

MANAGEMENT STRATEGY FOR IMPROVING THE QUALITY OF MADRASAH IN BANTEN PROVINCE: QUALITATIVE SYSTEMATIC REVIEW

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Abstract

This systematic review aims to determine the management strategy for improving the quality of madrasah in Banten Province. The method used is a systematic review. The number of research results (journals and theses) reviewed is 4 documents. The inclusion criteria used are related to the management strategy for improving the quality of madrasahs in Banten Province. The protocol used in the review is the Prism model. The conclusion of this review is that the management strategy for improving the internal quality of madrasahs, for example, is carried out by managing the quality of education and intensifying local content, increasing the formulation of the vision and mission of madrasah, improving the quality of teachers, improving active learning processes, improving the quality of facilities, and improving the quality of output. Another strategy, for example, is to integrate learning values and local culture for the public of Banten Province.

Keywords: Strategy, Management, Quality, Madrasah, Banten.

INTRODUCTION

This study reviews several research results that discuss strategies for improving the quality of madrasah in Banten Province. This study is considered necessary because according to the researcher's investigation there are already scholars who have conducted research on management strategies to improve the quality of madrasah in Banten Province, but the number is very small. Whereas in Banten Province itself is an area where there are quite a lot of madrasah-based Islamic education. Elaborating on Mahfudin, records until 2017, there were 2,388 madrasahs in Banten

Province (a combination of private madrasah and public madrasah). The number consists of 465,522 students who are almost entirely spread out in villages and cities. So far, madrasah in Banten Province have not developed the quality of Madrasah through increasing the education budget, improving the quality of education personnel, improving the quality of the curriculum, improving the quality of education unit leadership, and improving the quality of educational facilities. However, this aspect of the government's budget is the main factor in the low quality of Madrasah in Banten Province.¹

The low budget from the government then became the cause of the minimal number of state madrasahs in Banten Province. Until 2020, borrowing data from the Regional Office (Kantor Wilayah) of the Ministry of Religion (Kementerian Agama) of Banten Province, the number of public madrasahs in Banten are only 76 units. This number is divided into 21 Madrasah Ibtida'iyah (MI), 33 Madrasah Tsanawiyah (MTs), and 22 Madrasah Alyiah (MA) spread across eight city districts.² According to Muhyi, in 2019 the quality of Madrasah in Banten was very low due to the lack of facilities and infrastructure.³ Another cause of the low quality of Madrasah in Banten Province is the lack of interest in madrasah managers to participate in the national accreditation process. Madrasah managers are afraid of the results of the accreditation research later because the facilities and infrastructure they have are still inadequate.⁴

Seeing the problems above, there needs to be a management strategy in the effort to build quality and quality Madrasah in Banten Province. Because, Madrasah in Banten Province play a very important role in building the religiosity of the community in villages and cities.⁵ Elaborating on Suja'i, the role of Madrasah and all their components is to build Islamic homogeneity with the local cultural character of the Banten people.⁶ In line with Efendi's opinion, Madrasah can build quality by depreciating various study programs according to the times. However, the process cannot be separated from the context of spiritual competence, divine, knowledge, skills, abilities and social culture of the community.⁷

Science and technology have undergone what is called a revolution⁸ and affect almost all aspects of human life such as education.⁹ So, until now various educational problems can be solved using science and technology. The bad impact, according to Pretorius¹⁰ and Nurbani¹¹, is that technology actually brings humans into global competition, war, and environmental damage. Failure to utilize science and technology and then lead to disaster as an example is the decline in the quality of human resources. So far, it can be understood that science cannot be separated from the quality of education in

a nation.¹² Elaborating from the ideas of Muhandi¹³ and Syarafuddin et al¹⁴, good quality education will certainly produce intelligent and intelligent human resources and then have high competitiveness with other nations.

So according to the idea, Ojebiyi and Amosa¹⁵, Vnoučková et al¹⁶, and Alami et al¹⁷, the quality of human resources is largely determined by how good the quality of an education at a school or university is. Improving the quality of education becomes a process that is integrated with the process of improving human resources itself.¹⁸ So, the government together with the private sector must work together to realize this mandate through various efforts to develop higher quality education through developing and improving curriculum and evaluation systems, improving educational facilities, developing and procuring teaching materials, as well as training for teachers and other education personnel.¹⁹ However, in practice the Indonesian government's efforts have not been fully successful in improving the quality of education.

