



Implementation of Strategic Management in Improving the Quality of Education at Abu Darrin Private Islamic High School, Bojonegoro Regency

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ABSTRACT

This study aims to provide an overview of the implementation of strategic management in improving the quality of education through the achievement of national education standards. The study uses a qualitative approach with a case study method to collect data through interviews, observations, and in-depth analysis. The results of the study show that the implementation of strategic management through national education standards, which includes management in the implementation of content standards, processes, graduate competency standards, management, assessment, facilities and infrastructure, funding standards, and educator and education staff standards, is in accordance with the characteristics of the madrasa and is carried out through several aspects. Each standard contributes and complements one another. The role of transformational leadership is also significant in the reforms carried out by the madrasa. Supporting factors include good cooperation among the human resources within the madrasa, complete facilities, and a well-structured institutional management process. However, the obstacles faced by the madrasa include the lack of an adequate UKS (School Health Unit) room and library that meet the standards, as well as the absence of a dedicated staff to handle library and UKS issues.

Keywords: *Strategic Management, Quality Improvement, Education.*

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1. | INTRODUCTION

The quality of education in madrasas not only encompasses the quality of graduates but also refers to the institution's ability to meet applicable quality standards (Erni: 2017). Education quality is understood as the ability of an education system to manage the educational process effectively, efficiently, and with high quality, with the aim of adding value and achieving quality outcomes. Systematic efforts to improve education quality in terms of students, curriculum, equipment, teaching methods, and overall institutional management are the benchmarks used in enhancing quality management.

The implementation of strategic management is crucial for an institution to achieve the goal of improving education quality. This is because good quality planning and management will directly impact the quality of graduates produced and ensure that the learning process can run safely and comfortably in accordance with the objectives set by the educational institution. Many challenges are faced by institutions, including management, administration, leadership, human resources, and finance issues (Ahmadi: 2012).

Strategic implementation is often referred to as the action phase of strategic management and represents the realization of the goals or programs set in the strategic formulation process. Key factors to consider when implementing a strategy are the programs, budgets, and procedures. Educational institutions continue to develop, both internally and externally, so programs, budgets, and procedures must be well implemented. Thus, strategic management has a significant influence on the success of madrasas in all activities related to change and the learning process to achieve a quality level of education with the right strategy.

Therefore, madrasas as educational institutions face a great challenge in achieving the quality and quantity of students needed to compete in various aspects. Findings show that in the modern era and Industry 4.0, stakeholders respond to the needs of the industry and society and no longer rely solely on logical reasoning but also on religious

perspectives. Education quality significantly determines the level of public trust in madrasas, which continues to increase over time and development. Madrasas strive to improve their effectiveness as role models and maintainers of educational quality.

Developing educational programs and enhancing the capacity of madrasas as educational institutions that incorporate Islamic elements to produce quality graduates in line with community expectations is essential. Quality education includes vision, mission, objectives, flagship programs, effectiveness, productivity, focused curriculum, accountability, and relevant learning opportunities that can serve as competitive assets. By formulating and implementing quality education, institutions can achieve success (Sagala: 2011).

Madrasah Aliyah Abu Darrin, as an Islamic educational institution based on a pesantren (Islamic boarding school), faces the challenge of surviving in the era of rapid growth in the quality of madrasas. The question is how MA Abu Darrin can maintain quality, standards, and quantity in the highly competitive and rapidly growing madrasa environment. Therefore, the researcher has chosen the title "The Implementation of Strategic Management in Improving Education Quality at Madrasah Aliyah Swasta Abu Darrin, Bojonegoro Regency."

2. | RESEARCH METHOD

This study uses qualitative research with a case study approach. By using this approach, the researcher is able to gain an in-depth understanding of the implementation of strategic management at Madrasah Aliyah Abu Darrin in improving the quality of madrasa education. The key informants in this study are the head of the madrasa, teachers, national curriculum deputy, local curriculum deputy, public relations deputy, student affairs deputy, achievement coaching teacher, and administrative staff. Validation in this study is conducted using triangulation techniques, both source triangulation and method

triangulation. The steps of analysis include data reduction, data display, and conclusion and verification. The flow of the research follows the concept of Miles and Huberman in Sugiyono's book (2016), which includes data collection, data reduction, data presentation, and verification stages.

