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Quality Management In Islamic Education And Its Implementation In The Development Of Madrasah And Boarding School

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Abstract

This paper will focus on "Quality Management in Islamic Education and its Implementation in the Development of Madrasahs and Islamic Boarding Schools". The quality of education is one of the central issues of national education in addition to issues of equity, relevance, and efficiency of education management. Today, many efforts to improve the quality of education continue to be made by various parties. These efforts are based on an awareness of the important role of education in the development of human resources and the development of national character (Nation Character Building) for the progress of society and the nation. The type used in this research is library study research (library research) where this library research is carried out by researchers not going directly to the field but this research is carried out through research on written works and various kinds of literature available, be it through books, journals, and so on. The results can be concluded that the implementation of quality management in madrasah and pontren is; a). Continuous improvement in meeting customer needs with the involvement of all members of the organization. b). Efforts to maximize the competitiveness of institutions to improve products, services, people, labor, processes and the environment. c). As a means in the learning process. d). Overall supervision of organizational members.

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INTRODUCTION

Islam is a universal religion, its teachings cover the fields of belief, worship, muamalah, and for social and individual life. At the same time, it signals that in Islamic teachings to do work must be planned, measured, and directed. As quoted in Surah As-Sajdah (32) verse 5:

يُدَبِّرُ الْاَمْرَ مِنَ السَّمَاۤءِ اِلَى الْاَرْضِ ثُمَّ يَعْرُجُ اِلَيْهِ فِيْ يَوْمٍ كَانَ مِقْدَارُهٗٓ اَلْفَ سَنَةٍ مِّمَّا تَعُدُّوْنَ

Meaning: He orders all affairs from the heavens to the earth, then they will ascend to Him on a day whose duration is a thousand years according to your reckoning (Qs. As-Sajdah (32); 5) (RI, 1996).

Through the above verse, it emphasizes that something that will be done must be planned and right on target. Islam provides an order of "management value" ranging from small affairs to complex problems. For example, in terms of management on a large scale, especially taking care of the country in the management review so that the goals to be achieved can be achieved, and resolved effectively and efficiently.

Education is the main structure that provides facilities for citizens to be able to determine what goods and services are needed (Zamroni, 2011). Even at a macro level, education is the "heart" as well as the "backbone" of the future of the nation and state (Farodis, 2011). Even the success of a nation is largely determined by its success in improving and updating the education sector (Bastian, 2002). On the other hand, the Islamic education system is an effort to form a perfect human being as the initial foundation in the construction of civil civilization, and to create mercy for all mankind (Nata, 2010).

Thus, education in principle is to improve and improve the standard of living of humans. Through the education process, it is expected that humans become intelligent or have abilities, commonly known as skills, in living their lives (Jerry, 2011).

In line with the meaning of education itself, all elements in education must receive attention, and at the same time improve their quality as a whole. As the opinion of E. Mulyasa: Improving the quality of education is a development target in the field of national education and is an integral part of efforts to improve the quality of Indonesian human beings as a whole (Mulyasa, 2005).

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The quality of education is one of the central issues of national education in addition to issues of equity, relevance and efficiency of education management. Today many efforts to improve the quality of education continue to be made by various parties. These efforts are based on an awareness of how important the role of education is in the development of human resources and the development of national character (Nation Character Building) for the progress of society and the nation. The dignity of a nation is determined by the quality of its education.

However, the problems of education at this time arise from various directions, without exception to Islamic education, including: a) There is still low equity in obtaining education, b). The weak quality and relevance of education, c). Weak education management, d) Low literacy and discussion, e) Inadequate facilities and infrastructure and others.

From some of the explanations above, the author will explore and examine "Quality Management in Islamic Education and its Implementation in the Development of Madrasahs and Islamic Boarding Schools".

METHOD

The type of research is library research, which is a description of the literature relevant to a particular field or topic (Setyosari, 2010). Researchers use document research (Content Analysis) (Umar, 2008). Content analysis is a scientific analysis of the content of a communication message (Muhadjir, 1989). Quality Management in Islamic Education and Its Implementation in the Development of Madrasahs and Islamic Boarding Schools".

To analyze the data collected and clarified as needed, appropriate analysis techniques are needed. In analyzing the author uses a qualitative-descriptive analysis approach (Surakhman, 1990). That is a method of telling and interpreting and critically analyzing data. The data analysis technique used is a systematic review of data to determine the level of difficulty of documents, books or texts (Faisal, 2006).

