



THE MANAGEMENT QUALITY OF EDUCATION AT MADRASAH IBTIDAIYAH  
AL YUSUFIAH SUB-DISTRICT OF RANTAU SELATAN

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**Abstract.** *The purpose of this study is to describe: 1) Planning to improve the quality of teaching staff in Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan District; 2) Organizing the improvement of the quality of teaching staff at Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan District; 3) Implementation of improving the quality of teaching staff at Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan District; and 4) Supervision of improving the quality of educators at Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan Sub-District . This study uses a qualitative approach with descriptive methods. Data collection uses interview, observation, and document study techniques. This research found that: 1) Planning for Improving the Quality of Educators at Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan District was done through identification, analysis, conceptualization and planning, determining plans, implementing plans, objectives, benefits, planning steps, planning stages, including indicators or quality targets to be achieved as a process of improving the quality of education. 2) Organizing Resources in Improving the Quality of Educators in Madrasah Ibtidaiyah Al Yusufiah Sub-District of Rantau Selatan carried out with a detailed process of all work and activities; 3) Implementation of the Teacher Quality Improvement Plan for Madrasah Ibtidaiyah Al Yusufiah District of Rantau Selatan Sub-District has not yet fully followed the stages of implementation of the general guidelines for implementation, because the concepts and objectives of the policy have not been fully understood by the policy actors as a result of the implementation of policy socialization which is somewhat less than optimal. 4) Supervision of Quality Improvement of Educators in Madrasah Ibtidaiyah Al Yusufiah Rantau Selatan Sub-District covers several stages, namely: supervision is carried out at the beginning as a tool to anticipate or initial steps towards obstacles and obstacles as well as deviations from the standards and objectives that have been prepared as well as tools correction before a program is completed.*

**Keywords:** *Management, Quality Improvement, Implementation, Supervision*

## INTRODUCTION

Madrasah Ibtidaiyah Al Yusufiah having its address in Rantau Selatan Sub-District , one of the Islamic educational institutions, is guided by its contribution in advancing the world of Islamic education and further improving the quality of both inputs and outputs, especially with the context of autonomy and decentralization of education where madrasahs are required to be independent in managing their educational institutions including in the management of improving the quality of education involving all components of madrasah.

Madrasah Ibtidaiyah Al Yusufiah was founded in 2010 and has graduated many students. But the priority of education goals so far has only focused on cognitive aspects, affective and psychomotor aspects should also be considered and improved. Based on the results of the researchers' interview with the Head of Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan Sub-District, so far the implementation of learning has not only focused on cognitive aspects but also focused on forming attitudes (affective) and refraction (psychomotor). But the output is more focused on the cognitive aspects. Based on the above background and noting that the effectiveness possessed at Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan Sub-District is one of the most important factors in driving school development effectively, especially in implementing the standard teacher processes, always providing exemplary, building willingness and develop potential and creativity in the learning process.

In accordance with Government Regulation No. 19 of 2005 concerning national education standards, that the process standard is related to the implementation of learning in education units to achieve graduate competence. As for the standard of teaching and educational staff by developing pedagogical, personal, social, and professional competencies (I. Wayan, 2010: 325). In line with this, the Madrasah Ibtidaiyah Al Yusufiah Rantau Selatan Sub-District has referred to the PP especially in implementing standard processes and teaching and education staff so that we can raise issues that can be revealed in the Ibtidaiyah Al Yusufiah Madrasah, Rantau Selatan Sub-

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District integrated quality through process standards and standards of educators and education staff and eight national education standards.

Researchers are interested in studying in depth about the pattern of implementation of integrated quality management through the standard processes and standards of teaching staff and education at Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan Sub-District . Based on the above, it is necessary to improve the quality of education and educators which is one of the vital components in an educational institution. Management mechanisms for improving the quality of education and good and comprehensive teaching staff will greatly affect the quality or output. Education can be said to be of quality if it succeeded in issuing outputs or graduates in accordance with the goals or ideals of education itself. Meanwhile, to realize the goals of education in the educational process there are many obstacles faced by teachers and madrasah principals. To achieve these objectives effectively and efficiently, it is necessary for them to include management of improving the quality of education and educators. Based on the above explanation, then researchers are interested in conducting further discussion and research on management of improving the quality of education and educators.

