

Madrasah Head's Strategy in Improving the Culture of Educational Quality Based on Madrasah-Based Management at MTsN 5 Tangerang

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ABSTRACT

This study aims to find strategies for madrasah heads to improve quality culture based on madrasah-based management. This research was conducted at MTsN 5 Tangerang located in Tangerang Regency, Banten Province. Research methods used in this study use qualitative methods with a phenomenological study approach. Data collection techniques are carried out through interviews, documentation, and observation. This study involved several participants, such as madrasah heads, teachers, education staff, students, and madrasah committees. The results of this study try to confirm the compatibility between the phenomena that occur in MTsN 5 Tangerang with management theories such as G.R.Terry's theory, Beck and Cowan's theory, McKinsey's 7S Framework theory, and Deming's theory. According to the findings of the researchers, the strategy of the head of the MTsN 5 Tangerang madrasah in improving the culture of education quality is carried out through planning, organizing, directing, and supervising based on madrasah-based management principles that are independence, achievement, environmental insight, and moral character. The characteristics of madrasah-based management are indicators of the success of the madrasah head's strategy in improving the culture of education quality. The implications of the strategy of the head of the MTsN 5 Tangerang madrasah in improving the culture of education quality can be seen from the increase in educational inputs, processes, and outputs in achieving the National Education Standards (SNP). Based on the description above, this dissertation research is considered important considering that the head of the madrasah has a central role in making strategic policies in the madrasah. The researcher's suggestion is that this research is expected to be a reference model for the government, public and private madrasahs, and heads of madrasahs in realizing quality and equitable Islamic education.

Keywords: Independence, Quality Culture, Management, Education

1. Introduction

Madrasah-Based Management is a decentralization program launched by the government in order to improve the quality and independence of madrasahs in accordance with applicable laws and regulations (Munajat, 2016). Madrasah-based management in education units is implemented under the ministry of religious affairs to increase superior competitiveness and achieve the goals of Islamic education in facing the challenges of changing times in the digital era. Therefore, the role of madrasah becomes very important, not only to improve the cognitive and psychomotor abilities of students but also to be able to form a character based on moral values (Subni, 2020). The government has regulated that madrasah as formal Islamic education is part of the National

Education System which is equivalent to other general education such as elementary school, junior high school, high school / vocational school based on Law Number 20 of 2003 (Alawiyah, 2014a). Madrasah as formal Islamic education has been regulated by the government in legislation issued by the Ministry of Religious Affairs. Based on the Regulation of the Minister of Religious Affairs Number 60 of 2016 concerning the second amendment to the Regulation of the Minister of Religious Affairs Number 90 of 2013 concerning the Implementation of Madrasah Education which states that a madrasah is a formal education unit under the guidance of the Minister of Religious Affairs that organizes general and vocational education with Islamic religious peculiarities which include RA, MI, MTs, MA / MAK both established by the government and by the community (Nurudin, 2015).

In the aspect of quality improvement, the government establishes the madrasah program as stated in the Regulation of the Minister of Religious Affairs No. 90 of 2013 in Chapter XI Article 41 paragraph 1 with the term madrasah-based management. According to the Regulation of the Minister of Religious Affairs No. 90 of 2013 in Chapter XI Article 41 paragraph 1, it is stated that madrasah management is carried out by implementing madrasah-based management which is carried out with the principles of justice, independence, partnership and participation, non-profit, efficiency, effectiveness, and accountability (Shunhaji et al., 2019). The madrasah-based management program has historically been motivated by changes in political policies in the field of education in the New Order era, which originally adopted a centralized policy system before switching to a decentralized system in the Reform Order era. The change from a centralized system to a decentralized one is regulated by the government in Law No. 20 of 2003 concerning the National Education System. Article 51, paragraph (1) states "The management of early childhood education units, primary education, and secondary education is carried out based on minimum service standards with school/madrasah-based management principles (Hidayat, 2016). In the madrasah education unit, the government specifically regulates the management of education based on madrasah-based management in PMA 90 of 2013 in Chapter XI Article 41 paragraph 1.

The government's decentralization program through madrasah-based management programs is motivated by various problems faced in the implementation of education in madrasahs. These problems include the authority of the government in granting autonomy to madrasahs and other problems covering aspects of input, process, and output in the implementation of education in madrasahs. According to Kamarudin Amin, Director General of Islamic Education, the problems faced in the implementation of madrasah education include that madrasah is one of them that is not decentralized, so its responsibility is still under the Ministry of Agriculture. Therefore, the budget in the implementation of madrasah is very dependent on budget policies in the Ministry of Agriculture. Meanwhile, the madrasah budget from the Ministry of Religion is still low, so the role of the Regional and Central Governments must help madrasahs. The low government budget for madrasah is a challenge in itself because it can affect the achievement of the quality of education both in fulfilling accreditation and the completeness of infrastructure and human resources (Basnang & RB, 2016). The results of other studies also explain that there are two types of problems faced by the implementation of madrasah education: external factors, among others, due to political policies that are not in favour of madrasahs, and internal factors, which include: 1) Inadequate teacher conditions in madrasahs, including low teacher quality and mismatch. 2) Lack of educational infrastructure 3) The content of the Religious Education Curriculum is reduced and equated with general education so that madrasah graduates become all-bearing. 4) Student achievement is still low, as seen from the students' national test scores (Huda, 2016).