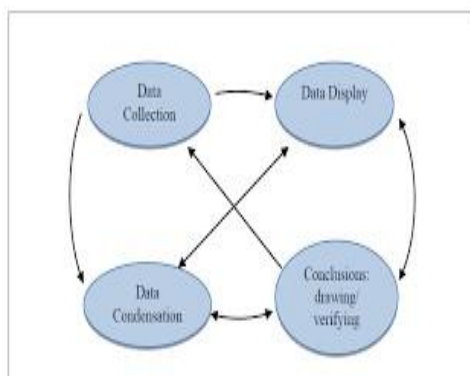


Figure 1. Qualitative data analysis according to Miles and Huberman

The selection of research informants was conducted using a qualitative approach, which is in line with the context of the research, the research questions, and the objectives to be explored. The data collection techniques include first, observation of the place or object to be studied, and second, conducting semi-structured interviews to create a more flexible conversation

between the researcher and the informant compared to structured interviews. The interviewer uses a general guide in the form of key questions but can further explore additional questions based on the respondent's answers.

This approach allows the interviewer to dig deeper into the information while maintaining the general framework (Glaser & Strauss, 1967). The research process is also supported by documentation. The research process has yielded the desired results and the research objectives regarding the various methods of applying strategic management to improve education quality at Madrasah Aliyah Abu Darrin.

3. | RESULTS AND DISCUSSION

Strategic Management Concept

Strategic management is a series of decisions and management actions that determine the long-term performance of an organization (Hunger and Wheelen: 2001). Strategic management is a process or series of fundamental and comprehensive decision-making activities, with decisions regarding its implementation, carried out by top management and carried out at all levels in an educational institution to achieve goals (Nawawi, 2003).

Table 1. Aspects of achievement

Aspects of strategic management achievements
Strategic management is a decision-making process. It works by applying spectrum theory to previously developed decision-making.
The results of the decision are fundamental and comprehensive due to several important aspects in educational institutions.
The leader is the spearhead in making an important decision in decision-making.
The implementation of the decision as an organizational strategy in achieving strategic goals carried out by all levels of the organization, its role is carried out according to the authority and responsibility of each.
Top management decisions must be implemented at all levels of the organization in the form of implementing activities/work in line with the strategic goals of the organization.

According to Taufikraman, to achieve the desired goals of an organization or business, strategic management is essential to reach the best

outcomes. By implementing strategic management within an organization, each unit or department of that organization can perform its tasks, roles, and

responsibilities to the best of its ability. Furthermore, in today's development, every organization or educational institution is expanding its market to achieve significant profits. In relation to the quality of education, strategic management is the foundational element in achieving quality within an organization.

The quality of education is determined by the services provided by the educational managers to meet the needs of students, both internal (school leaders, educational staff) and external stakeholders (parents, society, business world, industry) (Ridwan Abdullah, 2015). Furthermore, the quality of upper secondary education can be referred to from the national education standards outlined in the Republic of Indonesia Law No. 20 of 2003 on the National Education System, Chapter IX, Article 35, Paragraph 1, which states: "National education standards consist of standards for content, process, graduate competency, educational staff, facilities and infrastructure, management, financing, and education assessment that must be improved systematically and periodically."

The main factor that motivates and triggers the madrasa to improve the quality of its education is the existence of prominent institutions nearby, such as SMK Dander, MAN 1, and MAN 2 Bojonegoro, which are located close to Madrasah Aliyah Abu Darrin. Therefore, the participation of all madrasa members, togetherness, and responsibility are prioritized. Thus, leaders in educational institutions must create strategies or methods to create a responsive, effective, and dynamic environment to meet market needs (Mustajab, 2020).

Several strategies implemented by the madrasa to maintain and improve quality include offering skills programs needed by the market. The madrasa strives to ensure the quality of its

graduates by organizing science olympiad coaching and collaborating with credible institutions. This aligns with Porter's (1992) view, which synergizes the efforts of institutions or organizations in achieving competitive market advantages, and can be said that strategy is an essential tool for achieving competition. This is consistent with strategic goals to maintain or achieve superiority over competitors.

The following explains the relationship between the eight national education standards, including output, process, and input. Output includes graduate competency standards and content standards, while process includes process standards, education assessment, and management standards. Input consists of educator and educational staff standards, facilities and infrastructure, and financing. A madrasa or educational institution will be able to improve the quality of education if it can utilize opportunities in its environment and leverage its strengths. This is in accordance with Figure 1, which explains the interconnection between the 8 national education standards.

