INTEGRATED ISLAMIC SCHOOL QUALITY MANAGEMENT

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Abstract: One form of education quality improvement efforts is through the management of quality improvement conducted by educational institutions. It is known that the institution directly conducts the formal education process which means that in running the education process is not detached from government policy. In the efforts to improve the quality of government education, it has been provided the quality improvement management widely in accordance with the potential owned by paying attention to the needs of society. Similarly, the integrated Islamic School is a school concept that combines general education with religious education which is expected to make the learners intelligent in cognitive, affective and psychomotor. Quality improvement efforts in an integrated Islamic school are initiated from input management such as infrastructure, financing, learners and educators and the process management that is related to learning such as curriculum and teaching activities in the classroom. The quality that can be seen directly from the output of the integrated Islamic School continues to be monitored continuously through the School review, Benchmaking, Quality Anssurance and Quality Control.

Keyword: Integrated Islamic School, Management, Quality.

INTRODUCTION

The need for quality of education is not only felt by individuals, but family, society and nation to the whole world community. Because education is an activity that is considered to be able to improve human resources in the affective, psychomotor and cognitive dimensions which in turn will improve the human life in order to life necessities.

Individuals want to develop their own potential through education. Families, especially parents, leave their children to the educational institutions so that their children can live independently, bringing their own personality and resilient to build the nation's dignity that can compete in the midst of the world.

Education in Indonesia faces severe challenges in quality improvement. Although the government Regulation No. 32 year 2013 is explained about the 8 quality standards that become the minimum quality standard that the educational institutions must fulfill in managing education, but in fact this is still an internal challenge in Education. In addition, our government also faces external challenges that sue national education quality.

This condition makes the stakeholders and the community who cares about the education do not stay silent. They search format and make policies to improving quality of

education. One of the efforts to repair it is through a management approach. Management that is capable in managing education is expected to manage, directing by involving all potential existing to achieve the purpose of improving the quality of education.

One of the educational institutions that attracts writers is an integrated Islamic school. When the integrated Islamic schools are opened even though the status was private school, people's attention began to be removed from the institution. Even the registration precedes the public school through the selection process due to their limited capacity. According to the students parents Integrated Islamic schools is the answer that quality and character can be awakened simultaneously, then how the concept of management of quality improvement in the integrated Islamic School.

MANAGEMENT OF IMPROVING QUALITY EDUCATION

The quality of education is the purpose of development in the field of national education and is an integral part of Indonesia's overall quality improvement efforts[1]. According to the English Great dictionary The quality is good and bad an object; rate; levels or degrees e.g. intellect, intelligence and so on[2]. Then Arcaro mentions that quality is a structured process to correct the resulting output[3]. In the sense of quality contains the meaning of degrees (the level of excellence of a product (work/effort) both in the form of goods and services, either tangible or intangible. Quality that tangible means can be observed and seen in the form of quality of an object or in the form of activities and behaviors. For example television quality because it has durability (not broken quickly), the image color is clear, sound is good, and the spare parts are easy to get, interesting behavior, and so on. While the quality intangible is a quality that can not be directly seen or observed, but can be felt and experienced, such as atmosphere of discipline, familiarity, cleanliness and so on[4]. So quality is the result of a process or can be also called quality. Quality depends on what product is done in a process in the field of goods or services, so that the result will be seen in the form of objects or attitudes. When associated with quality education related to two things that is quality in the process and quality in the results.

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[1]E.Mulyasa, *Manajemen Berbasis Sekolah, Konsep, Strategi, dan Implementasi (*Bandung : PT Remaja Rosdakarya, 2005), p.31

[2]Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia (*Jakarta: BalaiPustaka, 2001), p.768

[3]Jerome S Arcaro, *Pendidikan Berbasis Mutu*, Terj. Yosal Iriantara (Yogyakarta: Pustaka Pelajar, 2005), p. 12

[4] B.Suryosubroto, *Manajemen Pendidikan di Sekolah* (Jakarta : PT. Rineka Cipta , 2004), p.210.

The law number 22 of 1999 about regional autonomy has laid the education sector as one that is being automated alongside other regional-based development sectors such as forestry, agriculture, cooperatives and tourism. The otonomization of the education sector is then encouraged in schools, so that the principals and teachers have a big responsibility in improving the quality of the learning process to improve the quality of learning outcomes[5]. This means that the student's learning quality is the responsibility of the teacher and the principal, and the local government facilitates various educational activities, whether infrastructure, recreation, or a variety of learning programs planned Schools to produce quality human resources.