Another factor that causes the quality of madrasah is still low can be seen from the assessment of madrasah accreditation. The total number of madrasahs in 2016, especially the Madrasah Tsanawiyah level, was 11,573 madrasahs that had been accredited and 6,009 madrasahs that had not been accredited. This shows that there are still 50% of madrasahs that have not been accredited in 2016. While at the Banten Province level based on data from the Ministry of Religious Affairs of the Republic of Indonesia that the total number of madrasahs in Banten Province is ranked fourth after West Java, East Java and Central Java. The total number of madrasahs is 2,146 madrasahs in Banten Province, consisting of 1,270 Madrasah Ibtidaiyah (MI), 507 Madrasah Tsanawiyah (MTs), and 369 Madrasah Aliyah (MA) (Irfan, 2023). According to data from the Ministry of Religious Affairs of the Republic of Indonesia in 2020 that there are only 35% of A-accredited madrasahs in Banten Province, the rest are B and C accreditations. Similarly, in the aspect of fulfilling infrastructure facilities, especially in remote areas, it is still inadequate such as laboratories, libraries, sports facilities, and internet access. Human resources also experience obstacles, such as the number and qualifications of teachers who are less than optimal, as well as lack of teacher professional development and training (Irfan, 2023). According to the results of Arif Furqon's research, the quality of madrasah is not only seen from inputs and processes but also the output of graduates who are absorbed in superior schools. Indicators of educational success can be measured by NEM scores. Based on data that the average score of madrasah graduates has a NEM score still below 6 (Six). This shows that madrasah graduates do not yet have a solid foundation in the body of knowledge, skills and religious mentality (Bahri, 2019).

Based on the description above, the importance of madrasah-based management in the implementation of Islamic education is based on the government's desire to improve the quality of Islamic education. The implementation of Islamic education itself aims to improve people's intelligence and psychomotor abilities and instil the values of piety to students. This can be seen from the religious material in madrasahs totalling 40% is considered very effective in being the front line in meeting the demands of improving the nation's character and morals (Alawiyah, 2014b). One of the indicators of the success of madrasah-based management implementation according to the results of Mulyadi's research is the realization of a quality culture. Mulyadi defines quality culture as a value system owned by an organization where the system produces an environment that is conducive to the sustainability of quality improvement (Mulyadi, 2010). Quality culture which is an organizational value system will not be realized without the involvement of all members (Zulfinta, 2018). Thus, the importance of implementing madrasah-based management aims to form a culture of quality education so as to give birth to a conducive and safe environment so that continuous improvement can be made.

The principles of madrasah-based management which include the principles of independence, transparency, accountability, democracy and efficiency are quality cultural values that must be built to improve the quality of education in madrasah (Made Saihu, 2020). This view is in line with McKinsey theory 7 that improving quality management requires a holistic, value-based approach that includes improvements to hard elements, consisting of 3 hard elements: strategy, structure, systems, and 4 soft elements: skills, styles, staff, and shared values (Irfan, 2023). Thus, the value implicit in madrasah-based management becomes a source of value that can be provided by all madrasah management activities. These values refer to the characteristics of madrasah-based management built by the principal and madrasah residents in formulating the vision and mission of the madrasah. Improving the culture of quality education in the madrasah environment with a value-based approach, is expected to give birth to cultural changes in order to form a new quality-oriented culture and make quality the foundation for all components of education (Husni & Hasyim, 2017). New cultural change efforts oriented towards quality improvement can also refer

to the theory of change management proposed by Kurt Lewin about the theory of block ice analogy. Organizational culture change requires a process that includes three phases of thawing, change and retention (SA'IDU, 2021).

The purpose of improving the quality culture in the education unit itself is to create a conducive environment for continuous improvement so that the National Education Standard (SNP) is met. Therefore, the government has the principles of madrasah-based management which include the principles of independence, transparency, accountability, democracy, and efficiency are quality cultural values that must be built to improve the quality of education in madrasah8 national education standards (SNP) that must be met by all education units including madrasahs. These 8 standards include content standards, standards, educator and education standards, process standards, graduate competency standards, infrastructure standards and financing standards (Cahyono et al., 2015). The importance of quality culture in the management of education is in line with the Qur'anic commands in surah al Muluk verse 2 and surah Hud verse 7 so that humans carry out "*ahsanu amalan*" or best practices. According to Ibn Kathir's tafseer that the word "*ahsanu amalan*" in surah Hudd verse 7 and al Mulk verse 2 is understood not the one with the most charity but the best charity (Al-Damasyqi, 2007). The practice that is best interpreted by Mrs. Kathir is charity based on sincerity because Allah is in accordance with the Sharia of the Prophet of Allah.

