

# Student Empowerment Management In Improving The Graduate's Quality (Multi-Site Study In MAN 1 Lamongan And MA MA'Arif 7 Sunan Drajat Lamongan)

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## Abstract

*The background to this research is the results of the researcher's observations regarding the management conditions for student empowerment at MAN 1 Lamongan and MA MA'Arif 7 Sunan Drajat in improving the quality of graduates. This research focuses on student empowerment needs to improve graduate quality at MAN 1 Lamongan and MA MA'Arif 7 Sunan Drajat Lamongan. This research uses the Natural (Naturalistic Paradigm) approach. Therefore, this research uses a qualitative approach with a multisite study. The research results regarding the need for student empowerment in improving the quality of graduates at MAN 1 Lamongan refer to five student needs. First, It needs to get to know blended learning, research classes, Olympic classes, credit classes, and prodistics classes. Second, there are potential tests, academic potential tests, Al-Qur'an reading and writing tests, and student psychological tests. Third, student arrangements at MAN 1 Lamongan follow government policy, and the curriculum follows IKM, while quality uses ISO. Fourth, the number of students accepted or determining the number of students accepted. Fifth, there are programs for student activities based on the school's vision and mission. The student empowerment needs to improve the quality of graduates in MA. MA'Arif 7 Sunan Drajat refers to 7 needs of students, namely fatwa from Kyai, KTSP curriculum, superior majors, supporting needs (skills), Blended Learning, number of students accepted, and preparation of student activity programs are also needed.*

**Keywords:** Empowerment Management, Student and Graduates Quality.

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## I. INTRODUCTION

Education is one of the most essential elements in human life in preventing ignorance.<sup>1</sup> The absence of education in humans can ensure that human life cannot develop and will not fit their ideals, as well as being prosperous and happy according to their concept of life.<sup>2</sup> According to Knezevich, as quoted by the Lecturer Team, student management is a service that focuses on the management, supervision, and services of students in class and outside the classroom, such as introduction, registration, individual services such as overall development of abilities, interests, needs until they are qualified to graduate from school.<sup>3</sup> Educational institutions that are well-managed will be more effective in providing a good education for their students.<sup>4</sup> This case proves that the quality of management and leadership are essential to an educational institution's success.<sup>5</sup> Efforts to improve the quality of education begin with improving the quality of the learning process at all levels of education because the learning process is the main activity in a school.<sup>6</sup> Several important factors must be present in the learning process: teachers, students, curriculum, learning materials, methods, learning resources, and evaluation systems.<sup>7</sup> They can have a good impact on improving the quality of

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education if these factors are well managed.<sup>8</sup> The quality of education will be even better if the input of educational process resources, namely students, is also well handled.<sup>9</sup> The influence of education quality can be measured by the extent to which the institution can optimally manage the potential of educational staff, students, learning processes, facilities and infrastructure, finances, and how it relates to society.<sup>10</sup>

The success of running an educational institution (school) will depend on the management and components supporting the implementation of activities.<sup>11</sup> They are curriculum, students, financing, implementing staff, facilities, and infrastructure. Management is an integral component and inseparable from the overall educational process. It is impossible to achieve academic goals optimally, effectively, and efficiently without management<sup>12</sup>. Students are the subjects of education where all educational process activities in schools will ultimately lead. In the old approach pattern, students considered those who had to follow all the educational provisions the teacher gave as someone considered an adult.<sup>13</sup> Therefore, whatever teachers give, they think students must accept and understand it fully. In this approach, student management is more focused on managing educational outcomes that students can receive. So, there is a record of the student's activities in participating in the educational process at school. The needs of students in developing themselves vary in terms of priorities, such as students wanting to be successful in terms of their academic achievements. On the other hand, they also want to be successful in socialising with their peers. There are even students who want to be successful in everything. These diverse choices, which are good wishes, often cause problems for them. Therefore, services are needed to manage students well. Student management always tries to fill the need for good service, starting when students register at school until they complete their studies.<sup>14</sup>

