

# Implementation Of Management Standards For MTs An-Nur Palangka Raya In Improving Madrasah Quality

Puspita<sup>1\*</sup>, Ajahari<sup>2</sup>, Misbah<sup>3</sup>, Anwar Arifin<sup>4</sup>, Asmawati<sup>5</sup>, Ida Tejawiani<sup>6</sup>

<sup>1,2,3,4,5,6</sup> IAIN Palangkaraya, IAIN Palangkaraya, Ministry of Religion Kab. Sukamara, STIE Nusantara Sangatta, IAIN Palangkaraya, Uninus Islam Nusantara, Indonesia

\*Corresponding Author:

Email: [puspita@iain-palangkaraya.ac.id](mailto:puspita@iain-palangkaraya.ac.id)

## Abstract.

*This research examines the implementation of management standards at Mts an-nur Palangkaraya in improving the quality of Madrasah education. The objectives of this study include: To find out the standard management program planning, implementation of standard management programs, monitoring and evaluation of standard management programs at MTS An- nur Palangkaraya. This research uses a qualitative descriptive approach, as Moleong argues "qualitative research is in the form of words either written or spoken from people and observed behavior" while the research location is at MTS an-Nur Palangkaraya. research purposes, this study used interviews, participant observation and documentation. The data obtained were analyzed through data reduction, data presentation, and drawing conclusions. The results of this study indicate (1) Management planning at an-nur madrasah has been carried out in accordance with government regulations and education management standards, namely starting with planning. The planning carried out by Mts Anur begins with analyzing the needs and where the direction of the madrasa will be taken in the future by formulating a vision, mission and goals. All of this is done by involving all components in the madrasa. (2) Implementation Implementation of the program begins with reviewing the KTSP curriculum, implementing teaching and learning activities, and implementing Teacher Quality Improvement at MTs Annur Palangka Raya. The implementation of improving the quality of Education Personnel is pursued by implementing a strategy of increasing the integration of improving the mental, moral and spiritual discipline of teachers, learning supervision, involving teachers in training activities, attending seminars and being active in the Palangka Raya City MGMP forum. dhuha prayer. The program to improve the quality of infrastructure at MTs Annur Palangka Raya was pursued by collaborating with the City and Provincial Ministry of Religion offices, Central Kalimantan Provincial Government, Palangka Raya City Government, Municipal and Provincial Education Offices, Collaboration with Parents of Students through Madrasah Committees, Approach with Management Foundations, Entrepreneurs, City, Provincial DPRD Members and members of the Republic of Indonesia DPR (3) Program monitoring and evaluation begins with programs developed in extra-curricular activities. This activity was carried out by developing extra-curricular activities which aim to provide opportunities for MTs Annur Palangka Raya students to develop and express themselves according to the skills and talents that students have. From the self-development program, MTs Annur students have won several achievements at the City of Palangkaraya, Central Kalimantan province, and the Province of.*

**Keywords:** *Implementation of management standards, Madrasah Quality and MTs An-Nur Palangkaraya.*

## I. INTRODUCTION

Madrasah Tsanawiyah is a first-level educational institution that has the characteristics of the Islamic Religion, whose guidance is at the Ministry of Religion of the Republic of Indonesia, as well as Madrasah Ibtidaiyah and Madrasah Aliyah. As an educational institution that has the characteristics of the Islamic Religion, Madrasahs have an important and strategic role in participating in advancing education and equipping their students with the values of akhlakul karimah. technology (IPTEK), and mastery of Islamic religious knowledge which is manifested by faith and piety is called the term (IMTAQ). In principle, Madrasah education is the same as general education, but emphasizes intensive and in-depth Islamic education because there are additional special subjects, including; Al-Quran Hadith, Fiqh, Arabic, Aqidah Akhlak and History of Islamic Civilization. Madrasah education has also become an integral part of the administrative system law, namely in article 17 paragraph 2 it is explained that basic education takes the form of Elementary Schools (SD) and Islamic Elementary Schools, or other equivalent forms, as well as Junior High Schools (SMP) and Madrasah Tsanawiyah. (MTs), or other equivalent forms.

