

# Implementation of School Based-Management to Improve the Quality of Education at Public Schools of Muhammadiyah in Klaten Indonesia

Uswatun Khasanah<sup>1</sup>,Mudhofir Abdullah<sup>2</sup>,Khuriyah<sup>3</sup>

<sup>1</sup>Institut Agama Islam Negeri (IAIN) Surakarta & STAI Muhammadiyah Klaten Indonesia,

<sup>2,3</sup>Institut Agama Islam Negeri (IAIN) Surakarta Indonesia,

e-mail: <sup>1</sup>uzwa.staimklaten@gmail.com<sup>2</sup>Mudhofir1527@gmail.com, <sup>3</sup>khuriyah98@gmail.com

**Abstract:** *The quality of education is a benchmark in education units to maintain the quality of institutions both process, inputs, and outputs. This research was conducted to determine the implementation and strategy of developing boarding school management to improve the quality of education in MA Muhammadiyah 1 Klaten. This research is field research, with the type of qualitative research. Data collection techniques include observation, interview, and documentation. The data validity was tested using source triangulation methods and techniques. The results of interviews, field notes, observations, and documentation were analyzed using Miles and Huberman's model consisting of data reduction, data presentation, and conclusion drawing. The results show that the implementation and the strategy of boarding school management development can improve the quality of education.*

**Keywords:** *Management, Boarding School, Quality of Education*

## 1. INTRODUCTION

This study explores the implementation of school-based management (henceforth, CBM) in Islamic schools in Indonesia owned by Indonesian Muhammadiyah Agency. The focus of SBM is advised as in Indonesia CBM is still applicable and the management to improve the school quality is appropriate for schools in developing countries (Budiharso & Tarman, 2020).

Nowadays, there are at least three well-known educational institutions in Indonesia, namely general schools, madrasah, and Islamic boarding schools. In fact, before the education system reform introduced by the Dutch colonial and modernists, there were several traditional Islamic educational institutions in various regions of the archipelago such as *pondok pesantren* (Islamic boarding school) in Java, *surau* in Minangkabau, and *dayah* in Aceh. Among them, only Islamic boarding schools still exist to date. The quality of education is measured by the degree of excellence of each component, in a relative manner, and by comparison. A good school is measured by not only the perfection of its components and strengths/advantages but also the ability of the school to anticipate changes, conflicts, and disadvantages or weaknesses (Solikhah & Budiharso, 2019).

Management of education quality aims to find out a change in the focus of school management from short-term feasibility to long-term quality improvement and its impact on changes in school cultural values. This as mentioned by Edward Sallis that quality management is a continuous circle of improvement and places great emphasis on improvement and change.

It turns out that the implementation of education quality management does not always run well. Various problems often occur. To overcome the problems and answer these concerns, a new paradigm in the reform and development of Islamic education institution management, including an excellent boarding school system, is needed. The application of boarding school education management also adopts the values of Islamic teachings to achieve the goals of Islamic education effectively and efficiently.

MA (Madrasah Aliyah or Islamic Senior High School) Muhammadiyah 1 Klaten is an Islamic education institution that grows and develops based on the need for general and religious education. It offers skill programs/majors in science and social studies. To provide more religious education for students, MA Muhammadiyah 1 Klaten has its own boarding school. Various problems are faced in the management of the school, one of which is the management of the quality of education. This paper explores the implementation and strategy of the development of boarding school management to improve the quality of education.

## **2. METHODS**

This research is field research of which qualitative approach is applied. Qualitative research aims to understand social phenomena from the perspective of the participants. This research is descriptive qualitative. In qualitative research, research subjects are informants or participants. The data were sourced from (1) informants (principal, deputy principal for curriculum, deputy principal for religious affairs, deputy principal for administration, boarding school coordinator, advisor, teachers, and students), (2) activities (all activities in boarding school management, including student learning and interaction), and (3) relevant documents. The data collection technique is the main step. Without knowing the data collection technique, researchers will not get the data that meets the standards set. There were several data collection techniques used to obtain comprehensive data about the focus of the research problem, including (1) observation, (2) interview, and (3) documentation. Documentation was used to obtain data. Data Validity Test According to Moh. Kasiram, data validation aims to check the correctness or validity of the data obtained to match the data from the informants with field data. Data analysis is searching and arranging data from interviews, field notes, observations, and documentation systematically. Then, the results were translated into conclusions to be easily understood by the researcher and others.

