

## THE STRATEGY IMPLEMENTED BY THE MADRASA'S PRINCIPAL IN IMPROVING QUALITY OF EDUCATION IN MAN 3 MEDAN

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**Abstract:** The background of this research is the strategy implemented by the madrasa's principal in improving educational policy in State Islamic High School (MAN) 3 Medan. Due to this background, this research aims to outline, (1) the design of strategy, (2) the implementation of the strategy, (3) the evaluation of the strategy implied by the MAN 3 Medan's principal. This research applied case study approach. The researchers developed the informan's responses which were obtained through raising questions. The next step was that the researchers aim to describe and analyze the strategy implemented by the madrasa's principal in improving the quality of education in MAN 3 Medan. The result of this research shows that the school principal is in charge to strategically control all activities in the madrasa. These activities are implemented under the supervision of the principal ranging from design, implementation, to evaluation process. In designing the activities, the principal is managed to conduct both internal and external analysis. By the analysis, it would give support to draw conclusion to make decision and establish policy. The evaluation could be conducted by many regards such as direct observation, setting forward discussion, and consultation among madrasa's society.

**Keyword:** Design, evaluation, implementation, quality of education, strategy

### INTRODUCTION

In the millennium pace of life which is known as the age of science and technology, they rule as the main basis of any life aspect. It is said that education could not be set away from the development of science and knowledge as it is the primary link to educated society. The educational science serves as a knowledge system on education supported by researches and presented in the concepts of education. These concepts of education are founded on a set of experiences which are systematically established as a unity of conceptual scheme.

In the constitution number 20 year 2003 on the national education system article number 3 it is said that the goal of national education is to develop the potentials of the learners favoring to be a man of faith and devotion to the Most Supreme God, having good morals, being healthy, knowledgeable, competent, creative, independent, and being democratic and responsible people.<sup>1</sup>

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<sup>1</sup>The National Constitution of The Republic of Indonesia Number 20 (on National Education System, 2003), p.3

It could be concluded that education as the ground to study should conform to the development of the entire potentials of the learners in generating the future people who are responsible to themselves, environments, and the country. To transform those values, the madrasas as the educational institutions supporting to the development of potentials and self-development of the students, need design of the strategy to improve their quality of education.

The importance of education quality is supported by the strategy implemented by the principal to improve such quality. To achieve good quality, the madrasa should have implemented at least eight standards of national education. If it is possible, it could reach beyond the assigned standard.

The survey which was undertaken by *Political and Economic Risk Consultancy (PERC)* in 2000 on quality of education in Asia region, Indonesia ranked 12<sup>th</sup> under Vietnam.<sup>2</sup> This gives information that the quality of education in Indonesia is still poor comparing to other countries.

To improve the quality of education, one of feasible strategy that the madrasa as the educational institution could manage is to encourage the principal to design strategy which contributes to the improvement of the quality of education in the school he is leading. The principal could be managing to improve and design the education system involving many parties to promote good quality of education based on previous set of vision and mission statements. The quality of a madrasa is contributed by the leadership quality of its principle in designing strategy to improve the quality based on the setting which has prepared previously.

Therefore, it is essential to carry out research on how the strategy of the madrasa's principal improving the quality of education.

## DISCUSSION

### The strategy of the principal

Each organization has its own strategy to achieve the aims of the organization. Strategy means a holistic approach relating to the implementation of ideas, design, and the carrying out an activity under its timeline by the organization in order to achieve its goal. The goal has been determined in the statement of vision and mission of the organization to ensure the design of the program could be successfully implemented and achieved according to joint arrangement.

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<sup>2</sup><https://docplayer.info/52003029-Menurut-survei-political-and-economic-risk-consultant-perc-kualitas-pendidikan-di-indonesia-berada-pada-urutan-ke-12-dari-12-negara-di-asia.html>

Slamet which was cited by Riyanto stated that “strategy is a design to empower and utilize the existing potentials and facilities to promote effectivity and efficiency.<sup>3</sup> From this regard it could be said that the strategy could be employed to empower the facilities and develop the existing resource aimed to improve the activity in the organization.