Connection with the quality improvement that 85% of quality problems in the management, therefore early in management should be implemented as effectively and efficiently as possible[6]. Management is associated with the educational world considering the importance of managing education well so the term arises education management. Education management is an activity or a series of activities that form the process of business management of a group of people who belong to the educational organization, to achieve the educational objectives that have been established before, to be effective and efficiently[7].

With the management will be detected weaknesses and advantages Islamic education activity that is further directed to the achievement of optimal Islamic education. Ramayulis said that the same definition the nature of management is the Al-Tadbir (arrangement)[8] contained in the QS As Sajadah paragraph 5 namely:

يُدَبِّرُ ٱلْأَمْرَ مِنَ ٱلسَّمَآءِ إِلَى ٱلْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُۥ أَلْفَ سَنَةٍ مِّمَّا تَعُدُّونَ

"He arranged the affairs of the heavens to the earth, then the (affair) ascended to him in one day which he was a thousand years according to your calculations.

This ددبر said to explain the thought or arrangement so that what is happening in the back is the end of the impact and consequently has been taken into consideration so that the results are as desired[9].

The verse explains that Allah SWT is the one who governs this nature. And as the Caliph sent by Allah, man also plays a role to organize and manage this nature well.

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[5] Syafaruddin, *Manajemen Mutu Terpadu dalam Pendidikan* (Jakarta: Grasindo 2002), p.19.

[6]M. Jusuf Hanafiah *dkk, Pengelolaan Mutu Total Pendidikan Tinggi (*Badan Kerjasama Perguruan Tinggi Negeri, 1994), p.101.

[7]Sulistyorini, *Manajemen Pendidikan Islam; Konsep, Strategi dan Aplikasi* (Yogyakarta: TERAS. 2009), p. 13.

[8] Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia. 2008), p. 362.

[9] M. Quraish Shihab, *Tafsir Al-Misbah*, vol. 10 (Jakarta, Lentera Hati, 2002), p. 363.

Related to the quality of education so far the government is still oriented to inputs, for example is the government has always tried to increase the efforts of Sarana-prasarana, education, improving the quality of teachers through training. The assumption that with the availability of all facilities and means, the quality auto can be achieved is wrong. Because the availability of these facilities is only supporters. The more major is to the learning process, which is related to the curriculum and practice of learning activities that are expected to produce quality education output or output.

Furthermore, the problem of education quality in our country is related to government policy that is still regulated by the Central bureaucracy level while the Demikiian area of Indonesia will have a wide range of problema. That cannot be dragged. Such conditions lead to the policy of the autonomisation of education that gives the school the opportunity to empower themselves in quality improvement efforts. These forms of effort are as follows:

TOTAL QUALITY MANAGEMENT

Education institutions are the learning process for students. To improve the quality of learning, many schools have implemented Total Quality management (TQM) to succeed in the past decades[10]. Total Quality Management in the context of education is a philosophy of the methodology of continuous improvement, which can provide a set of practical tools to each educational institution in fulfilling Needs, wishes, and expectations of customers, current and future[11]. Thus, the implementation of integrated quality management (Total Quality Management) is an effort to improve the quality of education by implementing a regular management system so that the aim to prepare quality generation that is not only for now but also to the future and it can be achieved

The components of the implementation model of Total Quality Management in education are as follows[12]: a). Leadership, b). Approach to Customer focus, c). Organizational climate, d). Problem Solving Team, f). Meaningful data available, g). Scientific methods and tools.

Leaders of Islamic educational institutions, especially in the environment of Pesantren and Madrasah are motivators, event Organizer, even determining the direction of school policy and Madrasah which will determine how educational objectives are

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[10] Syafaruddin dan Irwan Nasution, *Manajemen Pembelajaran* (Jakarta: Quantum Teaching. 2005), p. 150

[11] Edward Sallis, *Total Quality Management*, terj., Ahmad Ali Riyadi (Yogyakarta: Ircisod. 2006), p.73

[12] Syafaruddin, *Manajemen...*, p. 150-152.