In this study, there are stages carried out in data analysis, namely first by collecting data, sorting data or data criticism, analyzing data or interpretation, and concluding or conclusions (Endaswara, 2006).

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RESULT AND DISCUSSION

Definition of Quality Management and Islamic Education

1. Definition of Quality Management

Management is 1) the effective use of resources to achieve goals, 2) leaders who are responsible for the running of companies and organizations (DEpdiknas, 2005). Quality is: 1) a measure of whether something is good or bad; level, degree, or degree (of intelligence, intelligence, etc.); quality (Depdiknas, 2005).

The term management actually refers to the process of carrying out activities that are completed efficiently with and through the utilization of others. Terry defines: "management is a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources" (Engkoswara, 2012). It can be concluded that management as a clear process consists of planning, organizing, implementing, and controlling actions carried out to determine and implement predetermined goals or objectives using resources and other resources.

Some of the above management definitions basically have the same meaning between one another, so that they can be summarized into several things, namely: a). Management is an effort or action towards achieving goals through a process. b). Management is a system of cooperation with a clear division of roles c). Management optimally involves the contribution of people, funds, physical, and other resources effectively and efficiently (Qomar, 2010).

Johnson in Pidarta (2004), management is the process of integrating unrelated sources into a total system to accomplish a goal. The sources referred to here include people, tools, media, materials, money and facilities. Everything is directed and coordinated so that it is centered in order to complete the goal (Pirdata, 2004).

Thus, management is an active activity to achieve something desired through the utilization of all human resources, including activities using other people's energy.If drawn in the context of Islamic education, to understand management here is management applied to the development of Islamic education. According to Muhaimin (2011), Islamic education management is the art and science of managing Islamic education resources to achieve Islamic education goals effectively and efficiently (Muhaimin, 2011).

2. Definition of Islamic Education

Etymologically, education is the process of changing the attitudes and behavior of a person

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or group of people in an effort to mature through teaching and training; process, method, act of educating (Depdiknas, 1998). Islam is a religion taught by the Prophet Muhammad PBUH based on the Holy Qur'an which was revealed to the world through the revelation of Allah SWT (Depdiknas, 1998).

Thus, Islamic education is an effort to change the behavior of individuals in their lives, their communities and the surrounding environment based on Islam (Al-Syaibany, 1979). On the other hand, Ahmad D. Mariamba describes Islamic education as guidance or conscious leadership by education towards the physical and spiritual development of students towards the formation of their main personality (insan kamil) (Marimba, 1989).

Therefore, Islamic education is the process of internalizing Islamic values to students as a provision to achieve happiness and prosperity in this world and the hereafter. Furthermore, if the word management and Islamic education are combined, it means the process of utilizing all the resources owned (Muslims, educational institutions or others), both hardware and software. The utilization is done through cooperation with others effectively, efficiently, and productively to achieve happiness and prosperity both in this world and in the hereafter.

Another definition is presented by Mujammil Qomar in his work Islamic education management, "Islamic education management is a process of managing educational institutions in an Islamic manner by dealing with learning resources and other matters related to achieving Islamic education goals effectively and efficiently (Qomar, 2010).

Furthermore, Mujammil said that this definitive meaning has implications that are interrelated and form a unified system in Islamic education management. These implications include:

First, the process of managing Islamic educational institutions in an Islamic manner. This aspect requires the content of Islamic values in the management process of Islamic education institutions. For example, emphasis on respect, maslahat, quality, progress, and empowerment. Furthermore, the management efforts are sought to be based on the messages of the Qur'an and hadith so that they can always maintain the Islamic nature.

Second, to Islamic educational institutions. This shows the object of this management which is specifically directed to handle Islamic educational institutions with all their uniqueness. So, this management can explain the ways of managing Islamic boarding schools, madrasas, Islamic colleges, and so on.

Third, the process of managing Islamic educational institutions in an Islamic manner

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requires inclusiveness and exclusiveness. The phrase Islamic indicates an inclusive attitude, which means that the managerial rules formulated in this book can be used for the management of education other than Islamic education as long as there is conformity in nature and mission. And vice versa, the rules of education management in general can also be used in managing Islamic education as long as it is in accordance with Islamic values, reality, and culture faced by Islamic education institutions. Meanwhile, the phrase Islamic educational institutions indicates an exclusive situation because it becomes the direct object of this study, focusing only on Islamic educational institutions." Meanwhile, other educational institutions have been discussed in detail in education management book.