As a continuation of the issuance of the system law [1] National Education number 20 of 2003, Government Regulation number 19 of 2005 concerning National Education standards has also been issued, which contains provisions regarding eight standards, namely: (1) Graduate Competency Standards; (2) Content Standards; (3) Process standards; (4) Education Standards and Education Personnel; (5) standard of facilities and infrastructure; (6) Management Standards; (7) Education Financing standards; (8) Education Assessment standards (Diknas; UU sisdiknas). The management standards in madrasas refer to the SNP that the government has set, which can be illustrated in the image below:



Drawing of National Assessment Standards

The above standards aim to ensure the quality of national education in the context of educating the nation's life and forming dignified national character and civilization. These standards also serve as the basis for planning, implementing and supervising education to realize quality national education (www.blogspot.com National Education Standards Agency) [2] Efforts to improve the quality of education cannot be separated from improving education management, especially management which includes curriculum management, management of teaching and educational staff, management of facilities and infrastructure, and management of Madrasah relations with the community. The management objectives of the Madrasa according to [3] The Ministry of National Education are: 1. Improving the quality of education through madrasa independence and initiative in managing and empowering available resources, 2. Improving the quality of education through madrasa independence and initiative in managing and empowering available resources, 3. Increasing the awareness of madrasa residents and the community in organizing education through joint decision-making, 4. Increasing competence in joint decision-making, 5. Increasing Madrasah responsibility to parents, the community and the government regarding the quality of Madrasahs, 6. Increasing healthy competition among Madrasahs regarding the quality of education achieved (Ministry of Education) meanwhile (Supriono Subakir and Ahmad Sapri) stated that the management of Madrasahs aims to empower Madrasahs, especially its human resources, such as madrasa heads, teachers, student employees, parents of students and the surrounding community.

This human empowerment is through granting authority, flexibility, and giving responsibility for solving the problems faced by the school concerned. Moedjiarto in relation to the quality of madrasah divides into three categories, first; a quality school or madrasa is one with quality input, second; a quality school and madrasah are those with excellent facilities so that students feel at home in school, third; emphasizes a positive learning climate. Based on the explanation above, all management can run effectively and in full, of course it needs the cold hands of a leader, namely the head of the madrasa. Madrasah Tsanawiyah (MTs) An-Nur Palangka Raya is a junior high school with Islamic characteristics, engaged in education and teaching and has noble ideals in order to create a generation that is knowledgeable, faithful and devoted to Allah SWT. With the location of the madrasa which is classified as a suburb of Palangka Raya City, which is on Jalan Mahakam. According to the author's observations and analysis, over a period of approximately three years the students who attended these MTs were those whose economy was classified as lower middle class and even most of them were underprivileged children, because almost 70% came from the stringed social complex, which on average low income parents. It's another case with parents' very low interest in sending their children to school which is probably caused by economic factors, so it's not surprising that every year there are children in this complex who don't go to school and are brought by their

parents to work or sell in the MTs Annur environment, and some children are only able to go to school by following the package program.

This condition is exacerbated by the impression that MTs An-Nur has attached over the years such as many abandoned teachers, lazy teachers, undisciplined teachers, unqualified teachers who have been transferred from public and private schools, so that it seems as the final teacher accommodation. problem. Besides that, the condition of educational infrastructure is inadequate, even vital facilities such as a library do not exist. Likewise with self-development activities there are only a few extra-curricular activities that can run actively, even though the students have extraordinary potential. As a result of this condition, there is an assumption by some people that MTs An-Nur is a fringe madrasah, of low quality and of less interest to new students. MTsN An-Nur Palangka Raya has since been led by a visionary madrasah head at this time to be proud because apart from being in great demand by parents who send their children to Madrasahs, it is also a part of Madrasahs that should not be underestimated. This Madrasah academically and non-academic has produced many achievements at the regional level of Palangkaraya City, as well as at the Central Kalimantan Province level in general, even at the National level. From the description of this phenomenon, the researcher wants to explore further how the management of the Madrasah is so that initially it was not of interest to the public who wanted to enroll their children in private Madrasahs to become a highly reckoned private Madrasah with the title "Implementation of MTs An-Nur Palangka Raya Management Standards in Improving Education Quality"

## II. METHODS

This study uses a qualitative descriptive approach, as Moleong argues "qualitative research is in the form of words either written or verbally from people and observed behavior" while the research location is at MTS an-Nur Palankaraya. According to the focus of the problem and research objectives, this study This method uses participant observation, in-depth interviews and documentation. Observation activities start from the grand tour observation, the researcher visits the teachers and visits students during the teaching and learning process and when student activities take part in developing talents and interests or extra-curricular activities. Then the researcher came into the room when the teacher attended the trainings.

To meet the credibility standard, the researcher uses the first benchmark, is located and conducts field research for 2 weeks. Second, conducting triangulation to confirm findings in order to check the correctness of data from various sources. This activity was carried out through cross-checking between the results of observation data, interview data and documentation data; carry out inter-time checks, namely asking them again with the same question at another time to ensure the similarity of the previous answers and to re-confirm the informants. Third, the researcher read out all the research results from observations, in-depth interviews and documentation according to the research focus in front of all informants and they listened while emphasizing the correct words.

