

## **Strong Madrasah Education Management Strategy To Improve The Quality of Education In MTsn 2 Malang City**

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### **KEYWORDS**

education management;  
resilient madrasah;  
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### **ABSTRACT**

Madrasah is a formal educational institution that has an important role in educating the nation's life. The quality of madrasa education needs to be continuously improved so that madrasahs can play an optimal role in educating the nation's life. One effort that can be made to improve the quality of madrasa education is to implement strong madrasa education management. The aim of this research is to determine a strong madrasa education management strategy to improve the quality of education at MTSN 2 Malang City. This study used qualitative research methods. Data collection techniques in this research were carried out using literature study and observation. The collected data is then analyzed in three stages, namely reduction, data presentation and drawing conclusions. The research results show that strong madrasa education management is an important step in improving the quality of madrasa education. This step is carried out by implementing a good work ethic and performance, so that it can fulfill the mandate of Law no. 20 of 2003 concerning the National Education System. Apart from that, education management strategies can be implemented through implementing Allah SWT's command to print 'ulul albab' and Rasulullah SAW's command "thalabul ilmi faidhatun ala kullu muslimin wal muslimat." Thus, education or tarbiyah is directed at producing good student graduates, who are based on morals and have the main benchmarks, namely the Koran and hadith, not just ethics and morals.

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### **Introduction**

Madrasah as an integral part of the formal education system, has a central role in contributing to character building and the enhancement of people's intelligence. The specialty of madrasah lies in the foundation of Islamic and Indonesian values which are the main pillars in the educational process (Adisel et al., 2023). Teachers, madrasah heads, and Education Personnel currently carry out their daily duties in madrasahs not

solely to realize the Vision and Mission of madrasahs, and not fully by the expectations of RI Law No. 20 of 2003 concerning National Education System which mandates producing the output of students who are smart, intelligent, and have noble morals. Unfortunately, some of them seem to focus more on the goal of promotion and position rather than prioritizing the achievement of the vision and mission of the madrasah.

This condition raises concerns that what is done in school only aims to build a personal image, especially to gain appreciation from superiors and supervisors. This is not in line with the spirit and essence of education which should be more oriented to the quality of education and shape the character of students. So, there is a need for reflection and improvement in the attitudes and motivations of educators to focus on achieving educational goals that should be a top priority.

In an effort to maintain and improve its strategic role, the quality of madrasah education must be improved on an ongoing basis. This is important so that madrasahs are able to function optimally in educating the nation's life, one of the efforts that can be applied as an effort to improve the quality of madrasah education is through the application of strong madrasah education management.

Previous research by (Adilah & Suryana, 2021) shows that the implementation of strategic management includes the implementation of the Eight National Education Standards and the implementation of optimal curriculum, student and facility management. Strategic management evaluation is carried out through several types, including direct evaluation of school programs by the principal or person in charge of the program, evaluation in the academic field with a focus on academic characteristics and curriculum, and school evaluation meetings. Supporting factors include the availability of adequate facilities and infrastructure, school performance, positive relationships with parents, and good partnerships. On the other hand, there are inhibiting factors in the implementation of strategic management. There are some teachers and staff who have not met the required standards. The learning process can be disrupted, and competitiveness with equal schools is considered a challenge for the development of such education.

Another study by (Yanto & Fathurrochman, 2019) found that improving the quality of education can be achieved by giving priority to madrasah for aspects of developing curriculum and improving the educator profession. This is realized with the Teacher Working Group. Policy management of the head of the madrasah, in this case, can be implemented by considering the internal and external factors of the madrasah as an effort to encourage teacher honesty. The regulation of the head of a madrasah can accommodate factors such as rewards, creating a harmonious and humane democratic communication environment between leaders and teachers. In addition, the head of the madrasah is responsible for fostering a conducive madrasah atmosphere, developing a sense of teacher responsibility in the teaching process, and coordinating with district leaders, madrasah committees, and the community.

The novelty of this research is from the object of his research, namely a strong madrasah education management strategy to improve the quality of education in MTSN 2 Malang City. The theoretical implications of this research include a deeper understanding of aspects of education management that contribute to improving the quality of education in madrasahs. The conceptual model or framework developed in this study can be a valuable contribution to future studies in similar contexts. The purpose of this study is to determine a strong madrasah education management strategy to improve the quality of education in MTSN 2 Malang City.