Fourth, by getting around. This phrase contains a strategy that is one of the differences between administration and management. Management is full of tactics or strategies directed at achieving a goal. Similarly, Islamic education management is always realized through certain strategies. Sometimes the strategy is in accordance with the strategy in managing general education institutions, but it could be completely different due to the special situation faced by Islamic education institutions.

Fifth, learning resources and other related matters. Learning resources here have a fairly broad scope, namely: (1) Humans, which include teachers/teachers/lecturers, students, employees, and foundation administrators; (2) Materials, which include libraries, textbooks, and so on; (3) Environment, which is everything that leads to society; (4) Tools and equipment, such as laboratories; and (5) Activities. Other related matters can be in the form of socio-political, socio-cultural, socio-economic, and socio-religious conditions faced by Islamic educational institutions.

Sixth, the purpose of Islamic education. This is the direction of all management activities of Islamic education institutions so that this goal greatly influences other components, even controlling them.

Seventh, effective and efficient, meaning that it is effective and effective. That is, management that succeeds in achieving goals by saving energy, time, and costs. Effective and efficient is an explanation of the previous components as well as containing the meaning of perfection in the process of achieving the goals of Islamic education (Qomar).

Then, from here the question arises: What is the difference between Islamic education management and other management, such as general education management? Indeed, it is generally the same. That is, there are many or even the majority of managerial rules that can be

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used by both types of management, even by all management. However, specifically there are specificities that require special handling as wel.

In this case, Dede Rosyada stated that the essence of management in any field is the same, it is just that the variables it faces can be different, depending on what field the management is used and developed (Rosyada, 2004). The differences in these variables bring cultural differences which then give rise to various differences.

Islamic Education Quality Management

1. Basic Concepts of Islamic Education Quality Management

Islamic education management has the meaning of general principles that are flexible so that they are in line with progress and good development. These principles are what distinguishes between education management in general with Islamic education management. Related to the principles of Islamic education management, many Islamic education experts have different opinions, including Ramayulis argues that the principles of Islamic education management are eight, namely: sincere, honest, trustworthy, fair, responsible, dynamic, practical, and flexible (Ramayulis).

Meanwhile, Langgulung argues that there are seven principles of Islamic education management, namely: faith and morals, justice and equality, deliberation, division of labor and duties, adhering to management functions, association and sincerity (Langgulung, 2000). Referring to one of the opinions above, then in detail some of the basic principles of Islamic education management if applied in the context of schooling can be described as follows:

a. Ikhlas

Managing a Madrasah or school is essentially a trust and duty from Allah SWT. Often in its application we face a task load that is not proportional to the material obtained. If we have a materialistic principle, of course what will happen is not optimal work done, because we will always compare what we do with what we get.

In this case, sincerity is a principle that will encourage us to do our best even though what we get is not comparable to the worldly material we get, because we believe that what we do is solely a form of worship and solely hopes for the pleasure of Allah. Allah Swt. says in the Quran which means:

Meaning: And (say): "Straighten your faces at every prayer and worship Allah with sincere devotion to Him. As He created you in the beginning (so shall you return to Him)." (QS. Al-

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A'raf : 29).

The verse above, gives guidance to humans to always sincerely devote all forms of our worship solely because of Allah SWT. accompanied by the belief that Allah SWT will definitely give a reward for our worship. The logical consequence if a school is led by a manager who has the principle of sincerity because of Allah, then surely the school will get a beautiful and quality school managerial treatment.

b. Honest

One of the traits possessed by the Prophet Muhammad PBUH. which was carried since before the prophetic period was honest. Honesty became the identity of Muhammad PBUH. which made him known and trusted by the entire Arab community at that time. Of course this is an example for us as his people, how honesty then becomes an asset to lead the people.

If we reflect on the current managerial reality, then honesty is something that is very expensive. The emergence of KKN (corruption, collusion, and nepotism) cases that are increasingly rampant among officials, ranging from high-ranking state officials, to the level of officials in schools indicates how fading the nature of honesty, because after all KKN behavior occurs when people have ignored honesty. Some Quranic verses talk about honesty as follows:

Meaning: "That Allah may reward the truthful for their righteousness, and punish the hypocrites if He wills, or accept their repentance. Verily, Allah is the Most Forgiving, the Most Merciful." (QS. Al-Ahzab: 24)

In another verse Allah swt. says:

Meaning: "Those who bring the truth (Muhammad) and those who confirm it, they are the people of taqwa." (QS. Al-Zumr: 33)

Meaning: "O you who believe, fear Allah and be with those who are truthful" (QS. At-Taubah: 119).