The word *ahsanu amalan* in the verse is closely related to the term quality in education management. This is in line with the word *ihsan* which contains the meaning of doing or doing everything with good and best quality (Jamaludin et al., 2020). The word *ahsanu* best practice or best practice understood as quality is relevant to the opinion of scientists such as W. Edwards Deming who defines quality as conformity to market needs. Products are said to have high value if they think customers have good value and are loyal to customers. Madrasah-based management programs can be a quality assurance system in madrasahs that are carried out through a cycle of planning, organizing, directing and evaluating activities. The implementation of madrasah-based management must meet 8 (eight) national education standards (SNP) (Nasyirwan, 2015). The implementation of madrasah-based management in the madrasah environment certainly cannot be separated from the existence of obstacles. Some of the obstacles faced in the implementation of madrasah-based management include limited funds provided by the government in the implementation of education, especially state madrasah schools. In addition, government programs related to free schools are an obstacle in improving the quality of education, because it is argued in people's minds that school fees must be free and parents do not need to prepare a school fee budget. In fact, in the mandate of the law, it is written that the determination of the boundary line in funding the implementation of education must be met by the central government, regional governments and the community (Aminah et al., 2015). To deal with these obstacles, a leadership role is needed that can provide changes to madrasah residents and the quality of madrasah in this case is the head of the madrasah. To realize good and quality management cannot be separated from the strategic role carried out by the Head of Madrasah. The Head of Madrasah has a great responsibility in meeting the needs of teachers and educators to achieve the vision, mission, targets and quality objectives of the madrasah through planned and phased programs (Muslihat, 2020). The strategy of the head of the madrasah in improving the quality culture of education based on madrasah-based management can be seen from inputs, processes and outputs. Inputs include human resources, software and infrastructure. The educational process includes decision making, management, institutional. Learning process, monitoring evaluation. While the strategy of the head of Madrasah in the context of educational output includes the achievement of student achievement in the academic and non-academic fields (Diana Devi, 2021).

Based on this description, it can be seen that the importance of the strategy of the head of the madrasah in improving the quality culture based on madrasah-based management in order to improve educational inputs, processes and outputs so that the objectives of implementing Islamic education and 8 National Education Standards (SNP) can be realized. Therefore, based on the description above, researchers are interested in conducting research at MTSN 5 Tangerang which is under the auspices of Kekemengangan Tangerang regency located on Gunung Batu Pagedangan road, Tangerang Regency. The interest of researchers to conduct research at MTSN 5 Tangerang is based on several factors, namely MTSN 5 Tangerang has been accredited with an "A" grade, has achievement building classes, scientific-based curriculum, Tahfiz Qur'an flagship program, literacy culture program, extra-curricular program development, student graduate output absorbed in various superior Madrasahs such as MAN Insan Cendekia Serpong, CMBBS School and MAN 1 South Tangerang. MTSN 5 Tangerang is also stepping up to the international level, including participating in international science competitions in Malaysia. Another specialty is that MTSN 5 Tangerang is a madrasah that opens a dormitory-based education program called Pesantren Matsalita which is specifically for girls. The flagship programs of Tahfizh Matsalita pesantren are Tahfizh Al Qur'an (5 Juz, 10 Juz, 15 Juz), Arabic and English, Dirosah Islamiyah, Leadership, Extracurricular, Counseling Guidance, Attending State Madrasah, Independent Curriculum. The flagship program of MTSN 5 Tangerang received a response from the community as shown by the increase in the number of students every year. In 2022, the total number of MTSN 5 Tangerang students has reached 698. MTSN 5 Tangerang also has outstanding students both in academic and non-academic fields from the district level to the national and international levels such as the achievements of MTSN 5 Tangerang have won achievements in receiving national level awards including Healthy Madrasah, Research Madrasah, Adiwiyata Madrasah and has won a gold medal in the International event in the field of Science in Malaysia in 2023. The achievements that have been achieved are the 2nd place in the Menpora Cup Marching Band Group at the National level, the Marawis Group Competition, the 1st place at the Jabotabek level in 2018, the 1st place in Story Telling at the Jabodetabek level. Thus, based on the theory and description above, this research is very important to find out the extent of the strategy of the head of the MTSN 5 Tangerang madrasah in improving the quality of education so that it can be a model in improving the quality of madrasah.