## III. RESULTS AND DISCUSSION

The meaning of implementation in the Big Indonesian Dictionary (KBBI) is implementation, application, while implementing is carrying out or applying. Implementation is a process of applying, ideas, concepts, policies, or innovations in a practical action so that it has a good impact in the form of changes in knowledge, skills, values, attitudes. In the Oxford Advance Learner's Dictionery (OALD) it is argued that implementation is "Put something into effect" (Implementation of something that gives effect or impact). (2010:178)[4] In line with the above understanding, Miller and Seller stated as quoted by Mulyasa (2010:179)[5] that "Implementation is also interpreted as actualization, the process of applying concepts, ideas, programs, or arrangements of activities into learning practices or new activities so that changes occur in a group of people who are expected to change. From the opinion above implementation as a process of implementing ideas, policies in a process in an educational activity. Based on the understanding and opinions expressed by the experts above, it can be concluded that implementation is: (a) It is a process of implementing, implementing ideas, concepts and policies, programs or arrangements of activities into management practices within an organization as well as new activities; (b) Implementation is influenced by

decisions in the form of laws and regulations as an implementation of activities and is expected to overcome a problem, objectives to be achieved and ways to solve them;

Basically, the National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. The National Education Standards contain minimum criteria for all school inputs and activities aimed mainly at improving the quality of schools and meeting the needs of students. Concerning the educational components that enable each level and educational pathway to optimally develop education in accordance with the characteristics and peculiarities of the program. The scope of the National Education Standards includes content standards, process standards, graduate competency standards, educator and education staff standards, facilities and infrastructure standards, financing standards, educational assessment standards and education management standards. Tilaar explained that the function of national education standards is to adjust development strategies and plans after obtaining national learning evaluation data. (2006:109) Management standards are national education standards relating to planning, implementing, and supervising educational activities at the level of education units, districts/cities, provinces, or nationally in order to achieve efficiency and effectiveness of education administration (Government Regulation Number 32 of 2013 Chapter I Article 1 point 10). Standards for Management of Elementary and Secondary Education contained in the Regulation of the Minister of National Education no. 19 of 2007, covering the scope of program planning, implementation, monitoring and evaluation (National Education Standards Agency, 2007:5)[6] By carrying out the process of standardizing the implementation of education, it is hoped that madrasas will be able to compete with public schools, especially in the provision of general education.

Moreover, in the process of managing education, the government has pushed for educational autonomy. Thus madrasas can be more flexible in carrying out the process of improving the quality of madrasas. Management of madrasas by applying madrasah-based management is a new perspective on the management of education in Indonesia. This madrasah-based management is directed at improving the quality of education by utilizing all existing potential with independent management. Although madrasah-based management guarantees madrasah flexibility in managing it, nevertheless there must be a minimum standard that must be met by madrasas in carrying out the process of managing education. In article 51 of Law number 20 of 2003 it is explained that the management of early childhood education units, basic education and secondary education is carried out based on minimum service standards with the principle of madrasah-based management. (Republic of Indonesia, 2014:28)[7] Permendiknas technically regulates matters relating to program planning, program implementation, evaluation and supervision, school/madrasah leadership, management information systems and special assessments. According to [8] Permendiknas number 19 of 2007, especially madrasah program planning must contain: 1) Madrasah vision, 2) Madrasah mission, 3) Madrasah objectives, 4) Madrasah work plan, this work plan includes an intermediate work plan and annual work plan.

The annual work plan contains clear provisions regarding: (Republic of Indonesia, 2014: 190): (a) Student Affairs; (b) curriculum and learning activities; (c) Educators and educational staff and their development; (d) Facilities and infrastructure; (e) Finance and financing; (f) School culture and environment; (g) Community participation and partnerships; and (h) other work plans that are directed to quality improvement and development. In the implementation of the madrasa program, matters regulated in the Permendiknas include madrasah guidelines, madrasah organizational structure, implementation of madrasah activities, student areas, curriculum and learning activities, educators and educational staff, facilities and infrastructure, finance and financing, culture and education. madrasah environment, and community participation and madrasah partnerships. (Primary and Secondary Education Unit, 2007:204)[9] According to the opinion above, it can be concluded that standards are procedural guidelines to be considered and to be followed, standards have the potential to be very useful in implementing the management of education in schools. Management of education is a term that comes from the word "manage" which means a series of efforts aimed at exploring and utilizing all the potential that is owned effectively and efficiently in order to achieve certain goals that have been planned beforehand. Madrasas that have managed education in accordance with the provisions of this law, especially Government Regulation Number 13 of 2015 [10] and