The need for empowering students in improving the graduate quality at MAN 1 Lamongan is first through learning using blended learning, research classes, olympiad classes, credit classes, and prodistics classes. Second, there are potential tests, academic potential tests, Al-Qur'an reading and writing tests, and student psychological tests. Third, the arrangement of students at MAN 1 Lamongan has followed government policy, and the curriculum follows IKM while quality uses ISO. Fourth, the number and determination of accepted students. Fifth, a program for student activities based on the school's vision and mission. Efforts to meet the need for empowering students in improving the quality of graduates at MA MA'Arif 7 Sunan Drajat Lamongan are through; first, the existence of a fatwa from the kyai; second, the KTSP curriculum; third, superior majors; fourth, supporting needs (skills); fifth, learning using the Blended Learning system and preparing student activity programs. The indication of the need for student empowerment in the kyai's fatwa is as follows, "*sopo ae seng pengen sekolah nang kene ojo ditolak, senajan anak e wong gak ndue*" means "Do not reject anyone who wants to study here, even if they are children who have financial problems." It does not make the quality of the school drop. On the other hand, this school is increasingly developing, and the quality of its graduates is constantly increasing every year. However, not all graduates can study abroad and choose well-known universities, except for children supported by good competencies and sufficient economic conditions. Yet, many children have good potential, and they have financial problems. Second, the majority of children study at MA.

MA' Arif has good quality, but they have financial problems. Many clever children continue their education on campuses in their school areas. These two madrasas have the same goals and achievements, namely improving the quality of student graduates. Both have been around for quite a long time and have experienced fast and exceptional development over the past few years. The evidence is that the quality of education become better than in previous years, learning facilities are complete enough, and both in graduating students and preparing new students. Physical evidence also has its power in the development of

the Madrasah and the community and government, so there is a big dream and hope that the MA can become the hope of the surrounding community as an educational facility to create intelligent and good moral students. Therefore, the researchers are interested in conducting research at MAN 1 Lamongan and MA MA'Arif 7 Sunan Drajat because, according to the graduate quality, these schools have experienced excellent improvements in the past few years.

## II. METHODS

Research on Student Empowerment Management in Improving the Graduates Quality (Multi-Site Study at MAN 1 Lamongan and MA MA'Arif 7 Sunan Drajat) used the Natural (Naturalist Paradigm) approach. This research used a qualitative approach with a multi-site study,<sup>15</sup> The data was acquired through interview observations and documentation. This research also used the observation method, so researchers directly observed the activities in inclusive madrasahs.<sup>16</sup>

## III. RESULTS AND DISCUSSION

### **The need for student empowerment of MAN 1 Lamongan**

The need for student empowerment related to student activity programs was provided. The school created a vision and mission that was appropriate to the era that students needed. Then, the school also prepared several additional programs to hone and develop students' potential, such as their interests and talents. Apart from that, the school also provided sufficient facilities and infrastructure. All needs have been provided along with a budget for each program. The ratio of teachers was enough, so it can be said that MAN 1 Lamongan, in the analysis of student needs, has fulfilled what students should get while studying. The need for student empowerment in improving the quality of graduates at MAN 1 Lamongan has been fulfilled as per the data that researchers have obtained through direct interviews with the school principal. Therefore, the focus of analysing student needs was related to managing students, planning the number of accepted students, and preparing student activity programs. Indications of the student needs focus analysis included students being able to improve their competencies according to their respective abilities through the programs provided, strengthening students' enthusiasm for learning to achieve graduate quality, students feeling satisfied studying inside or outside the classroom because their needs are all met both within the human resources, facilities, and improving the quality of graduating students at MAN 1 Lamongan.