2. Literature Review

Strategy is a plan on procedures for utilizing and using existing potential and facilities to increase the effectiveness and efficiency of an activity target (Rahmah Johar, 2021). Meanwhile the head of the madrasah is a teacher who is given additional duties in managing the Madrasah acting as a leader who must have skills and advantages (Aliyansah, Syahwani Umar, 2019). The head of the Madrasah as a leader must have a strategy that can bring changes to the educational institution led. This strategy is expected to increase the efficiency, effectiveness, and productivity of madrasahs. An effective Madrasah Head largely determines the success of a madrasah. The strategy of the Head of Madrasah in achieving improved quality of education can be viewed from three aspects, namely input, process and output. Inputs include human resources, software and infrastructure. The educational process includes decision making, management, institutional, learning process, evaluation monitoring. While the strategy of the head of Madrasah in the context of educational output includes the achievement of student achievement in academic and non-academic fields (Azizah & Arifin, 2017). The success of the madrasah head strategy cannot be separated from the role of quality culture built in the madrasah. Nursya'bani Purnama defines quality culture as an organizational value system that produces a conducive environment for the sustainability and sustainability of quality improvement (Amin et al., 2018). Thus, the definition of quality culture

is an organizational value system that produces an environment conducive to the formation and continuous improvement of quality. The elements of quality culture consist of several things, namely philosophies, beliefs, attitudes, norms, traditions, procedures, and expectations that improve quality (Amin et al., 2018).

If it is related to the quality culture in Islamic-based madrassas, it can be constructed that the quality culture of Islamic madrassas / educational institutions is an organizational/madrasah value system that creates a conducive environment for the sustainability of continuous quality improvement. The culture of quality in madrassas includes traditional values and procedures. If it is related to the quality culture in Islamic-based madrassas, it can be constructed that the quality culture of Islamic madrassas/ educational institutions is an organizational/madrasah value system that creates a conducive environment for the sustainability of continuous quality improvement. The culture of quality in madrassas includes traditional values and procedures (Amir, 2019). Similarly, the purpose of madrasah quality culture is to form an organizational environment that has a value system, traditions, and rules that support to achieve continuous quality improvement (Amin et al., 2018). The concept of quality culture education refers to several theories including integrated management theory, Deming theory, Kurt Lewin and My Kinsey 7S. The Deming Cycle theory was developed by Deming known as The Deming Cycle, which is to do plan, do, check, and action. The purpose of implementing Deming's theory is for the head of the Madrasah to have a strategic step in achieving the goals of education, namely producing quality inputs, processes and outputs.(J. Singh & Singh, 2018). This cycle is in line with G.R. Terry's theory which divides management functions into four functions better known as POAC, namely planning, organizing, implementing and supervising (Maduretno & Fajri, 2019).

Another quality culture theory is according to Kurt Lewin that quality culture can be done through planned changes including 3 stages, namely Unfreezing-Movement-Refreezing. Lewin's model makes individuals or humans as the root of change which is identified into 2 factors driving and inhibiting change. In this Lewis model, the success of an organization in making changes depends largely on the extent to which the organization can provide support and motivation (Mellita & Elpanso, 2020). Another concept of quality culture comes from McKinsey's 7S Framework theory. This theory develops a values-based management model that describes how a person can holistically and effectively organize an institution (A. Singh, 2013). The basic idea of this model is based on the concept that the internal organization consists of seven parts which are divided into 2 (two) categories, namely hard elements and soft elements. Hard elements include structure, strategy, and systems while soft elements include shared values, skills, styles and staff. These two elements are important in building a good organization (Raharja, 2009). McKinsey's 7S Framework offers improved organizational performance through improvements to organizational hard and soft elements that are considered bottlenecked and less effective.

Another concept of quality culture mentioned in Beck and Cowan's theory is that quality is described in four value systems drawn from four aspects of objects, standards, subjects, and values. The four value systems are transformed into four value systems in quality and management, namely control, continuous improvement, commitment, and the latest breakthroughs or control, continuous improvement, commitment and breakthrough (Van Kemenade et al., 2008). The realization of a quality culture in educational units can be seen from the characteristics of the quality culture applied in madrasahs. According to Mulyadi, the characteristics of quality culture include several things, namely: 1) Focus on students, 2) Total Involvement, 3) Measurement, 4) Commitment, 5) Continuous improvement. To be able to develop a quality culture, it must be done simultaneously, it cannot be limited to just one pillar (Wiyono, 2012). According to the Director

General of Primary and Secondary Education, five components reflect a culture of quality, namely effective intra-curricular learning, extracurricular activities that support the formation of student character, principal leadership accompanied by school-based management (Yuliana, 2022). Library management that supports effective learning and fosters a reading culture of school residents and a school environment that reflects clean, neat, and healthy conditions (Nabila et al., 2022). Based on the description above, the leadership of school principals who implement school-based management is one component of realizing a culture of quality education. School-based management in other terms is "School Based Management" which is understood as school management by implementing a decentralized system in improving the quality of education. In madrasah education units, rules on school based management are stipulated in PMA 90 of 2013 in Chapter XI Article 41 paragraph 1 with the term madrasah-based management (Rouf, 2016).