generally realized . To achieve this, the effective principal is the principal who meets the following criteria[13]: a). Able to empower teachers to carry out the learning process well, smoothly and pruduktif, b). Can finish tasks and jobs according to preset time, c). Able to establish a harmonious relationship with the community so as to involve them actively in order to include school objectives and education, d). Successfully apply leadership principles that correspond to the level of maturity of the teacher and other trustees in the school, e). Work with the management team. f). Successfully fulfill school objectives productively in accordance with the provisions specified

When seen the objectives of the institution implementing Total Quality Management is customer satisfaction then it should be realized by the stakeholders of the educational institution. Because the success of integrated quality management applications in schools is measured from the level of customer satisfaction both internally and externally. Schools are said successfully if able to provide services according to customer expectations. In other words, the success of the school or Madrasah is expressed in the following school management guidelines[14]: a). Students satisfied with school services, b). Parents are satisfied with the service of their child, c). The user or recipient of graduates are satisfied because they receive high quality graduates and as expected, d). Teachers and employees are satisfied with the school services. e). In addition, efforts to improve the quality of school or Madrasah should be done as follows[15]: (1) Equalize quality commitment by the principal/Madrasah, (2) Develop a school/madrasah Quality Improvement Program. (3) Improving school/MADRASAH administration services, (4) Effective leadership of the headmaster/Madrasah, (5) There is a quality standard of graduates, (6) Good and wide network of cooperation, (7) Good School Organization/Madrasah, (8) To create a conducive climate and culture of schools/Madrasah. e). School Based Management manajemen berbasis sekolah.

School-based management is an effort to provide the development of the autonomisation to the school to make the policy of developing all existing potentials by innovating in various programs to improve the quality of course not regardless of the framework National educational objectives.

The SBM Model in Indonesia is called the School based Quality Improvement Management (MPMBS). MPMBS can be interpreted as a management model that provides

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[13] E. Mulyasa, *Kurikulum Berbasis Kompetensi, Konsep, Karakteristik, dan Implementasi* (Bandung: Remaja Rosdakarya. 2002), p.126

[14] Syafaruddin, *Manajemen Lembaga Pendidikan Islam* (Jakarta: Ciputat Press. 2005), p. 288.

[15] Syafaruddin, *Manajemen…*, p. 190.

greater autonomy to schools, flexibility to schools, and encourages direct participation of schools and communities to improve the quality of schools based on national education policies and prevailing laws and regulations[16]. If SBM aims to improve all school performance (effectiveness, quality, efficiency, innovation, relevance, and equalization and access to education), MPMBS is more focused on quality improvement[17]. The purpose of MPMBS is to empower schools through the granting of authority (autonomy) to schools, giving greater flexibility to schools to manage school resources, and encouraging the participation of school citizens and communities to improve the quality of education[18]

In law number 20 year 2003 about National education System (UUSPN) Article 51 paragraph (1) confirms the intent of SBM is the form of autonomy in education management in education, which in this case the principal/Madrasah and Teachers Assisted School Committee/Madrasah in managing education[19]

According to Agus Wibowo, MBS is a model of management that provides greater autonomy to schools and encourages joint/participatory decision-making of all school citizens and communities to manage schools in order to improve the quality of education based on national education policies[20]. Meanwhile, according to Jamal Ma'mur Asmani, SBM is substantially the granting of authority to the school to empower all existing potentials to achieve the objectives of the school, which is to create learners whose cognitive, psychomotor, and affective abilities[21].

It can be concluded that school based management is an effort to improve the quality of education by involving all the potential in managing the school by staying based on national education policies.   According to Rohiat, school based management is applied with the following reasons:

1. With the provision of greater autonomy to the school, the school will be more initiative and creative in improving the quality of the school.

2. By providing greater flexibility/versatility to the school to manage its resources, the school will be more flexible and agile in conducting and utilizing the optimal school resources to improve the quality of the school.

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[16] Nurkholis, *Manajemen Berbasis Sekolah, Teori, Model dan Aplikasi (*Jakarta : PT.Gramedia Widiasarana Indonesia, 2003) p. 107.

[17] Departemen Pendidikan Nasional, *Manajemen Peningkatan Mutu Berbasis Sekolah Konsep Dasar(*Jakarta : Ditjend Pendidikan Dasar dan Menengah, Ditjen SLTP, 2002), p.3-4

[18] Departemen Pendidikan Nasional, *Manajemen...*, p.4

[19] Undang-Undang Sistim Pendidikan Nasional No 20 tahun 2003

[20] Agus Wibowo, *Manajemen Pendidikan Karakter di Sekolah Konsep dan Praktik Implementasi.* (Yogyakarta: Pustaka pelajar, 2013) p. 116

[21] Jamal Ma'mur Asmani, *Tips Aplikasi Manajemen Sekolah (*Jogjakarta: DivaPress, 2012) p. 36.

