the school committee which are sourced from community donations. While accreditation of the quality of educational programs is a must for every educational institution to see the level

of effectiveness of the programs that have been carried out. The internal audit steps above are then followed by an external audit by an independent agency that has the authority to assess the effectiveness, efficiency, and productivity of the institution. This step is important as a form of transparency and accountability to stakeholders related to the level of credibility and integrity as an educational service provider institution. In addition, external audit is an important part of the education program quality evaluation system. With this audit, an educational institution obtains information from an institution that independently evaluates and assesses the performance of its institution and becomes feedback for further corrective actions. The results of the evaluation of the quality of graduates at MAN Insan Cendekia and MAN 2 Serang were followed up by making improvements and improving the quality of their education programs. Follow-up on the results of the program quality evaluation is very important to provide recommendations on the results of evaluation activities. Steps taken from the results of the evaluation by conducting quality workshops, corrective actions, and prevention.

Learning outcomes at MAN Insan Cendekia which are quite good can be traced from the supporting factors for improving the quality of the educational process in the form of quality teacher human resources (HR), highly selective student input, educational facilities and infrastructure and other supporting factors adequate, financial support sufficient, even entirely funded by the government, political will and commitment from leadership (management) to improve the quality of education programs, implementation of good governance, the existence of a School Principal Working Consultation forum (MKKS) and Subject Teacher Consultations (MGMP), the existence of team teaching, the existence of a response program, the existence of subject clinics and subject clubs, the existence of a quality assurance team, the presence of internal auditors (Quality Assurance Team) and external (inspector general and BPK), high community acceptance of graduates of boarding schools (Islamic Boarding School). The inhibiting factors for improving the quality of the educational process of MAN Insan Cendekia are the differences between the school year and the budget year. This is certainly a little difficult for program quality planners, especially in terms of financing when changes or dynamics of science and technology occur that are so fast and unpredictable. This is due to the frequent occurrence of forecasting of the dynamics of science and technology in the following year which is no longer relevant; not all teachers master active English, especially the MAFIKIBI program teachers who require the learning process to be bilingual (two languages). English is new in the reference books, while the language of instruction in the learning process still uses Indonesian; not all teachers live in dormitories so that student development is not optimal; internal auditors have not attended training and are certified as trained auditors. This has an impact on the role of internal auditors in auditing the quality of education programs not yet maximal; There are no teachers who have master's qualifications for the evaluation and supervision of education programs. The impact is that there is no transfer of knowledge between teachers who scientifically discuss the correct evaluation and supervision techniques; and others.

Learning outcomes at MAN 2 Serang which are quite good can be traced from the existence of supporting factors to improve the quality of the educational process in the form of sufficient quantity of human resources (HR) for teaching and educational staff, student input is quite good because it is based on selection, educational facilities and infrastructure as well as other factors. Other supports are adequate, foundational funding support is sufficient, there is political will and commitment from the leadership (management) to improve the quality of education programs, the existence of an Education Quality Assurance Institution (LPMP), the existence of standard processes and procedures for the selection of new admissions, the existence of processes and procedures for the selection of new students. recruitment of educators, all students live in dormitories for 24 hours, sufficient time for coaching students, all education and education staff live together in dormitories, educators and education staff have high loyalty, accountability, and transparency in carrying out their duties, the existence of MKKS and MGMP, there is a spirit of class improvement which is rooted in the "kaizen" doctrine, the community's acceptance of graduates from Islamic Boarding Schools is high. This is because graduates of boarding schools "pesantren" have competence in the fields of science and religion (social) that are needed in social life. The inhibiting factors for improving the quality of the educational process at MAN 2 Serang are that almost 95% of the educators at MAN 2 Serang do not have a pesantren background. This has implications for the quality of

hostel management; There are several policies in program quality planning that are trial and error (trial and error) which have an impact on the lack of understanding of some dormitory residents and student guardians on these policies; unequal loyalty of teachers in managing dormitories because there are teachers who are not ready with the dynamics of boarding programs; There is a mismatch in the learning process, there are teachers who are still undergraduate (not yet undergraduate); Not all teachers master active English and Arabic; Existing auditors have not attended training and are certified as trained auditors. This has an impact on the role of internal auditors in auditing the quality of the MAN 2 Serang education program not yet maximized; There are no teachers who have master's qualifications for the evaluation and supervision of education programs. The impact is that there is no transfer of knowledge between teachers who scientifically discuss the correct evaluation and supervision techniques.

