



MANAGEMENT OF MADRASAH IN ENHANCING THE QUALITY OF EDUCATION

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DOI:

Received: 11 Januari 2025

Accepted: 05 Februari 2025

Published: 24 Februari 2025

Abstract :

The quality of education in madrasah is a crucial factor that determines the competitiveness between educational institutions. Madrasahs that are able to present superior quality education will be more ogled and appreciated by the community, students, and various other groups. Therefore, the existence of madrasah management that is well structured and has an efficient system is the key to continuing to optimize the quality of education. Al Azhar Tritip Junior High School, with a solid reputation, proves itself as an institution that not only excels in academic achievement, but also in a variety of supporting activity programs, making it the leading private madrasah in Balikpapan. This study aims to determine how Madrasah Management in developing Quality Education and what are the challenges faced in developing Quality Education. This research uses a qualitative approach with the type of field reserch research and data analysis used is the Interactive model data analysis. The results showed that madrasah management in developing the quality of education starts from planning, organizing, implementing and evaluating. while challenges and innovations in developing the quality of education are curriculum development with training and infrastructure limitations by maximizing existing infrastructure.

Keywords : *Management, School, Education Quality*

Abstrak:

Kualitas pendidikan di madrasah merupakan faktor krusial yang menentukan daya saing antar lembaga pendidikan. Madrasah yang mampu menghadirkan pendidikan yang berkualitas unggul akan lebih ditonton dan diapresiasi oleh masyarakat, mahasiswa, dan berbagai kalangan lainnya. Oleh karena itu, keberadaan manajemen madrasah yang terstruktur dengan baik dan memiliki sistem yang efisien menjadi kunci untuk terus mengoptimalkan kualitas pendidikan. SMP Al Azhar Tritip dengan reputasi yang kokoh membuktikan diri sebagai lembaga yang tidak hanya unggul dalam prestasi akademik, tetapi juga dalam berbagai program kegiatan pendukung, menjadikannya madrasah swasta terkemuka di Balikpapan. Penelitian ini bertujuan untuk mengetahui bagaimana Manajemen Madrasah dalam mengembangkan Pendidikan Berkualitas dan apa saja tantangan yang dihadapi dalam mengembangkan Pendidikan Berkualitas. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian penelitian lapangan dan analisis data yang digunakan adalah analisis data model interaktif. Hasil penelitian menunjukkan bahwa pengelolaan madrasah dalam mengembangkan mutu pendidikan dimulai dari perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Sedangkan tantangan dan inovasi dalam mengembangkan kualitas pendidikan adalah pengembangan

kurikulum dengan keterbatasan pelatihan dan infrastruktur dengan memaksimalkan infrastruktur yang ada.

Kata Kunci : *Manajemen, Sekolah, Kualitas Pendidikan*

INTRODUCTION

Education is an essential need for humans because through this process, a person can be influenced by others, which then brings about changes in their attitudes. It can be concluded that every human being requires education, as education is a process that transforms a person from one condition to another. (Subhan, 2020). Education not only refers to the transfer of knowledge and skills, but also includes the development of students' character, morals, and spirituality.

The definition of education in Law No. 20 of 2003, Article 1, states that: *"Education is a conscious and planned effort to create a learning atmosphere and process, so that students actively develop their potential to possess spiritual religious strength, self-control, personality, intelligence, noble character, as well as skills necessary for themselves, society, the nation, and the state."*

Therefore, education is not only aimed at providing academic knowledge, but also at shaping individuals holistically to become citizens who are beneficial to society and the state. This includes aspects such as spiritual and religious development, self-control, character building, as well as enhancing intelligence and skills necessary for daily life and for the progress of the nation and state as a whole (Tamam & Muadin, 2019).

Good education is quality education. The quality of education is a measure of how well an educational system or institution meets certain quality standards that have been established. Quality education ensures that students acquire knowledge, skills, and a comprehensive understanding, in line with the challenges of the times and applicable to real-life situations. According to Dzaujak Ahmad in the journal (Mubarak, t.t.) He argues that the quality of education is the ability of a school to manage operationally and efficiently various components related to the school, thereby having an impact on adding value to those components according to the existing rules/standards.

