

Educational Quality Improvement Strategy State MTs Students In Banyumas

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Abstract

The aims of this research are: To find out the strategy for improving the quality of education at MTs Negeri 1 in Banyumas. To find out the factors that support and hinder the improvement of the quality of education. To find out the efforts to overcome obstacles in improving the quality. The research method uses a qualitative approach that describes the phenomena that occur in the Madrasah Tsanawiyah Negeri 1 environment. Data collection techniques are through interviews with teachers and vice principals in curriculum areas and third grade students. The conclusion in improving the quality of MTs Negeri 1 Banyumas is the most basic on two main things, namely the academic and non-academic fields. Factors supporting learning, such as facilities that are quite complete, but still need to be improved in quantity and quality. Efforts made by the head of Madrasah MTs Negeri 1, in improving the quality of education to be able to realize an active, creative, effective and fun learning process, as well as carry out evaluations for continuous improvement. Implications in improving the quality of madrasahs, it is necessary to get attention from various parties so that it has an impact on the management of the quality of education. By fulfilling learning facilities, budget allocation can improve the discipline of madrasah management. With a focus on research strategies to improve the quality of MTs Negeri 1, it will have an impact on future researchers to be more in-depth in research, especially in terms of research variables

Keywords: Improvement Strategy, Quality of Education, Mts Students

I. Introduction

Madrasahs with relatively low costs and a distribution of institutions that reach remote areas, madrasahs open up more access or opportunities for the poor and marginalized to obtain educational services. [Abdullah, Mulyana. \(2018\)](#). The contribution of madrasahs to Indonesia is one of the pillars of national education, namely the expansion and equity of access to education. Efforts to broaden and equalize access to education aimed at expanding the capacity of educational units with reference to national priority scales that provide equal opportunities for all students from various diverse social groups both socially, economically, gender, geographically, and ability levels intellectual and physical condition.

Expanding and equalizing access provides the widest possible opportunity for Indonesians to be able to learn for life in order to increase the nation's competitiveness in the era of globalization. [Alhamid, Thalta. \(2019\)](#). The establishment of madrasahs by Muslim leaders in various corners of the country plays a very important role in opening access for the poor and remote communities to obtain educational services. In fact, this moral commitment never subsides, so that institutionally the madrasa continues to experience very rapid development until now.

Madrasah accessibility for marginalized groups is also reflected in cultural aspects, namely its important role in the field of education regarding the composition of its students, who are mostly women. [Permana, Nana Surya., \(2017\)](#). This reality is a good precondition for the development of gender-oriented Islamic education and at the same time dispels accusations by various groups that the religious attitudes and views of Muslims tend to discriminate against women.

In its development, the Islamic education system, madrasas no longer use the same education system as the Islamic boarding school education system, because these madrasa educational institutions have begun to include general subjects such as history of geography, and other general subjects. [Umayya, Siti., \(2015\)](#). Meanwhile, the teaching method no longer uses the halaqah system, but has followed modern educational methods, namely by using classrooms, chairs, tables and blackboards for the teaching.

Madrasas must continue to rethink in a sustainable manner which leads to the progressivity of madrasas and their students. Therefore, in madrasah education, skills education is really needed. [Khotimah, Khusnul., \(2016\)](#). This skills education can take the form of extra-curricular activities or intra-curricular activities in the form of computer training or courses, dance, writing, music, engineering, mechanics, painting, journalism or perhaps sports activities such as football, basketball, badminton and chess.

The solution is to reconsider an idea that has long been voiced by some circles, namely the opinion that they want one roof education in this country. [Ambarita, Alben. \(2015\)](#). As stated that the phenomenon of disengagement of madrasas is actually a consequence of the application of dualism in education management in this country.

2. Research Methods

The research method uses a descriptive qualitative approach to narrate the phenomena that occur in the research location, [Lexy, Moleong, J. 2016](#). namely MTs Negeri 1 Banyumas:

2.1. Data Source

Research of the type of field research, what is needed is written data which forms the basis for supporting the completeness of field data, [Sugiyono. \(2018\)](#). with data sources as follows:

- a. Written data is collected through reading literature or scientific books, papers, theses, dissertations, magazines and so on that are related to the quality improvement strategy of MTs Negeri 1 in Banyumas
- b. Field data was collected by tracing real data in the field which can describe various matters related to this research.

