

Quality assurance planning at Madrasah Aliyah Nuurul Qur'an Bogor

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Received: 10 Februari 2024

Revised: 20 Maret 2024

Accepted: 13 April 2024

KEYWORDS

Quality Assurance Plan,
School Quality Innovation,
Islamic Religious Education.

ABSTRACT

Educational quality assurance planning focuses on the processes in the system of achieving the goals of a school organization. This writing aims to examine the stages of effective quality assurance planning in schools and innovate quality assurance planning at Madrasah Aliyah Nuurul Qur'an Bogor. The method used is qualitative with data collection carried out by interviews, observation, Focus Group Discussion (FGD), research participants namely the Head of the Madrasah, Deputy Head of the Madrasah for Curriculum and Student Affairs, teachers and parents. School quality assurance planning is carried out to be able to carry out situation analysis and identify problems, this can make it easier for organizations to determine the root of the problem and be able to resolve various existing problems with minimal obstacles. For this reason, it is necessary to carry out various strategic plan innovations to improve the quality assurance of Islamic education in current conditions, including by making curriculum adjustments, formulating curriculum achievement targets based on the characteristics of students and the educational environment. Compiling learning materials according to students' level of thinking in the era of globalization and current needs. Apart from that, important monitoring and budgeting is also needed in collaboration with the government to provide confirmation of the necessary support based on needs analysis so that madrasah quality assurance planning is better according to its potential.

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Introduction

World education ranking in 2023 Of the 203 countries listed below in the top 20 education rankings, first place is Denmark, then South Korea, Netherland, Germany, Ireland, Sweden, Scotland, Slovenia, France, Belgium, Australia, Iceland, Japan, United Kingdom, Norway, Canada, Spain, Israel, Russia and Poland. (Zarawaki, 2023). According to PISA (Programme for International Student Assessment) Firlandia is the country with the best education, some of the reasons quoted from the New Nodic School page; has universal education provides equal opportunities with free education, early childhood education with a play learning system, student learning is assessed qualitatively with soft skills learning, there is rarely homework, supporting technology, flexible education system can continue education at any age, inclusive

learning that supports students with special needs without taking into account the cost. (UNJ, 2021).

While Indonesia is ranked 67th with detailed percentages at the early childhood school enrolment rate of 68%, elementary school graduate rate of 100%, junior high school graduate rate of 91.19%, high school graduate rate of 78%, and graduate rate of 19% (Zarawaki, 2023). The fact is that education in Indonesia is declining in quality. Based on data from the Ministry of Education and Culture.go on the results of the PISA survey released by the OECD for Indonesia 2018 showed a decline in the maths, reading, and science performance of 15-year-old students. The survey results show that Indonesia is ranked in the bottom 10 out of 79 countries, with students' reading ability obtaining an average score of 371, from an average OECD score of 487, mathematics scores on average 379 with an average OECD score of 487, in science the average student score is 389 with an average OECD score of 489. (Abidin, 2021).

Education quality management in Indonesia is currently lagging far behind developed countries. The problems of Indonesian education continue to grow, including until now it is not clear where it is going, the government is still confused about what is expected and prepared to lead to a community of learners in this country. The change of curriculum and the change of ministers and the reform of the education curriculum have not found a way to solve the problem, so that until now the quality management of our education is still relatively low (Azizah, 2022). At the Madrasah Ailyah (MA) level, which is equivalent to Senior High School (SMA) or Vocational High School (SMK), it is also evidenced by the declining public interest or even the madrasah is closed or no longer operating because no one has registered as a new student anymore.

Nowadays, madrasah institutions face various challenges, both internal and external challenges. In addition to the dynamic global developments that require the transformation of the quality management of Islamic education (Wu et al., 2018). This research aims to provide options for improving the quality of Islamic education that is able to develop abilities to the maximum, and is able to form character and civilisation in madrasahs. Efforts to improve the quality of Islamic education are not all at once, but also based on improving the quality of each component of education.

The focus of education quality improvement management lies on the process or system of achieving the goals of the madrasah organisation itself. Islamic education quality improvement management in madrasah is an effort to improve the quality of Islamic education centred on madrasah education itself, applying a set of techniques based on the availability of quantitative and qualitative data, and empowering all elements of the school to continuously improve the capacity and ability of the school organisation to meet the needs of learners and society.