### **The need for student empowerment of MA. MA'Arif 7 Sunan Drajat**

The need for student empowerment is formed through student activity programs at MA. MA'Arif 7 Sunan Drajat has been fulfilled as it should be by the school's vision and mission. There are two school activity programs: the academic activity program includes private tutoring and Islamic studies, which are packaged in Banjari extracurricular activities; secondly, there is a non-academic student activity program, which is packaged with annual event activities and adapts to students' conditions. Based on the data presented from start to finish, students' needs have been maximally provided to students, starting from primary and secondary needs. So, at the first site, the quality of graduates can increase through meeting the needs of these students. Based on the data found in the field, the researcher provided a cross-site analysis of the two sites.

### **Discussion**

Knezevich, as quoted by Ali Imron, stated that student management or pupil personnel administration is a service that focuses on the management, supervision, and service of students in the classroom and outside the classroom. These services include introduction, registration, and individual services such as the overall development of abilities, interests, and needs until students have good-quality abilities at school.<sup>17</sup> Meanwhile, according to E. Mulyasa, student management is the structuring and regulation of activities related to students from the time they enter until they graduate from a school.<sup>18</sup> Sukarti

Nasihin and Sururi explained that student management can also be said to be an effort to regulate students from the time they enter school until they graduate.<sup>19</sup> Thus, it can be explained that student management is the entire process of activities that are planned and carried out deliberately, as well as continuous regulation, supervision, and guidance of all students (in the educational institution concerned) so that they can participate in the teaching and learning process effectively and efficiently. It is done from the time they start school until they graduate. Student management aims to organise various problems and activities in the student field so that school learning activities can run smoothly and orderly.

It can also achieve the school's targeted goals.<sup>20</sup> Ali Imron also stated the general aim of student management, namely, organising student activities that support the teaching and learning process in schools.<sup>21</sup> According to Burhanuddin, student management aims to ensure that the entire educational community, consisting of students, teachers, and employees, understands their respective rights and obligations.<sup>22</sup> The similarity in the management focus of students at MAN 1 Lamongan and MA MA'Arif 7 Sunan Drajat was that the student's needs at the two schools were generally in line with the theory of what students need. Students are a central and basic component in creating good school conditions, which proves how important they are in school. Children from infancy have basic needs as psycho-physical creatures, namely physical and psychological needs.<sup>23</sup> Desmita stated that meeting needs is a basic necessity to achieve balance in a welfare organisation.<sup>24</sup> Physiological needs are some of the most urgent needs and receive top priority in fulfilling them because they are directly related to physical condition and survival.<sup>25</sup> For example: the need for food, drink, oxygen, clothing, shelter, sex, sleep, rest, and others. The need to feel safe is a need that encourages individuals to obtain peace, certainty and order from their environment, a guarantee of stability. Apart from that, it is also protected from the dangers and threats of disease, war, poverty, and others.<sup>26</sup>

#### **The Need for Affection and Belongingness**

The need for affection and belonging encourages individuals to have affectional relationships or emotional bonds with other people.<sup>27</sup>

The need for self-esteem is an individual's need to feel valuable in his life.<sup>28</sup>

#### **The Need for Self-Actualization**

The need for self-actualisation fulfils the human's essential urge to become a person who matches his desires and potential.<sup>29</sup>:

The following are some of the needs of students that need attention from teachers, including:

Physical needs are the basic needs of every human being which are instinctive and not influenced by the environment and education. The physical needs of students that need attention from teachers at school are eating, drinking, clothing, oxygen, rest, physical health, physical movement, and protection from various threats.<sup>30</sup> To meet students' physical needs, schools make efforts such as providing students with an understanding of the importance of a healthy and regular lifestyle: Instilling awareness in students to consume foods that contain high nutrients and vitamins, allowing students to rest, providing physical education and physical training such as sports, providing various facilities in the school environment that enable students to move freely, play, do sports, and others, designing school buildings by paying attention to

lighting, air circulation, temperature, and others which allows students to learn safely, and arranging students' seats in the classroom according to their respective physical conditions.<sup>31</sup>