Permendiknas number 19 of 2007 means that education management has been carried out in accordance with national education standards.[11]

Permendiknas No. 19 of 2007 article I explains that every educational institution is required to meet the National Education management standards, namely Program Planning, Implementation of Work Plans, Supervision and Evaluation, School Ownership, Management Information Systems and Special Assessments. The scope of education management is an effort to explore, cultivate, mobilize and maintain educational resources in a balanced and sustainable manner in order to achieve goals through a system of cooperation. As for the field of education management, among others: Collaboration system education management program in each field is worked on through: Management of curriculum education, management of student education, management of manpower education, management of financial education, management of educational facilities and infrastructure, Good education management will produce good quality education where quality is based on needs so that expectations from customers can be met and customers want the products we produce. To view the quality of a schooling institution, we can actually look at it comprehensively, starting from the availability of supporting infrastructure, professionalism of teachers and staff, conducive organizational culture, quality leadership, transparent management of financial education.

If these elements show maximum performance, then quality schools that lead to institutions can be realized. Indicators or criteria that can be used as benchmarks for the quality of education are the end results of education, for example: written tests, anecdotes, attitude scales. In the context of education, quality indicators are guided by the context of educational outcomes which refer to the achievements of schools at any given time (for example: every quarter, semester, year, 5 years, and so on). The achievements can be in the form of results of academic ability tests, such as general exams, National Examination, or achievements in other fields, for example achievements in sports and arts. Even school achievements are in the form of intangible conditions, such as an atmosphere of discipline, intimacy, mutual respect, and so on. (Nurhasan, 1994:390)[12] In improving the quality of education can be influenced by educational input factors and educational management process factors. Educational input is everything that must be available because it is needed for the process to take place. Educational input consists of all available school resources. School components and resources consist of people (man), funds (money), facilities and infrastructure (materials) and regulations (policy).

From the above understanding, educational inputs which are factors influencing the quality of education can be in the form of:

a. Human resources as school administrators consisting of: (1) Principals, teachers who have additional duties as school principals. (Sisdiknas 2003 Chapter II Article 2); (2) Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. (Law No. 14 of 2005 Chapter I article 1); and (3) administrative personnel.[13]

b. Facilities and infrastructure. The learning process is not only the components of the teacher, participants and curriculum, the presence of educational facilities and infrastructure has become a necessity in achieving learning success (Hadiyanto, 2004: 100). Educational facilities and infrastructure, are learning media or tools which in essence will make communication and interaction more effective between teachers and students in the educational process (Oemar Hamalik, 1990:22)[14]

c. Studentship. Students as learners are one of the inputs that also determine the success of the educational process. Acceptance of students is based on clear, transparent and accountable criteria.

d. Finance (Financing Budget). One of the factors that have an influence on improving the quality and suitability of education is an adequate education budget. Schools must have sufficient funds to provide education. Therefore school education funds must be managed transparently and efficiently.

e. Curriculum: One of the applications or applications of educational methods is the educational curriculum. Understanding the curriculum is a program or learning plan (Wina Sanjaya, 2007: 5).[15] The curriculum is the main substance component in schools. The basic principle of this curriculum is to try to make the learning process run well, with benchmarks for achieving goals by students and encouraging teachers to compile and continuously improve their learning strategies.

f. **Organization:** Organizing an educational institution, is a factor that can help to improve the quality and service quality in educational institutions. Organizing is an activity that organizes and groups work into smaller parts that are easier to handle.

g. **Physical environment:** Learning and work must be supported by the environment because the environment is very influential on the activities of teachers, students in learning activities.

h. **Development of science or technology:** Apart from teacher factors and other facilities related to the world of education, namely external factors in the form of developments in science and technology. Schools as a place to acquire knowledge and function as a transfer of knowledge to students, are required to keep abreast of current developments in science and technology, according to the field of teaching.

i. **Regulations:** In an effort to improve the quality of national education and to produce superior quality human resources as well as catch up in all aspects of life in accordance with global changes and developments in science and technology, the Indonesian people through the Indonesian Parliament on June 11, 2003 passed a Law The new National Education System, as a replacement. (National Education System Law number 2 of 2009)[16]

j. **Community participation or participation:** Community participation in education is expected to be the backbone, while the government is limited to providing references and guidance in implementing school activity programs. Community participation in the implementation of education also means community empowerment itself in participating in determining the direction and content of education (Ace Suryadi and HAR Tilaar, 2008: 58)[17]

k. **Education policy:** One of the government's roles in improving the quality of education is to decentralize education. With the power of decentralization, the various challenges for equity and improving the quality of education require a reorientation and improvement of the education delivery management system. In addition to the input factors that have been stated above, another factor that determines the quality of education is the education management process. Broadly speaking, there are two main factors that affect the quality of the process and results of teaching and learning in the classroom, namely internal factors and external factors. As for those included in the internal factors in the form of: psychological, sociological, and physiological factors that exist in students and teachers.[18]