Meaning: "If they were truthful to Allah, surely that would be better for them" (QS: Muhammad: 21)

Elements of Islamic Education Quality Management

The concept of quality management in Islamic education contains elements of flexibility, effectiveness, efficiency, openness, cooperation and participation.

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1. Flexible.

   Flexible means not rigid (flexible). According to Imam Suprayogo's opinion, based on his observations, although still limited in nature, it shows that schools or madrasas achieve superior achievements precisely because of the flexibility of their managers in carrying out their duties (Suprayoogo, 1999).

   Furthermore, he gave an explanation if necessary managers dare to make policies or decide things that are different from the demands / formal instructions from above, therefore to revive the creativity of the managers of educational institutions it is necessary to develop an evaluation that is not solely oriented to the process but can be understood on the products and results to be achieved, if this view is understood, then management in this case the performance of managers or educational leaders is not only measured by using existing programs, but more than that is the extent to which the implementation gives birth to products desired by various parties.

2. Effective and Efficient

   According to Wayan Sidarta; "effective work is work that produces results as originally planned, while efficient work is work that incurs costs in accordance with the original plan or lower, what is meant by costs are money, time, energy, people, materials, media and means (Sidarta, 1999).

   The two words effective and efficient are always used together in management because effective management alone is very likely to cause waste, while efficient management alone can result in not achieving the goals or plans that have been set.

3. Open

   The word open here does not only mean open in providing correct information but also willing to give and receive suggestions / opinions of others, open opportunities for all parties, especially staff to develop themselves according to their abilities both in positions and other fields.

4. Cooperative and Participatory

   In order to carry out their duties, Islamic education managers must be cooperative and participatory. This is because. There are several things that cause why Islamic education management must be cooperative and participatory this is because in this life we cannot escape from some limitations (limitations) which according to Chester I Bernard These limitations include:

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a. Physical (natural) limitations, for example, to meet food needs they must plant and this is often done by other people or with other people.
b. Psychological Limitation (mental science). Humans will appreciate and respect it
c. Limitation of sociology. Humans will not be able to live without other people
d. Biological limitation. Humans are biologically weak creatures so that in order to strengthen and maintain themselves humans must cooperate, give and receive each other and bond with humans (Hasibuan).

Implementation of Quality Management in Madrasahs and Islamic Boarding Schools

Integrated quality management in the context of education is a methodological philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires, and expectations of customers by involving all members of the organization.

Integrated quality management is an approach to doing business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, labor, processes, and the environment (Nasution, 2004).

Educational institutions are a vehicle for the teaching and learning process for students. To improve the quality of learning, many schools have implemented Total Qualty Management so that it was successful in the previous decade (Syafruddin, 2005).

In principle, this management system is a comprehensive supervision of all members of the organization of madrasah and Islamic Boarding School activities.

The implementation of integrated quality management means that all madrassas and Islamic boarding schools are responsible for the quality of education. Before this is achieved, all parties involved in the academic process, starting from the madrasah committee, madrasah head, head of administration, teachers, students, to employees must really understand the nature and purpose of this education. In other words, every individual involved must understand the purpose of education. Without a thorough understanding of the individuals involved, it is impossible to implement integrated quality management.

In the teachings of integrated quality management, educational institutions (madrasah / pontren) must place students as clients or in corporate terms as the largest stakeholders, so the voice of students must be included in every strategic decision-making step of the madrasah organization. Without a democratic atmosphere, management is not able to apply integrated

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quality management, what happens is that the quality of education is dominated by certain parties who often have interests that intersect with the nature of education.

The components of quality management implementation in education are as follows:

1. Leadership,
2. Customer-focused approach,
3. Organizational climate,
4. Problem solving team,
5. Meaningful data available,
6. Scientific method and tools,
7. Education and training.

Leaders of Islamic educational institutions, especially in the pesantren and madrasah environment are motivators, event organizers, and even determinants of school and madrasah policy directions that will determine how educational goals are generally realized.

To realize this, an effective principal is a principal who meets the following criteria:

1. Able to empower teachers to carry out the learning process well, smoothly and productively,
2. Can complete tasks and work in accordance with the predetermined time,
3. Able to establish harmonious relationships with the community so as to involve them actively in order to realize school and education goals,
4. Successfully applying leadership principles in accordance with the maturity level of teachers and other staff at the school,
5. Working with the management team,
6. Successfully realizing school goals in a productive manner in accordance with predetermined conditions (Mulyasa, 2002).

