

Implementation of School-Based Quality Improvement Management at Madrasah Ibtidaiyah PERSIS, Bandung Regency

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Abstract

This study aims to explore the implementation of School-Based Quality Improvement Management at Madrasah Ibtidaiyah in Bandung Regency, focusing on the supporting and inhibiting factors at Madrasah Ibtidaiyah PERSIS 119, Banjaran District, Bandung Regency. The research adopts a qualitative descriptive approach from pedagogical, sociological, managerial, and theological normative perspectives. The data sources include the principal, teachers, and staff of Madrasah Ibtidaiyah PERSIS 119. Data collection techniques involve surveys, interviews, participatory observations, and documentation. The results show that the implementation of quality management in the school includes planning, organizing, execution, and supervision. Both internal and external factors play roles in supporting and hindering this process. The study highlights the need for intensified training and education to enhance quality, both in quantity and competence. Additionally, competitions reflecting the professional abilities of teachers should be encouraged and facilitated.

Keywords: Implementation, Quality Improvement Management, Madrasah

1. Introduction

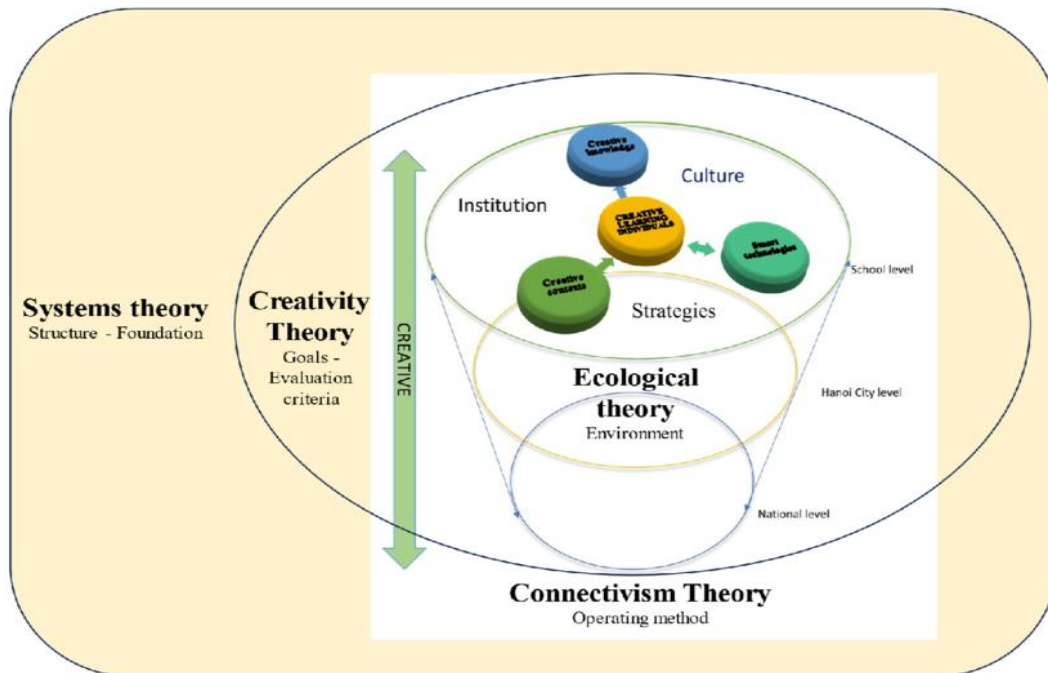
Improving the quality and professionalism of teachers and educational staff is a priority in educational development. Teachers play a crucial role in the educational system, as no other component can function effectively without strong interaction between teachers and students. This is reflected in Law No. 20 of 2003 on the National Education System, which emphasizes the responsibility of educators to create an enjoyable, creative, and dynamic learning environment while committing to improving education quality.

The success of national education heavily depends on the quality of human resources in schools or madrasahs, such as principals, teachers, students, and other staff. Additionally, effective quality management supported by adequate facilities and infrastructure is essential. Mulyasa (2011) stresses three main conditions for educational development that can enhance human resources: modern facilities and infrastructure, high-quality books, and professional educators.

Quality improvement management in madrasahs faces increasingly complex internal and external challenges. Therefore, continuous efforts are necessary to improve education quality as a prerequisite for meeting globalization demands. The implementation of School-Based Management (SBM) is key to addressing these challenges, focusing on customer satisfaction, leadership, continuous improvement, and fact-based human resource management.

2. Theoretical Foundation

The application of Total Quality Management (TQM) in madrasahs is measured by customer satisfaction, both internal and external. Success indicators include service consistency, human resource quality improvement, reduced complaints, increased discipline, asset management control, and effective supervision. According to Sallis (2006), three urgent programs for improving education quality are enhancing academic quality, management, and finance.



Figur 1. Total Quality Management (TQM)
(Source: Researchgate)

3. Research Methods

This qualitative descriptive study connects empirical data with research questions. Data collection techniques include observation, interviews, and relevant documentation to the research variables.