### **LITERATURE REVIEW**

According to Juran (1993) the quality of the product matches the use of the product (fitness for use) to meet customer needs and satisfaction. The suitability of the product users is based on five main characteristics, namely (1) technology, namely strength, (2) psychological, namely the image of taste or status, (3) time, namely reliability (4) contractual, ie there is guarantee and (5) ethics, namely courtesy. With the company's high product quality, causing companies to reduce error rates, reduce rework and waste, reduce payment of warranty costs, reduce customer dissatisfaction, reduce testing, improve yields, and increase utilization of production capacity and improve product delivery performance or services (Salis, 1993). According to Crosby (1979: 58) quality is conformance to requirements, ie in accordance with what is required or standardized. A product has a quality if it is in accordance with predetermined quality standards or criteria, the quality standard includes raw materials, production processes, and finished

products. According to Deming (1982: 176) quality is conformity with market or consumer needs. Quality companies are companies that dominate the market share because the results of their products are in accordance with the needs of consumers, giving rise to customer satisfaction. If consumers are satisfied, then they will be loyal in buying the company's products in the form of goods and services. According to Feigenbaum (1986) quality is full customer satisfaction. A product is considered quality if it can provide full satisfaction to consumers, that is in accordance with consumer expectations for products produced by the company. In the context of education, quality comprehension in this case refers to the educational process and educational outcomes. In the process of quality education involves various inputs, such as teaching materials (cognitive, affective, or psychomotor), methodology (varies according to teacher ability), school facilities, administrative support for infrastructure, other resources and the creation of a conducive atmosphere. Understanding of quality education contains different meanings. However, there needs to be an operational understanding as a guideline in the management of education to arrive at an understanding of the quality of education, we first look at the definition of quality education. According to the Big Indonesian Dictionary, Quality is a measure of good and bad of an object, a state, level or degree (intelligence, intelligence, and so on).

The quality improving management of education in schools is a method of improving quality that is based on education in the school itself, applying a collection of techniques, basing on the availability of quantitative & qualitative data, and empowering all school components to continuously improve the capacity and ability of school organizations to meet the needs of participants students and the community. In Quality Improvement, hereinafter abbreviated as MPM, contained efforts to a) control the processes that take place in both curricular and administrative schools, b) involve the diagnosis process and the action process to follow up the diagnosis, c) requires the participation of all parties: Principals, teachers, administrative staff , students, parents and experts. Operational Definition Management development is the principal's effort to develop skills through management functions in empowering educational institutions

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to obtain maximum goals. In this case the objectives to be achieved in developing management are the quality of student learning, then the focus of development on the curriculum, teacher empowerment, teacher teaching creativity, accuracy in using methods and strategies to achieve quality learning.

The decisions generated through statistical techniques often cannot be served by existing decision-making patterns. Quality control (quality control) developed into quality assurance (quality assurance). Quality assurance is focused on ensuring the process and quality of results through conducting audits, training, performance analysis, and operating instructions to improve quality. Basically, the quality of education in schools is related to the achievement of educational goals and graduate competencies set by the education unit in the program or activity suitability of objectives and competencies with established standards. Quality assurance is closely related to overall activities in various parts of a system to ensure that the quality of services produced is consistent and in accordance with what has been planned or determined. In general, quality assurance of education units / schools is a process of determining and meeting the quality standards of management of education units / schools consistently and continuously so that all graduate users (stakeholders) get satisfaction (stakeholder satisfaction). The education / school unit must be able to plan, implement, and control quality, both for each unit of activity on each quality item and for all activities in the educational activities it carries out. The quality of education is growing with time.

