

**THE SYSTEM
OF EDUCATIONAL
QUALITY MANAGEMENT**

**Undang-Undang Republik Indonesia
Nomor 19 Tahun 2002 tentang Hak Cipta**

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CHAPTER I

INTRODUCTION

A. Background of the Study

The educational development in Indonesia has been unequal over the years. Most experts found out the inequality of educational development in Indonesia in terms of the competencies mastery such as pedagogic, psychomotor, affective, as well as the distribution of those competencies. The competencies mastery dominated more by cognitive aspect will produce intellect generation but without human characters, or coping critical thinking but poor applications. Otherwise, the mastery of competencies dominated more by affection will lead the power of creativity to stagnate. Regarding the distribution, the regional range with a various regional characteristics may be the one factor that is often used as the reason of this inequality.

Regardless of the inequality; in fact, there has been the usual instruments to measure the progress or the educational quality. The first is international competitiveness that is as the ability to compete in international market. The product of national educational system at various level is still considered in a low level compared to the products from abroad, including the products from neighboring countries in Southeast Asia such as Malaysia, or Philippine. Such phenomena lead some consequences. The second is the difficulty of searching job that requires (skill labor). There are a lot of students that have excellent values proven in their certificates, with a high achievement index, but they actually do not have the capability of anything in the field of science involved. Many schools compete to have their students pass the national examination as many as 100% of the students, although their students have less competence investments. So

the value specified in the certificates or the report cards less reflects the ability of the students. (H.A. R Tilaar, 2002:97).

The lack of competence possessed by the graduates, in turn, will lead to the increase of educated jobless society. The small number of labors who are educated in formal or informal sectors will cause implications for social life. Furthermore, the situation in Indonesia that consists of a very big number of the population will make the issue more complex. The most severe result of this case is to the social problem.

A lot of criticism addressed to the government over such conditions; therefore, the government takes some steps to improve the educational quality.

1. Infrastructure improvements of physical and non-physical form. There are many schools that get renovation program from the government or even building new school; and providing the facilities of library and laboratory. The provision of such means undoubtedly needs lots of funds; even, this often confiscate some educational practitioners. Discussion about infrastructure improvement is more often held compared to academic enhancement of the school.
2. Financial system improvement regarding the increase of teachers' salary as well as direct financial aid to the school, such as BOS, block grant, special aid for students and so on. The reason often expressed by the school about the low educational quality in the country is because of the low salaries so that teachers cannot dedicate full concentration as a teacher. With the increase in salaries and other financial assistance to the school, it is expected that the quality of education will be getting better.
3. The improvement of human resources regarding the teachers, community, and the principal. There are a lot of teachers get the chance of upgrading, training, workshops, seminars and so on. To conduct such improvement point needs a huge amount of money. Training such as LPMP (Institute of Educational Quality Assurance) is often 'full' order of various training activities with the participants of teachers and the principals. Those steps have the goal to increase educational quality. (Sindunata, 2002:76).

The educational improvement through the educational assurance and enhancement quality program is the responsibility of the entire unit of

education that must be supported by local provincial government and district/city government in accordance with their respective authority and the role of the community. At the national government level, it is conducted by the Ministry of Education and Culture, Ministry of Religious Affairs, Ministry of Home Affairs and other related agencies.

The implementation of educational quality assurance so far has been facing various problems including: (1) incomplete socialization of National Educational Standards as a reference for the quality of education, (2) the implementation of educational quality improvement and assurance is still limited to the monitoring of the quality components in educational units, (3) quality mapping is still in the form of achievement data of educational quality that have not been integrated from a variety of educational providers, and (4) follow-up action for achievement data of educational quality has not been coordinated from the policy maker and practitioners of education on many levels. (Moerdiyanto, 2006:6). The implementation of a quality management and quality improvement program of an organization has several advantages which are increasing the number of customer, improving the awareness of employees regarding the quality, improving the performance of the organization, and achieving the effectiveness of the organization. (Irianto D, 2005:86).

Those benefits are extremely useful for the educational world; in fact, our educational level is still low and it really needs improvement as the foundation for an effective partnership among educational institutions. Management of good quality is the integration that focus on product quality, consumers, and orientation on employees by providing an integral approach with organizational issues. (The Damayanti, 2005:34).

Today, our education is considered to have low rank because of the inadequate management of education. Furthermore, the sense of solidarity and brotherhood seem to decrease as the results of the low character building.

In this case, religious institutes seem to have bigger responsibility to solve this problem. Furchan Arif said that even the good quality of education in religious institutes (madrassa) will produce a generation that is expected to be able to portray himself as the leader of the people, communities and nations. Otherwise, once they get educational quality

in madrasa that might not be good, then it is likely to decrease their influential role. (Arif Furchan, 2004:25).