## Research Methods

This study used qualitative research methods. Qualitative research is defined as a scientific research method that aims to understand phenomena or events through interpretation and in-depth analysis of descriptive data. This method focuses on understanding the context, meaning, and dynamics of a situation or event (Harahap, 2020). Data collection techniques in this study were carried out by literature study, and observation. The literature study was conducted to gain a deep understanding of strong madrasah education management, improving the quality of education, and MTSN 2 Malang City. Meanwhile, observations were made to obtain more in-depth and accurate data on the management strategy of a resilient madrasah education in MTSN 2 Malang City. This research was carried out by MTSN 2 Malang City located on Jl. Raya Cemorokandang No.77, Cemorokandang, Kedungkandang District, Malang City, East Java. The collected data is then analyzed in three stages, namely reduction, presentation of data and drawing conclusions.

## Results and Discussions

Quality education is an aspiration and demand that becomes a reference for organizational institutions in the field of education. All individuals will certainly prefer to get knowledge from institutions that have quality education quality standards. Thus, educational institutions are required to provide superior services and quality so that they remain in demand and competitive with other educational institutions. Dzaujak Ahmad in (Mubarak, 2015) stated that the quality of education is the reliability of educational institutions to carry out operational and efficient management in aspects related to educational institutions so as to affect the added value of these aspects based on applicable rules and standards.

The importance of quality education is reflected in the institution's ability to provide optimal learning experiences, support learners' holistic development, and prepare them to face real-world challenges with solid skills and knowledge. Furthermore, the quality of education is a determining factor in increasing a country's competitiveness at the global level, driving social and economic progress, and creating competent and qualified citizens. Therefore, the focus on the quality of education is the foundation for achieving the goals of sustainable education development and contributing achievements to the development of society and the nation. Efforts to improve the quality of education become a continuous discussion on the issue of managing or managing education. Improving the quality of education is an effort that must be carried out continuously so that the hope of quality and quality education can be realized (Fadhli, 2017). Actions to improve the quality of education continue to be implemented in all educational institutions, including in MTsN 2 Malang City.

Madrasah Tsanawiyah Negeri (MTsN) 2 Malang is one of the state tsanawiyah madrasahs located in Malang City, East Java. Efforts to improve the quality of education continue to be pursued, these efforts reflect the determination of the MTsN 2 Malang institution in improving learning standards and educational outcomes, in accordance with the vision of the Educational Institution, which is to become a madrasah with national and international standards with charity, innovative, competitive and environmental culture (Faridi & Yogawati, 2022). The vision sets a goal to make the madrasah an educational institution that meets standards both at national and international levels, with the characteristics of having noble morals, being innovative, and having high competitiveness. In its effort to achieve this vision, MTsN 2 Malang can continuously

realize it through the implementation of strong education management.

Educational management is a discipline and practice related to planning, organizing, directing, and controlling various aspects of educational activities. The goal is to achieve efficiency and effectiveness in the implementation of the education system. Education management involves various tasks, ranging from policy formulation, resource allocation, to monitoring and evaluating the performance of educational institutions (Kuntoro, 2019). Strong education management must be quality-oriented, namely prioritizing quality in the provision of education. This step can be done by implementing a good work ethic and performance by educators and education staff, where educators and education personnel are important components in the implementation of education. The success or failure of learners reflects the extent of the quality of the individual providing the education itself.

Work ethic can be defined as an attitude or view on how to carry out activities with the aim of achieving good results or success (Sohari, 2013). This includes a person's mindset, behavior, and dedication to the job or task at hand, with a focus on achieving optimal results. Work ethic and good performance will encourage educators and education staff at MTsN 2 Malang to be dedicated and responsible in their duties. In MTsN 2 Malang, this group involves all staff elements, including teachers, madrasah heads, and Administration (TU) staff. However, in its implementation, the work ethic and performance of education personnel in MTsN 2 Malang is still not optimal. Each individual role in this group has a significant impact on the continuity of the teaching and learning process of learners, and none of these roles can be ignored.