In educational sector, the principal serves as the highest rank who manages plenty of jobs and functions in running educational organization he or she is leading. The principal should be able to co-work with several parties to ensure that his or her institution could carry out as he or she has planned previously through the vision and mission statement for his or her duties.

In line with Danim, it is said that the duties of the principal are to coordinate, direct, and support whole related activities to his or her complex main jobs, they are: (1) Formulating the aim and the target of the school, (2) evaluate the performance of the teachers, (3) evaluate the performance of the school’s staffs, (4) Organize and supply the sources for school’s organization, (5) establish and generate warm psychological atmosphere among the school community, (6) build connection and care to society, (7) Make a plan with school’s staffs and communities, (8) schedule the work timetable individually and collectively, (9) Managing issues on bookkeeping, (10) Negotiate to the internal and external parties, (11) Carry out contractual job, (12) Resolute the conflict among teachers, (13) encourage the teachers and staffs to optimize their performances (13) Supervise the learning activity or professional coaching, (14) Conduct other activities which give direct support to the school’s operational.<sup>4</sup>

## THE QUALITY OF EDUCATION

The quality and education are two different things. Education means a process of learning the knowledges, skills, and the habits of a group of people which is generally done by generations through teaching, training, and research.<sup>5</sup> While quality means measurement or degree. It could be said that the quality of education is the quality of learning process carried out by school which is aimed to put a man into certain level of goodness. It could be said that the quality of education indicates a quality or measurement on decency of the process of attitude and behavioral change of individual or group of people to wake man to the God’s teaching through teaching, guiding, and training obtained from formal, informal, and non-formal learning activities. To achieve the quality

<sup>3</sup> Riyanto, Y. *Paradigma Baru Pembelajaran (Sebagai Referensi bagi Pendidik dalam Implementasi Pembelajaran yang Efektif dan Berkualitas)*. (Jakarta: PT.Kencana, 2010), p.15

<sup>4</sup>Danim, S. *Menjadi Komunitas Pembelajaran Kepemimpinan Transformasional dalam* <https://www.maxmanroe.com/vid/umum/pengertian-pendidikan.html> accessed December 28, 2019.

of education, it is necessary to run the process targeting to obtain the result as mentioned in the stipulated standard of national education.

The achievement of the quality is contributed by the how the service is conducted by the school to its customers in terms of improving good quality of the service. Sudradjad contended that the quality education should generate knowledgeable and competent graduates, in terms of academic and departmental competence which are in line with personal and social competence intertwined with the values of noble morals which is entirely life skill, the education which enables to generate holistic man or man with integrated personality, integrating faith, knowledge, and good deeds.<sup>6</sup>

Yakub stated that the standard quality of education is the input, processing, the output, and the outcome. The quality of education is not merely meeting the standard but orientating to the customer's satisfaction as well.<sup>7</sup>

In line with the input, the process, and the output, according to Husaini, there are thirteen characteristics of the quality, they are: 1. Performance, 2. Timelines, 3. Reliability, 4. Durability, 5. Aesthetic, 6. Personal Interface, 7. Ease of Use, 8. Features, 9. Conformance to the standard, 10. Consistency, 11. Uniformity, 12. Serviceability, and 13. Accuracy.<sup>8</sup> Hereby, it could be concluded that the quality of education could not be apart from some existing characteristics and when they are carefully carried out, it could improve the quality of the education itself.

To enhance the quality of madrasa, according to Danom, there are five dominant factors contributing to: 1. Leadership of the principal, 2. Students or lads as the center, 3. Optimized engagement of teachers, 4. Dynamic curriculum, 5. Network of cooperation." The principle should be able to establish cooperation to many parties and encourage the engagement of societies in maintaining the quality of education in madrasa.<sup>9</sup> By maintaining cooperation and network of coordination by the principal, the quality of education could be improved as it was preliminarily designed and stipulated collectively to achieve the planned target. An institution will achieve the target of standard when the inputs, the processes, and its outcomes could meet the condition required by the education service users as it is needed by people in work.