A real problem in today's era, the development of science and technology has greatly affected human civilisation and its environment. It is not realised that the more time goes by, humans are required to be able to have many abilities cognitively, affective, and psychomotor to be able to adjust it. The process of education and teaching always helps humans in developing their potentials to learn more and continue to learn in the broadest possible sense, to be able to develop education and teaching. It cannot be denied that at this time along with the rapid advancement of technology (electronic media), making some / most of its users including students can already take advantage of technology such as television, hand phones (HP) with various applications that can be used easily. It can all have a very big impact on the moral formation of its users, it can have a positive impact and a negative impact on its users.

Abdurrahman Shaleh in Muhammad Faturrohaman states that there are three factors that cause the quality of education to decline and experience uneven development of Islamic Education Quality Management. Firstly, the national education administration policy that uses the educational production function or input-output approach is implemented inconsistently. Secondly, the implementation of national education is carried out in a bureaucratic-centralised manner, so that schools (madrasah) as education providers are very dependent on long bureaucratic decisions and sometimes the policies issued are not in accordance with local madrasah conditions. Thirdly, the participation of the community, especially parents of students, in the implementation of education has generally been more in the nature of input

support (funds), not in the education process (decision-making monitoring, evaluation, and accountability).

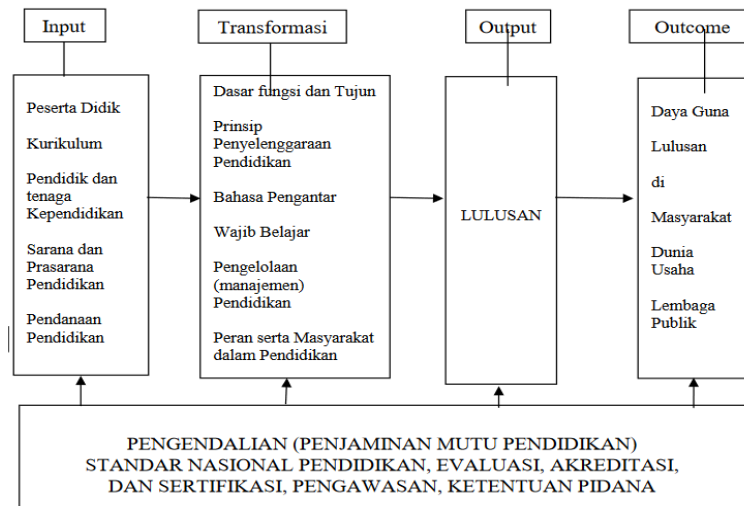
The purpose of quality assurance planning innovation is to improve skills, facilities and infrastructure, and organisational structure skills. Ensure that students become creative, active and skilled problem-solvers. Become a new solution to educational problems (Kholifah, 2021). The author conducts quality assurance planning so that Madrasah Aliyah is able to overcome various problems with the first step is situation analysis then problem identification, this process is carried out to efficiently time and cost of the organisation to detect the root of the problem that is happening, so that the hope is to overcome the main point of the problem with measurable and directed can solve various other problems.

Results and Discussion

1. Quality Assurance Planning at Madrasah Aliyah Nuurul Qur'an Bogor

A quality education process is the process of learning and organising education. Quality output is graduates who have the required competencies, quality outcome is graduates who are able to continue their education to a higher level. (Kuntoro, 2019). Results and Discussion can be presented in subchapters. Clearly discuss the subject matter in accordance with the problem, research objectives, and the theory used.

Gambar 1. Standar Pengelolaan Pendidikan



Quality Improvement Steps in Education, that is:

- Strengthening the Curriculum
- Strengthening Madrasah Management Capacity
- Strengthening Educational Resources
- Continuous Improvement
- Fact-based Management
- Educator Quality Improvement

Strategies for improving the quality of educators, namely self-evaluation, formulation of vision, mission, and objectives, planning, implementation, evaluation, and reporting. (Sastrawan, 2019). There are 4 stages of quality assurance planning, namely setting goals, formulating current goals, identifying any opportunities & obstacles, developing a plan/series of activities to solve a problem (Rosita, 2014). Implementation and development of Quality Assurance planning in Madrasah Aliyah Nuurul Qur'an is done in stages, starting from things that have been implemented to be more neat and become a system. The Madrasah Development Team formulates together with the Madrasah Curriculum Development Team and all leaders of its work units to then be socialised to all madrasah stakeholders.