But it should not be forgotten that the problem that often occurs in education is the failure to implement quality management.²⁰ Often, quality management is not considered to be an important part of the success indicators of an educational institution. Thus, the quality assurance process in schools or Madrasah is not carried out properly and seriously.²¹ For example, the quality management report in the end only becomes an annual report or five-year activity, for example at the time of school accreditation. School quality reports are made modestly only for visitation purposes when assessors come to school. This condition certainly makes the school fail to realize the vision, mission, work program, and goals that have been formed from the start.

THEORETICAL FRAME WORK

Quality Management Concept

Management has undergone many theoretical changes, although initially management was a concept formed from military activities. Management is then more often used as a theory in the realm of organizations or companies.²² Understanding management can be defined as the application of the process of planning, organizing, mobilizing and controlling all existing resources effectively and efficiently to achieve organizational or institutional goals.²³ Based on this view, management is an organizational or company activity that seeks to improve the quality of human resources in order to achieve the vision, mission, and goals that have

been made.

If referring to the ideas of George R. Terry, management is a process or framework that involves guiding or directing a group of people towards organizational goals or real goals.²⁴ Management has the main goal of increasing productivity and satisfaction. It is possible that this goal is not singular, even plural or multiple, such as improving the quality of education/graduates. Management in its aim is to arrange everything so that it is done properly, precisely and thoroughly is something that is prescribed in Islamic teachings.²⁵ According to Sallis, quality is something that is considered important, because quality can be an indicator of the superiority of a product when compared to other products, as well as in the world of education.²⁶ Some notions about the quality of education include that quality is an important part of the entire agenda in an organization and improving quality is the most important task facing any institution.²⁷

Total quality management according to Sallis is defined as total quality management which is a systematic, practical and strategic approach to the provision of education that prioritizes customer satisfaction.²⁸ This understanding does not emphasize a component in the education system, but involves all components of education, namely input, process and output. And all the devices that support it. Using the idea of Tenner and De Toro in Ibrahim Bafadal,²⁹ that total quality management is a complete quality improvement process, and if the process is carried out independently then integrated quality management consists of three stages of continuous quality improvement (three steps to continuous improvement), namely First attention full service to customers, both internal and external customers; Second coaching process; All three engagements in total.

According to Mukhtar, the overall definition of cashew management is the management of an organization with various opportunities for continuous improvement of production quality and customer needs.³⁰ This idea is in line with Ishikawa's opinion as quoted by Tjiptono and Diana that integrated quality management is defined as the integration of all functions of the company into a holistic philosophy that is built on the concepts of quality, teamwork, productivity, and understanding and customer satisfaction.³¹

Understanding quality management according to Muhammad Ali is a way of managing an organization that is a process to improve performance and quality of work in a comprehensive and integrated manner that is directed at meeting customer needs.³² Another understanding of integrated quality management is a management system that elevates quality as a

business strategy and is oriented to customer satisfaction by involving all members of the organization.³³

Quality of Madrasah in Indonesia

Elaborating the ideas of Hidayat³⁴, Hasri³⁵, Syahr³⁶, Yoga³⁷, madrasahs are educational institutions that become a forum for the integration of general knowledge and religious knowledge. In madrasa-based schools, not only religious knowledge is taught but also general science education.³⁸ The integration of science in this madrasa is of course very beneficial for Muslims.³⁹ Because so far in public education institutions, Islam has only received very few teaching hours⁴⁰. With this condition, students in public schools are less aware of their religious teachings. In fact, when referring to the Qur'an, Islam is a religion that emphasizes the search for knowledge.⁴¹ The Qur'an borrows the ideas of Farikhi⁴², Baso⁴³, Khotimah⁴⁴, and Iryani⁴⁵ never instructs Muslims to separate between religion and general knowledge. These two terms, namely Islam and science, must be integrated in order to build a universal Islamic civilization.⁴⁶

However, so far madrasah education seems to be the number two choice for students who want to go to school.⁴⁷ Madrasahs were then only considered as escapees for students who were not accepted into public public school.⁴⁸ So, that madrasahs are always considered as educational institutions that are no better than the quality of general education institutions.⁴⁹ The factor that might be read is that it lies in the quality assurance of the madrasa itself. According to the author's observations, privately managed Madrasah, for example, are not of good quality. Limited funds to build facilities and infrastructure are also a factor that the quality of Madrasah has not been able to improve.⁵⁰ In the end, very few madrasa graduates can compete with general school graduates, especially in science.⁵¹ In fact, if you refer back to the Qur'an, Islam is a religion that encourages its adherents to seek and develop knowledge. Indonesia is a country with the largest Muslim population in the world.⁵²

Indonesia is a country with the largest Muslim population in the world.⁵³ But with that number, it is inversely proportional to the number of Madrasah in Indonesia, which are still very small compared to public schools. This condition is also coupled with the number of state madrasah which is still very small. Madrasah as the basis of Islamic education in Indonesia start from the elementary level (read: Madrasah Ibtidaiyah) to the upper secondary level (read: Madrasah Aliyah). This Islamic educational

institution is also dominated by private management. For example, in every urban area in Indonesia there is only one public madrasah, the others are private.⁵⁴ This condition actually requires government support in improving the quality of madrasah. The government and the Ministry of Religion should not only focus on State Madrasah.