The supporting factor for improving the quality of the educational process is a strength that becomes the institution's capital in implementing its education quality management. While the inhibiting factor is the weakness of the institution that must be found a solution to minimize disruption to the optimization of the implementation of quality management of education in an effort to achieve the effectiveness, efficiency, and productivity of the institution. The influence of supporting factors and inhibiting factors in improving the quality of the education process will be reflected in the output and outcomes of education. Efforts and strategies for implementing the education pattern of MAN Insan Cendekia, and MAN 2 Serang are carried out through the following steps: (1) integration of madrasa programs with dormitories, (2) preparation of madrasa guidelines, (3) upgrading of human resources and supporting facilities, and (4) building culture/organizational environment and partnerships. Integration of school/madrasah programs with dormitories is carried out in order to optimize the exploration of student potential. The madrasa program is an activity to explore the intellectual intelligence of students, while the boarding programs are directed at character building, personality development, and the development of interests and talents in an effort to equip students with life skills. Character building, carried out by instilling the values of independence, discipline, and leadership; Personality development is carried out through mental development programs and the internalization of Islamic values. Interests and talents are developed through scouting programs, arts, skills, and sports as well as other life skills through Arabic and English language development programs, English week and Arabic week, *hifdzul qur'an*, self-defense, and others. Efforts to synergize academic programs with library and laboratory programs in an effort to optimize students' intellectual potential through increasing scientific writing and research abilities.

The preparation of school/madrasah guidelines is very important to regulate various aspects of management in writing that is easy to read by related parties in the form of: (1) KTSP, educational/academic calendar, madrasa organizational structure which contains clear and transparent administration and administration systems; (2) education leaders and education staff have clear job descriptions, authorities, and responsibilities regarding the overall implementation and administration of madrasahs; (3) academic regulations, madrasa rules, madrasa code of ethics, student code of ethics, teacher code of ethics, madrasa operational costs, learning guidelines, student potential assessment guidelines, and assessment guidelines. The completeness of these documents is considered important as a reference in implementing the quality of the education program. The preparation of SOPs is also carried out in an effort to ensure the implementation of effective, efficient, and productive quality education so that the entire educational process, including educational administration services, is carried out by referring to the SOPs that have been determined. This SOP is intended so that all madrasah residents can have the same perception and commitment in carrying out their duties and responsibilities. Thus they are consciously involved in every implementation of the quality of the program. Such conducive conditions can support the optimization of the achievement of the quality of education programs in a more optimal and quality manner.

Upgrading human resources and supporting facilities for the process of improving the quality of education for students, teachers, as well as employees, supporting facilities and infrastructure is an important step in the process of improving the quality of education. Upgrading human resources starting from students, teachers, employees, and other human resources related to the educational process is important to ensure that educational goals can be achieved effectively and efficiently. The upgrade of supporting facilities for the



implementation of the quality of education programs in the form of creating a clean, orderly, safe, and comfortable school/madrasah environment as well as fulfilling various supporting facilities and infrastructure to support the mastery of "basic knowledge of science and technology" is very much needed. Building organizational culture/environment and partnerships. It is undeniable that the implementation of quality programs is not a process that occurs in an empty and independent space, but must be supported by various supporting elements, including a conducive school culture and environment. School/madrasah culture is a set of assumptions, norms, values, and beliefs that are maintained and become common property for all school/madrasah residents who are internalized in the work ethic and thinking of all school/madrasah residents. Creating a conducive environment by enforcing supporting elements in the form of life guidelines in the school and dormitory environment, namely the code of ethics for students, code of ethics for teachers, dormitory rules, student daily activity schedules, and other rules that regulate students, teachers, and education staff during their stay in the dormitory is the right step so that the creation of an educational environment that encourages the success of the educational process can be realized. In addition, schools' efforts to establish partnerships with other relevant institutions related to input, process, output, and utilization of graduates with other institutions at home and abroad is a strategic step in responding to the needs of education stakeholders.

