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**ENFORCING**  
**ENVIRONMENTAL MANAGEMENT**  
**TO ENSURE CULTURAL AND SPIRITUAL VALUES**  
**FOR SOCIO-ECONOMIC BENEFIT**

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# THE MANAGEMENT OF QUALITY DEVELOPMENT OF “MODEL” MADRASAH IN INDONESIA

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## Abstract

*Madrasah is currently required not only to be able to change the quality of education so that it is equal to standards in public schools, but also maintain the quality of religious education as a characteristic of madrasah itself. The development of the quality of the “model” madrasah carried by MTsN Model Babakan Lebaksiu Tegal is expected to act as a satellite; a pilot center that can have a positive effect as well as a shared learning resource service center. The development of “model” madrasah can accelerate changes in the character and performance of public and private madrasah in the surrounding area. This study aims to describe the state of management of “model” madrasah in Indonesia. This research used a qualitative approach with a case study design. Determination of research subjects using snowball sampling and data analysis using an interactive analysis model developed by Milles and Hubberman. The result of this study is madrasah MTsN Model babakan Lebaksiu Tegal has relatively high effectiveness with good performance achievements in both academic and non-academic fields, especially the achievement of national exam subjects. MTsN Model Babakan Lebaksiu Tegal realizes that the role of management that has been performed optimally can make this MTsN recorded as MTs with achievements.*

**Keywords:** *Management, Quality Development, “model” Madrasah*

## A. INTRODUCTION

Since the beginning of the independence of Indonesia, the development of *madrasah* education has fluctuated. In its historical role, *madrasah* was introduced in the early decades of the 20<sup>th</sup> century which was a response from Indonesian muslims (Muhlisin, 2019: 16). The development of *madrasah* into the national education sub-system was marked by the existence of *madrasah* after the ministerial decree. So far, differences in patterns and resources in education development have created gaps between the Ministry of Religion and the Ministry of Education. A common phenomenon that occurs is that *madrasah* are considered as "number two" educational institutions. In various places, many *madrasahs* are classified as "marginal class" and one by one they experience degradation due to the loss of trust from both the people and their enthusiasts.

There are several important reasons why this research was carried out: First, there needs to be a deeper study because this *madrasah* was originally managed by the Ma'hadut Tolabah Islamic Boarding School, of course the "*salafus sholihin*" *ulama* and the board of

the boarding school did not suddenly gave his permission that the junior high school turned into the State *Madrasah* Tsanawiyah that lead to the MTsN Model in Tegal Regency.

Second, by looking at the role of *madrasah* and the changes that have occurred throughout the 20<sup>th</sup> century between the dialectics of *madrasah* educational institutions and policies launched by the government in the field of education, particularly through the Ministry of Religion, it is assumed that these policies have implications for the existence of *madrasah*, including the role MTsN Model Babakan Lebaksiu Tegal in reproducing quality Islamic educational institutions for Muslim communities.

Third, it is necessary to examine the reasons of Ministry of Religion of the Republic of Indonesia in choosing MTsN Babakan Lebaksiu Tegal to become a “model” *madrasah*, even though in Tegal Regency there are other *Madrasah Tsanawiyah*, such as MTsN I Lebaksiu Tegal and MTs Jembayat Tegal, which also have achievements in various fields.

Fourth, based on the real conditions, MTsN Model Babakan Lebaksiu Tegal has not implemented various quality development programs as expected by BEP, such as providing guidance to educational components for *madrasah* in the vicinity. In addition, MTsN Model Babakan Lebaksiu Tegal received an award from the regional office of the Ministry of Religion of the Republic of Indonesia at the Central Java Province level as “model” State MTs that has achieved and was confirmed as MTsN Model with national achievement. This fact is a strong attraction for further study.

Fifth, from a macro perspective, “model” *madrasah* are scattered in almost all regions of Indonesia, and the impact of it is quite high. The Indonesian Ministry of Religious Affairs considers “model” *madrasah*, including MTsN Babakan Lebaksiu Tegal, to have a strategic role in achieving the goal of quality Islamic education, both for itself and the surrounding *madrasahs*. However, when observed, the quality of the surrounding *madrasahs* was still not satisfactory. This situation makes the title "model" is doubted.