According to the Regulation of the Minister of Religious Affairs No. 90 of 2013 in Chapter XI Article 41 paragraph 1 it is stated that madrasah management is carried out by implementing madrasah based management which is carried out with the principles of justice, independence, partnership and participation, non-profit, efficiency, effectiveness, and accountability (Shunhaji et al., 2019). The implementation of madrasah governance principles can be seen from the scope. The scope of madrasah-based management includes several components including curriculum development and learning management, student management, educator and education personnel management, infrastructure management and financing management (Risno, 2015). Madrasah-based management implements a management autonomy system in improving the quality of education in line with government programs on regional autonomy. The madrasah-based management program launched by the government handed over to school units that better understand the ins and outs of problems in madrasahs to improve and develop the quality of education independently in accordance with real needs in madrasahs. Madrasah-Based Management places the burden on schools as an important decision-making unit for education on independent implementation. The purpose of madrasah-based management is none other than how to improve quality education independently by involving all stakeholders through planning, organization, supervision and evaluation activities (HM, 2018). Meanwhile, according to Supriono and Sapari, the purpose of implementing madrasah-based management is to improve the efficiency of management as well as the quality and relevance of education in schools (Pratiwi, 2016). In the school program under the Ministry of Religious Affairs of the Republic of Indonesia, the government has developed independent madrasahs. In this case, it is independent in managing programs and resources such as: knowledge, technology, power, material, human, time and finance Madrasah-based management is a government deregulation program, thus providing wider space for madrasahs to control the quality of madrasahs and take care of all needs and develop their programs (Wahyudi, 2014). Madrasahs that organize madrasah-based management make the role of the government none other than as a facilitator that can support the realization of national education standards which include competency standards, school facilities and equipment standards, personnel standards, teacher qualification standards, and so on.

3. Methodology

This study used qualitative methods in order to make observations on the head of the madrasah at MTSN 5 Tangerang. Method means the path or way that must be traveled to reach the destination (Armai Arief, 2002). While the qualitative method can refer to the definition by Sugiyono's namely research that is carried out naturally, as it is, not made up in accordance with existing facts (Sugiyono, 2018). The researcher's approach uses phenomenological studies to photograph factually the problems studied by researchers. Phenomenology is a qualitative research method

that aims to obtain data in accordance with what is felt and what is known through consciousness or experience (Semiawan, 2010). These methods and approaches are considered in the researcher's research to obtain data through the awareness of the researcher's experience of the strategy of the head of the madrasah in improving the quality culture of education based on madrasah-based management in MTSN 5 Tangerang. Another sub focus is the supporting and inhibiting factors of madrasah heads in improving the quality culture of education based on Madrasah-Based Management and how to implement it in the field.

In this study, researchers obtained research data from data sources using data collection methods; (1) in-depth interviews, (2) observations and (3) documentation. Data collected in this study by extracting information from primary data and secondary data. Primary Data is the main data sourced directly from the original source, namely informants at MTSN 5 Tangerang which include elements of the Head of Madrasah, Deputy Head of Madrasah, Teachers, Education Staff, Madrasah Committee and Students. While secondary data is a source of data obtained indirectly including several things, namely documentation, photographs and observations of other parties related to the focus of research. While data collection techniques in this study, researchers use observation, interviews, documentation and traction techniques. Meanwhile, in data analysis, qualitative research can be carried out in various steps simultaneously starting from the stages: a) data reduction, b) data presentation, and c) drawing conclusions. This research procedure goes through 4 steps starting from submitting a research title, compiling a draft proposal, conducting a proposal seminar and submitting permission to MTSN 5 Tangerang as a research site. In the implementation stage, researchers carry out all research activities by collecting data from observations, interviews and documentation. In the refinement stage, researchers conduct an analysis of the data collected and the results of the study are arranged based on the research objectives. This research was conducted at MTSN 5 Tangerang which is located at Jl. Mt. Batu, Cijantra, Kec. Pagedangan, Tangerang Regency, Banten 15336. The time of this study starts from November 2022 to July 2023.

4. Result and Discussion

4.1. Profile of MTSN 5 Tangerang

MTs Negeri 5 Tangerang was born based on the lack of secondary schools in the Gunung Batu area. This motivated community leaders to establish a secondary school in the hope that school-age children in the vicinity could continue their education to a higher level. The magnificent and beautiful school building is expected to motivate the surrounding community to obtain affordable and good education. First admission of students in July 2003. For one semester, students carry out hitchhiking learning activities at other schools not far from the location of MTsN Pagedangan because the building is not ready for use. Right at the beginning of the even semester, the building is ready to be occupied. Since its inception until now, MTs Negeri 5 Tangerang has experienced several leadership changes.

Since the 2007/2008 Academic Year to 2015/2016 MTs Negeri 5 Tangerang provides two class programs, namely the achievement building class and the regular class, and starting from the 2016/2017 Academic Year MTs Negeri 5 Tangerang applies all classes are achievement building classes. MTs Negeri 5 Tangerang offers the latest curriculum, extra-curricular activities, and complete learning facilities. The curriculum used is a scientifically based curriculum and based on the needs of students in the future and the surrounding environment. The tahfiz program is one of the excellent programs. For the academic field, specialization courses are provided consisting of

English, Arabic, Science, and Mathematics. This program is a program provided for students who want to further enrich themselves with the desired knowledge. In addition, there are tadarus programs, duha prayers and tahajud together, Arabic and English language programs.