Based on the findings on education quality management, life values, educational outcomes, excellence which are supporting factors and problems that are inhibiting factors in the process of improving the quality of education, it is found that the education pattern at MAN Insan Cendekia Serpong, and MAN 2 Serang Serang, Banten province is as follows: First, the three institutions by internalizing the values of life that have driving force and magnetic force in implementing quality management to realize their educational goals, namely intellectual piety, social piety, and spiritual piety. Second, the three institutions carry out education quality management based on the Minister of National Education No. 19 of 2007 concerning management standards as a research paradigm, then combined with the quality management theory from Juran, which is better known as Juran's trilogy, namely quality planning, quality control implementation, and quality improvement evaluation. Third, although there are differences in the approach to policy making, namely MAN Insan Cendekia is bottom up-top down while MAN 2 Serang is top down-bottom up, but all three have the same procedures in implementing quality management of education and use a strategic management approach to analyze the dynamics of the external and internal environment and identify strategic issues related to the development of science, technology, and education customer satisfaction (stakeholders). The impact of the research results that boarding schools/madrasas are a means to build character through efforts to form a culture of life ranging from learning culture, Islamic living culture, culture to build personality, and a tolerant culture through learning multicultural life in which students live in a community that comes from various regions with different cultures and characters, live together, understand each other's differences, learn to live in society and coexist within the framework of *ukhuwah Islamiyah*.

Character building at MAN Insan Cendekia Serpong and MAN 2 Serang is directed at internalizing the values of honesty, independence, discipline, patience, responsibility, and caring as a driving force and magnetic force in managing the quality of education. In other words, these values are substantive values in building quality. The leadership of MAN Insan Cendekia Serpong realizes that properly internalized values are an integral part of the quality culture. On that basis, the management of the boarding program is an integral part of the madrasa programs as a whole, which focuses on three main programs, namely: religious, boarding, and linguistic programs. Character building in MAN 2 Serang is based on the philosophy of the *pesantren*, namely: the five souls of the cottage and the motto of the cottage. The five souls of the cottage: sincerity, simplicity, independence, *ukhuwah Islamiyah*, and freedom; and the motto of the lodge: virtuous, able-bodied, knowledgeable, and free-thinking. The five souls of the cottage and the motto of the cottage become the philosophical foundation in developing the values of life in the dormitory environment, namely: intellectual values, independence, discipline, leadership, and the development of interests and talents. These life values are internalized in an effort to manage the various potentials possessed by students for various interests and targets for educational success through the implementation of the boarding school system. This

philosophy of life is also the basis for thinking and remembrance in every activity of life for all pesantren residents from waking up to sleeping again.

The implementation of dormitory model education in principle is also a translation of the pillars of education as determined by UNESCO, namely learning to know, learning to do, learning to be, and learning to live together. Through the hostel life, the pillars of education can be implemented optimally, because students can gain learning experiences in the classroom and in the dormitory environment at the same time for 24 hours and the optimization of student potential can be thoroughly explored. The pillars of learning to know, namely mastering knowledge as information and tools, learning to learn further, and learning to develop knowledge; learning to do, namely mastering basic skills, mastering work skills, and mastering professional abilities both of which can be maximized in the classroom. While learning how to live together, namely understanding other people, understanding the diversity of values and interdependence, being able to work together; and learning to be, which is developing a complete personality and improving oneself according to environmental developments that can be done in a dormitory environment. Character development at MAN Insan Cendikia and MAN 2 Serang is directed at managing various potential students: ruhiyah, jasadiyah, and fikriyah through internalizing the values built in the dormitory in the form of values of sincerity, trustworthiness, tsaqifah, ukhuwah, khidmah, ghirah, iffah, and da'wah.