2. Education Quality Standards of Madrasah Aliyah Nuurul Qur'an Bogor

a. Vision

The vision is clearly formulated and well understood to be actualised by madrasah stakeholders..

b. Mission

The mission, which is the implementation of the vision, is clearly formulated and well understood to be actualised by madrasah stakeholders.

c. Education Objectives

Educational and curriculum objectives are formulated and achievable based on conditions and needs in order to develop cognitive aspects, social spiritual values and skills of madrasah stakeholders.

d. Curriculum Planning

Curriculum design is based on the principle of effectiveness of madrasah stakeholder needs by taking into account government regulations, structure, time available for learning and assessment, conceptual, personal and general skills, and currentness. It is reviewed regularly to be developed based on the needs of madrasah stakeholders.

e. Learners

Prospective students have competence according to the standards set by the madrasah from good academic ability, religious knowledge, ability to read the Qur'an to be able to take part in learning activities at the madrasah.

f. Educator

Educators need to meet the number of students for the learning process and with selection in recruitment so that quality assurance is fulfilled. Educators understand the duties and functions of educators and are able to carry them out. At least a bachelor's degree to be recorded in SIMPATIKA Madrasah as evidence of professionalism. Educator competency development activities are carried out periodically through training, workshops, In House Training and the like which are carried out in madrasah or outside in order to fulfil quality assurance and technology literacy as the demands of the digital era.

g. Learning Resources and Materials

Learning material needs which include consumable equipment, infocus, are available and can be used and meet learning needs. The field, library and laboratory are adequate to support the learning process. Learning modules, student worksheets and teaching materials are prepared and developed by teachers based on the Consultation of Teachers of Allied Subjects.

h. Learning Environment

The realisation of conducive learning activities and others by maintaining the available infrastructure so as to create beauty, tidiness, cleanliness, safety and security. Learning spaces and other infrastructure facilities are sufficient for the number of learners available.

i. Learning arrangements

Learning activities are well planned and structured. Lesson and assessment schedules are organised systematically and socialised to all madrasah stakeholders. Feedback on

learner assessment results becomes evaluation material to be followed up in the context of quality assurance in the madrasah.

j. Teaching and learning activities

Teaching and learning activities are based on clear objectives and in accordance with the existing curriculum. The orderly implementation starts from planning in the form of preparing lesson plans that refer to the syllabus. Periodic evaluations are carried out so that the learning objectives can be realised with students able to understand and implement them into their daily lives. Learning activities in madrasah become a role model for other madrasahs in character building, competitive personalities, leadership and a persistent and resilient patriot spirit.

k. Assessment

Learning assessment activities refer to the applicable technical guidelines and cover all aspects of the material taught. The procedure is clear and can be known by madrasah stakeholders. The development and obstacles experienced by students can be monitored properly so that the right decision can be made.

l. Academic Achievement

All learners receive full support from the madrasah regarding matters that support academic achievement. Counselling services related to students' problems regarding learning methods, time management, and socialising with the home or madrasah environment. Mentoring activities for students who want to continue to the next level.

M. Head of Madrasah

The Head of Madrasah has competency qualifications in accordance with applicable regulations and has a certificate from training held by training centres or institutions recognised by the government. The madrasah head has a global and international outlook, is able to build teams and good communication.

3. *Monitoring and Evaluation of Quality Assurance at Madrasah Aliyah Nuurul Qur'an Bogor*

The quality assurance system in Indonesia is regulated through Minister of Education and Culture Regulation No. 28/2016 on the Quality Assurance System for Primary and Secondary Education. The Permendikbud explains that the quality assurance system for primary and secondary education is a unity of elements consisting of organisations, policies and integrated processes that regulate all activities to improve the quality of primary and secondary education that interact with each other in a systematic, planned and sustainable manner. The aim is to ensure the fulfilment of standards in madrasah in a systemic, holistic and sustainable manner. On the other hand, quality assurance also has a function as a controller for the implementation of education in madrasahs in order to realise the quality and quality of education in madrasah.

The quality assurance system in Indonesia is governed by Minister of Education and Culture Regulation No. 28/2016, which outlines the framework for primary and secondary education. This regulation establishes a structured approach to quality management, involving organizations, policies, and integrated processes that work together. These components interact in a systematic, planned, and sustainable manner to ensure continuous improvement in education quality, aligning schools and madrasahs with national standards.