The success of MTsN Babakan Lebaksiu Tegal cannot be separated from the main role of *madrasah* management. The main control holder in management is a leader (Slamet Untung, 2019: 171): the principal of the *madrasah*. To maintain it as a viable entity in the future, *madrasah* must have good quality management. One proof of its success is the success of MtsN Babakan Lebaksiu Tegal as a model or pilot MTsN. The quality and excellence of *madrasah* that have made many achievements are one of the factors of success. The integration model - the interconnection between science and religion shows a connection (Mukhlisin, 2020: 71).

Improving the quality of *madrasah* is related to school quality (Zamroni, 2007: 2). Quality improvement in this research is related to targets to be achieved through planning, implementing and evaluating content standards, process standards and standards for educators and education personnel. (Faturrohman and Sulistyorini, 2012: 41-42). Starting from the above problems, research on the management of developing the quality of *madrasah* is very important to be studied as a benchmark and a model for other *madrasahs*.

## **B. RESEARCH METHOD**

This research was designed using qualitative research methods. The selection of qualitative methods in research is based on the following points:

1. Qualitative methods provide great opportunities for understanding and interpreting various kinds of human experiences.
2. Researchers can pay attention to events and phenomena that occur in the research field so that they can make situations and conditions around the area become real and what they are (natural setting).

3. Qualitative methods for researchers will provide a better understanding of the perspective of the research subject, an abstract concept for researchers to make interpretations (J.H Mc Milan, 2006: 12-13)

This research is a case study research, namely research that aims to describe a situation or a phenomenon that occurs. Case study research (Lakomski, 1997: 108) seeks to present data as it is and if possible, to make in-depth investigations of a person or group based on existing social phenomena using techniques that vary between qualitative and quantitative approaches that are believed to be able to raise the characteristics of events - social events and symptoms that occur.

Emphasis on a qualitative approach in case study design is for two reasons; first, to increase the opportunity for researchers to have deep knowledge about the present or past conditions of the MTs Model Babakan Lebaksiu Tegal educational institution so that they can explore phenomena that are rarely found or have not been widely researched. Second, the existence of programs and degradation in the delivery of education at MTsN Model Babakan Lebaksiu Tegal which was used as a “model” *madrasah* until finally the school became a satellite (pilot) for the surrounding *madrasahs*.

Determination of research subjects using Snowball Sampling: the selection of new cases to add to the cases that have been determined is based on potentiality in order to develop concepts or theories produced during the research (Creswell, 2008: 217). This research was conducted at MTsN Model Babakan Lebaksiu, Tegal Regency, Central Java for several reasons: First, in terms of its existence, MTsN Model Babakan Tegal is the newest “model” *madrasah* in Central Java province. Second, in terms of empowerment, MTsN Model Babakan Lebaksiu Tegal can perhaps be used as a pilot “model” *madrasah* at the Tsanawiyah level in Indonesia for the sustainability and development of Islamic education institutions. Third, the results of Imam Suraji's research state that there are quite a lot of problems faced by model *madrasah* in Indonesia, but MTsN Model Babakan Tegal is able to turn these problems into brilliant achievements.

To obtain data validity, this qualitative research was conducted by maintaining credibility, transferability and dependability. The validity of the final data for this study used the member check. The task of the member is checked so that the information that has been obtained and will be used in writing the report is in accordance with what is meant by the informant and the key informant. Meanwhile, to check the credibility of the data, the researchers used source triangulation which is carried out by comparing the data obtained from the results of interviews with the *Madrasah* principal, chief principal, teachers, head of the collaborative learning resource center, and head of service units (Lab. Biology, Physics, Language, Computer, PTD and Libraries). Analysis of the data in this study used interactive model analyzes developed by Miles and Hubberman, starting with data collection and timing, data display, reduction and analysis to conclusion (Hubberman, 1994: 10-12).