According to the Ministry of National Education, as cited by Mulyasa in the book ((Dkk, 2021), quality consists of input, process, and output. Educational input refers to what must be available as a requirement for the continuity of a process. Meanwhile, the educational process refers to the transformation of something into something else (Tamam, 2018). The educational output, on the other hand, is the school's performance, which includes the achievements generated from the process and the school's behavior. Therefore, in the world of education, quality is often expressed in terms of student success.

The quality of education can be a determining factor in the competitiveness between educational institutions. Educational institutions with high-quality education tend to be more favored and respected by the community, students, and other stakeholders. According to Husni and Wahyudianti (Husni, 2022), considering the rapid development and fierce competition among educational institutions, madrasahs are required to improve their educational quality, either through the implementation of various strategies or even with flagship programs.

In Indonesia, the quality of education is still relatively low. The quality of

education in Indonesia in recent times has been quite concerning. This is due to several problems within the Indonesian education system, which result in the low quality of education (Fitri, 2021). However, we can feel that the government continues to strive to improve and develop the quality of education in Indonesia.

According to Townsend and Butterworth in the *Fitrah* journal (Fitrah, 2017), there are several factors that determine the realization of a quality education process, including: a) the effectiveness of a school principal's leadership style; b) active participation and a sense of responsibility from teachers and staff; c) the continuity of effective teaching and learning processes; d) a curriculum that is aligned with the times; e) having a clear vision and mission; f) a conducive school climate; and g) the intrinsic involvement of parents and the community.

This view is also in line with what was expressed by Amar et al. (Amar, 2024), who stated that the quality of school education is formed based on various components, including academic quality or academic reputation. This can be achieved in various ways to improve the professional performance of the school, teachers, and staff involved with the school, as well as having a positive impact. Networks for teachers and parents, as well as a clear curriculum, are essential to produce outstanding and excellent graduates. Therefore, in developing educational quality in a madrasah, it must be supported by various tools, systems, and management strategies, one of which is through the application of educational management.

The development of quality in education can be influenced by how management is carried out in educational institutions. According to Mulyani A. Nurhadi, management is an activity or series of activities that involve the process of managing collaboration among a group of people within an educational organization to achieve pre-established educational goals effectively and efficiently. Meanwhile, according to Terry, management is a clear process consisting of planning, organizing, implementing, and controlling actions carried out to determine and achieve the predetermined goals using resources and other sources (U, 2018).

In the journal by (Goffar, 2019), from an Islamic perspective, management is interpreted using the term *al-tadbir* or organization. This term is derived from the word *dabbara* (to manage), which appears frequently in the Qur'an, such as in the following verse:

يَذِيرُ الْأَمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يُعْرِجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِمَّا تَعُدُّونَ

Transtations : He arranges affairs from the heavens to the earth, then those affairs ascend to Him in one day, the measure of which is a thousand years according to your calculation (As Sajdah : 05).

The verse above illustrates Allah's power in managing everything. In the context of management, this verse reminds us of the importance of effective and efficient management. In management, leaders and administrators must have a strong understanding of the vision, mission, and goals of their organization, just as Allah arranges the affairs of the universe from the heavens to the earth. They must be able to make wise and strategic decisions to achieve these objectives.

Madrasah refers to a place or platform for children to undergo the learning process. The meaning is that in this madrasah, children go through a directed, guided, and controlled learning process. Technically, madrasah represents a formal learning process similar to schools. However, in a cultural context, madrasah carries a specific connotation as an educational institution that emphasizes religious matters in its teaching and educational process. Madrasah has a special responsibility to ensure that the education provided is

not only academically of high quality but also relevant to Islamic values and the needs of society.

According to (Sari, 2023), Madrasah Management encompasses all aspects of management in madrasahs, such as curriculum management, which includes development, implementation, and evaluation of the curriculum at madrasahs; human resource management, which includes the management of educators and educational staff at madrasahs; financial management, which focuses on the effective and efficient management of madrasah finances; asset management, which involves managing facilities and infrastructure at madrasahs; and information management, which includes managing information at madrasahs. Madrasah management plays a central role in efforts to improve the quality of Islamic education. As an educational institution focused on teaching Islam, madrasahs have a significant responsibility to ensure that the education process meets high standards and is relevant to the demands of the times.