3.1. Data Collection Techniques

Data collection involved direct observation of daily activities, face-to-face interviews, and relevant documentation. The data were then analyzed using a qualitative descriptive approach to describe the implementation of school-based quality improvement management at Madrasah Ibtidaiyah PERSIS 119.

3.2. Data Analysis Techniques

The data were analyzed inductively using qualitative descriptive techniques, where observations on the implementation of quality management were presented in detail, covering both learning strategy challenges and outcomes in the community.

4. Results and Discussion

4.1. Implementation of School-Based Quality Improvement Management at Madrasah Ibtidaiyah PERSIS 119, Banjaran District, Bandung Regency

The quality improvement management at Madrasah Ibtidaiyah PERSIS 119 includes management functions such as planning, organizing, execution, and supervision.

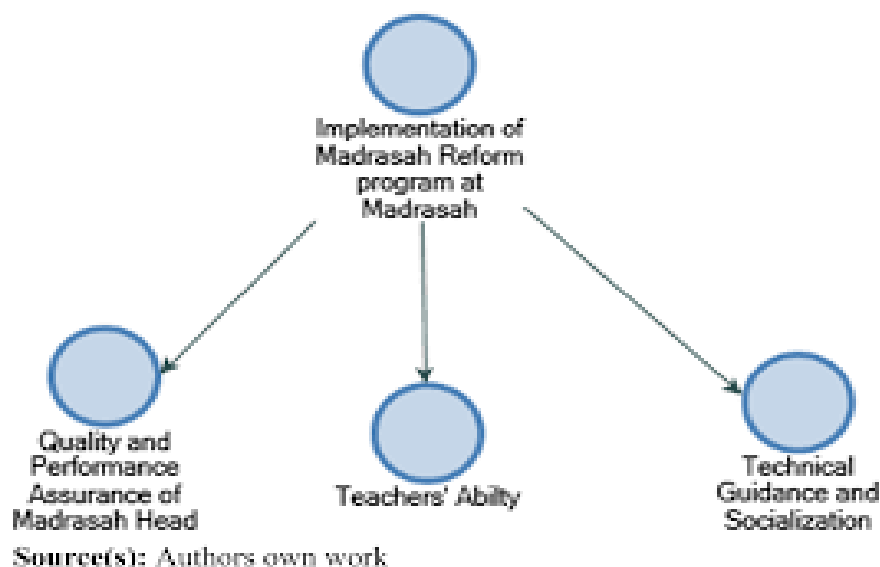


Figure 2 Quality Improvement Management at Madrasah
(Source: UIN Alaudin)

4.2. Planning Management

Planning is a systematic and well-thought-out process of decision-making regarding future activities to achieve desired goals. At Madrasah Ibtidaiyah PERSIS 119, planning serves as a reference to set directions and targets aligned with the school's vision and mission. The implementation of School-Based Quality Improvement Management here requires structured and clear management processes focused on service quality and satisfactory outcomes. Strategic planning is an essential element that provides guidance for the institution to improve education quality as expected.

This strategic planning involves detailed benchmarks for achieving the school's vision, mission, and educational goals. At Madrasah Ibtidaiyah PERSIS 119, planning encompasses the school's vision, mission, programs, and educational objectives integrated into all aspects of management, including curriculum implementation and teaching methods. The curriculum management at the school focuses on quality improvement with an emphasis on productivity, democratization, cooperation, effectiveness, and efficiency.

Teachers at Madrasah Ibtidaiyah PERSIS 119 apply specific teaching methods, such as:

- a. Starting the lessons with prayers and short surahs recitation.
- b. Using a question-and-answer format as an introduction, followed by discussions.
- c. Employing the inquiry method to encourage students to develop critical thinking for everyday life.

4.3. Organizational Management

As an established educational institution, Madrasah Ibtidaiyah PERSIS 119 implements modern and professional management, with a clear organizational structure and organized division of responsibilities. This helps prevent authority overlap and enhances the empowerment of all human resources at the school to achieve shared goals.

The school's organizational structure involves two types of relationships—structural (administrative) and functional (coordinative). The madrasah is led by the principal, who has several key roles, such as educator, manager, administrator, supervisor, leader, innovator, and motivator. As an educator, the principal continues to teach, while as a manager, they are responsible for planning, organizing, and overseeing activities.

As an administrator, the principal manages various administrative aspects, including student affairs, curriculum, personnel, and finances. The role of a supervisor includes overseeing the learning process, providing guidance, evaluation, and extracurricular activities. Additionally, as a leader, the principal is expected to have integrity, understand the internal conditions of the school, and find innovative solutions to various challenges.

The principal is assisted by vice-principals and other staff. For instance, the vice-principal in curriculum helps develop the academic calendar, assign teacher duties, and manage learning programs and student evaluations.