In essence, the goal of educational institutions is to create and maintain customer satisfaction, and in customer satisfaction is determined by the stakeholders of the educational institution. Because only by understanding the process and customer satisfaction can the organization realize and appreciate quality. All efforts/quality assurance management must be directed at a primary goal, namely customer satisfaction, what management does is useless if it does not produce customer satisfaction. The success of integrated quality management applications in schools is measured by the level of customer satisfaction, both internal and

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external. Schools are said to be successful if they are able to provide services according to customer expectations.

In other words, the success of a school or madrasah is stated in the school management guidelines as follows: a) Students are satisfied with school services, b) Parents of students are satisfied with the services for their children, c) The users or recipients of graduates are satisfied because they receive graduates with high quality and as expected, d) Teachers and employees are satisfied with school services (Syafruddin).

In addition, efforts to improve the quality of schools or madrasah need to be done as follows: a) Equalizing the quality commitment by the principal/madrasa, b) Seeking the existence of a school/madrasa quality improvement program, c) Improving school/madrasa administrative services, d) Effective leadership of the principal/madrasa, e) There are quality standards for graduates, f) Baim and extensive cooperation networks, g) Good school/madrasa organizational arrangements, h) Creating a conducive school/madrasa climate and culture.

In essence, the purpose of educational institutions is to create and maintain customer satisfaction and in quality improvement management customer satisfaction is determined by the stakeholders of the educational institution. Because only by understanding the process and customer satisfaction can the organization realize and appreciate quality. All efforts/management in improving quality must be directed at a primary goal, namely customer satisfaction.

To be able to achieve an increase in the quality of education as expected, it is necessary to pay attention to the following things below: Teamwork, teamwork is a very important element in integrated quality management. The team is a group of people working together and has a common goal, namely to provide satisfaction to all stakeholders.

Teamwork in an organization is an important component of quality management, as it enhances confidence, communication and develops independence. Teamwork in handling projects to improve or develop the quality of education is one of the empowerment of employees and their work groups by giving greater responsibility. The existence of cooperation in an educational institution is the main capital in achieving quality and stakeholder satisfaction through a continuous quality improvement process.

Stakeholders Involvement, the main mission of integrated quality management is to meet the needs and demands of all customers. A good school is one that is able to maintain relationships with its customers and has an obsession with quality.

Poor internal relations will hinder the development of a school institution and ultimately

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make external customers suffer. One of the objectives of quality assurance is to transform the school institution into a sincere team, without conflict and internal competition, to achieve a single goal of satisfying all customers.

The components that must be involved on an ongoing basis in order to achieve goals in quality improvement management at an educational institution are as follows: Student Involvement, efforts to involve students have become a growing phenomenon in schools lately, but not the maximum students involved and influence the process of preparing teaching and learning activities in schools need to be designed so that in the preparation of curriculum and regulations in schools in a fair and effective manner by involving students.

Furthermore, parental involvement in their children's education process at school is a crucial aspect that educational institutions need to actively pursue, and it constitutes an essential element in quality management. The role of parents in shaping the motivation and self-discipline of children from an early age serves as a significant asset for the success of children in school. Parental involvement encompasses providing support for the intellectual development and academic success of children by offering them opportunities and access to educational resources, such as the type of school the child attends or access to libraries, multimedia resources like the internet, and educational television.

Parents can shape the cognitive development of their children and directly contribute to their academic achievements by actively participating in their educational activities. Additionally, parents teach children norms related to interacting with adults and peers that are relevant to the classroom environment.

CONCLUSION

The definition of quality management in Islamic education is an effort or action aimed at achieving goals through processes, collaboration, role division, and involving the contributions of individuals, funds, physical resources, and other sources in Islamic education effectively and efficiently.

The fundamental concepts of quality management in Islamic education include sincerity (ikhlas), honesty (jujur), trustworthiness (amanah), fairness (adil), responsibility (tanggung jawab), dynamism (dinamis), practicality (praktis), and flexibility (fleksibel). Meanwhile, the elements of quality management in Islamic education consist of flexibility, effectiveness and efficiency, openness, competitiveness, and participatory involvement.

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The implementation of quality management in Islamic schools (madrasah) and Islamic boarding schools (pondok pesantren) includes: a) Continuous improvement to meet customer needs with the involvement of all organizational members. b) Efforts to maximize the institution's competitiveness through improvements in products, services, human resources, workforce, processes, and the environment. c) Serving as a means in the learning process. d) Comprehensive supervision of organizational members.

The components of implementing quality management in Islamic education consist of: Leadership, a customer-focused approach, organizational climate, problem-solving teams, available meaningful data, scientific methods and tools, as well as education and training.

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