The regulation emphasizes the importance of a unified system that encompasses all activities necessary to enhance education quality at the primary and secondary levels. It aims to guarantee that standards in madrasahs are achieved through a systemic, holistic, and sustainable process. This approach ensures that improvements are not sporadic but are instead planned and maintained consistently over time, contributing to the development of well-rounded educational institutions.

Beyond improving quality, the system also functions as a control mechanism to monitor the implementation of education in madrasahs. This monitoring role ensures that educational practices adhere to established standards and that institutions remain accountable for their performance. Through this dual focus—both improvement and control—the regulation seeks to realize high-quality education across Indonesia's madrasahs, fostering student development and institutional accountability.

Monitoring and evaluation is conducted to determine the extent of the programme's success. Has it been running properly and according to plan or not? This can be a monitoring and control tool in the entire management process. With evaluation, accurate and valid information can be obtained so that it can be used as a basis for consideration in making policies related to the implemented programme.

In an effort to monitor and evaluate quality assurance at Madrasah Aliyah Nuurul Qur'an Bogor are as follows:

a. Observation

That is by conducting office visits directly to the work unit so that the activities of the object of observation can be seen directly how they work. The hope is that with an office visit, emotional closeness will also be created, feeling cared for and if problems are found, solutions can be found together. This is done once a week.

b. Forum Group Discussion (FGD)

That is by meeting to exchange thoughts, ideas and ideas in dealing with a problem that occurs so that a solution can be found.

c. Work In Progress (WIP)

That is a meeting conducted by madrasah leaders which includes the Foundation, Head of Madrasah, Deputy Head of Madrasah, Head of Administration, Treasurer, Head of Library, Homeroom Teachers, Tahfizhul Qur'an Coordinator to report on activity programmes that have been carried out and are being carried out and then the results are followed up. This is done once a month on Wednesday at the end of the month.

d. Performance Development Review (PDR)

Performance appraisal activities of leaders and educators in evaluating performance for one year carried out in January.

Tabel 1. POACE Implementation in Quality Assurance Planning at Madrasah Aliyah Bogor

No.	Management Functions	Activities
1.	<i>Planning</i>	Conduct coordination meetings related to problems and obstacles in superior MA management; curriculum changes, managerial/teachers lack of professionalism, weak graduates, which things want to be prioritised for education improvement..
2.	<i>Organizing</i>	Division of tasks in quality assurance management from the quality assurance team, curriculum, teaching staff under the supervision of the Foundation and Principal.
3.	<i>Actuating</i>	Guiding teachers and staff to work optimally according to their skills and available resources. Socialising quality assurance management to be implemented in the school.
4.	<i>Controlling</i>	Supervision and control to consistently observe the implementation of activities in accordance with the work plan that has been prepared. Regular monitoring of the performance processes of teachers and staff in the school with reference to education quality assurance.
5.	Evaluasi	Assessment of the results of the implementation of activities; targets, achievements, funds, obstacles, organisational inputs (6 M: man, money, material, method, market and machine).

The tasks of the organisation's members have become an integral part of what is routinely and practically carried out over and over again, so that this consistency becomes

an inherent habit. The following organisations are related to this research:

- a. Foundation; Providing school operational funds for Madrasah Aliyah unggul activity programmes.
- b. Head of Madrasah: Make teacher policies, provide superior Madrasah Aliyah infrastructure.
- c. Curriculum: Developing a training programme for educators, for the advancement of superior Madrasah Aliyah based on quality assurance, which is 4 times a year.
- d. Quality Assurance Team: Ensure that programmes are implemented in accordance with madrasah targets, with regular monitoring and evaluation.
- e. Educators; carry out lesson planning, implementation and assessment in accordance with learner achievement targets.
- f. Staff: Assist the performance of the Head of Madrasah in carrying out the duties of education personnel in Madrasah.
- g. Students: Able to understand learning and master the material provided by the teacher in accordance with the achievement targets at their level.
- h. Parents: To be partners with the madrasah in helping and facilitating students to learn to achieve the madrasah's vision and mission.