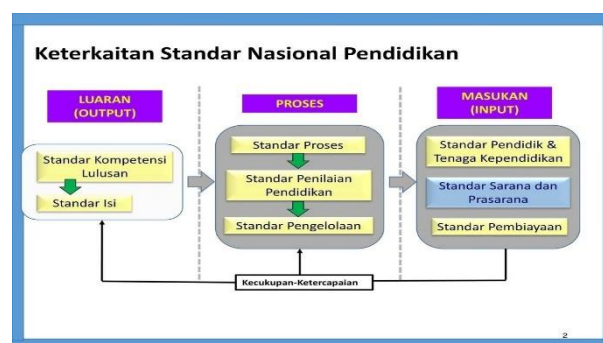


Figure 2. National Education Standards

The following is the implementation of strategic management at Madrasah Aliyah Abu Darrin which has a significant positive impact on the quality of education at the madrasah through 8 SNPs.

Table 2. Quality improvement at Abu Darrin High School

Effective way activities (Implementation and Needs)	The Hope
The implementation of the national curriculum refers to KMA 40 of 2024, the implementation of the local curriculum.	National curriculum and local curriculum are well and regularly integrated.
Improving and proving superior achievement programs through madrasah extracurricular activities.	Preparing competent graduates who are in accordance with market demand.
According to the Directorate General of General Secondary Education (2006), self-development is an educational activity outside the subjects that are part of the school/madrasah curriculum. Lutan (1986) also said that extracurricular programs are an internal part of the learning process that focuses on fulfilling the needs of students. Hastuti (2008) also argues that extracurricular programs are school programs in the form of student activities that optimize related education, develop students' talents, interests, skills and abilities, and strengthen their individuality. According to Feldman & Matjasko (2005), there is a significant relationship between students' academic achievement and the level of extracurricular activities.	

The process of implementing quality improvement in the content standards in this madrasah is that the head of the madrasah is ready to accept any changes that occur in the world of education. The head of the madrasah together with the curriculum team, is always responsive to changes that occur, both changes in curriculum, technology, or policy changes. With the attitude

and model of transformational leadership carried out by the head of the madrasah, the institution will always be ready and respond quickly and appropriately to the changes that occur. Thus, the madrasah will be able to compete with other madrasahs.

Table 3. implementation of quality improvement at Madrasah Aliyah Abu Darrin

Effective way activities (Implementation and Needs)	The Hope
Implementation of KBM with PAIKEM, learning completion, adequate physical class facilities (wifi and smart TV)	Students learn according to their interests and talents by choosing language, science, social studies, and religion program classes. The openness of the madrasah to students to choose extracurricular activities that interest them.
Rusman (2011) states that learning is considered enjoyable when it creates an atmosphere that is relaxed, free from pressure, safe, engaging, sparks a desire to learn, involves full participation, and has an interesting learning environment. On the other hand, if the atmosphere is full of pressure and monotony, and students are not motivated to learn, then learning will not be enjoyable. According to Mulyasa, enjoyable teaching is a learning process where there is a strong sense of unity between the teacher and the students, without any feelings of coercion or pressure. With high enthusiasm and curiosity from the students, this will also serve as a driving force for success in education. Supporting facilities and an environment that fosters student readiness are key factors in determining whether students can effectively absorb the lesson material being taught.	

Discussion on the standard of education process, in its implementation the head of the madrasah is very concerned and strives for student learning to run comfortably and pleasantly. Some efforts made by the head of the madrasah are by

providing maximum facilities in each classroom. Procurement of smart TV, wifi access, and complete learning tools have been provided by the madrasah. Thus the learning process will be able to lead to successful learning.

Table 4. Educational process standards at Madrasah Aliyah Abu Darrin

Effective way activities (Implementation and Needs)	The Hope
Madrasahs implement national exams as well as local curriculum exams which include tests on several skills that students have taken during their time at the madrasah.	Madrasah strives to achieve the best results for graduates, providing the best results for students to be able to continue to a higher level, by providing students with various skills that students need which will later bring benefits to students when they return to their respective environments.
Bebby quoted in Susanto (2016) that the quality of education is seen from three perspectives, namely the economic perspective, sociology, and education perspective. In another book in line with Gaspersz's opinion quoted in the book Nur Zazin (2011) explains that quality is also interpreted as everything that is able to fulfill the desires and needs of customers, here it is also explained that quality is everything that can be improved because basically there is no perfect process.	