Gaps in Literature

Herawati et al's research concludes that strategic management has an impact on improving the quality of education in Madrasahs. Utilization of effective and efficient management strategies will affect the quality of education. The resulting output is to get quality schools in accordance with stakeholder expectations.⁵⁵ This study then harmonizes the results of Darda's research which concludes that a good management strategy to improve the quality of madrasah is for example an inventory of main activities, strategy formulation, action plans, and quality learning development procedure schemes⁵⁶. This study also harmonizes the results of a study by Burhanudin et al. who concluded that a quality improvement strategy can use two main activities, namely efforts to improve the quality management system which includes (a) focusing on customers; (b) quality improvement; (c) teamwork in implementing quality management. (2) Improving the quality of school services by developing a strategic plan.⁵⁷ Borrowing the idea of Khairinal et al that the quality of Madrasah can be improved by improving internal and internal control strategies and building cooperation with various parties.⁵⁸

This study then resolves several views that explain the strategy of improving madrasah quality assurance is not integral. Anggraini in his thesis, for example, only explained the strategy for improving madrasah only based on the curriculum point of view.⁵⁹ Juhaeni et al concluded that the madrasah quality improvement management strategy, for example, was only based on the madrasa's internal activities (use of technology and increased budget) but did not see the importance of collaboration with external parties.⁶⁰ Zamroni also explained the quality improvement strategy only from the managerial side of learning, namely the learning planning process, learning management, student management, quality human resource management or teacher professionalism, and a good learning evaluation process.⁶¹

Some of the studies above are still discussing the madrasah quality development management strategy internally. The focus of this review is on the madrasa development strategy in Banten Province by adding an internal side, for example the relationship with the government, namely financial

assistance. This review confirms that the development of Madrasah in Banten Province is not enough only on the side of internal management. The quality of madrasah in Banten Province must involve the government's participation in the fulfillment of funds and educational facilities. The local and central government must be fully involved in order to improve the quality of madrasah in Banten Province. The role of the government, such as the idea of An-Nahidl, for example, is to provide financial assistance to Islamic boarding schools scattered in various villages and cities.⁶² Idrus even explained the need for synergistic cooperation between the Ministry of Religion and the Ministry of National Education in order to build Islamic education.⁶³

Purpose of Review

To better understand the management strategy of madrasah quality development in Banten Province, this systematic review was conducted. Given the number and diversity of research topics, this review uses a search strategy to identify qualitative empirical studies related to the management strategy of madrasah quality development in Banten Province. Data interpretation was carried out to answer two questions, namely: What is the quality management strategy of madrasah in Banten Province?

RESEARCH METHOD

Approach, Design and Criteria

The research approach used in this study is a (library research) systematic review approach. Borrowing the ideas of Suhartono⁶⁴, Hariyati⁶⁵, Aliyah and Mulawarman⁶⁶, systematic review is a research method used to synthesize the results of research that has been carried out by researchers. Petticrew and Roberts explain that systematic review is a method for understanding large amounts of information, and a means of contributing to answers to questions about what works and what doesn't and various other questions. This method is used to map areas of uncertainty and identify whether or not relevant research has been carried out and why the study needs to be done.⁶⁷

The design used in this review is a narrative systematic review. Inclusion criteria are journals related to madrasa development strategies in Banten Province. Journals or research results used are in Indonesian between 2013-2021. The journals used are only in the form of research with a qualitative approach. Journal data that has been obtained is then selected and

then evaluated on the most relevant studies. The inclusion criteria in this review are 1) discussing the madrasah quality development management strategy, 2) The focus of the study is specifically related to Madrasah located in Banten Province, 3) The journals used are only those that have been published online.

Source, Search, and Selection

The source of the journal regarding the management strategy of madrasah quality in Banten Province is by searching on www.google.com. Journal search sources also by typing keywords at www.google.com. The keywords used are by typing "journal, strategy, improvement, quality, madrasah, Banten". Journal searches were conducted only on April 1-10 June 2021.