In fact, the existence of madrasa cannot be denied to educate the society. In addition, the madrasa is one of the oldest educational institutions in Indonesia; it means that there are a big number of madrassas.

Indeed, among the madrassas, they are not all in excellent condition, because they only get very minimum assistance from the government. Almost in every region, there is a madrasa that is able to compete with the public or private elementary school and even the madrasa can be better. Such madrasa usually relies on good management in its development, because with well-run management, the result will be more awesome.

One of the madrasa ibtidaiyah that gains success in the implementation and development of the educational quality assurance management is MIN Tempel Sleman which was established in 1978. Although the age is not relatively youth, the development and academic achievement is so great in the last 4 to 3 years. The achievement of certificates or accreditation is A (Document of MIN 2 Sleman, 2017) and the principal of the madrasa is appointed as a National Exemplary Teacher by the Ministry of Religious Affairs clearly demonstrates that the madrasa has outstanding managerial standards of quality assurance.

Other factor as the consideration of why MIN 2 Sleman is appropriate as the research object is reflected from the great enthusiasm of the society regarding the limited number of the students who are accepted after the new-students enrollment process. In the year of 2017, there were 193 prospective applicants and the madrasa accepted 120 students only. Therefore, there are 24 study groups with 718 students, 42 educators and 8 educational practitioners (Document of MIN 2 Sleman at the year of 2017). The data shows indisputable fact that the madrasa gains the recognition, trust, and interest from the society in Sleman, Yogyakarta. It supports MIN 2 Sleman to become the madrasa in Yogyakarta which has a high appreciation.

Although MIN 2 Slemn currently has become the madrasa ibtidaiyah in the southern part of Yoygykarta with a variety of potency, but it does not mean that the madrasa does not have pitfalls. The current pitfalls that possessed by the madrasa are regarding the identification and fulfillment of the society's expectations, inadequate achievement of competence at

every level of the class, unstable achievement of the students that have graduated, teachers' educational background in which some of them are from non-educational program, incomplete facilities that make the madrassa to rent some facilities, and others.

Based on those problems, it is important to investigate and seriously conduct a research to solve the crucial issues. Therefore, MIN 2 Sleman can implement the findings of the research as the consideration for policy makers in order to enhance the development of the madrassa.

B. Research Problems

1. How is the implementation of the educational quality assurance at MIN 2 Sleman?
2. How are the results of the quality assurance implementation in MIN 2 Sleman?

C. Research Objectives

The aims of this research are:

1. To investigate the model of quality assurance management through the investigation on how the implementation of quality assurance management in MIN 2 Sleman is.
2. To elaborate the results of the implementation of quality assurance management in MIN 2 Sleman.

D. Significance of the Research

This research will be valuable in two aspects:

1. Practically, this research is very important to get a model in developing a quality assurance management which has the high quality system.
2. Theoretically, this research is very crucial to explore and develop a quality assurance management which is still rarely used for the benefit of the construction and development of the madrassa.

E. Review of Literature

There have been a lot of research that take the madrassa as the topic of the research. The main focus of the research conducted by the researchers are also varied, including on aspects of learning, teachers, management, alumni, the infrastructure, the history of madrassa and others. Such research can be written in the form of thesis, dissertation or research.

Even though it has a lot of research done at the madrasa; however, the study or research on Islamic education and more specifically the study of quality assurance system as a development strategy is still very limited conducted by researchers and experts on education until now. (Azyumardi Azra, 1999:85). The works of the research that have been conducted by the educational researchers and experts highlight more on Islamic education from the perspective of history, sociology, thoughts, educational theories and methodological studies. (Karl Stenbrink, 1994:65).

Some works of research that focus on the perspective of madrasa's management among others are:

1. Ainurrafiq Dawam, "Perguruan Tinggi Islam dan Total Quality Management", *Jurnal Insania* (Ainurrofiq Dawam, 2005). In this paper, Ainurrofiq stated that the Islamic College inevitably has to face educational liberalization; therefore, he must implement Total Quality Management. TQM in College is usually understood as the efforts of applying quantitative and humanitarian knowledge which include three things: the first is to improve the material and services that become the input to the two organizations; the second is to improve all important process in the organization; and the third to improve the users' needs of its products and services in the present and the future. He concludes that although TQM is undoubtedly applied, but it is important to clearly examine certain parts that might cause a loss of identity of the original Islamic College. The compromise with the new theory is indispensable, but it is crucial to look at the tradition and identity that have been strongly embedded.
2. Moerdiyanto (Moerdiyanto, 2006), with the title of research is *Strategi Pelaksanaan Sistem Penjaminan Mutu Pendidikan (SPPMP) oleh Pemerintah Kabupaten/Kota*. In this research, Moerdiyanto explains about the importance of educational quality assurance for each school as a form of responsibility to the stake holder or the community. He found out that the existence of autonomous regional policy is very influential on the development of education in schools, but the diverse educational resource in the regions were very potential to produce various output quality. Therefore, it is important to apply Strategy Implementation System of Educational Quality Assurance (SPPMP).