### **The need to feel security**

The need to feel security and protection is divided into physical protection and psychological protection. Physical protection includes protection against threats to the body or life such as disease, accidents, dangers from the environment and others, while psychological protection, namely protection against threats from new and unfamiliar experiences. The need to feel safe includes teacher attitudes such as being pleasant, being able to show acceptance of students, and not showing threats or being judgmental. There are consistent expectations, controlling student behaviour in class/school by implementing student discipline fairly, and providing more reinforcement of behaviour through praise/rewards for all positive student behaviour rather than giving punishment for negative student behaviour.<sup>32</sup>

### **The need to feel love**

All students need love from parents, teachers, school friends, and the people around them. Students who receive love will be happy at home and in the classroom and will be motivated to participate in teaching and learning activities actively. The relationship between teachers and students such as teachers can display personality traits such as empathy, care and interest in students, patience, fairness, openness and a good listener. Teachers can apply individual learning and can understand their students (needs, potential, interests, characteristics, personality and background); Teachers provide more positive comments and feedback than negative ones; Teachers can appreciate and respect every thought, opinion and decision of each student; and Teachers can be reliable helpers and give confidence to their students.<sup>33</sup> Student-to-student relationships, such as the school developing a situation that allows for the creation of mutualistic cooperation and mutual trust between students. Then, schools can hold class meetings through various forums, such as sports or arts. Schools can also develop class discussions that are not only for learning purposes to develop peer tutors, and the school can develop various extracurricular forms.<sup>34</sup> Needs for esteem and self-esteem. The need for esteem can be seen from the tendency of students to be recognised and treated as people of self-worth.<sup>35</sup> Self-actualisation Needs Students want every effort they make at school, especially in the academic field, to be successful.<sup>36</sup> Analysis of student needs at MAN 1 Lamongan and MA.

MA'Arif 7 Sunan Drajat did not only carry out the theoretical stages above but is more aimed at improving the quality of graduates so that MAN and MA. MA'Arif provided special designs for analysing student needs according to school conditions. Several separate designs have emerged which have been adopted by schools to suit students' needs which are currently needed, such as at MAN 1 Lamongan, such as firstly, blended learning, research classes, olympiad classes, credit classes and prodistics classes. Second, there are potential tests, academic potential tests, Al-Qur'an reading and writing tests and student psychological tests. Third, the arrangement of students at MAN 1 Lamongan followed government policy, and the curriculum followed IKM, while quality used ISO. Fourth, the number and determination of accepted students. Fifth, a program for student activities that is based on the school's vision and mission. After that, an analysis of the needs of students that the researchers found in the field emerged. It needs analysis to be adapted to the conditions of the school and students. Then, an analysis of the needs of students at MA MA'Arif 7 Sunan Drajat emerged as follows: analysis of the needs of students in improving the quality of graduates at M.A. MA'Arif 7 Sunan Drajat. First, there is a fatwa from the Kyai. Second, using the KTSP curriculum. Third, the formation of superior departments. Fourth, there is a need for support (skills). Fifth, there is Blended Learning. Fifth, pay attention to the number of accepted students, and finally, prepare student activity programs.

Based on the results of the discussion above, the researcher concluded that the analysis of student needs at MAN 1 and Lamongan places more emphasis on adapting to students' environmental conditions. At the same time, the use of theory is only used as a media to help regulate students' empowerment needs in general.

#### IV. CONCLUSION

The need for student empowerment in improving the graduate's quality at MAN 1 Lamongan referred to five student needs, namely first, learning using blended learning, research classes, Olympic classes, credit classes and prodistics classes. Second, there were potential tests, academic potential tests, Al-Qur'an reading and writing tests and student psychological tests. Third, student arrangements at MAN 1 Lamongan follow government policy, and the curriculum follows IKM, while quality uses ISO. Fourth, the number and determination of accepted students. Fifth, there is a program for student activities that is based on the school's vision and mission. The need to empower students in improving the quality of graduates in MA. MA'Arif 7 Sunan Drajat refers to 7 needs of students, namely fatwa from kyai, KTSP curriculum, superior majors, supporting needs (skills), Blended Learning, number of accepted students and preparation of student activity programs are also needed.

#### V. CONFESSION/DEDICATION

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