2.2. Data Collection Methods

- a. Observation or also known as observation, namely the activity of focusing attention on an object under study while systematically observing and recording things that are considered important and related to research by using all the five senses.
- b. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied, and also if the researcher wants to know things from respondents that are more in-depth and the number of respondents is small/small.
- c. Study of written data documentation in the form of documents about MTs Negeri 1 in Banyumas and data

3. Results and Discussion

Based on the findings in the research field, several findings were found, including the following:

3.1. Vision, Mission, Objectives of Madrasah Tsanawiyah Negeri 1 Banyumas

- a. Vision Indicator (1). The realization of an Islamic generation who behaves, speaks, behaves, has Islamic character in the state and society. (2). The realization of an Islamic generation who has practical knowledge, who is able to apply all the knowledge he has acquired in life. (3). The realization of an intelligent generation in religious knowledge and general science so that they are able to compete with other students in schools/madrasas. (4). The formation of students who are able to carry out all activities with strength, potential that exists in themselves (independently) without depending on others. [Surakarta: \(2016\)](#).
- b. Mission Indicator (1). Carry out learning and mentoring effectively so that students develop optimally. (2). Strengthening faith as a source of foundation in thinking, acting in the life of the nation, state and society. (3). Realizing students who are honest, disciplined, brave, responsible, confident, respectful to parents, teachers, and love others. (4). Encouraging and motivating students to study, as well as in everyday life. (5). Implement participatory management and involve all components of the madrasa and interest groups related to the madrasa
- c. Madrasah Objectives (1). Optimizing the learning process by using an Active Learning approach, for example; Effective and Fun Creative Active Learning (2). Developing students' academic potential, interests and talents through guidance and counseling services and extra-curricular activities (3). Familiarize Islamic behavior in the madrasa environment, home and community. (4). Improving student academic achievement with a target of 80%. Minimum completeness criteria (KKM), all subjects can be exceeded. (5). Improving student non-academic achievements in the arts and sports through championships and competitions. (6). Forming a strong Islamic generation physically and mentally so that they are able to be independent.

3.2. Planning Strategy in Improving the Education Quality of MTs Negeri 1 Banyumas

Planning is the process of making decisions on a number of alternative choices regarding targets and ways to be pursued in the future in order to achieve the objectives of MTs Negeri 1. As a religious education institution that is able to compete with other formal educational institutions.

The preparation of a clear, transparent and participatory madrasah work plan involving all teachers and all other school members, morally and socially, is an indicator of success in the strategy for improving the quality of MTs Negeri 1. [Chaeriah, Ella Siti. 2016](#). Its implementation requires the responsibility of all parties involved. The failure of the madrasah work plan to achieve educational goals is a shared responsibility of those involved in program planning, implementation and evaluation

The conception of the plan is based on agreement in every madrasah meeting. Every quality improvement planning process carried out by the teacher always gets a positive response from the head of the madrasa. [Syafaruddin. \(2015\)](#). Among these forms of support is the support of the madrasa head in creating a healthy and enjoyable teacher working atmosphere. Likewise the role of the madrasah head in fostering and maintaining institutional togetherness.

3.3. Implementation Strategy in Improving the Education Quality of MTs Negeri 1 Banyumas

In order to prepare students who have reliable abilities, MTs Negeri 1 in accepting students conducts a fairly strict selection in order to determine abilities which will later be carried out by mapping and classifying study groups and groups. [Nuryanto. \(2018\)](#).

- a. Improving the Professionalism of Educators and Education Personnel through The learning process is a complex process. This complexity certainly leads educators to understand and master the components of teaching in a comprehensive manner. Teachers are the most important element in the world of education in schools, the future of students depends on the expertise of teachers, teachers who are smart, wise and have sincerity and a positive attitude towards their work, then they show dedication to guide their students in a positive direction towards the lessons given, motivation good attitude to their students in studying so that there will be a conducive atmosphere in the learning process.
- b. The learning process is a main activity in MTs Negeri 1. Interaction is very necessary in this regard. Harmony and togetherness as well as good cooperation between teachers and teachers, students and students, and especially between teachers and students certainly determine the achievement of a learning goal. This is what educators at MTs Negeri 1 really care about, because one of the indicators in a quality success strategy is harmonious cooperation in the teaching and learning process between teachers and students.
- c. The curriculum is limited to a number of subjects taught in madrasas, both in terms of learning objectives, materials, methods, facilities and tools as well as learning evaluation. All of these components refer to the Content Standards and Graduate Competency Standards. MTs Negeri 1 in this case of course uses a curriculum that has been standardized nationally. This is done considering the existence of madrasas is part of the national education sub-system.
- d. Leadership The head of the madrasa is a person who is given the task and responsibility of managing the madrasa, gathering and mobilizing all the potential of the madrasa optimally to achieve goals. The madrasa head as a manager is essentially a planner, organizer, leader and controller. The existence of a manager in an organization is very necessary, because the organization as a tool to achieve organizational goals is a place to foster and develop human resource careers.