3. A thesis entitled: *Problematika Penyelenggaraan Madrasah Tsanawiyah Swasta di Kotamadya Samarinda* (1997) by Imam Shafii. Though the thesis inexplicitly mentions about management system, but many parts of the study discuss more about various problems faced by the private madrassa in organizing and managing the madrassa in order to be accomplished well.
4. Jamal Sharif also conducted a study entitled *Kemudian Pengembangan Pendidikan di LP Ma'arif NU DIY antara tahun 1972-2000*. This research illustrates the strategies used by LP Ma'arif Yogyakarta in developing and enhancing Islamic education.
5. Study of madrassa focuses more on historical studies has also been conducted by Maksun (1999). Maksun conveys that the development of the madrassa could not be separated from the socio-political conditions that took place in a particular moment and also by the madrassa itself as well as modern Islamic thought that occurred in the world. He explains that the madrassa development in a certain region could not be compared to each other regions. Since each madrassa had different characteristic. Therefore the success or decline of a madrassa could not be compared.
6. Other study that examines the issue of the development of the madrassa is investigated by Zubaidi (2002) that examine the strategy and development program for madrassa in the era of regional autonomy. Zubaidi conveys that madrassa found some pitfalls in the era of regional autonomy, but the madrassa would survive if managed with good management and academic system. Furthermore, Zubaidi explains that that the programs consisted of repositioning the madrassa, deregulation, improving the management in internal matters and increasing participation of stakeholders and the public. (Zubaidi, 2002:152). Research conducted by Zubaidi examines the literature so that the research seems very macro regarding the structure. In fact, educational research that is considered as micro and investigating the data directly to the practitioners of education is very important. Data analysis through inductive model is very important to complete the data of madrassa in the framework of the development of the madrassa widely.

When examined carefully, Zubaidi investigated madrasa from *state centric* approach viewed from above. It was intended to the madrasa in order to be an integral part of national education regulated by the state. The development of the madrasa is inseparable from the government's policy regarding the autonomous region. Therefore, regarding the development of the madrasa, it is important for the madrasa to concern and adapt the policy if the madrasa does not want to miss something. The *state centric* approach of the above case is not mistaken, but it is still considered as a hope to the madrasa. It is not necessarily the real desire of practitioners of the madrasa. In terms of a *macro-state centric* point of view, it will have a big constraint if exposed to the views of the people of the madrasa and they have not seen the potential of the social dispersed capital. (Zubaidi, 2002:153).

F. Theory Framework

Educational quality assurance should be improved especially the educational quality in Indonesia is still far from the expectation. The intermediate or above levels of schools with good quality seem to have the condition of less satisfying infrastructure and the learning process. Therefore, assuring the quality of education is very important for the Minister and Government. Educational quality assurance is an independent activity conducted by a particular institution in which must be compiled, designed, and conducted by the institution. One of the efforts to implement the quality assurance can be conducted gradually by the school, doing self-evaluation, and then followed up with monitoring of the school by the local authorities; so as to guarantee the educational quality can be done well.

1. The Definition of Educational Quality Assurance

Educational quality assurance is the process of the determination and fulfillment of the quality standards in consistent and sustainable approach, so that the stakeholders can gain satisfaction toward the quality. A quality assurance or quality is all over the important systematic plan of action to provide the confidence that is used to satisfy the needs of a particular quality (Elliot,1993) in Saputa H. quality assurance system (Uhar Saputa, 2013). Whereas, according to Gryjna, 1988 in Saputa H., the quality assurance systems, in (Government Regulation No. 19/2005 article 49) quality assurance is an activity to provide evidence to establish confidence

so that the quality can function properly. In the internal quality assurance by educational unit, the unit of educational management at elementary and secondary levels applies school-based management: independence, partnership, participation, openness, and accountability.