Discussion

Quality management planning in today's institutions is also important to pay attention to collaboration with several related parties who have the same commitment to achieving common goals such as institutional stakeholders, parents, and students. (Pullman & Wikoff, 2017). Planning for quality assurance of madrasahs in Indonesia seems to experience various obstacles and problems. A problem that is quite influential is the difficulty of designing learning patterns that are suitable for the conditions of students, teachers, and society in the current educational environment. (Fagerholm et al., 2018).

It is in this situation that many educational institutions experience panic and shock in planning to realise the great goals of education (Alsoufi et al., 2020). There are even some educational institutions that have experienced a setback in the quality of education amid the pressure of the pandemic that has occurred several years ago (Hoover et al., 2021).

Based on the practice of providing education in Indonesia so far, and the steps that have been pioneered (both by the government and the community) as well as future policies, the concept of quality both in terms of absolute, relative (standard) and customer or consumer satisfaction in this case students / guardians of students, all three must be synergistic, concurrent and complementary. Based on experience and observation of madrasahs that show good performance or quality, both public and private madrasahs in Indonesia, several important things were found.

Firstly, madrasahs have commitment, concern and awareness that quality is important. Second, they have the initiative and creativity to make efforts to improve quality. Third, they generally have strong leadership, and are supported by parents. Therefore, the government and educational institutions make efforts to improve the quality of education, including revamping the field of national education research projects. The purpose of the activity is to solve educational problems concerning the problem of improving and equalising the quality of education both in remote areas and in urban areas. Thus, educational institutions must be able to adapt to the times so as to improve the quality of education.

Talking about education management, it is inseparable from Planning, Organising, Actuating and Controlling (POAC). Management is the ability to manage activities properly. Educational institutions that are run without using the principles of management in the form of: planning, organising, implementing and controlling will not optimally achieve their educational goals or even tend not to succeed in achieving their goals. Because certainly the management of education is a mess. Planning is the most important thing before doing something. Because it is a determining factor in the direction and purpose of the thing to be

achieved. Without it, an activity will be messy and undirected. In Islam, it has also been conveyed through verses of the Qur'an and Hadiths of the Prophet sallallahu 'alaihi wa sallam, including:

وَأَعِدُّوا لَهُمْ مَا اسْتَطَعْتُمْ مِنْ قُوَّةٍ وَمِنْ رِبَاطِ الْخَيْلِ تُرْهِبُونَ بِهِنَّ عَدُوَّ اللَّهِ وَعَدُوَّكُمْ وَعَآخِرِينَ مِنْ دُونِهِمْ لَا تَعْلَمُونَهُمُ اللَّهُ يَعْلَمُهُمْ
وَمَا تُنْفِقُوا مِنْ شَيْءٍ فِي سَبِيلِ اللَّهِ يُوَفَّ إِلَيْكُمْ وَأَنْتُمْ لَا تُظْلَمُونَ

"And prepare against them whatever force you can, and of horses harnessed for battle (with which) you will terrify the enemy of Allah and your enemy and those besides them whom you do not know, but Allah knows. Whatever you spend in the cause of Allah will be amply repaid to you, and you will not be wronged' (Al-Anfal: 60).

According to Shaykh Abdurrahman Ibn Naashir As Sa'di in *Taisiir al kariim ar rahmaan fii tafsiiir kalaamil mannaan* explains the meaning of وَأَعِدُّوا is to prepare in the face of your enemies who seek to destroy you and your religion. Then مَا اسْتَطَعْتُمْ مِنْ قُوَّةٍ that is, everything you have, both physical strength and the power of reason, and with all the tools of war that can help you fight them (Abdurrahman Ibn Naashir As Sa'di: 2002).

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَارْتَقُوا إِلَيْهِ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

"O you who believe, fear Allah and let each one of you consider what he has done for tomorrow (hereafter); and fear Allah, verily Allah knows best what you do." (QS. Al-Hasyr : 18).

According to Shaykh Abul Fida Ismail ibn Umar ibn Katsir in *Tafsiiir Al-Qur'an Al-Azhiim* explain the meaning وَارْتَقُوا إِلَيْهِ count yourselves before you are called to account and consider what you have saved for yourselves in the form of good deeds for the day you are returned, the day you are brought before your Lord. Then إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ that is know that Allah knows all your deeds and circumstances, that nothing of yours is hidden from Him, and that nothing, great or small, of their affairs escapes His knowledge. (Abul Fida Ismail ibn Umar ibn Katsir in:1999).