### C. RESULT AND DISCUSSION

Particularly, “model” *madrasah* aims to produce the good output who are excellent in (1) faith and devotion to Allah, (2) nationalism and patriotism, (3) broad and deep insight in science and technology, (4) high motivation and commitment to achievement and excellence as well as having a strong personality, (5) social sensitivity and leadership, and (6) discipline and excellent physical condition. (Umam, 2002: 53-54)

The development of a “model” *madrasah* as a pilot educational institution basically rests on the ability, creativity and innovation of the particular *madrasah* (Suraji, 2003: 15). In general, there are three stages in developing a *madrasah*. First, the “model” *madrasah* as a project stage. In this stage, some crucial things should be enhanced such as (1) the *madrasah* principal leadership ability; (2) *madrasah* organizational manner; (3) the

competency of all elements in *madrasah*; (4) the ability to implement projects in accordance with the situation and conditions of the *madrasah*; and (5) the participation of *madrasah* elements, including the community (Musa, 2000: 5).

By looking at the policy process at MTsN Model (Madrasah Tsanawiyah Negeri) Babakan Lebaksiu Tegal, there is a modification of the policy process by changing the sequence from the *madrasah* principal policy to the *madrasah* chief principal policy which results in policy performance and then builds it into the *madrasah* policy process. This model is a test case pattern. If successful, this model will be continued, and if it fails, there will be no institutional consequences.

Thus, policy performance at MTsN Model Babakan Lebaksiu Tegal is basically achieved more through a process of innovation and creativity from certain groups than in the policy process in general. This phenomenon is unique because it differs from the existing findings. All policy processes are modified.

No	Before	No.	After
1.	The teacher was not in accordance with their competence	1.	The teacher was in accordance with their competence
2.	Using the existing curriculum	2.	Using a standard curriculum and adding additional lesson program according to the students competence
3.	Learning method: Lecturing, discussion, demonstration, CBSA	3.	Learning method: Lecturing, discussion, and using audio-visual and other media.
4.	Providing extended class for the third grade in 4 months.	4.	Providing extended class for 6 months for preparation entering senior high school.
5.	Rarely participating and winning in a competition.	5.	Regularly participating and winning many competitions.
6.	Taking pray before beginning the lesson.	6.	Reciting <i>Juz Amma</i> 10 minutes then take a pray before starting the lesson.
7.	In-depth studying Al-Qur'an recitation material in the class.	7.	In-depth studying Al-Qur'an recitation material with <i>Tartil-Tahfidz</i> and <i>Jamiatul Qurra'</i> as the extracurricular program.
8.	The correlations between input and output score had not been measured.	8.	The correlation between input and output score had been measured and it has been showing the improvement in 4 years.
9.	The students' score and national examination result had not been stable.	9.	The students' final score is increased and students' graduation rate was 100%.
10.	The students' grade promotion had not been stable.	10.	The students' grade promotion had been stable (100%) and keep increasing in the academic year 2002/2003.
11.	There were many students case in the school that had not been completely	11.	Students case in the school had been completely handled and started decreasing

	handled.		
12.	Extracurricular: computer and sewing	12.	Extracurricular: computer, sewing, cooking, PTD, language and study of <i>salaf kitab</i> .
13.	The school building had not been standard and its color is grey.	13.	The school building had been standard and its color is bright that can elevate students learning motivation.
14.	The school garden was poor and it had not been paved.	14.	The school garden was good and it had been paved.
15.	The plant as the science media had not been existed and there was no Green House.	15.	The plant as the science media had not been existed and there was no Green House.
16.	The school business had not been existed, while 'koperasi' is available.	16.	The school business like <i>koperasi, wartel, diesel rental</i> , and PSBB building had been exist and it can be used for educational budget.
17.	Teacher welfare had not been guaranteed.	17.	Teacher welfare had been guaranteed and it is increased.
18.	There were no snacks for teacher.	18.	There were snacks for teacher.
19.	Community role was only in the material field and it was limited.	19.	Community role was holistic (economic, academic and school progress)

Generally, it can be seen that MTsN Model Babakan Lebaksiu Tegal has achieved many achievements, both academic and non-academic. This proves that MTsN Model Babakan Lebaksiu Tegal has the right to hold a 'model' status and become a model for other *madrasah*. Apart from all that, there are several notes - which might be used as criticism - from researchers on the achievements made by MTsN Model Babakan Lebaksiu Tegal.