The research conducted by (Afrilita, 2020) discusses madrasah management in efforts to improve the quality of education at **MTS Nurul Ittihadiyah Lubuk Pakam**. This study reveals the steps taken by the head of the madrasah through planning, organizing, implementation, and supervision, as well as the role of teachers in the development of educational quality.

Arif's (Arif, 2013) research discusses management in efforts to improve educational quality and includes five important aspects, such as management, the use of computers and the internet in teaching, team work culture, the use of teaching aids, and the involvement of teachers, students, parents, and stakeholders.

Meanwhile, the research to be conducted focuses on madrasah management in improving the quality of education at SMP Al Azhar Tritip Balikpapan, discussing planning, organizing, implementation, and evaluation based on the madrasah's vision, mission, and goals, as well as innovations in facing the challenges of globalization, where the curriculum continues to evolve and the facilities must be adaptive to these developments (Badrut, 2018).

Thus, the difference is that previous research provides an overview of madrasah management and the integration of religious values and culture in education, while this research delves deeper into madrasah management that connects innovation with the challenges of globalization.

This study plays a crucial role in ensuring that madrasah management remains relevant and effective in addressing the demands of the times. This will have a direct impact on improving the quality of education provided. As a result, madrasahs will be able to produce a generation that is not only academically intelligent but also has strong character, is ready to face global challenges, and is capable of making a positive contribution to society.

RESEARCH METHOD

This research was conducted at Al Azhar Tritip Junior High School Balikpapan. The method used in this study is a qualitative approach with a descriptive nature. Qualitative methods involve analyzing and interpreting texts and interview results with the aim of discovering the meaning behind a

phenomenon. (Sugiyono, t.t.). The purpose of using this research approach is to obtain more detailed results or to gain in-depth information about the research as a whole, as it truly exists. The type of research employed is field research, which can also be considered a broad approach within qualitative research or a method for collecting qualitative data. This research is conducted directly in the field or at the selected research site to observe objective phenomena for the purpose of writing an academic paper. (Lexi J, 2021) The data collection techniques in this study consist of interviews, observations, and documentation. The data analysis used is the interactive model analysis proposed by Miles and Huberman, which includes data collection, data condensation, data presentation, and drawing conclusions.. (Milles, 2014). The data validity used in this study is source triangulation and technique triangulation. (Sugiyono, t.t.)

FINDINGS AND DISCUSSION

The Management of Madrasah in Developing the Quality of Education

The main role of madrasah management is to ensure that the educational process is carried out effectively and efficiently, and in accordance with the established education quality standards. This includes making strategic decisions to achieve the madrasah's vision, mission, and educational goals, as well as coordinating and supervising all educational activities. According to (Sari, 2023) Madrasah management covers aspects such as curriculum management, human resource management, financial management, asset management, and information management.

In developing the quality of education, proper management of these various aspects is essential. Of course, as the head of the school, the principal plays a central role in this. As a leader and policy maker in the madrasah, the principal has a significant responsibility in managing all operational and strategic aspects of the madrasah. In carrying out this role, the principal is expected to consistently implement management functions effectively. Below are the management functions according to Terry in the book (U, 2018) as Planning Organizing, Actuating, Controlling.

Based on the results of the research conducted at SMP Al Azhar Tritip Balikpapan, including interviews, observations, and documentation, it was found that the principal has carried out their management functions effectively. The management functions begin with:

a. Planning

Planning is the activity of setting the goals to be achieved along with the methods to achieve those goals. Planning involves the selection or determination of the institution's or organization's objectives and the identification of strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards needed to achieve the established goals. Decision-making and policy formulation are heavily involved in this management function. (U, 2018)

The management planning at SMP Al Azhar Tritip is based on:

1. Vision and Mission

All development programs at the madrasah are based on its vision and mission. The vision provides a long-term outlook or aspiration

regarding what the madrasah aims to achieve. The school's vision reflects the hopes and aspirations that the entire madrasah community aims to attain. It is an inspiring outlook and the goal to be pursued. The school's vision should be clear, inspirational, and motivate all members of the school community to work together towards its achievement. The vision of SMP Al Azhar Tritip is: "To create a quality madrasah and produce students who are Muslim leaders with a Qur'anic spirit, possess extensive knowledge, and have noble character."