## **3. RESULT AND DISCUSSION**

Pondok Pesantren Modern Muhammadiyah Boarding School (MBS) Klaten is an educational institution that seeks to integrate the general education system with the *khalafi* boarding school system through the boarding school education model, which requires students to stay in the dorm for 24 hours. Pondok Pesantren Modern Muhammadiyah Boarding School Klaten, (later known as MBS Klaten) is an educational institution at the primary and secondary levels with 2 units (junior and senior high school) integrated into one location so that supervision and guidance for students are conducted in an integrated manner. MBS Klaten has 3 campuses/locations.

It is a general school as well as a modern Islamic boarding school that includes traditional values by adopting modern values in an integrative and selective manner and balancing the content of the national education curriculum and Islamic boarding school (Ma'had) curriculum, which rejects the dichotomy of religious science and general science. In MA Muhammadiyah 1 Klaten, both sciences are taught to students proportionally to create intellectual cadres and Muslim scholars.

MBS I Klaten is located at Jl. Sergeant Sadiqin No. 1 Sangkal Putung, Klaten. MBS II Klaten is in Bulusari Beku, Karanganyar, Klaten. MBS III Klaten is in Kemit Kwaren, Klaten. This boarding school has the vision to realize organizational cadres who are obedient, noble, knowledgeable, and have good achievements. To realize this vision, missions in the form of long-term activities with a clear direction are needed. The missions are:

1. Providing good behavior discipline with a 24-hour boarding system
2. Applying the curricula for Islamic junior high school, senior high school, and modern Islamic boarding school
3. Providing various extracurricular activities
4. Using Arabic and English as everyday conversational languages
5. Implementing Tahfizh and Tahfim Qur'an
6. Providing Information Technology

Through the boarding school education system, MBS Klaten strives to introduce its missions firmly by teaching students in class and helping them to be better-oriented individuals together in an educational environment.

#### *Implementation of Boarding School Management Development to Improve the Quality of Education*

The quality of education at MA Muhammadiyah 1 Klaten is supported by not only adequate educational facilities but also a good and quality education program. It not only provides a program "as it is" but also considers the quality. The education program at MA Muhammadiyah 1 Klaten was audited using an internal quality audit of ISO 9001: 2008 which has greatly helped to create a school with a quality culture. Referring to the Regulation of the Minister of National Education concerning internal and external quality assurance systems, MA Muhammadiyah 1 Klaten implements an Internal Quality Assurance System (IGAS) with ISO 9001:2008 and the External Quality Assurance System (EQAS) through the National Accreditation Board (BAN). This is proven the B accreditation achieved in 2013 from BAN.

The boarding school program of this school is expected to be able to improve the quality of education. Therefore, this program is managed by the principles of MA Muhammadiyah 1 Klaten, including duties and functions consisting of several components, including the following:

*First:* Planning for the development of boarding school management to improve the quality of education at MA Muhammadiyah 1 Klaten is conducted with curriculum management (national education curriculum in the morning and Islamic boarding curriculum). The management of teachers and education staff is based on the recommendations from teachers and staff to meet the needs of chaplains who teach at the boarding school. The financial, facility, and infrastructure management has been implemented by making an annual plan in the form of the Madrasah Work Plan (RKM). There is also a report on the achievement of the madrasah. The management of students is

carried out by a strict admission process through national selection using written tests and interviews. The aspects of planning, according to Imam Machalli, include what, who, when, where, how to do, and what is needed to achieve the maximum goal.

Based on Permendiknas Number 19 of 2007 concerning Education Management Standards by Primary and Secondary Education Units, program planning is characterized by activities in the form of a vision, mission, goals, and work plans. In preparing a work plan, the product is a medium-term plan that describes the objectives to be achieved within four years related to the quality of graduates. In general, the vision and goals of religious programs have been well socialized to madrasah residents and other interested parties. The madrasah also formulated and set its goals in four years, which contain eight aspects of national education standards that are easy to understand.

According to Chaplain Fachrudin, the manager of the boarding school, the planning of the boarding school at MA Muhammadiyah 1 Klaten follows government regulations and established rules. However, there are still many breakthroughs to be written in planning every year.

*Second:* Organization by dividing tasks between madrasah and boarding school is managed separately. The boarding school is managed independently but follows the education program at MA Muhammadiyah 1 Klaten. The organization is carried out to collect and arrange the resources required in the plan, especially human resources, in such a way that the activities to achieve the established goals can be carried out effectively and efficiently. Organization can unite people in one or more groups to perform various tasks.

Organization activities at MA Muhammadiyah 1 Klaten have been carried out well with a clear division of job descriptions. Chaplain Fachrudin stated that, according to the boarding coordinator, the boarding school has a clear organization, organizational structure, a decree that is signed by the head of the madrasah every year, has a principal, deputy, treasurer, secretary, consumption section, curriculum section, facility and infrastructure section, and cleanliness section.