According to Mansyur 2018, the role of the head of the madrasah is one of the aspects that can move the madrasah to achieve the vision, mission, goals and objectives using madrasah policies that are designed in a planned and phased manner (MUBTADIIN, 2023). In order to be able to carry out effective leadership and handle his duties well for the success of the madrasah he leads, a madrasah head needs to play his role by having a high work ethic (Fadillah, 2023). With the work ethic which is a crucial aspect, especially for the head of the madrasah, because a strong work attitude will be an encouragement for individuals to complete their tasks well. By having a positive work ethic, the head of the madrasah can create actions that bring positive impact, so as to achieve success for the madrasah.

The role of the head of the madrasah has great significance, because the head of the madrasah can be the main driver for all resources in the madrasah. The leadership of the head of the madrasah not only affects the effectiveness and efficiency of the institution as a whole, but also has a direct impact on the work ethic and performance of teachers and administrative staff. The role of the head of the madrasah as a manager in the school is in an effort to encourage education personnel to have a high work ethic, through leadership that is in accordance with the work environment and careful coordination (Indryani, 2019).

The teacher becomes a central role in managing learning, the teacher as the implementer of learning and teaching. Therefore, success in teaching greatly affects the overall success of education (Buchari, 2018). Teachers can be considered as the main key in achieving the success of the learning process in madrasah. Therefore, the work ethic of teachers is a very vital factor, and the presence of teachers is a staple element in the world of education. A high level of loyalty, a strong work ethic, and perseverance are essential demands in the role of a teacher in order to provide optimal performance (Husen, 2023).

The work ethic of teachers reflects ethical norms that are reflected in teacher behavior to achieve specific educational goals. Teachers who lack a work ethic tend to

work without careful consideration, while teachers with a good work ethic will contribute full responsibility and dedication, because the application of work ethic is considered a step that supports quality work results. The importance of work ethic lies in its contribution to work productivity and improvement of work quality. Therefore, a teacher needs to have good performance so that the application of work ethic becomes more effective, and the resulting results can achieve an optimal level of success. Performance in this context includes three main aspects, namely teacher behavior, results achieved, and effectiveness in achieving educational organizational goals. When work ethic is firmly held, teachers are able to carry out their duties and responsibilities professionally and effectively. This not only contributes to the improvement of the quality of education, but also encourages the overall progress of education. It is important to note that in addition to madrasah heads and teachers, administrative staff also have a crucial role in upholding work ethic and displaying optimal performance.

Administration in educational institutions is a part that functions to support the realization of the vision and mission of the educational institution. The realization of this support is reflected through services that encourage learning and administrative activities. Administration in madrasah is in charge of all fields, which means that it can work together with the head of the madrasah and teachers, or work to serve students (Hidayati, 2022). Administrative performance can be improved by adopting a high work ethic because a motivated person tends to be more work-oriented and achieve optimal results. Moreover, adopting a high work ethic can increase an individual's sense of responsibility and dedication to their work, thus contributing to improving the quality of administrative performance (Firdaus, 2023).

The importance of work ethic to administration providers can be seen from their ability to influence, direct, guide, and control the behavior of individuals involved in providing education so that they are willing and able to carry out their duties and responsibilities professionally (NELDA, 2017). It aims to achieve educational goals effectively and efficiently, so that the results achieved are in accordance with the established standards. Success in carrying out this task will positively support all activities in the school, and with a good work ethic, all work can be completed on time according to the plan that has been set. Improving work ethic and positive performance among education personnel, involving madrasah heads, teachers, and administrative staff, requires several strategies such as through education and training, recognition and appreciation and the creation of a conducive work climate.

The first strategy to improve the work ethic of education personnel can be through education and training, according to Widodo 2015 in (Arifudin & Taryana, 2018) that training is a series of activities for a person to improve his skills and knowledge in a structured manner so that he can improve performance in accordance with his field. This effort can be done through various activities, such as education and training, seminars, workshops, and comparative studies. Seminars are forums where education personnel can listen to presentations, follow discussions, and gain an in-depth understanding of current issues in education. While in workshops education personnel can engage in exercises, group discussions, and interactive activities, in contrast to comparative studies allow education personnel to observe and understand best practices in madrasah or other educational institutions that can provide new insights and motivate innovation in the local context.