4.4. Execution Management

The study found that curriculum development at Madrasah Ibtidaiyah PERSIS 119, Banjaran District, Bandung Regency, since 2007 is based on various considerations. According to Mas'ati L (2015), the development of the Islamic Education (PAI) curriculum takes into account several aspects, such as:

- a. Subjects that support spiritual and moral development, such as religious and theological studies.
- b. Subjects that provide guidance for a good life, such as aqidah (creed), akhlaq (morality), Quranic studies, hadith (prophetic traditions), fiqh (Islamic jurisprudence), and Islamic cultural history.
- c. Subjects that encourage logical thinking and practical applications in daily life.
- d. Subjects that prepare students for the workforce, such as vocational, technical, and industrial education.
- e. Subjects that serve as tools for studying more useful sciences, such as language studies (Mas'ati L, 2015).

To understand the implementation of the Islamic education curriculum at Madrasah Ibtidaiyah PERSIS 119, based on the Total Quality Management (TQM) concept, the School-Based Management (SBM) approach must be analyzed. In its application, the key aspects examined are: 1). Conceptual level, a quality management approach aimed at maximizing output through continuous education management improvement. 2). Delivery method, aligned with ten principles of Total Quality Management, which include:

- a. Focus on students,
- b. Quality orientation,
- c. Scientific decision-making approach,
- d. Long-term commitment,
- e. Teamwork,
- f. Continuous quality improvement,
- g. Educator training,

- h. Controlled freedom,
- i. Unity of purpose,
- j. Empowerment of all school elements.

The research findings at Madrasah Ibtidaiyah PERSIS 119 highlight the implementation of certain principles reflected in several aspects, such as:

- a. Focus on Students: Madrasah Ibtidaiyah PERSIS 119 emphasizes that all educational activities must focus on meeting the expectations and satisfaction of students. The educational programs at this madrasah, both academic and non-academic, are geared towards enhancing the quality of students. Quality improvement efforts are planned through the Strategic Plan (RENSTRA) and the Annual Work Plan (RKT) of the madrasah (Herlina, 2015).
- b. Leadership and Teamwork: The leadership of the head of the madrasah plays a crucial role in improving educational quality. However, the involvement of all school members, including teachers, staff, and students, is also key to success. Madrasah Ibtidaiyah PERSIS 119 implements teamwork in every activity and collaborates with other educational institutions to strengthen its programs.
- c. Continuous Quality Improvement: To remain competitive, the madrasah continuously improves in several areas, including:
 - 1) The learning process,
 - 2) Teaching methods and media,
 - 3) Teacher and staff performance,
 - 4) Organizational climate and culture,
 - 5) Educational facilities and infrastructure,
 - 6) Empowerment of the school committee,
 - 7) Educational funding.

4.5. Supporting and Inhibiting Factors in Implementing School-Based Quality Improvement Management (SBQIM)

- a. Supporting Factors: Internal factors supporting the implementation of SBQIM at Madrasah Ibtidaiyah PERSIS 119 include principles of sincerity, high discipline, creativity, perseverance, and strong competitiveness. All school members are encouraged to commit to improving education quality based on Islamic values, with the guiding principle of DUIT (Dedication, Optimal Effort, Sincerity, Piety). This attitude is instilled in students to produce graduates who are confident, professional, and highly competitive.
- b. Inhibiting Factors: Madrasah Ibtidaiyah PERSIS 119 faces several challenges in developing its educational quality. These obstacles, though present, are seen as opportunities for greater progress. The madrasah must identify the root causes of quality issues and analyze them to find appropriate solutions.

5. Conclusion and Suggestions

5.1. Conclusion

Based on the results and discussion of the problem of improving the quality of education at Madrasah Ibtidaiyah Persis 119, the following conclusions can be drawn:

- a. The implementation of school-based quality improvement management at Madrasah Ibtidaiyah PERSIS 119, Banjaran Subdistrict, Bandung Regency, focuses on four management aspects: planning, organizing, actuating, and controlling.

- b. The supporting factors for implementing quality improvement management include both internal and external factors:
 - 1) Internal factors include sincerity, a user-friendly service system, effective leadership models, and skilled educators.
 - 2) External factors consist of community support through an active school committee and government support, allowing the madrasah to translate government policies into relevant operational decisions aligned with school-based quality improvement management.
- c. However, there are several inhibiting factors, such as less-than-optimal curriculum planning by teachers, limited resources, and insufficient staff development.

5.2. Suggestions

Based on the discussion and conclusions regarding improving the quality of education at Madrasah Ibtidaiyah Persis 119, the following suggestions can be recommended:

- a. It is recommended that improving education quality through school-based management becomes a top priority for all madrasahs to establish their reputation as high-achieving institutions capable of producing top-quality graduates.
- b. Educators and staff, including the head of the madrasah, teachers, and other personnel, as key actors in the implementation of school-based quality improvement management at Madrasah Ibtidaiyah PERSIS 119, are advised to continually work on enhancing their quality.
- c. Supporting factors should be maintained and further developed, while inhibiting factors should be addressed promptly through collaboration among all education stakeholders to find strategic steps towards achieving national education goals.

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