In Government Regulation No. 19/2005 article 65 on Educational Unit develops vision-mission and performance evaluation. Whereas, in Government Regulation No. 19/2005 article 91; it is a compulsory for Educational Unit to perform educational quality assurance to meet or fulfill SNP. In short, the implementation consists of a SPMP series of process/stages in the cyclic model starting from (1) data collection, (2) data analysis, (3) the reporting/mapping, (4) preparation of recommendations, and (5) the efforts of the recommendation implementation in the form of a program to improve educational quality.

Schools need to form a team of School Developer (TPS) that consists of various elements of stakeholders i.e., principals, superintendents, teachers, school committee, parents, and other representatives of community groups who are appropriate to be included because of high concern on the school. In implementation of SPMP, the supervisor that served as school trustees should also be involved in the TPS, as the representative of the government.

2. The purpose of Quality Assurance

The purpose of quality assurance activities is very important, for both internal and external organization of the party. According to Yorke (1997) Saputra H., Educational quality assurance can be conducted through the following:

- a. Continuously assisting the improvement and the development through sustainable practices and innovation.
- b. Facilitating the assistance, regarding the loan of money, facilities, or other helps from powerful institutions that can be trusted.
- c. Providing information on the community in accordance with the targets and time on a consistent basis, and where possible, comparing the standards that have been achieved with the competitors' standards.
- d. Assuring that the program runs well without anything that might hinder the program.

In addition, the purpose of quality assurance is to satisfy the various parties concerned on it, so that it can successfully achieve their respective goals. Quality assurance is the combination of the products and services quality of an organization or company. Quality assurance mechanisms used should also be able to stop the changes when the change is considered as a decline or a slowdown.

With regard to quality assurance, Stebbing in Dorothea E. Wahyuni (2003) in Sanaky (2013) explains that the development of educational quality assurance activities as follows:

- a. Quality assurance is not a quality control or inspection. Although the program of quality assurance includes quality control and inspection, but those two activities are parts of a commitment to overall quality.
- b. Quality assurance activities are not a checking activity. In other words, the quality control department is not necessarily responsible for the checking of all things that were done by other people.
- c. Quality assurance is not the responsibility of the planning section. In other words, the department of quality assurance is not a decision of planning or engineering fields, but it requires people who can take responsibility in decision-making in areas that are needed in planning.
- d. Quality assurance is not a field that costs a big number of money. Documentation and certification related to quality assurance is not a wasting money program.
- e. Quality assurance activity is an activity to control the management system through appropriate procedures, so that it can achieve improvements in efficiency, productivity, and profitability.
- f. Quality assurance is not an efficacious medicine to heal various ailments. With quality assurance, it will be able to do it right the first time and every time.

3. Educational Quality Assurance Mechanism

Quality assurance system of the primary education (SPM) is implemented with the approach of the PDCA cycle (Plan-Do-Check-Action) on the organization of the educational process.

a. Quality Planning (Plan)

Plan is the existence of a quality planning related to planning, including the determination of the quality policy, quality objective

assignment along with indicators of achievements, as well as the determination of the procedures for the achievement of the objective of quality.

b. Implementation (Do)

Do is the implementation of what has been planned. Then to ensure the quality of education; the whole educational process, including the educational administration is carried out in accordance with the operational standards.

c. Evaluation (Check)

The evaluation means to do the monitoring, inspection, measurement and evaluation of the implementation and results including the internal quality audit.

d. Action,

Action means the follow-up action towards the evaluation of the improvement plan and reporting the implementation of educational programs. Quality assurance required by education is for; (a) checking and quality control; (b) improving the quality; (c) giving a guarantee to the stakeholders; (d) standardization, (e) national and international competition; (f) recognition of graduates; (g) ensuring the entire institutional activities to run well and continuously increase; and (h) proving to all stakeholders that the institution is responsible (accountable) for the quality throughout the activities.

4. Fundamentals of Educational Quality Programs

To implement quality programs, it is important to provide some strong basis as follows:

a. Commitment to Change

Leaders or groups who want to implement quality programs must have the commitment or the determination to change. Therefore, the quality improvement is to make changes towards a better and more sophisticated level.

b. A Clear Understanding about the Existing Conditions

Many failures in implementing the change occurred because of implementing something that is obviously vague.

c. A Clear Vision towards the Future.

It is expected that the changes will be formulated based on the vision of the developments, challenges, needs, problems, and opportunities that will be faced in the future. The vision can become guidelines which will guide the team in the course of the implementation of a quality program.

d. A Clear Plan.

Referring to the vision, a team can develop clear plan. The plan becomes the foundation in the process of implementing a quality program. The plan must always be up-dated based on the changes. There is no quality program that stops (stagnant) and there are no two identical programs because the programs are always based on quality and compliance with the environmental conditions. An educational quality environment reflects to the program wherever it is located (Nana Syaodih Sukmadinata, 2006:8-9).