The main objective of the quality management system is to ensure quality at every stage of school activity, namely the inputs, processes and outputs of school management. If an error occurs in the input and process of education management, education actors must immediately make improvements so that the process and results of education can be optimized. Implementation of a quality management system allows schools to guarantee the quality of graduates because the process of control is carried out strictly. Implementation of the quality assurance system in schools does require a great effort, but it has a beneficial impact in the long run, because it can prevent or minimize failures in learning. The Education Quality Assurance System (SPMP) currently in effect is the responsibility of each education stakeholder to guarantee and

improve the quality of education. SPMP implementation consists of a series of processes / stages that cyclically start from: (1) data collection, (2) data analysis, (3) reporting / mapping, (4) preparation of recommendations, and efforts to implement recommendations in the form of education quality improvement programs. The implementation of these stages is carried out jointly between the education unit and other relevant parties, in accordance with the applicable provisions (National Education Ministerial Regulation No. 63 of 2009 concerning Education Quality Assurance System), namely the organizers of educational units or programs, the Government Regency / City, Provincial Government, and Central Government.

The importance of improving the quality of education is something that must be done to be able to deal with increasingly complex changes. Talking about the quality of education actually talks about two very important aspects, namely process and results. Quality in the education process involves various inputs, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of teachers) educational facilities, administrative support, various resources and efforts to create a conducive and comfortable atmosphere for learning. Quality in the context of "educational outcomes" refers to achievements achieved by educational institutions at any given time period (whether at the end of each semester or cawu, end of year, 3 years, even 10 years). Achievements or educational outcomes (student achievement) can be in the form of results of academic ability tests and can also be achievements in other fields such as sports, arts or certain additional skills such as: computers, various types of techniques, services. Even the achievements of educational institutions can be in the form of conditions that cannot be held (intangible) such as an atmosphere of discipline, hospitality, intimacy, mutual respect, cleanliness, tolerance, and so on. So between the process and quality of educational outcomes are interconnected with each other, but in order for the educational process to be quality and right on target, quality in terms of outputs must be formulated in advance by the educational institution. Educational institutions must set clear targets to be achieved every year or a certain period of time. Various inputs and processes must always refer to the quality and outputs to be

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achieved. The responsibility of educational institutions in improving the quality of education is not only in the educational process, but also the results and quality achieved. There are several efforts that can be made to improve the quality of education, namely (1) equitable distribution of education or all school-age children must be able to access education according to policies regional and national, (2) olympics and science / science. It must also be balanced with a moral and religious olympics so that national morals do not collapse, (3) design an integrated curriculum of science and technology and IMTAQ so that a balance is reached between intellectual intelligence, emotional intelligence as a characteristic of religious societies (Syafaruddin, 2006).

### **METHODOLOGY**

This research was conducted in Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan Sub-District . This research was conducted for 5 months, from July to November 2019. The subject of this research was directed at finding data from the Head of School / Madrasah, Teachers, Staff, stakeholders of Madrasah Ibtidaiyah Al Yusufiah Al Rantau Selatan District. Data search uses snow -ball sampling. The search for informants will be stopped after the research information is considered sufficient. So the number of informants of this research is not determined with certainty depending on the level of data requirements needed. This research uses a qualitative approach with descriptive methods. Data collection uses interview, observation and document study techniques. To guarantee the validity of the data of the findings and the authenticity of the research refers to the use of data validity standards consisting of creadibility, tranferability, dependability and comfirmability.

### **FINDINGS AND DISCUSSION**

The first finding, in this study was found that the quality improvement planning carried out by the madrasa head and madrasa deputy head in its implementation took place in a good and harmonious manner. Planning for improving the quality of teaching staff in Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan District is carried out by considering related aspects. The form of planned planning takes the form of planning human

resources, financial resources (funds) and infrastructure resources and other developments. The formulation of planning for improving the quality of teaching staff at Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan District is carried out through deliberations and meetings involving all important components in an organization or madrasa, including: the head of the foundation, head of madrasahwakil head of madrasah, teaching staff, education staff, madrasa committee, and represent student guardians.