The 'model' status at MTsN Model Babakan Lebaksiu Tegal should be able to become a barometer of development and quality improvement for other *madrasah*. The impact of the success of the MTsN Model Babakan Lebaksiu Tegal will be beneficial if the *madrasah* is able to become a model, both in quality improvement management in its schools and in the pattern of policies applied.

#### D. CONCLUSION

In general, the implementation of the "model" *madrasah* program at MTsN Model Babakan Lebaksiu Tegal has not been effective, especially to improve the quality of management, teacher professionalism, and facilities for supporting learning. The lack of human resources leads non-optimum utilization of existing learning infrastructure; even some of them have been damaged due to disuse. As a center for empowering the surrounding community, the "model" *madrasah* has not shown its optimal function. Among the causes are the "model" *madrasah* itself which is still in search of shape after the end of the project from the ADB-BEP Ministry of Religion (Kemenag RI) and the relatively less integrated central policy with the Provincial Ministry of Religion and the Ministry of Religion of Tegal Regency.

However, the management and learning of “model” *madrasah* strives to keep achieving after the end of the ADB - BEP program at MTsN Model Babakan Lebaksiu Tegal. The implementation of the model is more focused on maintaining the quality of education in the *MTsNModel* environment, while the function of providing guidance to surrounding *madrasah* in improving quality cannot be done, such as the function of training, service, educational facilities, supervision and leadership. The existence of an experimental pattern (test case) in policy making, namely changing the sequence of passive *madrasah* principals with curriculum and student policies, which are supported by several teachers through a process of innovation and high creativity is able to maintain and increase the National Examination subject score and graduation rate and is also supported by There are complete facilities and facilities so that the achievement of MTsN Model Babakan Lebaksiu Tegal students is quite good, both academically and non-academically.

It was realized from the start by the “model” *madrasah* academic community that MTsN Model Babakan Lebaksiu Tegal could not carry out its function as a “model” *madrasah* for the surrounding. As a result, academic and student programs are top priorities for MTsN Model Babakan Lebaksiu Tegal. The realization of the implementation of these two programs is the achievement of academic and non-academic achievements by *madrasah* students. Thus, among the management and empowerment efforts carried out by MTsN Model Babakan Lebaksiu Tegal in order to increase community trust and participation is to emphasis on the academic and non-academic achievements of students. The high National Exam scores compared to other *madrasah* scores and the 100% level of graduates are always attractive for prospective students and the community to choose MTsN Model Babakan Lebaksiu Tegal.

Based on the research results, there are several suggestions that can be taken into consideration in the context of implementing the *madrasah* quality development policy, including: For the management of the model education program, the Ministry of Religion (Kemenag) RI. (a) It is necessary to evaluate the programs that have been implemented in *madrasah* in order to determine the level of success. (b) It is necessary to identify problems and analyze the potential of *madrasah* in order to provide appropriate solutions in accordance with the conditions of the *madrasah*, by focusing attention on the process of *madrasah* organizational management which is a supporting factor for the effectiveness of the performance of policy implementation in education units. (c) It is necessary to provide facilities in accordance with the needs of *madrasah* so that the performance of policy implementation in the context of developing the quality of Islamic education can be carried out properly.

Based on the study result, it is recommended that (a) MTsN Model should maintain the identity of the “model” *madrasah* by structuring and updating it according to the indicators of the “model” *madrasah* program by always being responsive to the ever-changing developments in the world of education. (b) The Ministry of Religion of the Republic of Indonesia should always provide evaluation and follow-up of the “model” *madrasah* program it has implemented so that it can play a role in accordance with its function and is not only beneficial for the development of its own *madrasah*, but also for the progress of the *madrasah* and its surroundings.

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