*Third:* Scheduled activities are implemented at the boarding school by competent chaplains so that the implementation can be maximized. Teaching and learning activities are carried out by two methods, namely *bandongan* (teacher-centered) and *sorogan* (student-centered). Teaching methods are not a problem because every teacher has a different method. Thus, at the beginning of the school year, teachers are given targets to teach several books with their own methods. The implementation function has been running well because, according to Imam Machalli, the function of implementation is to realize the results of planning and organization by driving or directing the workforce and utilizing existing facilities to carry out shared work.

*Fourth:* Supervision is carried out by the boarding school coordinator observing the boarding school activities directly and holding an evaluation meeting with the principal of the MA Muhammadiyah 1 Klaten to evaluate and develop ongoing programs. Funds provided by the government are managed and accounted for transparently for boarding school activities. Therefore, in the procurement of goods, there must also be a Letter of Accountability report to be submitted to the government. In purchasing goods, MA Muhammadiyah 1 Klaten collaborates with a third party, a limited partnership that has a tax identification number, to make an accountability report more easily to the government.

*Strategy for the Implementation of Boarding School Management Development to Improve the Quality of Education*

In connection with the quality of the programs in boarding school, there are three elements to be considered, namely input, process, and output. Input refers to students accepted through New Student Admissions (PPDB), infrastructure, and curriculum. Students who are accepted in the religious program have gone through several registration stages, from online registration, written test, to interview. Both teachers and supervisors guide the students in the boarding school. With a clear structure and distribution of tasks to each teacher, teaching and learning activities can run well.

Meanwhile, the output of education in the boarding school is students who have characters in various aspects. The most important aspect is the spirituality of students who are getting used to religious activities in the boarding school. Strengthening of religious material in the boarding school can also be applied in everyday life, such as in morals. Therefore, the boarding school greatly affects the quality of education at MA Muhammadiyah 1 Klaten. All quality indicators boil down to the results. In moral, character, and academic aspects, students at the boarding school have met these criteria. Some of them even excel in non-academic fields. This is in accordance with the advantages of the boarding school program, namely providing comprehensive education with complete facilities and quality teachers.

The finding shows that MA Muhammadiyah 1 Klaten always collaborates with its partners as a follow-up to improve the quality of education because the action will be successfully carried out by involving madrasah residents, boarding school residents, and the community, while still relying on the principal of the madrasah as a policymaker. The quality improvement follow-up activities are carried out to maintain the quality standards and culture of the boarding school-based madrasah. Tradition and quality culture are very important in an institution, including MA Muhammadiyah 1 Klaten based on Islamic boarding school, from which the characteristics of the quality of an institution can be seen. This is in line with what Goetsch DL and Davis DL conveyed. The characteristics of quality culture are as follows: 1) Behavior in accordance with the slogan. 2) Asking for input from educational stakeholders actively to continuously improve quality. 3) Involving and empowering employees. 4) Working as a team. 5) Involving Executive managers in ensuring quality, not delegating. 6) Providing adequate resources wherever and whenever needed to ensure continuous quality improvement. 7) Holding training on the knowledge and skills needed to continuously improve quality by employees at all levels. 8) Applying reward and promotion system based on the contribution to continuous quality improvement. 9) Treating colleagues as internal education stakeholders. 10) Treating suppliers as partners.

#### **4. CONCLUSION**

Based on the discussion above, it can be concluded that

1. the implementation of the development of boarding school management to improve the quality of education includes implementing planning, organization, implementation, and supervision. For implementation, planning is carried out as evidenced by combining local and national curricula and organizing by dividing the structure of madrasah and boarding school tasks separately to maximize the boarding school in carrying out its programs under the supervision of MA Muhammadiyah 1 Klaten. Good implementation is proven by the scheduled activities. Supervision is carried out by madrasah through deputy principal of religious affairs supervising by observing directly to find out the progress of the activity and holding regular meetings with the supervisors. Besides, students also get an exam in the boarding school and a report card as an evaluation material.

2. The strategy for implementing boarding school management development to improve the quality of education at MA Muhammadiyah 1 Klaten is improving the quality of education in madrasah with an education quality assurance system. It is shown by all components (students, teachers, and supervisors) who have carried out their activities in the boarding school well. Through quality assurance, several aspects (input, process, and output of students) will be supervised. The input of students is through a national selection program. The learning process is not only in academics but also in non-academic and social fields. Meanwhile, the output of students is to become excellent graduates with the target of memorizing 10 juz and mastery of foreign languages.

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