From the verse above, it can be taken from the rules of management science that everything must have good and mature planning for maximum results. Allah's planning is stated in the Qur'an so that believers prepare themselves to fight with disbelievers and hypocrites. Because planning has a big role and influence on the success of a programme and activity so that the goal is achieved. Likewise, in the second verse how important planning is to prepare for the afterlife by doing good deeds. Where all our deeds in the world will be held accountable for good and bad deeds. This planning phase determines the success of a programme or activity. Where in this phase a person is required to think hard in depth regarding what he will achieve and how to achieve it.

According to Joseph Juran, quality is defined as Fitness for use, which means suitability for use. Lebov and Ersoz add more depth, namely Doing the right things right, and making continuous improvement, which means doing the right things right and making continuous improvements. In Islam, quality has also been mentioned in several verses of the Qur'an and Hadith. Quality itself is the meaning of ihsan, which is doing good to all parties because Allah has done good to humans with His various favours. As the word of Allah,

وَأَبْتَغُوا فِيهَا مَا ءَاتَاكُمُ اللَّهُ الذَّارَ الْءَاخِرَةَ وَلَا تَنْسَ نَصِيْبَكَ مِنَ الدُّنْيَا وَأَحْسِنَ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الْفَسَادَ فِي الْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ

"And seek in that which Allah has bestowed upon you (the happiness) of the Hereafter, and forget not your share of the pleasures of this world, and do unto others as Allah has done unto you, and do not cause mischief on the earth, for Allah loves not those who cause mischief" (QS. Al-Qashash : 77).

The above verse talks about the command to do good. And something is called quality when it brings good. Good for oneself and good for others.

And to achieve quality requires a serious process and is done by rules not done at will. In QS. Al-Kahf: 110 mentions,

قُلْ إِنَّمَا أَنَا بَشَرٌ مِثْلُكُمْ يُوحَىٰ إِلَيَّ أَنَّمَا إِلَهُكُمُ إِلَهٌ وَجِدْتُمْ لَكُمْ كِتَابًا مِنْ دُونِ مَا أَنْزَلْنَا وَإِنَّمَا الْإِنشَارُ لَكُمْ فِي أَنْتُمْ وَإِنَّمَا الْإِنشَارُ لَكُمْ فِي أَنْتُمْ وَإِنَّمَا الْإِنشَارُ لَكُمْ فِي أَنْتُمْ

"Say: Verily, I am a man like you, to whom it was revealed: That verily your Lord is One Lord.' Whoever hopes to meet his Lord, let him do righteous deeds, and let him associate no partner with any other in the worship of his Lord" (QS. Al-Kahf : 110).

Meaning of *فَلْيَعْمَلْ عَمَلًا صَالِحًا* is to work with quality and purpose *وَلَا يُشْرِكْ بِعِبَادَةِ رَبِّهِ أَحَدًا* is not to turn the purpose of his work to other than God who is the source of the intrinsic value of human work. In quality assurance, the focus is on the process and the customer. And if seen from the verse, the process is to do good deeds and the customer is God who determines whether humans are good (quality) or not.

Including working well is also done carefully, done wholeheartedly so as to get the best results. This is in line with what was said by Rasulullah shallallahu 'alaihi wa sallam,

إِنَّ اللَّهَ عَزَّ وَجَلَّ يُحِبُّ إِذَا عَمِلَ أَحَدُكُمْ عَمَلًا أَنْ يُثِقَنَهُ

“Verily, Allah, the Exalted, loves it when you do your deeds/works with itqan (thorough, purposeful, and earnest).” (HR. Ath-Thabrani).

Education is a form of conscious and planned effort that serves to develop the potential that exists in humans so that it can be used for the perfection of his life in the future. When viewed from an Islamic perspective, it is to shape humans into complete human beings (*insan kamil*) and create an ideal form of society in the future. From the term *insan kamil*, all aspects of education must be in accordance with Islamic ideals. The educational process is the transformation of knowledge and values to students gradually, which is expected to be actualized through their behavior in everyday life, namely their position and condition in life, in relation to themselves, family, group, community, and society, as well as to their personal discipline.

Management activities at an educational institution aim to implement a good teaching and learning process, which includes: Curriculum programs which include curriculum administration, delivery methods, evaluation systems, and guidance systems, staffing programs, financing programs, community relations programs.