3. Schools are more aware of the strengths, weaknesses, opportunities and threats to him so as to optimize the utilization of resources available to advance his school.

4. The school is more aware of its needs, especially the educational inputs that will be developed and is being educated in the educational process according to the level of development and needs of learners.

5. The decision making by the school will be better suited to meet the needs of the school because the schools know most what is best for his school

6. Use of educational resources more effective and efficient if controlled by the local community

7. Involvement of all school citizens and communities in school decision making creates transparency and accountability for schools.

8. The school is responsible for the quality of the education of each to the government, the parents and the community so that it will make every effort to implement and achieve the quality of education that has been planned.

9. Schools can perform healthy competition with other schools in improving the quality of education through innovative efforts supported by parents, the local community, and regional governments.

10. The school can respond promptly to community aspirations and rapidly changing environments[22].

So in the effort of quality improvement, school based management is one of the strategic step by utilizing and involving all the school citizens and the community. For all the support provided then innovative measures can be taken which certainly fit the needs and remain exist in the face of changes.

The aspects that the school must administer in the MPMBS Framework are: (1) The planning and evaluation of the school Program, (2) curriculum management, (3) management of teaching and learning process, (4) The management of the manpower, (5) Management of facilities (equipment and Equipment), (6) Financial management, (7) Student Services, (8) school and community relationships, (9) school climatic Management. The nine functions are entered into the implementation of MPMBS[23].

In managing school based management is certainly not separated from the role of the principal. The continuously increasing performance of the headmaster will result in

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[22] Rohiat, *Manajemen Sekolah Teori dan Praktik*, (Bandung:PT Refika Aditama,2010) p. 50-51.

[23] Departemen Pendidikan Nasional, *Manajemen berbasis sekolah,*.(Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah, 2005), p.14-17

expected quality. Because the headmaster who became the motor drive direction of school policy.

INTEGRATED ISLAMIC SCHOOL QUALITY MANAGEMENT

Integrated Islamic school is an educational institution that tries to integrate a general education curriculum with religious education. The concept of the integration is adjusted to the school policy as a management executive that has been agreed in their goals. The concept of this integration in general there are two forms, namely that according to the pattern of the network of integrated Islamic School (*JSIT*) is an integrated Islamic schools that are members of the *JSIT* and who are not affiliated with the JSIT.

Regardless of whether the Islamic school is incorporated with *JSIT* or not, the clear integrated Islamic School is an educational concept that combines the concept of Islamic with general education as an attempt to leave the dichotomy in an educational institution. Because the practice of school-managed education and *madrasah* during this time resulted in the sacredness of one party and the desacalization of the other party. The learning that is held in the institution of Madrasah or pesantren is mostly characterized by the religious materials, and do the desacalization or at least less concerned with anything happening in the world of science and modern technology[24]. Likewise, the reverse school is too highly upholding science and is less concerned with character education.

The concept of alignment offered is done by an integrated Islamic school, there are some interesting concepts in accordance with the integrated meaning offered, in addition to combining the curriculum, in the learning method also emphasizes the alignment of Cognitive, affective and psychomotor aspects. The concept was also developed in combining Aqliyah, Ruhiyah and Jasadiyah education, as well as combining the cooperative involvement between teachers, parents, and society.

The management system used to fulfill this concept of alignment is one form of quality management school based. The practice starts from the school inputs, as an integrated Islamic school education institution strives to provide facilities and infrastructure that support the learning process. There are facilities and infrastructures of Gotong royong community or from the board of Waqf, there are also institutions that are managed independently. Of course appropriate from the source of the management that

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[24] Zubaedi, *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam lembaga Pendidikan* (Jalarta, Kencana,2011), p. 326.

manages it differently and surely this management is related to the financing that accompany it.

Further management in the provision of educators and educational personnel. That as a facilitator who executes a direct learning activity, educators who manage learning in an integrated Islamic school should have qualified qualifications in accordance with the integrated concept. This means that educators must first select whether to meet the criteria according to the concept of alignment.