The implementation of the madrasah program in creating quality graduates is in line with the implementation carried out by the head of the madrasah in improving the quality of the madrasah. The head of the madrasah establishes relationships with external partners by collaborating with credible institutions, both tutoring institutions or collaborating with several

institutions in the fields of art and other expertise. The madrasah carries out teachers and experts who have expertise that is in accordance with the skills available at the madrasah. In carrying out the process, students are fostered and guided directly in extracurricular activities by experts.

Table 5. Implementation of the program at Abu Darrin High School

Effective way activities (Implementation and Needs)	The Hope
The Madrasah has fulfilled the number of teachers. The qualifications of teachers are in accordance with their fields and the needs of class groups at each level. What has not been fulfilled is the librarian. The Madrasah does not have a special librarian.	By fulfilling the teaching and educational staff and the suitability of their qualifications, the ideals and hopes of the madrasah in achieving a superior and high-achieving madrasah will be easily achieved.
In the field of education, the selected teaching staff must have competencies related to their fields, such as subject mastery, teaching ability, and communication skills. Because each team member knows their role and responsibilities, the synergy created between them will facilitate the achievement of strategic goals. In any educational institution, the quality of education is an important thing and to achieve quality results, it requires attention, good management and sufficient manpower to carry out the process (Feiby Ismail: 2016). These competencies can include technical skills, social skills, and managerial skills and Bebbby quoted in Susanto (2016) that the quality of education is seen from three perspectives, namely the economic, sociological, and educational perspectives.	

The role of the head of the madrasah in implementing recruitment of both teachers and staff is one of the very competitive actions. The qualifications in fulfilling teachers and staff in the madrasah are very much considered, which of course will greatly affect the quality of the

institution. Providing motivation and support to all teachers to continue to higher education is also often done. In addition, in improving the quality of teachers in the madrasah, various trainings are often carried out which are attended by all teachers with the hope that teachers will be able

to upgrade new knowledge, add to their experience and knowledge.

Table 6. The role of the head of the madrasah

Effective way activities (Implementation and Needs)	The Hope
The completeness of the facilities and infrastructure in the madrasah has begun to be fulfilled well. Although there are still UKS rooms and libraries that do not meet the standards. Thus, it is necessary for the madrasah to strive for the existence of UKS rooms and libraries according to the standards.	With the very decent and adequate madrasah infrastructure, the great hope of the madrasah is to always want to improve the development process. With the hope that the quality of the madrasah will increase, it will automatically increase the number of students every year.
The arrangement of the madrasah structure which includes the curriculum structure, student structure and achievement team in the madrasah is one of the things that has been implemented by the madrasah in order to manage the madrasah well and synergistically. Each element in the madrasah has its own person in charge.	Good management starting from the smallest things is one of the efforts to organize the madrasah to be better and of higher quality.
<p>According to Mulyasa (2002) educational facilities are buildings, classrooms, tables, chairs, equipment, learning media, and other equipment and tools that directly support the educational process, especially the teaching and learning process. Another opinion was also expressed by Sanjaya (2006) that facilities can be anything that directly supports the smooth running of the learning process, for example learning media, teaching tools, madrasah equipment.</p> <p>According to Griffin (2004) the definition of management refers to the successful functioning of an organization by maximizing the duties and responsibilities of each member and utilizing organizational resources as best as possible to achieve organizational goals. In line with the opinion of Agus Zainul F (2022) the organization can understand well the behavior of customers in its target market, so that the organization can develop the right strategies and programs in order to take advantage of existing opportunities, establish relationships with each customer and outperform its competitors. As an initial step in carrying out the functions of an organization or institution, planning is the initial task that must be carried out by all members of the madrasah (George: 2003). In carrying out their respective roles, duties and responsibilities, each madrasah has a structure and rules that must be obeyed by each member of the madrasah so that the goals of the madrasah can be carried out in accordance with the rules and plans that have been determined.</p>	

Management standards in madrasahs, that madrasahs also play a role in maximizing the role and responsibility starting from the principal, teachers and students and all members of the madrasah in achieving the desired goals. By knowing the roles and responsibilities and roles of each individual, it will be easier for the madrasah principal to evaluate and assess performance. This is done by the madrasah principal in order to

create a harmonious environment and establish togetherness between madrasah members. By implementing educational management in madrasahs which is a process where each component of the madrasah, both the madrasah principal, teachers, staff, students, and the madrasah committee collaborate their skills and expertise to achieve common goals.