Meanwhile, the mission is a statement that explains the main objectives, functions, and educational goals of the school. The school's mission summarizes the commitment of the school in providing quality education to students, as well as the values that should be instilled in the educational process. The school's mission must be practical, measurable, and executable by the entire school community. The missions of SMP Al Azhar Tritip are as follows: a) To provide superior education and teaching to produce quality graduates. B) To develop professional educational management in fostering an academic atmosphere conducive to the development of knowledge integration. c) To develop a culture of exemplary behavior in the community based on Islamic ASWAJA values and the noble culture of the Indonesian nation.

At SMP Al Azhar Tritip, all planning is based on its vision and mission, as the vision and mission serve as the foundation for madrasah management planning because they provide clear direction and the expected goals. The vision outlines an ideal picture of the future of the madrasah, while the mission details the roles and responsibilities of the madrasah in achieving that vision. With a clear vision, madrasah managers can identify the needs, challenges, and opportunities that may arise. The mission, on the other hand, provides a framework to direct the actions and activities of the madrasah in supporting that vision (Titi & Badrut, 2024).

Effective madrasah management planning requires a deep understanding of the madrasah's long-term goals and core values. The vision and mission serve as strong guides in determining priorities, developing strategies, and measuring the success of the madrasah. They help the madrasah administrators formulate specific objectives, identify the necessary resources, and set concrete steps to achieve those objectives.

2. Based on the existing evaluation

The management planning of the madrasah, based on the existing evaluation, refers to the process of using the results of the evaluation to guide effective planning and management of the madrasah. This evaluation may cover various aspects, including student achievement, teacher performance, the effectiveness of teaching programs, school facilities, and community needs. By relying on objective and accurate evaluation results, madrasah management can make better decisions and formulate appropriate action plans to improve the overall quality and efficiency of the madrasah.

At SMP Al Azhar Tritip, the results of previous evaluations are also necessary for planning the next steps. Planning based on previous evaluations is important because it allows the organization to learn from past experiences and improve performance in the future. Previous evaluations provide a deeper understanding of what has been successful and what still needs improvement. By analyzing the results of past evaluations, the organization can identify successes that can be reinforced and issues that need to be addressed in the next planning phase. Moreover, previous evaluations help in measuring the impact of policies and programs that have been implemented and in assessing the extent to which goals have been achieved. By considering previous evaluations in the planning process, the organization can make better decisions, allocate resources more effectively, and create more realistic and measurable plans for the future (Tamam & Kadi, 2024).

3. The Desires of the Community or Parents

As is well known, parents want their children to excel, so SMP Al Azhar Tritip strives to provide a supportive learning environment that allows each student to reach their full potential. This means the madrasah uses various teaching strategies, including methods that enable teachers to adjust the content and teaching approaches accordingly.

Planning that takes into account the desires of the community or parents is important because it involves stakeholders in the decision-making process and enhances the success of program implementation. Understanding the desires of the community or parents allows the school to better grasp their needs and expectations. By considering the aspirations and preferences of the community or parents, the school can design more relevant programs that meet the students' needs. Furthermore, involving the community or parents in planning also fosters a sense of ownership and support for the school's programs. When the community or parents feel heard and valued, they are more likely to actively participate in supporting and promoting the school's vision and mission. Therefore, paying attention to the desires of the community or parents not only builds a better relationship between the school and the community but also increases the likelihood of achieving greater educational goals.

b. Organizing

Organization is defined as the activity of dividing tasks among those involved in the school's cooperation, as these tasks cannot be completed by just one person. These tasks are distributed to be carried out by each organizational unit. This activity determines who will execute each task according to the principles of organization. (Rodliyah., 2015)

The organization at SMP Al Azhar Tritip involves engaging all staff according to their skills in their respective fields. All staff members collaborate and work together in the management of the madrasah. The organization within madrasah management consists of:

1. Vice Principal of Curriculum

The Vice Principal of Curriculum plays a key role in madrasah management to improve the quality of education. They are responsible for the planning, development, implementation, and evaluation of the curriculum. By formulating a curriculum that aligns with national education standards and the needs of the students, as well as organizing learning to be effective and efficient, they create a conducive learning environment. Additionally, through guidance and supervision of teachers, they help enhance the quality of teaching. By evaluating the implementation of the curriculum and student achievement, and actively engaging in the professional development of teachers, the Vice Principal of Curriculum ensures that the madrasah is on track to achieve higher educational quality standards. By performing these roles effectively, they contribute significantly to creating an inspiring and high-quality learning environment for the students of the madrasah.