Education management managed by a school has the following objectives: In general, education management aims to develop and manage a management system that includes curriculum administration and organization, management and staffing, management of facilities and infrastructure, management of financing, management of educational media, management of public relations.

In particular, education management aims to create a relevant effective and efficient management system that can be implemented and achieve goals with a pattern of institutional structures in a clear division of tasks and responsibilities between leaders and all components of the institution. Smooth management of education programs. Implementation of the process of teaching and learning activities. Education management has an integrated function with the education process, especially with the management of the learning process.

The planning function, includes a variety of activities and activities to determine needs, determine strategies for achieving goals, determine the content of educational programs, In the context of management, it is necessary to carry out plan-making activities, which reach out in the future to improve conditions and to meet future needs, determine the objectives to be implemented, compile various programs that include the approach, type and sequence of activities, determine the cost plan that will be needed, and determine the schedule and work process (Kuntoro, 2019).

The improvement process in developing a plan requires insight and experience in carrying out the management process in an organization, the sequence of which is: (1) Situation Analysis; (2) Problem Identification; (3) Problem Prioritization; (4) Goal Setting; (5) Development of Problem Solving Alternatives; (6) POA (Plan of Action). This is the final terminal of the first stage of problem solving. Problem identification is an effort to conclude from the results of the situation analysis that has been carried out into the form of potential problems that must be anticipated by the organization. These two stages are also a systematic initial process in determining problem priorities. One cannot do quality assurance planning without identifying problems properly and correctly without conducting a situation analysis, as well as in an organization.

Quality assurance planning can be realised optimally with the readiness of madrasah in

implementing quality management. Learning management in madrasah is the process of managing the activities of planning, organising, controlling and evaluating activities related to the learning process of students by involving various factors in it, in order to achieve educational goals and strive to improve the quality of education. It aims to find out the application of learning management to improve the quality of education in madrasah. The results of the research by Mukarromah, Rosyidah, & Musthofiyah, 2021 illustrate the need for learning management in improving the abilities and skills that support the implementation of a quality education process according to the vision, mission and goals. This is a process in organising educational management, so an organisation is needed to achieve common goals in learning management that is more effective and efficient to improve quality assurance so as to reduce obstacles in order to achieve the goals of a quality madrasah institution.

The concept of Total Quality Management (TQM) has characteristics: focus on internal and external customers, have a primary focus on quality, take a scientific approach to decision making and problem solving, long-term commitment, require teamwork, improve processes continuously, organise education and training, provide controlled freedom, have unity of purpose, involvement and empowerment of Human Resources. Meanwhile, the implementation of Integrated Quality Improvement Management in madrasah includes Quality Strategy Planning (vision, mission, goals, long-term institutional strategies, monitoring and evaluation), process quality improvement (curriculum and learning process), quality improvement of human resources, environmental quality improvement, service quality improvement, output quality improvement (Maghfiroh, 2018).

Research (Baharun, et al, 2021) conducted a quality assurance system to survive and win competition between educational institutions. This study aims to understand the meaning behind quality assurance activities in madrasahs using a qualitative approach of the case study type. The results show that the quality assurance system in madrasah is carried out through systematic planning by involving several madrasah residents and the community, implementing quality assurance, and evaluating quality assurance. This research provides implications for the importance of educational institutions in maintaining quality as a form of maintaining public trust that has been well established in the existence of madrasahs. The implementation of quality assurance in madrasah includes the implementation of quality policies, quality objectives, and quality education procedures, preparation of resources, personnel, educational facilities and infrastructure, leadership systems, and the quality of services provided by institutions to consumers through the fulfilment of 8 national education standards.

The National Education Standards contain 8 minimum criteria which include: graduate competency standards, content standards, process standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, education assessment standards. Policies regarding the National Education Standards are contained in Government Regulation No. 19 of 2005. This regulation is an elaboration of Law No. 20 of 2003 concerning the National Education System. And along with the implementation of the 2013 curriculum, the policy changed to Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards (Ulum, 2020).