1. **Talent Development Strategy and Student Interests:** In general, aptitude is a person's potential ability to achieve success in the future. While interest means a high tendency and enthusiasm or a great desire for something. With this interest, students can do something to the fullest, if this happens in the learning process then with special interest, the learning goals for him are mastered more quickly even though they are slow, they still achieve these goals because of the persistence of the effort of his interest.

The results of research that has been carried out at MTs An-Nur Palangka Raya, are as follows:

Planning is the earliest step of the process of all rational processes. In other words, before carrying out activities, the first step is planning, as conveyed by Mulyasa, "planning is basically a process of carefully thinking and determining the direction of goals and actions while simultaneously reviewing them as appropriate resources and methods, planning includes activities to determine targets and tools according to to achieve the specified goals. Careful planning will serve as a compass to achieve organizational goals.

In realizing management that is in line with expectations, formulating the vision, mission and goals as follows;

1. The vision of MTs An-Nur Palangka Raya: "Creating a quality Madrasah with Imtaq and Science and Technology insights."

2. Vision Indicators: (a) Discipline in carrying out worship (b) Discipline in carrying out the teaching and learning process (c) Mutual respect between Madrasah residents, (d) Schools with religious, technological and environmental insights, (e) Achievement in academic and non-academic fields

3. The mission of MTs An-Nur Palangka Raya: (a) To create people who have faith and science and technology in collaboration with Madrasah Residents and Stake Holders; (a) Realizing smart, skilled, independent, accomplished, and moral human resources; and (b) Realizing an increase in the quality of student learning outcomes.

4. Educational Objectives at MTs An-Nur Palangka Raya

Based on the vision and mission mentioned above, the objectives of MTs An - Nur Palangka Raya are as follows: (a) The formation of people who are accustomed to the discipline of carrying out worship; (b) Creating a culture of empathy among Madrasah residents; (c) Implementation of Madrasah rules; (d) Implementation of education that is religious, masters science and technology, and is aware of the environment; (e) Implementation of learning, guidance and extracurricular activities in accordance with national education goals; (f) Formation of students who develop optimally according to their potential; (g) Achievement of maximum learning outcomes and quality and outstanding graduates; (h) The creation of high dedication to the field of science and technology with various scientific works and youth skills; (i) Formation of a representative Madrasah for the development of Tsanawiyah or junior secondary level education; (k) Become a forum for stakeholders and education observers to participate in educating people's lives in a harmonious partnership relationship; and (l) Actualization of all Madrasah potentials and realization of Madrasah programs. (Kamad and Waka Curriculum) For other program planning, for example in the field of student affairs, education unit level curriculum, academic calendar, organizational structure, madrasah, division of teacher tasks, up to the field of facilities and infrastructure has been carried out in accordance with applicable regulations.

To meet the needs for infrastructure at this madrasa, as expressed by the Waka of infrastructure facilities, he said "the head of the madrasa is working hard to collaborate and establish communication with several parties, such as the City and Provincial Ministry of Religion Offices, Central Kalimantan Provincial Government, Palangka Raya City Government, the Office of Municipal and Provincial Education, collaboration with parents of students through madrasah committees, approaches with foundation administrators, entrepreneurs, even members of the Provincial City DPRD and DPR RI. Implementation of management at Mts annur begins with displaying a curriculum where the curriculum for MTs An-Nur Palangka Raya is a curriculum that is structured according to the desire to provide knowledge and understanding to students in studying various basic religious and general sciences, which are in accordance with community needs, potential and regional character. MTs An - Nur Palangka Raya is committed that the potential of the region can be developed in stages by providing students with complete knowledge . In addition, this curriculum was developed as a guideline for organizing learning activities to achieve educational goals held by MTs An-Nur Palangka Raya while still referring to national education goals. The Principles of Curriculum Development at MTs An - Nur Palangka Raya as determined by BNSP are as follows: (1) Centered on the potential, development, needs and interests of students and their environment both now and in the future, (2) Diverse and integrated, (3 ) Responsive to developments in science, technology and art, (4) Relevant to the needs of life, (5) Comprehensive and continuous, (6) Lifelong learning, (7) Balance between national and regional interests.