3.4. Evaluation Strategy in Improving the Quality of Education at MTs Negeri 1 Banyumas

Every work program that has been implemented is always evaluated. This is intended to determine the extent to which the objectives and results have been achieved. From the results of this evaluation, of course, various problems and improvements to the programs that have been implemented will emerge, with the aim that the mistakes and problems that occur will not be repeated in the future. [Kodiran. \(2017\)](#). The characteristic of MTs Negeri 1 is that it always evaluates the results of activities at the end of the program. This is done as a follow-up step for future programs, especially those related to achieving educational goals that have been standardized by the National Education Standards Agency.

The implementation of evaluation of students by MTs Negeri 1 teachers in the subject matter taught to students is reflected in several indicators of achievement of the Student Achievement Index. The level of achievement mainly observed and analyzed is the condition of IP before and after summative IP, then a comparison is made. [Saron, Mohammad. \(2017\)](#). The results of the evaluation produced by the teacher can then become the basic material or frame of reference in preparing future plans related to improving student learning achievement.

As the implementation of the evaluation of students is a process of activities carried out to achieve a goal. Evaluation can be carried out individually or in groups (collectively), which is carried out in an organized and planned manner using a number of equipment, manpower, materials and funds within a certain period of time, and therefore every effort is managed as much as possible.

3.5. Supporting Factors in Improving the Quality of Education at MTs Negeri 1 Banyumas

The supporting factors in improving quality at MTs Negeri 1 are as follows: [Aksa, Ermawati. \(2017\)](#).

- a. There are sufficient teaching staff. in MTs Negeri 1 have complied with the provisions of Law number 14 of 2005 concerning Teachers and Lecturers, that is, have fulfilled the educational qualifications of S1 and teach in accordance with their respective fields of profession and expertise.
- b. Availability of proper and pleasant learning facilities consisting of permanent study rooms and in accordance with the Minimum Service Standards by the National Education Standards Agency.
- c. Availability of teaching and learning process aids. As a tool this is in the form of teaching aids and practicum in the teaching and learning process.
- d. There are educational support staff, such as administrative staff, pramubakti, security guards and librarians.
- e. Availability of adequate funds, as operational costs for MTs Negeri 1 funds are sourced from APBN funds through DIPA of the Ministry of Religion and BOS, supplemented by funds from all administrators and committee members and sympathizers.
- f. Educational Leadership. MTs Negeri 1 is led by a madrasa head who is professional and responsible, and is liked by his subordinates. This is illustrated by their collaboration in all educational activities that have been programmed by the madrasa.

3.6. Inhibiting Factors in Improving the Quality of Education at MTs Negeri 1 Banyumas

Madrasah Tsanawiyah Negeri 1 Banyumas in the discovery that there are still many things that are obstacles to improving the quality of education, including the following; [Maghfiroh, Lailatul. \(2018\)](#).

- a. Lack of supporting facilities for the teaching and learning process, for example the language laboratory building, computer laboratory and library are not yet available. What has existed so far is still based on classes, for example the library and computer laboratory are still attached to the science laboratory building.
- b. Lack of participation of parents of students. in guiding and motivating their children to learn, is also a fact that cannot be denied, so that it requires extra work for teachers to work with parents in providing motivation and guidance to their children to be active and interested in learning. This can be seen from the statement of one student who argues that; almost at all my parents never motivated me so to be a better student, my parents wallow more with work and busyness every day
- c. Lack of teacher competence in the field of research, the authors received information that MTs Negeri 1 in an effort to improve the quality of Madrasah one of the things that became a big obstacle was the teacher factor, because there were some teachers who did not really understand the psychological condition of students, so this needed to be improved so that , one of the students interviewed by the author revealed that:

- d. The learning motivation of MTs Negeri 1 students who have very little interest in learning. This is evidenced by the existence of enrichment tutoring activities in the afternoon. There are still 25% of students who are not present at these activities, even though the disciplinary punishments that are applied are quite strict. This view strongly indicates that the role of parents as base education has not been maximally optimal.