4.2. Analysis of the Strategy of the Head of Madrasah in Improving the Quality Culture of Education Based on Madrasah-Based Management at MTSN 5 Tangerang

In the implementation of madrasah-based management in MTSN 5 Tangerang, the head of the madrasah is authorized by the Ministry of Religion of Tangerang Regency to manage the madrasah based on the principles of madrasah-based management. Based on the findings obtained by the researchers, in MTSN 5 Tangerang there is a strategy of the head of the madrasah which includes planning, organizing, directing and supervising. In the first step, the head of the madrasah implements a planning strategy so that the goals and achievements can be measured. The planning strategies of madrasah heads in MTSN 5 Tangerang include (1) Preparation of the vision, mission of the madrasah, goals, strategies and objectives of the madrasah formulated based on internal and external analysis. (2) The involvement of all stakeholders to identify the root of the problem through SWOT analysis and self-evaluation which aims to find out what obstacles and obstacles arise in meeting the National Education Standard (SNP). (3) Develop standards for the implementation of education.

The formulation of 8 National Education Standards includes content standards, management standards, process standards, graduate competency standards, infrastructure standards, assessment standards, financing standards. The function of the national standard of education is as the basis for the head of the madrasah in planning. At the planning stage based on madrasah-based management that the most important thing in formulating the vision, mission, goals, objectives, strategies is the involvement of madrasah community participation so that the planning that has been formulated becomes a common goal and continued in the form of quality commitment. The organizing strategy of the head of the MTSN 5 Tangerang madrasah is (1) Establishment of organizational structure, (2) Delivery of main task and functioning (3) Delegation of authority. The researcher found that the division of tasks or organizing is the managerial competence of the head of the madrasah in giving duties and authority to madrasah residents in realizing the vision and mission of the madrasah in MTSN 5 Tangerang. The principle of madrasah-based management in MTSN 5 Tangerang that is built in organizing is to give autonomy to the head of the madrasah to place teachers and education personnel fairly and openly in decision making. The principles built not only adhere to the principles of autonomy, fairness and openness, but also adhere to the participation of all madrasah citizens who can democratically be elected to a position based on performance appraisals. The strategy of briefing the Head of the MTSN 5 Tangerang madrasah in improving the culture of quality education based on madrasah-based management is (1) Providing direction to all stakeholders through socialization activities and unification of the vision and mission of the madrasah. (2) Provide direction to all stakeholders by forming teamwork so that in determining the strategic policy direction refers to the National Government Standard (SNP). (3) Provide both formal and informal direction that is two-way. The supervision strategies of madrasah heads at MTSN 5 Tangerang include: (1) Supervising planning. (2) Develop a supervision program by involving stakeholders so as to create a commitment to improve the quality culture in order to achieve national education standards (3) Form a Supervision team (4) Determine the supervision schedule (5) Formulate Supervision assessment instruments. (5) Involve internal and external parties in supervision assessments. (6) Analyze the results of previous supervision.

4.3. Supporting and Inhibiting Factors in Improving Education Quality Culture Based on Madrasah-Based Management at MTSN 5 Tangerang

Supporting factors for the strategy of the head of madrasah in improving the quality culture of education based on madrasah-based management at MTSN 5 Tangerang are motivated by several factors, including the following: First, the potential of the head of the madrasa. The head of the MTSN 5 Tangerang madrasah in building a quality culture in the madrasah cannot be separated from the competence possessed by the head of the madrasah which includes managerial, social, leadership and entrepreneurial competencies. Based on the results of the supervisor's assessment of the competence of the head of the madrasah in 2021 with a value of 93. Second, the commitment and cooperation of madrasah residents. The commitment of madrasah residents to improve quality is the key to building a culture of quality education. Cultural change will be realized, if stakeholders commit together to build a quality culture. In the context of quality culture at MTSN 5 Tangerang, the commitment to quality culture can be seen from the integrity pact of all madrasah residents after the establishment of the vision and mission together. Third, parental support for the learning process. Parental empowerment in education creates a harmonious relationship between parents and students and improves learning achievement and cognitive development of children. Similarly, parental empowerment can motivate children to study diligently and overcome various difficulties in learning. Fourth. Discipline of teachers and education staff. The discipline of teachers and education staff, among others, refers to the main task of teachers and education staff to meet the content standards, processes, and competency standards of graduates. The Head of MTSN 5 Tangerang madrasah made references that became indicators in creating a culture of quality of teacher discipline and education. The assessment of teachers, education staff and students on average reached a score of 99%. The inhibiting factors of the madrasah head's strategy in improving the quality culture of education based on madrasah-based management in MTSN 5 Tangerang are motivated by several factors, including the following: First. Limited government funding to support learning. Education financing at MTSN 5 Tangerang still depends on BOS funds whose allocation is still very limited, which greatly affects the fulfillment of learning infrastructure and human resource development. Second, Government Support in Human Resource Development is still limited. One of the obstacles for madrasah heads in improving the culture of education quality is the government's limitation in helping educators to participate in training or training activities in improving competence. Third. The input of new student admissions is still limited. The capacity of student admissions at MTSN 5 Tangerang is still limited from the government due to the lack of student infrastructure to support learning, so that the admission follows the capacity in accordance with existing facilities.