The structure of the Mts an-nur curriculum contains a number of materials/subjects that must be delivered to students. In educational programs at madrasah tsanawiyah or its equivalent, the total number of subject hours is at least 32 hours of face-to-face lessons each week. Each class hour is 40 minutes long. MTs An-Nur for the 2022/2023 academic year applies the 2013 curriculum for grades VII, VIII and IX with a total of 46 hours of subject matter each week, each lesson lasting 40 minutes. The types of educational programs at MTs An-Nur Palangka Raya consist of religious and general programs. There are 5 subjects (mapel) that must be followed in the religious program and 9 in the general program for grades VII, VIII and IX. As for the arrangement of learning load according to the time allocation that has been determined in the curriculum structure of MTs An-Nur Palangka Raya. Subjects that are subject to the national exam are allocated up to a maximum hour limit in accordance with the limit determined in the national curriculum structure. Utilization of the maximum learning hours takes into account the needs of students in achieving competency with the aim of passing the national exam. For the 2013 curriculum for grades VII, VIII and Junior High School / Madrasah Tsanawiyah Core Competencies (SMP / MTs) is the level of ability to achieve Graduate Competency Standards (SKL) that must be owned by a SMP / MTs student at each grade level. Core competencies are designed for each class.

Through core competencies , horizontal synchronization of various basic competencies between subjects in the same class can be maintained . Besides that, vertical synchronization of various basic

competencies in the same subject in different classes can also be maintained. The formulation of core competencies uses the following notation: (1) Core Competence - 1 ( KI - 1 ) for spiritual attitude core competencies; (2) Core Competency - 2 (KI - 2) for the core competence of social attitudes; (3) Core Competency - 3 (K1-3) for knowledge core competencies; and (4) Core Competency - 4 (K1-4) for skills core competency. In addition to managing the curriculum that has been implemented properly according to the curriculum listed above, the implementation of the teaching and learning process has also been going well, even according to the head of the madrasa "there is a teacher quality improvement program and efforts to improve the quality of teachers in this suburban madrasa", because as stated As the author has stated, against the background of MTs, it seems like a fringe madrasa or madrasa which is a place for teachers who are lazy and have problems with discipline. To dispel this impression, madrasas have taken various steps, such as increasing teacher discipline in teaching, carrying out routine supervision, then involving teachers in training activities, workshops, seminars and participating in several MGMP forums in Palangka Raya City. Not only that, to improve the quality of teachers, schools routinely carry out coaching involving the Head of the Office of the Ministry of Religion of the City of Palangka Raya, Head of Madrasah Education and Supervision Supervisors, this is done when entering the new school year, routine school meetings and also at the moment of the supervising ceremony monday apple.

Besides that, from the moral-spiritual aspect, moral appeals are also made by prioritizing honesty, being responsible for duties and directed to perform congregational juhur prayers at the mosque, attend school routine yasinan and schedule dhuha prayers. Anta Sriwidada as wakamad curriculum said that every new school year the head of the madrasa together with the teacher council and the committee always compiles a madrasah development program, one of the priority programs being a teacher quality improvement program. "Every year we at MTs Annur carry out several activities to improve teacher quality, such as the 2013 Curriculum Workshop, Assessment, ASN Development by the Ministry of Religion, participating in MGMP activities, training and seminars, and training in scientific writing. We carried out this activity in order to improve the quality of teachers at MTs Annur Palangka Raya ". It started when the author visited and made observations 2 years ago, the condition of the infrastructure at this madrasa was very apprehensive and even barely met the standards for a formal educational institution, such as the absence of a library room, UKS room, counseling room, laboratory room. IPA, teacher's room, principal's room and TU are combined into one and inadequate, then only 1 toilet facility for 213 students and 1 for the teacher's council and staff. Based on this concern that supervision is an activity to obtain certainty about the implementation of programs or activities so that they are in accordance with the plans that have been set (team of educational administration lecturers) To realize a good program, of course supervision is an important and very decisive matter where the supervisory function is to set standards, and measure program implementation.