Table 7. Management standards

Effective way activities (Implementation and Needs)	The Hope
Assessment in this madrasah is carried out openly and with high awareness. Assessment in the madrasah is not only carried out in the student assessment process but also on teachers, both assessments in the learning process in class and performance assessments. The learning assessment process is carried out in a healthy manner and accepts each other's shortcomings. Assessments are carried out by senior teachers, senior teachers are assessed by the head of the madrasah and also supervisors.	By conducting periodic assessments, the level of errors or deficiencies can be minimized. Thus, improvements in both the learning process and performance can be carried out appropriately.
The implementation of the financing process in madrasahs is carried out using the principles of accountability and transparency. All elements involved in the madrasah jointly implement the madrasah work program, including in terms of compiling the RKAM and reporting on budget use, so that the direction and objectives of madrasah funding are very clear and can be accounted for. Then in the process all financing is based on the Budget stated in the RKAM described in several student activity items.	By implementing the principles of accountability and transparency, all elements of the madrasah can carry out their respective duties with full trust. Thus, it will create a harmonious and trustworthy madrasah environment.
<p>Ralph Tyler (1950) Assessment is a process of collecting data to determine to what extent, in what way, and in what part educational goals have been achieved. In this case, strengthening the assessment process carried out in madrasahs has carried out assessments effectively and periodically.</p> <p>Matin (2014) stated that education costs are financial and non-monetary expenditures as a form of responsibility of all participants (society, parents, institutions and government) in developing education so that the expected educational goals are achieved effectively and efficiently. Referring to all expenditures according to targets. must be implemented in such a way that they continue to be researched, maintained, and managed from various sources so that they can be used effectively and efficiently. E Mulyasa in Mohammad Rojii's book, financing is a financial source that can support effectiveness and efficiency in managing education. Education financing can be interpreted as one of the sources that has great potential in determining and implementing the smooth running of educational program activities and is an inseparable part of managing education management.</p>	

Implementation of Strategic Management in Improving the Quality of Education at Madrasah Aliyah Abu Darrin

a. SNP Standard Content

The implementation of the curriculum at MA Abu Darrin is generally designed, compiled and developed by the madrasah based on the instructions and references of the National Education Standards Agency (BSNP). The MA Abu Darrin curriculum is guided by the Decree of the Minister of Religion (KMA) 450 of 2024 concerning guidelines for implementing the curriculum in Raudaltul Athfal (RA), Madrasah Ibtidaiya (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA) and Vocational Madrasah Aliyah (MAK). The KMA 450 of 2024 is a madrasah curriculum designed with the aim of developing the potential

of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Madrasah Aliyah Abu Darrin with its big motto, namely a madrasa that benefits, synergizes, and mbarokahi, is also something that is used as the foundation of the madrasah in realizing the vision and mission, and goals of the madrasah. Which motto is used as a benchmark for all resources that the madrasah has to realize the excellence of the madrasah. The curriculum that is compiled and developed by the madrasah also pays close attention to regional characteristics, socio-culture, and the quality of students. The curriculum at Madrasah Aliyah Abu Darrin is also a student self-development program, which

program is through extracurricular activities of the madrasah and guidance and counseling. This is in accordance with table 2.1 which explains the components of the content standards in the madrasah and table 2.3 about the targets of the madrasah. Some extracurricular activities in the madrasah include MTQ, Tahfidz, batik, calligraphy, table tennis, foreign language immersion, graphic design creation, sermons, photography, and science olympiad coaching. Madrasah Aliyah Abu Darrin seeks to improve the effectiveness of its role as a role model and guardian of the quality of education. Developing educational programs and increasing the capacity of madrasahs as educational institutions that incorporate Islamic elements in order to produce quality graduates and meet the expectations of society. In its implementation, Madrasah Aliyah Abu Darrin also creates a madrasah education calendar in determining each activity that will take place for one year at the beginning of learning, increasing the volume of learning, evaluation systems for each subject, KKM achievements, preparing teaching materials both visual and auditory, and creating learning curricula, RPP, modules and LKS (student worksheets). Because quality education includes vision, mission, goals, superior programs, effectiveness, productivity, accountability, focused curriculum, and relevant learning opportunities that can be used as competitive advantages as capital to be competitive.