4.4. Analysis of the Implementation of the Strategy of the Head of Madrasah in Improving the Quality Culture of Education Based on Madrasah-Based Management at MTSN 5 Tangerang

In the findings of MTSN 5 Tangerang documentation that the implementation of the madrasah head strategy is directed to meet 8 National Education Standards. In the madrasah-based management approach, 8 National Education Standards must be used as guidelines for all madrasah residents in implementing education management. Among others include curriculum development and learning management, student management, educator and education personnel management, facilities and infrastructure management and financing management. In the field of curriculum development and learning management, the implementation of the madrasah head's strategy in managing curriculum and learning management by improving quality culture to meet content standards and process standards includes the following 1) Fulfillment of discipline of

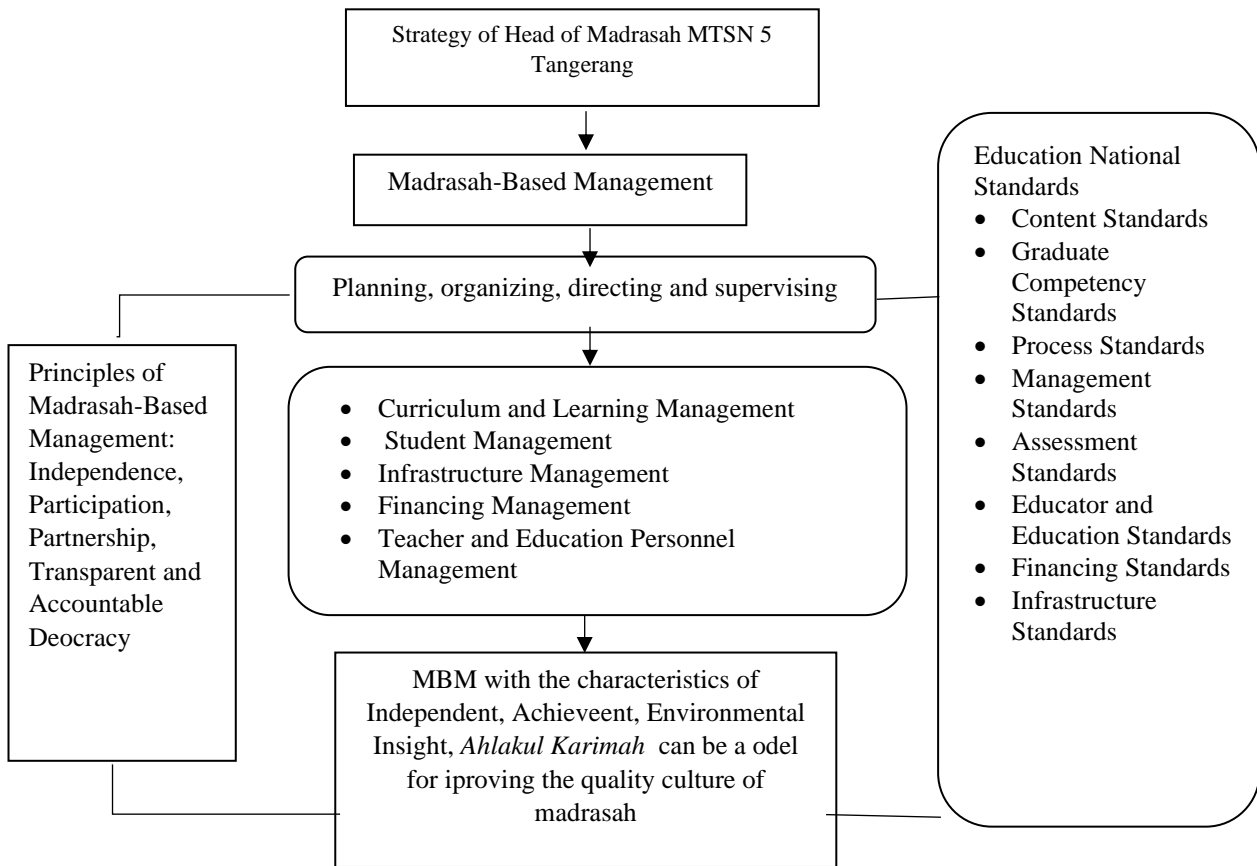
teachers, education staff and students in schools and classes with an average score of 99%. 2) Improving planning, implementation, and evaluation activities in curricular and extra-curricular programs. 3) Have curriculum planning documents such as KTSP and syllabus. 4) Implementing a scientific-based curriculum and enforcing all classes is an achievement building class. 5) Have an evaluation of learning activities through Academic Supervision, Teacher Performance Appraisal and survey results from peers, parents and students periodically in each semester 6) Have extra-curricular activities which include outing classes, Quran tahfiz programs, duha prayers, congregational prayers.