These eight values are basic values in developing personality and building the character of students and are used as the basis for managing the quality of education at MAN 2 Serang. The internalization of these values is expected to support the achievement of educational goals, namely: Salimul aqidah, shahihul worship, matinul khuluq, qodirun 'alal kasbi, mutsaqoful fikri, qowiyul jismi, mujahidun linafsihi, munazhom fi syu'ala waqti, and Harisunhi. nafiun lighoirihi. The values of life in the hostel mentioned above are principally directed at efforts to hone intellectual, emotional, and spiritual intelligence, which will be reflected in the form of student academic and non-academic achievements and the creation of religious life in the school environment which is shown by sincere, independent, and independent behavior. simple, ukhuwah, and free to be creative. The values of life that are developed in the dormitory automatically have implications for the various dynamics of dormitory life, from waking up to going back to sleep for 24 hours, including the characteristics of the quality management of the education program. The programs carried out at the two institutions are directed at efforts to achieve educational goals through civilizing patterns by trying to develop various programs that encourage the creation of an integrated quality culture in the education quality management process.

#### IV. CONCLUSION

Planning in education quality management at MAN Insan Cendekia uses a bottom up-top down approach, and MAN 2 Serang uses a top down – bottom up approach through analysis steps, program drafting, program socialization, funding preparation, and documentation. The planning process also determines the components of the education program including academic programs, student affairs, intimacy, dormitories, facilities and infrastructure, and networking. The academic program contains the following components: (a) curriculum and learning, (b) learning process, (c) test process, (d) Mid-semester examination, (e) End of semester examination, (f) Writing scientific papers, (g) ) Islamic boarding school, (h) Religion, (i) tahfidz program, (j) mentoring, (k) language development and (l) evaluation. The values of life in MAN boarding schools are the values of honesty, patience, responsibility, independence, discipline, leadership, freedom, and ukhuwah Islamiyah. The values of life at MAN 2 Serang are formulated in the form of the following values: (1) Sincerity (seeking the pleasure of Allah SWT alone), (2) Amanah (fulfilling duties with full responsibility), (3) Tsaqifah (honing knowledge and expanding knowledge) (4) Ukhuwah (building togetherness, brotherhood, and always helping each other based on Islamic values), (5) Khidmah (prioritizing assistance and service), (6) Ghirah (inflaming the spirit of working and creating), (7) Iffah (maintaining honor and self-preservation), and (8) Da'wah (spreading goodness and preventing evil). Organizing learning management in improving the quality of graduates at MAN Berasrama in Banten Province is the implementation of a boarding education system carried out in an effort to provide maximum service for guardians of students who initially have not been in hostel, with the hope that there will be

totality of coaching for all students both in the spiritual, physical, and fikriyah elements. . These three elements are potentials that exist in humans who must receive fair and balanced treatment so that the humanization process becomes optimal, the final target of which is to become a perfect human being (al-insan al-kamil).

Implementation of learning management in improving the quality of education graduates at MAN Berasrama in Banten province. The implementation strategy in education quality management is the application of education quality management through a series of concrete steps in an effort to achieve quality education. These steps are socialization, coordination and synchronization, technical planning, implementation, monitoring, and evaluation using a bottom up-top down approach. The development of life values is carried out through the development of boarding programs using the uswatun hasanah, qudwah hasanah, and mujlah billati hiya ahsan approaches. MAN boarding in Banten province has taken a series of strategic steps to support academic programs. MAN Insan Cendekia conducts two programs: (a) Quality assurance of learning processes and supervision, and (b) Quality assurance of learning outcomes and achievements. Process quality assurance programs and learning supervision are carried out in curriculum implementation programs and student learning activities, learning media development programs, learning programs using active learning principles, team teaching programs in the learning process, and feedback programs which are also called response programs. The quality assurance program for learning outcomes and achievement is carried out through subject clinical programs, subject club programs, and physical care programs. MAN 2 Serang supports its academic activities through subject teacher deliberations (MGMP, controlling the syllabus and learning program plans (RPP) that have been made by the teacher, and weekly regular meetings to discuss progress per activity item and as a control medium for the process of achieving goals quality. Evaluation of learning in improving the quality of education graduates at MAN Berasrama is carried out through self-evaluation, internal audit of the quality of education programs, evaluation of teacher competencies, management review meetings (RTM), and external audits of the quality of education programs.