b. SNP Standard Process

The learning principles of Madrasah Aliyah Abu Darrin are related to graduation standards and content standards. In relation to the principles above, process standards refer to several elements, namely: planning the learning process, implementing the learning process well, evaluating learning outcomes, and observing the learning process. In planning the learning process, teachers at Madrasah Aliyah Abu Darin have prepared learning process planning prota, prosem, teaching modules, and also ATP with all its derivatives such

as TP (juran learning objectives), KKTP (criteria for achieving learning objectives), summative, STS (mid-semester summative) where all components are adjusted to the instructions given by the head of the madrasah who is assisted by the deputy head of curriculum. The preparation of the learning program is carried out by teachers at the beginning of the academic year in the odd semester using the madrasah education calendar as a reference. This is in accordance with table 2.1 which explains the components of the process standards in the madrasah and table 2.2 regarding madrasah programs. The results of the compilation of these components are reported to the head of the madrasah and reported to the supervisor when the teacher concerned is supervised. The implementation of the learning process in this madrasah uses technology-based In with the availability of smart TVs in each class, so that learning is more effective and efficient, which initially the role of the teacher as the sole authority of knowledge has changed to a facilitator for students to interact directly with various learning resources. However, there are still some teachers at MA Swasta Abu Darin who still have difficulty in utilizing IT due to age factors so that their use is limited. The role of the head of the madrasah in solving this problem is to send competent teachers to assist senior teachers so that learning is expected to continue effectively. Assessment of learning outcomes is carried out by teachers periodically both in the implementation of daily tests (summative), mid-semester assessments (STS), and at the end of semester assessments (SAS). Furthermore, supervision of the teacher's learning process in carrying out learning is supervised by senior teachers, senior teachers are supervised by the head of the madrasah. Improving the quality of educators is improved through training, workshops, and other teacher quality development activities.

c. SNP Graduate Competency Standards (SKL)

The minimum completion criteria (KKM) set by the madrasah have been achieved by students both in the process of achieving the KKM for subjects and in the implementation of national exams. Students show better progress in achieving the targets set each year. This is evidenced by the increasing graduation rate in 2022/2023 and 2023/2024 and student scores are also consistent. In addition to the national exam, students are also given a madrasah performance test according to the class of interest.

The results above are in accordance with table 2.1 which explains the components of the graduation standards and madrasah targets in 20025 which are in table 2.3. Madrasah graduation standards are also a determining factor in student graduation. Armed with a computer certificate and a certificate of the An-nahdliyah recitation method which are given to students who graduate. The purpose of the madrasah is to provide computer skills and provide computer certificates, so that it is easier for children to take advantage of job opportunities considering that IT skills are currently in great demand, and teaching certificates with the An Nahdliyah method can also be used to teach at TPA-TPA where they live.

The implementation of the campus study program for class XII is also one of the madrasah's responses to the quality of student graduates, students are invited to visit several universities to get motivation and an overview of education at state universities, with the hope that students are motivated to continue their education to a higher level.

d. SNP Standards for Educators and Education Personnel (PTK)

Abu Darrin Private Madrasah Aliyah has 65 personnel, including 60 teachers and 5 education personnel. With 41 educators with S1 degrees, 12 teachers with master's degrees (S2), and 7 teachers who are certified as educators. To improve the quality of education, the madrasah leadership also strives to improve teacher performance through workshops, training, and

information about Madin scholarships. This is in accordance with table 2.1 which explains the components of educator and education personnel standards and table 2.3 regarding the madrasah targets that are being pursued in 2025. The madrasah principal determines the direction of madrasah policy and is the driving force behind the implementation of education. As a motivator, the madrasah leadership is obliged to continuously improve the effectiveness of madrasah performance. As a school policy leader, the principal must be able to implement educational goals effectively and efficiently (Alben, 2016).