This is in line with what was stated by (Fatimatuzzohroq, 2022). In his journal, it was stated that the curriculum, as a guideline for the implementation of the learning process in educational institutions, has a high level of effectiveness and efficiency in achieving the learning objectives of the institution. If the curriculum is well-managed, the learning process will align with the goals of the educational institution.

2. Vice Principal of Student Affairs

According to (Yulaeha, 2021) The duties of the Vice Principal of Student Affairs include developing student development programs, guiding, organizing, and supervising student activities to enforce discipline and school regulations, creating regular development schedules, mentoring the student council (OSIS) in organizational skills, managing student transfers, and more.

At SMP Al Azhar Tritip, the Vice Principal of Student Affairs is responsible for managing student activities and development within the madrasah. One of their main roles is to foster student discipline, create a conducive learning environment, and ensure the welfare and safety of the students. By managing extracurricular activities, character development, and monitoring student behavior, the Vice Principal of Student Affairs helps create a positive and productive educational atmosphere. Additionally, they also play a role in facilitating communication between students, parents, and the madrasah to enhance cooperation in supporting the educational process. By performing these roles effectively, the Vice Principal of Student Affairs can significantly contribute to improving the quality of education at the madrasah through holistic and supportive student development.

3. Vice Principal of Public Relations

According to (Amar, 2024). Public relations in educational institutions build a management framework that relates to the activities of the institution's relationship with the community, aimed at supporting the teaching and learning process, thus improving the quality of education. Public relations is very important in the process of educational development in Indonesia.

At SMP Al Azhar Tritip, the Vice Principal of Public Relations is responsible for managing relationships with external stakeholders, such as the community, the media, and relevant government institutions. Through the promotion of the madrasah, dissemination of information about educational programs, and the development of networks with other educational institutions, the Vice Principal of Public Relations helps improve the image and reputation of the madrasah. Furthermore, they also play a role in garnering support and cooperation with various parties to support the development of education at the madrasah. By performing these roles effectively, the Vice Principal of Public Relations can help expand the reach and influence of the madrasah, as well as increase community participation in supporting the quality of education.

4. Vice Principal of Facilities and Infrastructure

The Vice Principal of Facilities and Infrastructure is responsible for managing and maintaining the physical facilities and educational resources at the madrasah. By ensuring the availability and suitability of educational facilities such as classrooms, sports facilities, and places of worship, the Vice Principal of Facilities and Infrastructure creates a safe, comfortable, and conducive learning environment for students and educators. Additionally, they are also responsible for managing the use and maintenance of equipment and learning technology at the madrasah. By performing these roles effectively, the Vice Principal of Facilities and Infrastructure can make a significant contribution to creating an optimal learning environment, which in turn supports the development of educational quality at the madrasah.

c. Actuating

It is the implementation of what has been previously planned, by mobilizing all available resources. (Pratama, 2022). The implementation phase carried out at SMP Al Azhar Tritip is executed according to the plans and the division of tasks in place. The head of the madrasah places full trust in the members of the team. This full trust from the head of the madrasah can serve as a great motivation for the team members. It shows deep appreciation for their abilities and dedication, while also strengthening the bonds within the community. With the trust given, team members feel valued and motivated to give their best in their tasks and responsibilities.

In practice, the head of the madrasah fosters a culture of collaboration. A culture of cooperation brings many benefits, such as improved communication, better collaboration, and the creation of an environment that supports collective growth. This culture can create a solid team, which in

turn can optimize the results of previously planned strategies, thus enhancing the quality of education. With strong cooperation, team members can support each other, motivate one another, and work together more effectively to achieve shared goals.

d. Controlling

Controlling is the activity of supervising the implementation of a task and evaluating the activities that have been carried out in order to take corrective actions for future implementations (Sherly, 2020).

At SMP Al Azhar Tritip, there is an annual work meeting (RAKER) held once a year for 3 days. The yearly program is discussed during this meeting, which includes schedules as well as the teachers' workload. There is also a routine evaluation conducted every month to assess achievements and identify any challenges that have been encountered.