Educational development requires three important elements: family, community and madrasah. These three elements are the child's environment that greatly influences the child's growth and development, which will socially shape the child's personality, the child's mentality, and the child's spirituality. Therefore, it is important in quality management planning to present child-friendly education and ensure the fulfilment of children's rights and help children to grow and develop based on their potential. The main principles in child-friendly education are provision, protection and participation, which means providing children's needs, protecting children and giving children the freedom to argue, ask questions and play a role in their lives (Amrullah & Hikmah, 2019).

Quality management planning in madrasahs can be hampered by problems and challenges such as lack of funds, lack of staff, lack of working facilities, overcrowded classrooms, and lack

of transport and materials for school quality assurance officers. These challenges make the guidelines and implementation of school quality assurance less effective. Other obstacles in implementing the education quality assurance system in improving the quality of madrasah include madrasah evaluation activities as an internal instrument that can be used to assess the success and evaluate the performance of madrasah which is not optimal, considering that not all teachers and parents of students have the ability to evaluate madrasah. Efforts to overcome obstacles to the implementation of the education quality assurance system include improving the results of fulfilling quality, increasing targets that have not been achieved, improving each aspect that might affect the quality assurance system, and setting quality targets for future improvements. Follow-up and evaluation in improvement to improve the quality of madrasah (Medard & Mwila, 2022).

Based on the results of research (Mohzana, et al, 2024) regarding the quality assurance system in improving quality in madrasah, several stages of implementing a quality assurance system are carried out as follows: 1) Setting Standards, this shows the school's quality standards so that it describes the quality that the school will achieve, 2) Quality Mapping is based on 8 national education standards supported by physical evidence, so that it can accurately describe the quality. Quality mapping is useful for evaluating and correcting, in order to know the extent to which quality standards are applied, knowing achievements, can clearly describe the problems that occur, 3) Preparation of Quality Fulfilment Plan in achieving quality in madrasah is realised in the form of medium-term and annual work plans, 4) Implementation of the Quality Compliance Plan through the implementation of programmes and activities that have been prepared in the medium-term or annual work plan including: fulfilment of content standards, process standards, graduate competency standards, standards of educators and education personnel, standards of facilities and infrastructure, 5) Reviewing management standard planning through the fulfilment of financing standards, Educational Assessment Standards. This shows the realisation of all programs and activities that have been designed and have been outlined in the planning documents for fulfilling the quality of education units that must be implemented by all stakeholders, 6) Evaluation of Quality Implementation Evaluation of quality fulfilment is obtained from evaluation through school self-evaluation, evaluation objectives, and evaluation stages. The results showed that the madrasah has evaluated the fulfilment of quality through madrasah self-evaluation.

Methods

This research uses a qualitative method by analyzing data collected from field research in the form of interviews, observations, Focus Group Discussions (FGDs), documentation and from several articles/journals that are considered relevant and the results of discussions during lectures are also an addition and exploration of the material discussed in this article. This research was conducted at Madrasah Aliyah Nurul Qur'an which is located at Jl. Dewa No. 20 Ciangsana, Gunung Putri, Bogor. While the research subjects are the Head of Madrasah, Deputy Head of Madrasah for Curriculum and Student Affairs, Teachers and parents.

Conclusion

This research highlights strategies and innovations in quality assurance in madrasahs, emphasizing the importance of developing professional human resources who understand the commitment to managing madrasahs. The POACE method (Planning, Organizing, Actuating, Controlling, Evaluating) is used in the management approach to improve quality, taking into account aspects such as planning, organizational context, leadership, support, work evaluation, and quality management improvement. Quality assurance is carried out periodically with the collaboration of the quality management team in madrasahs so that improvements and progress can continuously occur, even though problems still exist, they can be minimized. Additionally, the formation of healthy and insightful student characters who are able to think critically in solving various problems also needs to be applied in quality assurance planning through situation analysis and problem identification.

Madrasahs in Indonesia need to carry out various strategic plan innovations by involving three main competencies: cognitive, affective, and psychomotor, and determining short-term and long-term achievement targets that involve creative, communicative, and collaborative thinking skills. The strategic role of madrasah stakeholders needs to be maximized to work together in realizing a culture of quality. Furthermore, madrasahs should make changes in curriculum planning by adjusting the education curriculum based on the current educational environment and student characteristics. Good quality assurance requires support from school and community members, as well as monitoring the achievement of the eight national education standards in the implementation of education and learning in schools. These findings can be used to develop education oriented towards institutional quality assurance, helping each educational institution to survive and grow in facing global academic competition.

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