In the field of facilities and infrastructure, for example, this madrasah has established effective communication with various parties including the City and Provincial Ministry of Religion Offices, Central Kalimantan Provincial Government, Palangka Raya City Government, City and Provincial Education Offices, committees, and City and Provincial DPRD. This was done as part of supervision as well as establishing communication so that what is needed for facilities and infrastructure can be communicated and can be assisted to overcome the limitations of infrastructure owned by madrasah entrepreneurs, even to members of the Provincial City DPRD and the Republic of Indonesia DPR and the results are very encouraging. Thanks to the establishment of this collaboration, it has finally produced quite encouraging results, because since July 2012 assistance to MTs Annur has begun to flow, namely receiving assistance for the Development of a Lab Room. IPA, Procurement of Lab Equipment. Science , Procurement of Library Space , Procurement of Lab Space . Religion , Procurement of PMR UKS Room , study room rehabilitation , teacher room renovation , madrasah principal and TU room renovation , addition of student toilets , construction of parks , construction of new classrooms , assistance in procuring computers and servers , construction of teacher and student parking lots , and procurement of equipment art . this is in accordance with what was conveyed by Wakamad Sarana Fakhurraji, S.Pd" said that during Rus'ansyah's leadership many changes had been made, Another standard that is included in the supervisory category is the field of



student affairs and extra-curricular activities as explained by the vice president of student affairs "To realize the development of quality madrasahs, the most important part is to develop students' talents and interests.

Talent and interest or extra-curricular development activities are activities that aim to provide opportunities for MTs students themselves in Annur Palangka Raya to develop and express according to their needs, talents, interests in accordance with the conditions of the madrasa and extra-curricular activities coordinated by the Wakamad of Student Affairs in collaboration with the teacher guidance of counselors and coaches or trainers in the field ".To realize the development of quality madrasahs, the most important part is developing students' talents and interests. Talent and interest or extra-curricular development activities are activities that aim to provide opportunities for MTs students themselves in Annur Palangka Raya to develop and express according to their needs, talents, interests in accordance with the conditions of the madrasa and extra-curricular activities coordinated by the Wakamad of Student Affairs in collaboration with the teacher the guidance of counselors and coaches or trainers in the field.This program was developed using a priority scale, so that there were a number of extra activities that stood out and some that were not very active. The figure of the head of the madrasa who has a background in organizing hobbies has had an impact on developing the interests and talents of students in the madrasa, this has been proven before that there were almost no children's activities in the afternoon at this school, but lately almost every afternoon there have been student activities. various extra training and coaching in madrasahs. Talent and interest development activities are carried out in the afternoon between 15.00 to 17.00 WIB or after the Asr prayer which includes Scout activities, PMR, Hadrah Art, Maulid Habsyi, Olympic Guidance, Language Guidance, Al-Qur'an Reading and Writing Guidance, Syarhil & Tutoring Fahmil Qur'an, Al-Qur'an Calligraphy, Tambourine, Nasyid and Vocal Groups, Mandau Dance, Dadas Dance, Music Arts, Badminton, Pencak Silat, Futsal and Basketball.

This extracurricular activity is a breakthrough program carried out by the school in order to develop the talents and interests of MTs Annur Palangka Raya students, which aims to reduce activities that are not useful in the family and community environment where these students live.According to Susanto, S.Pd (Wakamad Kesiswaan), that at MTs Annur the self-development activities are already running and well coordinated, and there are coordinators, supervising teachers and trainers on duty in the field, so that these activities really run effectively and efficiently. In fact, to support the funding besides coming from Bos funds, the madrasah cooperates with committees and related agencies.Osis chairman Fitriani Budiman said that he said he was proud to study at MTs Annur because he had been able to be on a par with other schools in Palangka Raya City, he even admitted that he had participated in the MTQ Fahmil Qur'an branch twice and always won the championship. Therefore, according to him, the talent and interest development program carried out by madrasahs is very useful in supporting student achievement Meanwhile, according to Rusnawati, S.Pd, many things have been done by the head of the madrasa in the context of developing students' talents and interests, including the activities of Middle / MTs Student Council Gathering Contests in Palangka Raya City, Middle School / MTs Student Camping Camps in Palangka Raya City, Friday and Saturday Camps Sunday (PERJUSAMI) Madrasahs in Palangka Raya City, Santri Camps in Palangka Raya City, Santri Arts Workshops in Palangka Raya City, Selection of Outstanding Muslim Boys and Girls, Madrasah Arts Porcelain DPW Central Kalimantan Indonesian Madrasah Teacher Association (PGM) Gebyar Muharram, Student Creativity and Activity Contest,Flash Ramadan Islamic Boarding Schools, Mosque Youth Jamboree in Palangka Raya City, Active Achievement and SD / MI Scout Competitions in Palangka Raya City, Saturday-Sunday Camping for Kindergarten / TPA Santri in Palangka Raya City, and Student Creativity Competitions in Palangka Raya City.