In the field of educators and education personnel, the implementation of the strategy of the head of the madrasah in managing human resources by improving the quality culture refers to the standards of educators and education personnel which include 1) Improving the culture of continuous professional development of teachers and education staff. 2) Improving continuous professional development such as increasing teacher education to the S2 level with an average of 100% S1 education, 30% S2 education in 2020/2021, increasing teacher professional certification by 90%, 3) Active in MGMP activities, 4) Optimizing the performance of janitors. 5) Improve the discipline of teachers and education staff. 6) Increased performance reports of teachers and education personnel. In the field of infrastructure management, the implementation of the strategy of the head of the madrasah in managing infrastructure management by improving the quality culture which refers to the standards of infrastructure facilities which includes 1) Procurement of infrastructure facilities with a priority scale. 2) The provision of quality-oriented infrastructure such as improving library infrastructure, science laboratories, supporting infrastructure for teaching and learning activities, dormitory facilities. 3) Fulfillment of infrastructure standards according to the target achieved by 100% except for the science laboratory is still 85%. 4) Support of the madrasah committee in financing the need for limited infrastructure from the APBN budget.

In the field of financing management, the implementation of the strategy of the head of the madrasah in managing financing management by improving the quality culture based on madrasah-based management includes 1) Culture of financing efficiency which refers to financing standards with a priority scale. 2) Accountability of financial statements and conformity with the planned program of activities 3) Optimization of DIPA budget absorption with 100% achievement. In the field of student management, the implementation of the madrasah head's strategy in managing student management by improving the quality culture based on madrasah-based management includes 1) A culture of transparency in the selective and open admission of new students 2) A research culture carried out by implementing research activities for students in collaboration with Rumah KIR (Youth Scientific Group) 3) Improving the culture of achievement through coaching and extracurricular training in participating in the competition. 4) Improve the literacy culture that is carried out every Wednesday by reading books together outside the classroom 3) Realizing a culture of clean, beautiful, healthy and green environment 4) Socializing the 5 S culture (Smile, Greeting, greeting, Polite and Polite. 5) Realizing a child-friendly environment culture through GSMART. The strategic implications of madrasah heads can increase student achievement in academic and non-academic at national and international levels, a conducive and child-friendly environment in learning and increase the absorption of graduates to national-standard superior schools such as MAN Insan Cendekia and CMBBS Banten. The awards won at the national level are winning the award for healthy madrasah, adiwiyata madrasah in 2016, research madrasah in 2023. While awards in international events won gold medals in international competitions in the field of science in Malaysia. So, Novelty Research in this study is the implementation of madrasah-based management in MTSN 5 Tangerang which has the characteristics of independence, achievement, environmental insight, and moral character as a

benchmark for the success of the madrasah head's strategy in improving the quality culture of education in Madrasah.

Figure 1: Novelty Research



5. Conclusion

The strategy of planning, organizing, directing and supervising the Head of Madrasah MTSN 5 Tangerang in improving the quality culture of education uses a madrasah-based management approach that is characterized by independence, achievement, environmental insight and charity. The value of quality cultural values is used as a basis for planning, organizing, directing and supervising in line with National Government Standards. The strategic approach of the Head of Madrasah MTSN 5 Tangerang is in line with G.R.Terry's theory which divides the management functions into four parts better known as POAC, namely planning, organizing, implementing and supervising so that a continuous improvement process is realized. The purpose of this POAC approach is none other than to increase student satisfaction and realize equitable education equity. Supporting Factors, The strategy of the head of a madrasah in improving the culture of quality of education based on madrasah-based management includes: 1) Support for government regulations on education autonomy rules, 2) The potential of the head of the madrasah. 3) Support and involvement of parents in supporting the learning process 4) Support of infrastructure facilities from the government 5) Commitment and cooperation of Madrasah residents. Inhibiting Factors, The strategy of the head of the Madrasah in improving the quality culture of education based on madrasah-based management includes: 1) Limited Government Funds in the self-development of teachers and education personnel. 2) Limited government support in supporting infrastructure facilities 3) Limited capacity of new student admissions. The implementation of the strategy of the head of the MTSN 5 Tangerang madrasah with a Madrasah-Based Management approach with

independent character, achievement, environmental insight and charisma is used as a value base in improving the quality culture of education to achieve the vision and mission of the madrasah. This is stated in the success of MTSN 5 Tangerang in achieving accreditation with grade A and average meeting the National Government Standard (SNP) which includes content standards, management standards, process standards, educator and education personnel standards, management standards. This concept is in line with McKinsey's 7S Framework theory of a value-based management model (Values Based Management) which has 7 elements, namely strategy, structure, systems and skills, styles, staff and values shared. The head of the MTSN 5 Tangerang madrasah plays a role in implementing madrasah-based management holistically based on the values-based management approach of McKinsey's 7S Framework theory which includes the values of independence, excellence, partnership, environmental insight and charity.

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