Problems in learning management in improving the quality of education graduates at MAN Berasrama in Banten province. Problems in learning management in improving the quality of education graduates at boarding MA: (1) The planning stage at MAN Insan Cendekia is constrained by the difference between the school year and the budget year, some teachers at MAN 2 Serang, almost 95% of the teaching staff do not have school backgrounds/ boarding madrasa. (2) In the implementation stage, not all teachers master active English, especially the MAFIKIBI program teachers, which require a bilingual (two language) learning process. In MAN Insan Cendekia, not all teachers live in dormitories. (3) Evaluation stage at MAN Hostel: internal auditors have not attended training and are certified as trained auditors and there are no teachers who have master's qualifications for educational evaluation and supervision programs. Learning management solutions in improving the quality of education graduates at MAN Berasrama in Banten province are carried out through integrating all school/madrasah components, compiling all school/madrasah guidelines, upgrading human resources and all supporting facilities, and building organizational culture/environment and partnerships. The impact of management Learning in improving the quality of graduates at MAN boarding schools in Banten province is carried out through a process of planning, implementation, and evaluation with a top down – bottom up and bottom up – top down approach. The values of life that are instilled in the MAN dormitory environment are noble values that are believed to be true and internalized by the founders to all residents of the dormitory in the activities of daily life in the dormitory environment.

## REFERENCES

- [1] Akdon. (2009). Strategic Management for Educational Management. Bandung: Alfabeta.
- [2] Besterfield, at.al. (1999). Total Quality Management, Second Edition. New Jersey, Prentice-Hall, Inc.
- [3] Crosby, B.P. (1996). Quality is Still Free: Making Quality Certain in Uncertain Times. New York: McGraw-Hill.
- [4] Daradjat, Z. at. al (1999). Dasar-dasar Agama Islam. Jakarta: Universitas Terbuka.

- [5] Fattah,N.(2004).Konsep Manajemen Berbasis Sekolah (MBS) dan Dewan Sekolah. Bandung:Pustaka Bani Quraisy.
- [6] Gaspersz, V. (2008). Total Quality Management. Jakarta: P.T. Gramedia Pustaka Utama.
- [7] Hunger, D.J dan Wheelen, T.L. (2001). Manajemen Strategis. (Terj: Agung Julianto). Yogyakarta: Andi.
- [8] Imai, M. (2001). Kaizen: Kunci Sukses Jepang dalam Persaingan. Jakarta: PPM
- [9] Jauch, L.R. dan Glueck, W.F. (1995). Manajemen Strategis dan Kebijakan Perusahaan. Jakarta: Erlangga.
- [10] Kasali, R. (2007). Manajemen Perubahan dan Manajemen Harapan. Jakarta: PT. Gramedia Pustaka Utama.
- [11] Lubis, S.B.H. (2008). Pengantar Teori Organisasi: Suatu Pendekatan Makro. Bandung: PPs. UNINUS.
- [12] Mulyasa, E. (2008). Implementasi Kurikulum Tingkat Satuan Pendidikan, Kemandirian Guru dan Kepala Sekolah. Jakarta: Bumi Aksara.
- [13] Nasution, S. (1991). Pengembangan Kurikulum. Bandung: Citra Aditya Bakti.
- [14] Poster, C. (2000). Gerakan Menciptakan Sekolah Unggul. Jakarta: Lembaga Indonesia Adidaya.
- [15] Rohiat. (2008). Manajemen Sekolah Teori Dasar dan Praktik. Bandung: Refika Aditama.
- [16] Sallis, E.(2003).Total Quality Management in Education. London: British Library Cataloguing in Publication Data.
- [17] Tjiptono, F. dan Diana, A. (2003). Total Quality Management. Yogyakarta: Andi.
- [18] Usman, H. (2008). Manajemen: Teori, Praktik, dan Riset Pendidikan. Jakarta. Bumi Aksara.
- [19] Ya'qub, H. (2003). Etos Kerja Islam. Jakarta: C.V. Pedoman Ilmu Jaya.
- [20] Yulk, G. (2005). Kepemimpinan dalam Organisasi. Jakarta: Gramedia.
- [21] Zuhairini, at.al (1995). Filsafat Pendidikan Islam. Jakarta: Bumi Aksara.