In the continuation of the deliberations and meetings, the principle of participation is used to provide suggestions, inputs and positive ideas that can be applied in the planning of improving the quality of teaching staff at Madrasah Ibtidaiyah Al Yusufiah Sub-District, Rantau SelatanDistrict. With the decision making and policy making of Al-Yawiyah Ibtidaiyah Al Raisah District of Rantau SelatanDistrict conducted by deliberation, making the personnel involved in it have full responsibility and have an active role in improving the quality of education of the Al-Yawiyah Ibtidaiyah District of Rantau SelatanDistrict. a decision that will be made. Once a person is in a decision-making situation then he will then take action to consider, analyze, make predictions, and make choices on alternatives. Meanwhile the management activities carried out by the headmaster of madrasa in order to improve the quality of teaching staff in Madrasah Ibtidaiyah Al Yusufiah, Rantau SelatanSubdistrict, are carried out by coaching teachers through disciplining, evaluating teacher performance, evaluating the development of CBDs, Diklat, empowering teacher training activities (MGMP), following the training , attend educational courses, increase reading, hold visits to other schools (comparative studies), hold relationships with student guardians, carry out ongoing supervision, attend seminars.

In connection with the guidance of these teachers, the madrasa head should see this as a form of madrasa head's effort to educators to improve teaching skills that lead to improving the quality of education. Therefore, this paradigm must be able to be poured by the headmaster into several guiding principles that enable collaboration between the headmaster and educators including: (1) scientific, systematically



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implemented (2) cooperative, good cooperation between coaching and teachers (3) constructive, coaching in order to improve professionalism (4) realistic, according to the state of teacher needs (5) progressive, carried forward step by step (6) innovative, dictate new things (7) create a feeling of security for teachers and (8) provide opportunities to evaluate together with the coach and the teacher. While the guidance function is guided by efforts to (1) maintain the teaching program as well as possible, (2) assess and improve the factors that influence learning, (3) improve the learning situation of students. So in short the coaching is carried out by madrasa head towards educators functioned to foster weather for the process and learning outcomes through a series of teacher development efforts take place right on target, the expected target is the emergence of high professionalism in every move and step of an educator.

The expected implication of this condition will be the creation of learning oriented to improving the quality of education, awareness and awareness that teaching assignments are not merely providing information in scientific knowledge to students, but more than that this activity is also intended as an effort to foster and shape the character of the students' personalities which only provides information in their knowledge in students. Achieving standardization of school services to support the quality of education in Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan District, is carried out by increasing the quality and quantity of school services, both academic and administrative in nature.

The second meeting, organizing the improvement of the quality of teaching staff at Al Yusufiah Ibtidaiyah Al Yusufiah Madrasah Rantau Selatan Sub-District t, was carried out by detailing or distributing all tasks, work that must be carried out and carried out by each personnel in the organization of Madrasah Ibtidaiyah Al Yusufiah Rantau Selatan Sub-District in terms of achieving planned goals. Distribution of the burden of duties and responsibilities into activities that can be carried out by everyone by coordinating their implementation with members of the personnel so that it becomes an integrated and harmonious whole in an organization's management. The organization has created the basics of mutual support between management personnel in achieving school goals. The expected application of these conditions will be the

creation of a harmonious atmosphere in carrying out their respective duties of the teaching staff, into activities that can be carried out by each individual in coordination with each other personnel members so that it becomes an integrated and harmonious whole in an organization's management.