e. SNP Standard Facilities and Infrastructure

The condition of the land of Madrasah Aliyah Abu Darrin is adequate and meets the requirements for its size. The floor area of the building is also in a good category, meeting health and safety requirements. Some of the rooms include classrooms, science laboratories, social studies laboratories, biology laboratories, teachers' rooms, bathrooms, hand washing areas, sports fields, computer laboratories, prayer rooms, warehouses, and parking lots. However, there are still some that do not meet the standards for library and UKS rooms. There is no reading room yet, and library managers who do not meet the qualifications as library officers because the library officers are employees, and the books in the library are also very limited. This has received special attention from researchers that most educational institutions at the elementary and secondary levels are still less aware of the importance of the existence of madrasa libraries. Therefore, madrasahs need to make efforts to create UKS and library rooms that meet the established standards.

f. SNP Management Standards

Madrasah management is based on the vision, mission, and objectives that have been set. The madrasah's commitment by prioritizing the madrasah motto "benefit, synergize, mbarokahi" is an important step in realizing the vision and mission. This is in accordance with table 2.2 and 2.3

regarding madrasah management in the form of programs that have been implemented and efforts or targets that will be carried out. The madrasah's vision, which includes several derivative indicators, as well as the mission as the basis for implementation, and objectives as shared ideals, all play a role in efforts to improve the quality of education. In its implementation, every aspect of the madrasah is managed well through the Madrasah Work Plan (RKM), Medium-Term Activity Plan (RKJM), and Annual Work Plan (RKT) which have been prepared by the head of the madrasah, teachers, staff, and committee, and approved by the Ministry of Religion of Bojonegoro Regency.

g. SNP Standard Assessment

Madrasahs conduct assessment processes and report student learning outcomes periodically by informing students and parents of each exam, both PTS and PAS. Madrasahs also conduct evaluations using different techniques, formats, and types of evaluation. Table 2.1 also explains the assessment process. The achievement of students' basic competencies is assessed using indicators. Through the use of tests and non-tests in written and oral forms, performance observations, attitude measurements, evaluation of work results in the form of assignments, projects or products, use of portfolios and self-assessments. The assessment principles receive the attention of all teachers, as does the determination of minimum standards for completion. The form of assessment in assessing knowledge, attitudes and skills has also been in accordance with the qualification requirements for assessment standards, but needs to be further developed, especially with the current examination instrument grid.

h. SNP Financing Standards

The entire school activity budget is systematically arranged in the RKAM, implemented according to the planned program and reported periodically according to the regulations. To provide a clear picture of the budgeting of MA Swasta Abu Darrin, the madrasah has a madrasah work schedule and budget. This RKAM specifically refers to BOS fund activities and budgets. The RKAM documented by the madrasah includes all budgets sourced from madrasah finances, such as BOS, school committees, and other investments involved in madrasah development. The direction and objectives of madrasah financing are very clear and understandable, because all elements such as the preparation of the RKAM and reporting on budget use are involved in the joint implementation of the madrasah work program. This is in accordance with tables 2.1 and 2.2 related to financing transparency so that all activities can be carried out properly. The budget presented in the RKAM is explained based on several points regarding student activities. The goal is to provide a budget for student activities and ensure that all activities run smoothly and in line with the expected goals of the madrasah in maximizing quality activities. The following are some of the challenges experienced by madrasahs in implementing educational quality achievements, as well as the strategies for solving them, and the methods/tools used to resolve the challenges faced.

Table 8. Quality Achievements of SNP Madrasah Aliyah Abu Darrin

National Education Standards	Indicator	Challenges faced / Madrasah Solutions	Development Plan
Content Standards	Implementing all components of the content standard	There are no specific challenges in the process of implementing content standards, such as learning foundations, understanding concepts, skills, and attitudes that are the foundation of each subject.	Further improve the quality of graduates and increase the number of achievements in extracurricular activities.
Process Standards	The learning process runs effectively and efficiently.	There are several teachers who are still hampered by IT problems – The solution is to conduct several trainings to maximize teacher capabilities.	Inspiring through learning and some teacher training.
Graduate Competency Standards	Improving the quality of graduates through self-development of extracurricular activities.	Madrasahs are required to provide maximum service in accordance with market demands. Required to provide optimal provisions to students when they have completed their education so that in the long term students are able to be accepted by society with the skills they have. - Madrasahs strive to meet market needs by providing educational provisions by providing computer certificates to students and providing certificates for learning to recite the An Nahdliyah method.	Strengthening readiness, by determining the competencies that students must have after completing their education. Developing wings through cooperation with other credible institutions in improving the quality of graduates.
Standards for educators and education personnel	All class teachers have met the qualifications.	The qualifications of educational staff have not been met, the absence of library staff who do not meet the qualifications – the solution is to recruit library staff who are in accordance with their fields.	Fostering professionalism, by regulating the competencies, qualifications, and duties of teachers and other educational personnel.
Standards for facilities and infrastructure	The room meets the standards.	The unfulfilled space of several rooms, namely a special room for the library and UKS. - Solution to add space for the library and UKS that meet the standards.	Creating a supportive learning environment, by paying attention to the non-physical and physical facilities needed in the education process.
Management standards	The management of the madrasah has been running well.	Managing the madrasah effectively and efficiently, in all activities including planning educational activities, implementing educational activities, and supervising educational activities.	Building various collaborations to improve the quality of education.