There are some factors that should be regarded in maintaining, establishing, and enhancing the quality of education as mentioned by Lewis, the improvement of quality of any organization is boosted by four key factors which are supportive to the practice of quality service played by four

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<sup>6</sup>Hari, S. *Manajemen Peningkatan Mutu Berbasis Sekolah; Peningkatan Mutu Pendidikan Melalui Implementasi KBK*, (Bandung: Cipta Lekas Garafika, 2005), p. 23

<sup>7</sup>Yakub, et. al.. *Sistem Informasi Manajemen Pendidikan*. (Yogyakarta: Graha Ilmu, 2014). p. 57

<sup>8</sup>Husaini Usman, *Manajemen Teori, Praktek dan Riset Pendidikan*, (Jakarta: Bumi Aksara, 2006), p. 411

<sup>9</sup>Sudarwan Danim, *Visi Baru Manajemen Sekolah*, (Jakarta: Bumi Aksara. 2007), p. 68.

foundations of quality such as: 1. Customer service, 2. Sustainable improvement, 3. Processes and facts, 4. Mutual respect among people.<sup>10</sup> for this basis, it could be said that a qualified educational institution runs its educational activities under the four foundations to promote quality of education which refers to customer reviews. The customers are the supporting factor promoting the quality of education in terms of the service excellence given by the madrasa apart from the government as the other factor which has assigned the national standard of education as the reference in achieving the quality of education.

## **METHOD**

This research was conducted in MAN 3 Medan. This research involved case study. Case study elaborates study on individuals, group of people, or communities, organizations, or groups. The data were obtained from observations, interviews, and documents. The observation and the interviews were carried out to key informants such as the principal, the vice principal, and teachers. The supporting informants involved in this research were sorted by snowball sampling technique.

In terms of the data source which are employed in this research were from the principle, the vice principle, administration staffs, and teachers in MAN 3 Medan. The technique of collecting the data involved resource triangulation technique, method, and the researchers. The resource triangulation is triangulation technique which involves the data cross-checking obtained from the key and supporting informants.

In terms of analyzing the data, this research involved data reduction, data presentation, and drawing conclusion. To check the validity of the data, this research involves some sorts of criteria such as credibility, transferability, dependability, and certainty.

## **RESULT AND DISCUSSION**

### **The design of the strategy made by the principle in improving the quality of education in MAN 3 Medan**

Designing an activity in an organization is necessary to achieve the set target. the quality education would benefit many people. The principal could attempt to improve the quality of the madrasa he or she is leading to ensure the sustainable trust of the community. Therefore, it is undoubtedly necessary to a systematic approach through processing a strategy. The implementation of the strategy could enable MAN 3 Medan to

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<sup>10</sup>Lewis, R. G., Smith, D. H, *Total Quality in Higher Education*, (Florida: St. Lucie Press, 1994.). p. 91.

have more concrete steps in improving the quality of education and actualizing the set of goals. In this regard, the role of the principal of madrasa is undeniably required.

The design of the strategy involves: firstly, conducting an environment analysis either internally or externally, continued to the implementation of the strategy, and ended by evaluation. The internal analysis is necessary to observe the strengths and the weaknesses of the madrasa. While the external analysis is employed to uncover the existing chances and the threats. The principal could begin his or her analysis by having a look into the leadership of the previous principals to get knowledge on what to do, what to maintain, what to sustain, and what to change. Moreover, it is necessary for the principals to listen to the aspiration from the teachers and the staffs.

To improve the quality of education, the madrasa should employ qualified human resources. To allow this, the madrasa should involve strategy in managing and developing the potentials of its human resources to maximum, starting from recruitment, empowerment, until employment as among the progress of a school is shown by the quality of its human resources.

### **The implementation of the strategy by the principal in improving the quality of education in MAN 3 Medan**

As written in the vision statement of MAN 3 Medan such as: "Generating the man of faith who qualifies good morals, knowledgeability, creativity, and concern to the living environment and to the society." That statement is the final target of the future madrasa's society. When the statement of vision and mission meet, it is the standard of quality of the madrasa.