The entire management process at SMP Al Azhar Tritip Balikpapan aims to improve the quality of education. There are 8 National Education Standards that measure the quality of education, consisting of the Standards for Content, Process, Graduate Competency, Educational Assessment, Educators and Education Personnel, Facilities and Infrastructure, Management, and Financing (Putra, 2023). These 8 standards have been implemented at SMP Al Azhar Tritip, with the following details:

Table 1. 8 National Education Standards Implemented at SMP Al Azhar Balikpapan

No	National Education Standards	indicators
1	Content Standards	SMP Al Azhar Tritip follows the Merdeka Curriculum with adjustments to local content, such as strengthening religious education through subjects like Tahfidz Al-Qur'an and Fiqh, among others, that are tailored to the needs of the students.
2	Procces Standart	The learning process implements the Project-Based Learning (PJBL) model based on technology, such as the use of e-learning applications.
3	Graduate Competency Standards	SMP Al Azhar Tritip targets graduates who not only master the basic academic competencies in accordance with the Merdeka Curriculum but also have the ability to read and memorize the Qur'an.
4	Standards for Educational Assessment	The assessment is conducted in a balanced manner, covering affective, cognitive, and psychomotor aspects.
5	Standard of Educators dan tenaga kependidikan	Teachers at SMP Al Azhar Tritip are required to hold a bachelor's degree (S1), particularly in the field of Islamic education, and to participate in regular training.
6	Standart Sarana Prasarana	The madrasah provides facilities that support learning activities, such as classrooms, a prayer room for worship activities, a playground, and more.

7	Standart Pengelelolaan	The management is conducted using an Islamic-based management system, such as regular coordination meetings and involving the community in decision-making.
8	Standard of Financing	Transparency in financial reporting.

The quality of education at SMP Al Azhar Tritip aligns with Crosby's concept, which defines quality as the conformity between services and market needs (Asrohah, 2024). The curriculum is developed to be relevant to national and global education standards, supported by the enhancement of teacher competencies to meet the expectations of students and parents. Education based on Qur'anic values and noble character education addresses the character needs of students desired by the community. In addition, the development of students' potential through extracurricular activities and the provision of adequate facilities ensures that the learning process is effective. By involving parents in refining the programs, the school ensures the relevance and competitiveness of graduates who are ready to continue their education or face challenges in society.

Challenges and Innovations in Madrasah Management in Improving Education Quality

Madrasah, like other educational institutions, face their own challenges and innovations in improving education quality. The challenges faced by SMP Al Azhar Tritip Balikpapan in enhancing education quality include the influence of globalization. The challenges of globalization in madrasah management, especially in improving education quality, encompass various aspects that can affect the madrasah's ability to provide quality education in an ever-changing global era. Some of these challenges include:

a. Curriculum Development

The shift from the 2013 Curriculum (K13) to the Merdeka Curriculum requires madrasahs to undergo development. As stated by Swandari & Jemani (2023), the implementation of the Merdeka Curriculum demands changes within madrasahs. SMP Al Azhar Tritip supports the Merdeka Curriculum through teacher training, mentoring, and regular supervision. Strengthening religious values, project-based learning, and utilizing technology will enhance education quality. Full support from the leadership and continuous evaluation ensures the success of the program.

b. Limited Infrastructure

Infrastructure in schools refers to all the physical and technical facilities available within the school environment to support the educational process. At SMP Al Azhar Tritip, there are still some inadequacies in infrastructure. While the current facilities are somewhat sufficient, they are still lacking for further development, such as the absence of a proper health center (UKS), library, and laboratory. Innovation in addressing these challenges involves utilizing existing facilities. For example, the lack of a physical library is supplemented by a digital library that can be accessed by all students.

CONCLUSION

The management of SMP Al Azhar Tritip Balikpapan is carried out through several stages, namely planning, organizing, implementation, and evaluation. In the planning phase, they look at previous evaluations and refer to the existing vision and mission. The organization focuses on selecting human resources (HR) that match their expertise in their respective fields. During the implementation phase, the activities are carried out based on the planning, and continuous evaluation is performed to assess the outcomes.

As for the challenges in improving education quality, one major challenge is globalization. One aspect of this challenge is curriculum development. In response, the solution has been to involve several teachers in training programs to improve their competence. Another challenge is the limitation of infrastructure. The innovation carried out to address this issue is the utilization of existing facilities and social-cultural engagement by involving parents in decision-making processes.

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