Assessment standards	The assessment has been in accordance with the standard.	The assessment principle is in accordance with the assessment standards, the teacher has carried out the assessment of knowledge, skills, and abilities on students and has met the requirements.	Building responsibility for learning, by establishing fair and objective assessment criteria and procedures.
Financing standards	All activities that have been planned based on the RKAM are carried out in accordance with the provisions.	The entire series of activities are in accordance with the budget for each activity.	Building responsibility and increasing teacher enthusiasm.

Table 9. Leadership roles and roles

Quality Improvement Activity Program	Leadership roles
Health program	MOU with local health centers and Bhayangkara Hospital
Campus study program	Visit to several universities UIN Surabaya, UIN Tulungagung, UIN Malang, and Brawijaya University.
Achievement program	Semester voucher provision Forming an achievement team consisting of the Head of Madrasah, Deputy Curriculum, Treasurer, Achievement Coach Teacher. Cooperation with Tutors of Tutoring Institutions.
Work and expertise program	In collaboration with BLK Dander, 1002 Tera Komputer, in collaboration with the An Nahdliyah institution – An-Nahdliyah learning method, and holding driving skills independently facilitated by the madrasah using the madrasah fleet and rental cottages.

Table 10. Madrasah Targets for the 2024/2025 Academic Year

Madrasah Targets	Efforts Made
Becoming the Champion of the Madrasah Science Competition (KSM) at the Provincial Level	<ul style="list-style-type: none"> • Selection of potential students in the field of KSM • Cooperation with tutors from tutoring institutions • Holding intensive guidance for students who are candidates for champions
Becoming the Champion in the Sports and Arts Week (PORSENI) at the Provincial Level	<ul style="list-style-type: none"> • Selection of potential students in the field of PORSENI • Collaboration with expert trainers in the field of sports and arts • Holding intensive guidance for students who are candidates for champions
Achieving the highest score in the Minimum Competency Assessment (AKM)	<ul style="list-style-type: none"> • Improve the learning system by further enhancing students' critical thinking skills • Train students' analytical skills and creativity by instructing teachers to teach by adjusting the context and challenges of life ahead • Increase the portion of practice questions for students.
Fulfilling the needs of student	<ul style="list-style-type: none"> • Raising funds for the construction of a new building

rooms	<ul style="list-style-type: none"> • Submitting a proposal for the construction of a new space
Increasing the number of students who register at State Universities (PTN)	<ul style="list-style-type: none"> • Collaborating with several state universities to carry out socialization • Socialization, Guidance and Career Counseling by BK teachers • Awarding awards to outstanding students.
Developing productive Skills Madrasahs	<ul style="list-style-type: none"> • Providing professional skills teachers • Collaborating with credible institutions in the field of skills being developed

4. | CONCLUSION

The implementation of strategic management aims to improve the quality of education by optimizing all aspects owned by the madrasah. Improving the quality of education is something that is done continuously. Some efforts made to improve the quality of education are by providing skills to students and developing cooperation with credible institutions, so that it can be ensured that graduates or the quality of students can increase. Some things that still need to be considered are completing facilities and infrastructure that have not been met according to standards and completing educational personnel who do not yet exist in the madrasah. The role of leadership in improving the standard of quality of education is also a determining factor in the framework of success that educational institutions want to achieve. By involving all stakeholders and establishing good communication and knowing the responsibilities and roles of each, the improvement of the quality of education can be achieved comprehensively.

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