For education personnel, training is one of the important investments to improve the quality of education in madrasah. By attending the training, they can develop competencies and update their knowledge, which in turn will support the improvement

of the quality of teaching and education management in the madrasah environment. Targeted and quality training will be able to improve the work ethic of education personnel and have a positive impact on the quality of educational performance in madrasahs, thus generating appreciation and appreciation to education personnel who have carried out their duties well.

The award for education staff is a positive recognition addressed to education personnel for their performance in planning, implementing administration, managing, developing, supervising and serving technical in order to support educational activities (Roswati et al., 2016). Giving awards can be a strong motivator for education staff to continue to contribute well and give their best in their work. Because when work and achievements are recognized, they may feel more motivated to continuously improve the quality of their performance. So that giving appreciation and appreciation to education staff is not just a formal action, but also an investment in improving welfare and work ethic in an educational environment. Giving awards and appreciation to education staff must be carried out objectively and transparently. The criteria used to assess the performance of education personnel must be clear and measurable. Giving awards and appreciation must also be done in a timely and continuous manner, this can indirectly create a conducive work climate.

In addition to training and appreciation, efforts that can be made to improve the work ethic of education personnel can also be through the creation of a conducive work climate. The working atmosphere, or what is referred to as the work climate, is the condition in which education personnel carry out educational activities. A conducive work climate can create a comfortable and pleasant working atmosphere, so that education personnel can work more enthusiastically and productively. Creating a learning environment that provides comfort and fun is effective for the creation of a work climate that is in accordance with the demands of the learning process (Siregar, 2021). The role of the head of the madrasah is vital in shaping a supportive and conducive educational environment. The head of the madrasah has a great responsibility in creating a learning atmosphere that facilitates the growth and development of students. Through effective leadership, madrasah principals can establish a positive school culture, encourage a spirit of collaboration among staff and students, and provide the support needed to achieve educational goals. Thus, the role of the head of the madrasah is not only limited to administrative aspects, but also includes real efforts to create an environment that motivates and advances learning. Through the creation of a conducive work climate, the work environment can become more inspiring and support the growth of a positive work ethic of education personnel. Thus, education personnel will be more motivated to make maximum contributions in carrying out their duties and responsibilities.

By implementing these measures, the work ethic and performance of education personnel can be improved so that they can fulfill the duties mandated by Law Number 20 of 2003 concerning the National Education System. This task involves achieving optimal results from students, namely individuals who are intelligent, intelligent, and have noble morals. Moreover, the crucial aspect is that madrasahs can fulfill the call of Allah SWT to educate "Ulul Albab" or individuals who have deep understanding and wisdom.

This is also in line with the instructions of the Prophet (peace be upon him) which states, "thalabul ilmi faidhatun ala kullu muslimin wal muslimat", which translates as "studying is compulsory for every Muslim and Muslimah." In this context, efforts to improve the quality of education are not only considered a formal duty, but also as a religious obligation. By responding to this call, madrasah can become an educational institution that not only enriches knowledge, but also forms a strong character and noble

character in its students.

In other words, through the application of these principles, MTsN 2 Malang not only aims to meet national education standards regulated by law, but also involves itself deeply in the implementation of religious duties to educate generations who not only excel in ethical and moral norms derived from community culture, but also have noble morals in accordance with Islamic values contained in the Qur'an and Hadith. The standard of kindness of graduates is not only reflected in their daily behavior, but also in the extent to which they practice Islamic values and principles in their lives. This approach emphasizes on character building that is consistent with Islamic norms, so that learners are not only valued from a secular perspective, but also within the framework of upheld religious values.

## **Conclusion**

The implementation of robust madrasah education management plays a central role in improving the quality of education in madrasahs. The steps taken involve the application of work ethic and the achievement of optimal performance, with the aim of meeting the demands of Law No. 20 of 2003 concerning National Education Systems. Furthermore, education management strategies can be implemented through actions in accordance with the command of Allah SWT to form individuals referred to as 'ulul albab', and the command of the Prophet SAW which stated "thalabul ilmi faidhatun ala kullu muslimin wal muslimat." Therefore, the purpose of education or tarbiyah is to produce graduate students who have good character, noble character, and have the main assessment standards sourced from the Qur'an and hadith. This approach not only covers ethical and moral aspects, but also illustrates a solid foundation in achieving the goals of comprehensive and continuing education.

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