The structure of integrated Islamic curriculum should correspond to the number of subjects, namely general and Islamic lessons. And most importantly, learners who have readiness in the face of integrated learning. Islam, able to read the Qur'an is a basic capital that must be owned by learners who will be obtained through the selection process.

Furthermore, the process by establishing an integrative curriculum between general education and Islamic education in an integrated curriculum, the effective learning approach must be supported by a cooperative system between parents, teachers and Community.

The expected Output is an intelligent, cognitive and psychomotor learner who had been applied in his/her life. Attitudes showing Akhlakul Karimah, intelligent and skilled science and religious sciences that have been applied in religious action and skilled in applying the teachings of Islam in his life.

With the concept of quality, the integrated Islamic School has the vision, mission and objectives that become the completeness of the quality components. The quality objectives of the school are realized in short-term, long-term and medium-range work programs. The orientation of the program is the first step so that the education manager is the principal, educators and education teachers know and able to apply in the practice of education that will run.

The orientation for the integrated Islamic School is expected to fulfill the following four: a). Islamic orientation means that the integrated Islamic School cannot be released in its source of belief (Islam). b). Local orientation means to realize every learner that they are a component in the region that has a significant contribution in improving the quality of education in the region. c). National orientation means that the existence of integrated Islamic school should be able to work on a wider spectrum without ignoring the quality of the education process. d).International orientation means that the integrated Islamic

school is exposing itself to international. Its presence becomes an important part of Islam's desired order of civilization.[25]

Because quality management is an activity that can only be achieved by involving all aspects of the Organization as well as educational institutions then orientation is necessary for the work agenda and the purpose of implementation of work can be socialized Establish a commitment to achieving objectives as a series of planning activities

Integrated Islamic School requires a series of steps as follows: a). Change the mindset of the school as a production unit into a service unit. These changes require leadership (principals), teachers, and staff to treat students, parents, community colleges, industry and society as customers to be served. b). Focus attention is placed on a systemic process that guarantees the clarity of the process activity and solutions that eliminate the root cause of the problem that causes a discrepancy to occur. c). Long-term thinking that puts programs or activities in the school is not only intended for the sake of a moment but for the long term. d). Commitment to quality that puts the school should always strive for quality improvement for service customer satisfaction. e). Human resources to be able to implement quality management on an ongoing basis.[26]

In addition to the implementation steps, the integrated Islamic schools develop quality improvement techniques continuously through:

a. School review

This technique is centered on the evaluation process and assessment of effectiveness and quality of school graduates. For example, answering key questions such as what is achieved by our school, have they in accordance with the expectations of parents and students themselves? How is our school achievement? What factors are inhibiting and supporting?

b. Benchmaking

This technique is used to establish the standards and targets to be achieved in a particular process. This Benchmarking can be applied with several key questions such as how good is the condition of integrated Islamic school? Should be how good is the condition of integrated Islamic school? How to achieve that good?

c. Quality Anssurance

This technique is based on the effort to determine the education process has been underway as it should. With this technique, you will be able to detect irregularities

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[25] JSIT Indonesia, *Sekolah Islam Terpadu Konsep dan Aplikasi, (*Bandung, Syamil Cipta Media, 2006), p 169-171

[26] JSIT Indonesia, *Sekolah...,* p. 172.

occurring in the process. The technique also emphasizes continuous monitoring and the institution into a school quality management subsystem.

d. Quality Control

This technique is used to detect the occurrence of output quality deviations that do not conform to standards. Quality Control requires clear and definite quality indicators so that it can be determined the quality [27]

With a commitment of continuous quality improvement through evaluation and monitoring is continuously clear that the work is coordinated and directed. And the quality is achieved not only until the output with the graduation of students from the educational institution, but can be seen from the satisfaction of parents in the view of students ' development and also the public satisfaction of the results of education Seen from the role of learners in the community. Students remain seen in its development by tying it in alumni bonds that are still controlled by the quality

CONCLUSION

Islamic schools are integrated as an educational institution that seeks to improve the quality of education through the concept of integration between general education and religious education. Through the integration of science, the integration of cognitive intelligence, affective and spiritual by combining Aqliyah, Ruhiyah and Jasadiyah knowledge through cooperation between school, parents and society.

The management of quality improvement in the integrated Islamic School is initiated from input processing, process to output from the integrated Islamic School. The quality management of integrated Islamic schools is expected to make students who are independent and have akhlakul karimah.

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