The third finding, the implementation of the improvement of the quality of teaching staff at Al Yusufiah Ibtidaiyah Madrasah Rantau Selatan Sub-District has not been fully carried out optimally in activities that support the achievement of the goal of improving the quality of education at the Ibtidaiyah Al Yusufiah Madrasah Madrasah Rantau Selatan Sub-District . The planning that was carried out at the beginning of the new school year which was partly complied had fulfilled the standards and management demands of improving the quality of education, one of which had been prepared with plans covering most of the activities and programs for improving the quality of education at Madrasah Ibtidaiyah Al Yusufiah Rantau SelatanSu-district,. activities have implemented plans that have been prepared, even contained in the implementation of improving the quality of education by carrying out upgrading, attending educational courses, multiplying reading, conducting visits to other schools (comparative studies), holding relationships with student guardians, carrying out ongoing supervision, attending seminars , In this study shows that the main inhibiting factor felt by the head of the madrasa in relation to the management of improving the quality of teaching staff at Madrasah Ibtidaiyah Al Yusufiah Rantau Selatanforce is a matter of funding and infrastructure as well as the availability of limited madrasa facilities. This issue is a classic problem for the world of Indonesian education. Funding is only based on student sources monthly. Anticipatory efforts undertaken by the headmaster of madrasa along with other school members are by implementing several approaches to the District and Provincial Education Office and the central Education Office. Besides increasing cooperation with student guardians to participate in solving problems through madrasa committee empowerment, although in the implementation of madrasah committee participation is not yet optimal for the change and resolution of school problems encountered. lies in the professional awareness and loyalty of some staff or teaching staff

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who lack understanding of the duties and responsibilities they carry. This is evident that there are some teachers or educators who are late coming to school, for this the madrasa head makes a separate policy towards the individual by communicating the causes of delays that occur in the teacher or educator concerned. The expected implication of the condition is that educators are expected to be able to carry out their respective duties responsibly and oriented towards the quality and quality of education.

### **CONCLUSION**

Based on the previous discussion, it can be concluded the results of this study are as follows:

1. Planning for Improving the Quality of Educators in Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan Sub-District is done through identification, analysis, compilation of concepts and plans, determining plans, implementing plans, objectives, benefits, planning steps, stages of planning, including indicators or quality targets that will be achieved as a process of improving the quality of education. The form of planning includes the regulation of all resources, which contain the maintenance and development of facilities and infrastructure. Planning on funding and costs contains about the allocation of funds and in accordance with the objectives for the development of facilities and infrastructure, development of learning processes, and enhancing the ability of human resources.
2. Organizing Resources in Improving the Quality of Educators at Madrasah Ibtidaiyah Al Yusufiah Rantau Selatan Sub-District is carried out with a detailed process of all work and activities that must be carried out by each individual in achieving organizational or madrasa objectives, division of tasks or workloads into activities that can be carried out by each individual and developing work mechanisms so that there is coordination of the work of the members of the organization into an integrated and harmonious unity.
3. Implementation of the Teacher Quality Improvement Plan for Madrasah Ibtidaiyah Al Yusufiah Rantau Selatan Sub-District has not fully followed the

stages of implementation of the general guidelines for implementation, because the concept and objectives of the policy have not been fully understood by policy actors as a result of the implementation of policy socialization which is somewhat less than optimal. Apart from that, it is also caused by the lack of empowerment of school principals, teachers or educators, school committees and not giving full authority and freedom to the principal as the main policy actors and also the teachers who implement the policies, as well as lack of courage and good reactivity carried out by the school principal or teacher or educator at Madrasah Ibtidaiyah Al Yusufiah, Rantau Selatan Sub-District .

4. Supervision of Quality Improvement of Educators at Madrasah Ibtidaiyah Al Yusufiah Rantau Selatan Sub-District covers several stages, namely: supervision is carried out at the beginning as a tool to anticipate or initial steps towards obstacles and obstacles as well as deviations from the standards and objectives that have been prepared and as a correction tool before a program is completed. Supervision at the time of the activity takes place, is a process carried out by prioritizing considerations.

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