As mentioned by Yulmawati, it was said that quality refers to description of a characteristic of capability in satisfying needs. In this term, the quality of education affects to inputs, processes, and outputs. An effective leadership could improve the quality of education.<sup>11</sup>

The breakthrough which is performed by MAN 3 Medan is to improve the quality of teachers by organizing teachers' trainings in the madrasa as the effective solution endorsed by the principle. Among such trainings are:

- a) Periodic Meeting for School Subjects' Teachers (MGMP). MAN 3 Medan has put an attempt to optimize the quality of teachers by participating in MGMP. It is expected, thereby, the teachers could enhance their existence, competence, and to foster creativity.

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<sup>11</sup> Yulinawati. *Pendidikan, Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu*. (Jakarta: PT Refika Aditama, 2007), p. 112

- b) Competence Trainings. There are four competences that should be achieved such as: pedagogical competence, professionalism, skills and attitude competence. These should be achieved holistically by each participating teacher. Therefore, MAN 3 Medan's society often participate in several trainings organized by the school or by the government.
- c) Curriculum Innovation. The trainings on curriculum innovation held by MAN 3 Medan's society aims to comprehend the understanding of curriculum of 2013. MAN 3 Medan has made some significance such as among 70% teachers of the total number of teachers are master graduates (S2). Such percentage sufficiently depicts that the madrasah sustainably improves its quality.

The students as the determining component promoting to quality of education receive more attention as the quality of education is depicted from the capability of students after learning a lesson material. The quality of education is shown by the productivity of its outputs, the range of job, which is acquired, the level of salary and status. The quality of education is shown by more extensive social criteria, such as ability to give a talk and speech, and diplomacy skill.

The participations in several contests such as singing contest and science contest in local or provincial scope. It is not only limited to the contest, but the Madrasa's society extends its participation in organizing the development of entrepreneurship and creativity program through mushroom cultivation to enhance the students' knowledge on science and develop entrepreneurship among them. For the mushroom cultivation, the madrasa cooperates with Indonesian Chamber of Commerce and Industry (KADIN) North Sumatra via The Regional Office (KANWIL) of The Ministry of Religious Affairs of North Sumatra.

### **The evaluation to the strategy implemented by the principal to improve the quality of education in MAN 3 Medan**

Evaluation refers to series of activity which is purposively conducted to observe the success rate of a program. In the management, it is necessary to involve expertise to manage and control several elements within an organization to achieve the set standard. Evaluation is a systemic process to observe the success rate of a program.<sup>12</sup>

In the strategic management, evaluation is frequently carried out to know whether the implementation of strategy formulation suits to the plan. To allow this, it is necessary to involve supervision, assessment, suggestion and critics from many sources. Based on the

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<sup>12</sup> <https://readwansyap.wordpress.com/evaluasi-pendidikan/> accessed December 27, 2019

result of observation, the principal conducted evaluation process by direct observation and emphasizing on discussion with the society in the madrasa.

The fast response performed by the principal in terms of security was shown by direct evaluation to any kind of rule violation even though the discussion is always put forward.

The democratic approach is always set forward by the principal as one of among his leadership characteristics. As a result, any kind of policy is not only provided by one party, setting forward the democratic approach. Thus, it is expected to receive more effective result.

## CONCLUSION

A principal plays a significant role in assigning rules and policies and controlling all programs and activities in madrasa. Any kind of activity should be under supervision of the principal starting from the design, the implementation, and to the evaluation. In the designing process, the principal should preliminarily analyze either internally or externally. From the analysis, the conclusion could be drawn to make decision and impose policy.

The quality of education could be improved through participation in several training programs, organized by MGMP, trainings on competence, and innovating 2013 curriculum which is organized by the madrasa. The development of the science capability of the students could be allowed by creating the herbs plantation and environmental education and promoting support to the students' passion on entrepreneurship through the mushroom cultivation which has attracted Indonesian Chamber of Commerce and Industry (KADIN) of North Sumatra to build cooperation. The evaluation could be performed by direct observation and prioritizing discussion and listening to the aspiration of the madrasa's community.

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