FINDINGS AND DISCUSSION

Only studies related to strategies for improving the quality of Madrasah in Banten Province were analyzed further to answer the research questions of this systematic review. The protocol used is the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) model⁶⁸, with the results shown in the table below:

Tabel 1.1 General Description of Relevant Studies

No.	Author and Year	Title of Research	Object of Study	Method and Design
1.	Abdurrahman (2013)	Local Culture-Based Madrasah Development Strategy in Kp. Cicakal Girang Kanekes Village, Kec. Leuwi Damar Kab. Lebak, Banten Province MI Masyarikul Huda and MTs Alam Wiwitan	MI Masyarikul Huda dan MTs Alam Wiwitan	Qualitative field research with in-depth interviews, documentation, and observations
2.	Fauzi dan Khawasih (2016)	Madrasah Development Strategy	MAN 2 Kota Serang	Descriptive qualitative analysis

No.	Author and Year	Title of Research	Object of Study	Method and Design
3.	Fatahilah (2019)	Improving the Quality of Education through the Implementation Strategy of Madrasah-Based Management (Study Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Negeri 2 Cilegon City)	MAN 1 dan MAN 2 Kota Cilegon	Qualitative field research with in-depth interviews, documentation, and observations

Fauzi and Khawasi view conducting a study by taking the object of study, namely MAN 2 Serang City. The main issues that are cold to answer are about managing networks (networks) for madrasa stakeholders, building and managing trust (trust) from the community. In addition, another problem is the role of the madrasa head in implementing social roles as a development strategy for MAN 2 Serang City. The research findings identified that the managers of MAN 2 Serang City carried out quality improvement management strategies, namely by trying to manage and improve the quality of education by intensifying local content needed by the community. The main goal is for MAN 2 Serang City to always be the choice for parents in disbursing scientific institutions for their children.⁶⁹

Anwar conducted a study to analyze the quality improvement efforts in Madrasah Aliyah Negeri 2 Model Serang City, Banten Province. The results of Anwar's study explain at least five things regarding the strategy for improving the quality of Madrasah, namely improving the formulation of the vision and mission of the madrasa, improving the quality of teachers, improving the active learning process, improving the quality of facilities, and improving the quality of output. Based on these five results, the missing component is about increasing financing and good cooperation with the community and the government. Based on the results of this study, it can be understood that the most important strategy for improving the quality of Madrasah is from the internal side. A good vision and mission is the key to the success of madrasah improvement and development.⁷⁰

The findings above are in line with the conclusion of Fatahilah's thesis that the strategy for improving the quality of Madrasah is to achieve the vision and mission of Madrasah. The purpose of the strategy to improve the vision and mission of the madrasa is for a systematic and structured

management process by prioritizing an implementation strategy that involves all Madrasah stakeholders in initiating various educational activities, especially in terms of the MBM implementation strategy. Meanwhile, in terms of MBM implementation, the strategy used is to implement quality and professional management with a complete organizational structure with a clear and professional division of labor in addition to fostering cooperation and behavior that continues to be a top priority. This finding also does not explain from an internal perspective, such as financing and cooperation with local and central governments. This study only focuses on quality improvement strategies from the side of learning.⁷¹

All of the research results described above are in line with the results of the study written by Aburrahman. In the results of his study Abdurrahman did not discuss the importance of a strategy to improve the quality of madrasah based on financing and collaboration with local and central governments. The conclusion of the study is that only madrasa development strategies that can be done are improving the quality of teachers, school management, educational curriculum and procurement of learning equipment. The local culture of the local community is the basis for the pattern of curriculum development in Cickal Girang Village. The end result is that education will be able to elevate the culture of the local community and Madrasah in this area can be optimized for their role to improve the quality of the younger generation.⁷²

CONCLUSION

Madrasah are Islamic educational institutions that contribute to the development of Indonesian civilization. The birth of Madrasah is an attempt to answer the challenges of the times that previously saw the pesantren system being dominated by religious teaching an sich. In its development, Madrasah have become an educational system that is able to integrate religion with general science. Although in its journey, the development of Madrasah as Islamic educational institutions is full of dynamics both internally and externally. The problem of madrasa quality also seems to be the best. In fact, the quality of Madrasah can be said to be under the management of general education institutions.

Based on the results of the review of the 4 (four) research results that have been described above, there are similarities in views on strategies for improving the quality of Madrasah in Banten Province. The quality improvement strategy that is often carried out by Madrasah is only internal

management. Management strategies for improving the internal quality of Madrasah include managing the quality of education by intensifying local content, improving the formulation of the vision and mission of Madrasah, improving the quality of teachers, improving active learning processes, improving the quality of facilities, and improving the quality of output. The quality improvement management strategy that can be used is by integrating the value of learning with the local cultural values of the people of Banten Province. Madrasah in improving the quality must also implement a strategy of cooperation with local and central governments.

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