3.7. Efforts to Overcome Obstacles in Improving the Quality of Education MTs Negeri 1 Banyumas

Some of the efforts made by the principal and teachers of MTs Negeri 1 in overcoming the obstacles encountered in quality improvement are: [Andrian. \(2017.\)](#)

- a. Realizing an effective learning process emphasizes the active empowerment of students. Learning is not just an emphasis on mastering knowledge about what is being taught, but more emphasis on habituation and instilling attitudes that will later function as a conscience and be internalized and practiced in life by students.
- b. Implementing an effective evaluation system, and carrying out continuous improvements, is carried out by the madrasah in order to provide separate assessments for students and teachers so that graphs of progress and completeness of students in each field of study can be identified. [Sugiyono. \(2018\)](#). This is also done for teachers who can provide an overview and liveliness in the teaching and learning process of a teacher.
- c. Conducting self-reflection towards the formation of a strong madrasah leadership character. Conducting trainings that can provide leadership strengthening in each element of the madrasa, especially in this case the educators and educational staff so that they are able to create the character expected by the madrasa.
- d. Carry out guidance and develop the competence of administrative and financial personnel in madrasas, especially in managing the application of the Accounting System for Government Agencies and Property. Invite all elements of administrative staff to be able to apply a better computerized system so that data management can be well organized and tidy.
- e. Building a commitment to be independent, especially by eliminating the thought setting and culture of bureaucratic rigidity, and turning it into an active, creative and innovative cultural thinking. This independent commitment is built not only for the head of the madrasa, but for all madrasa residents including educators, education staff and students.
- f. Prioritizing excellent service, in the sense that the service process at MTs Negeri 1 prioritizes service satisfaction for students who focus on continuous quality improvement
- g. Build and complete supporting facilities and infrastructure in the learning process at MTs Negeri 1, by involving all relevant elements, both the government, students' parents, the community and sympathizers.
- h. Strive to increase community participation. Because the higher the level of participation, the greater the sense of responsibility and sense of belonging. This was done persuasively and through negotiations with community members, especially parents of students.
- i. Building togetherness (teamwork), because the output of education is collective cooperation by school members, not individual results. From the description above, it gives an illustration that all elements related to MTs Negeri 1 are trying to make this madrasa become one of the superior madrasas in Banyumas district.

4. Conclusions and Implications

4.1. Conclusion

Based on the research findings along with the discussion, conclusions can be drawn, namely as follows:

- a. The most basic strategy for improving the quality of MTs Negeri 1 Banyumas is on two main points, namely the academic and non-academic fields which are things that really need attention so that Madrasas automatically answer the challenges that are increasingly developing so that they do not experience infertility like other Madrasas.
- b. The supporting factors are in terms of facilities and infrastructure, although this still needs to be improved and adequate teaching staff, while the inhibiting factors are in terms of self-motivation and student participation in participating in the learning process and the support of parents and the community is not maximized. But apart from that it all really depends on good cooperation between students, educators and education staff as well as the madrasah and the community.
- c. Efforts made by MTs Negeri 1 in improving quality are realizing an effective learning process, conducting effective evaluations and making continuous improvements, building character, carrying out constructive guidance for the development of each element in MTs Negeri 1, creating services prima, involving community participation in building togetherness to create better results.

4.2. Implications

Based on what has been discussed and the conclusions, the research implications include the following.

- a. That the strategy to improve the quality of madrasas still needs attention from various parties, especially the government, both the Ministry of Religion, the Ministry of National Education and the Regional Government, so that it has a synergistic impact in regulating and establishing education quality improvement programs.
- b. Fulfillment of learning facilities, allocation of budget for religious activities, evaluation of activities accompanied by follow-up improvements and upholding discipline in students and teachers need to be improved.
- c. This research focuses on the strategy for improving the quality of MTs Negeri 1, it is hoped that future researchers who are interested in the same research will deepen and reveal further about the strategy for improving the quality of madrasah.

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