MTs Annur Palangka Raya has achieved several achievements since 2012, including the Middle School / MTs Student Council Gathering Contest in the city of Palangka Raya, third place in the female calligraphy competition, third place in the MC competition, first place in the female calligraphy competition, third place in the call to prayer competition and iqamat, then third place in women's dance Petuah IX and Festivals in Palangka Raya City, third place in class A purti championship of sacred sites in Palangka Raya City, second place in MTQ Axiom Madrasahs at Palangka Raya City level, second place in badminton Axiom Madrasahs at Palangka Raya City level, 2nd place in table tennis at Axiom Madrasahs at Palangka Raya City

level, 3rd place in futsal SMADA Cup V Kindergarten. SMP / MTS in Palangka Raya City, 3rd place winner in category C women's pencak silat championship for students in Palangka Raya City, 3rd place winner Fahmil Qur'an STQ VI at Palangka Raya City level,

#### **IV. CONCLUSION**

Based on the presentation of the discussion data on the results of the research paper above, the following conclusions can be drawn:

1. The implementation of management at Anur Madrasah has been carried out in accordance with government regulations and education management standards, namely starting with planning. The planning carried out by Mts Anur begins with analyzing the needs and where the direction of the madrasa will be taken in the future by formulating a vision, mission and objectives. All of this is done by involving all components in the madrasa.

2. Implementation The implementation of the program was initiated by reviewing the KTSP curriculum, implementing teaching and learning activities, and implementing Teacher Quality Improvement at MTs Annur Palangka Raya. The implementation of improving the quality of Education Personnel was pursued by implementing a strategy to improve the integration of mental, moral and spiritual improvement in teacher discipline, learning supervision, involving teachers in training activities, attending seminars and being active in the Palangka Raya City MGMP forum. dhuha prayer. The program to improve the quality of infrastructure at MTs Annur Palangka Raya was pursued by collaborating with the Municipal and Provincial Ministry of Religion offices, Central Kalimantan Provincial Government, Palangka Raya City Government, Municipal and Provincial Education Offices, collaboration with parents of students through madrasah committees, approaches with administrators foundations, entrepreneurs,

3. Program monitoring and evaluation begins with programs developed in extra-curricular activities. This activity was carried out by developing extra-curricular activities which aim to provide opportunities for MTs Annur Palangka Raya students to develop and express themselves according to the skills and talents that students have. From the self-development program, MTs Annur students have won several achievements at the City of Palangkaraya, Central Kalimantan province, and the Province of West Kalimantan.

#### **V. THANK YOU NOTE**

The authors are fully aware that a series of research studies and the preparation of this journal cannot be separated from the assistance and services of many parties. Therefore, on this occasion, the author expresses his highest gratitude and appreciation to those who are honorable: to the authors of the books and journals that I have made reference to at the time of writing, to Dr. Ida Tejawiani, MM and Dr. Cahya Syaodih, MMPd as tutor for the Education Supervision and Quality Assurance course.

#### **REFERENCES**

- [1] Law no. 20 of 2003 concerning the National Education System, Article 51. (Jakarta: Permata Press)
- [2] Government Regulation number 19 of 2005 concerning National Education standards
- [3] www.blog spot.com National Education Standards Agency
- [4] Oxford Advance Learner's Dictionary (OALD (2010)
- [5] Mulyasa, 2010. Implementation of KTSP Independence of Teachers and Principals. (Jakarta: Earth
- [6] Script
- [7] Basic and Secondary Education Management Standards contained in the Minister of National Education Regulation No. 19 of 2007
- [8] Regulation of the Minister of National Education Number 19 of 2007 concerning Education Management Standards by Elementary and Secondary Education Units, 2007. (Jakarta: National Education Standards Agency)
- [9] Management of Education by Elementary and Secondary Education Units. (Jakarta: Sinara Graphic) Republic of Indonesia, 2014.
- [10] Permendiknas number 19 of 2007 means that education management has been carried out in accordance with national education standards

- [11] Nurhasan, 1994. The Indonesian National Education Convention, Curriculum for the 21st Century, Indicators of Measurement Methods and Factors Affecting the Quality of Education. (Jakarta: PT Sindo)
- [12] Law Number 14 of 2005 Chapter I article 1); and (3) administrative personnel
- [13] Robbins, SP & De Cenzo. (1995). Fundamentals of management. Upper Saddle River: Prentice Hall.
- [14] Oemar Hamalik, 1990. Curriculum Evaluation, (Bandung: Rosda Karya Youth Publisher)
- [15] Wina Sanjaya, 2007. Curriculum and Learning Theory and Practice of Education Unit Level Curriculum Development (KTSP), (Jakarta: Kencana Prenada Group)
- [16] Abdul Hadis and Nurhayati B., 2010. Educational Quality Management, (Bandung: Alfabeta publisher).