5. The Principles of Educational Enhancement

The quality is an important topic in recent discussions about education. In such discussions may occur different ideas about quality as many as the number of schools that exist. The quality will create a conducive environment for educators, parents, government officials, community representatives and business leaders to work together in order to give to the students the resources needed to meet the challenges of society, business and current and future academic.

There are some principles that have the role as the base in applying educational quality programs as the following:

- a. Educational quality improvement requires professional leadership in the field of education. Educational management is a tool that can be implemented by educational professions in improving our national education system.
- b. Difficulties encountered by the educational professions are their incapability to deal with the lack of a “system failure” that prevents them from the development or implementation of new processes or ways to improve the educational quality.
- c. The increase in educational quality should do some steps. The old beliefs and norms must be changed. Schools must learn to cooperate with limited resources. The educational professions should help

students in developing the skills needed to compete in a globalized world.

- d. The educational quality can be improved if the administrators, teachers, staff, supervisors and the Head of the Ministry of National Education develop an attitude concerning on leadership, team work, cooperation, accountability, and recognition.
- e. The key of educational quality improvement is a commitment to change. If all teachers and staff of the school have a commitment to change, the leadership can easily push them to find new ways to improve efficiency, productivity and quality of education services. The teacher will implement new approaches or models of teaching, guiding and training in assisting the development of the students. Likewise; the administrative staffs, they will use the new process to formulate the budget, resolve problems, and develop new programs.
- f. There are many educational professions who have less knowledge and expertise in preparing the students entering the global job market. The fears of change or making change will result in ignorance of how to cope with the new demands (Nana Syaodih Sukmadinata, 2006:10).
- g. Quality improvement program in the commercial field cannot be used directly in education, but it needs some adjustments and enhancement. Culture, environment, and the process of work for each organization are different. The educational professions must be provided by the program specifically designed to support education.
- h. One of the key components in the quality program is a measurement system. Using the measurement system allows the educational professions to expose and document the added value of the implementation of the program of educational enhancement for the students, parents, or community.
- i. Educational community and management must abstain from the habit of using “short program”; the quality improvement can be achieved through a sustained change not with short programs (Nana Syaodih Sukmadinata, 2006:11).

6. Educational Quality Assurance

Quality assurance is the consistent fulfillment of product specifications or the product which is always considered to have good quality since the

beginning (right first time every time). The goal, in terms of Philip B. Crosby (1986:14), is to create a product without defects (zero defects). The quality of goods or services guaranteed by the system (known as quality assurance system) exactly positions how the product should be in accordance with the standards. The quality standards are regulated by the producers that exist in the quality assurance system.

Educational quality is not something that occurs by itself, it is the result of educational processes; if a process goes well, education will be effective and efficient; and then, it will open a very big chance of gaining good results of educational quality. The quality of education have a continuum aspects from low to high levels so that it serves as a variable; in the context of education, it serves as a system; therefore, the educational quality can be viewed as a variable that is affected by many factors such as leadership, organizational climate, qualifications of teachers, budget, adequacy of facilities and so on. Edward Sallis said:

“There are a lot of qualities in education; for example, the existence of good qualities of the building, leading teachers, high moral values, satisfactory exam results, vocational program or specialization, encouragement from parents, businesses and the local community, a rich resources, the application of sophisticated technology, a good and effective leadership, attention to the student, adequate curriculum, and also a combination of those factors.” (Edward Sallis, 2006:30).

The above statements show the large number of quality resources in the field of education, that resources can be viewed as a factor to form an educational quality, or the factors that affect the quality or quality of education. In a relationship with influential factors on the educational quality, it is identified that factors of teachers, learning time, school management, physical facilities and educational fee will meaningfully contribute toward the achievements of the student learning. The results of that research show that the availability of funds for the organization of the educational process at the school becomes one of the important factors to meet the quality and learning achievement, in which the quality and learning achievement will reflect the educational quality.

Meanwhile, Aang Kunaifi (Aang Kunaifi, 2004:43) explains the quality improvement efforts and the educational development requires at least

three main factors, they are (1) the adequacy of educational resources in terms of the quality of educators, expenses and a learning facilities; (2) the quality of teaching and learning which encourages students learn effectively; and (3) the quality of the outputs in the form of knowledge, skills, attitudes and values. So the adequacy of resources, the quality of teaching and learning, and quality of the outputs will be fulfilled if the required support budget and education professions can be provided in school and all of those aspects of course require educational resources including the budget.

There are two fundamental questions raised when we are trying to understand the quality. The first is what product of education it is. And the second is who the customers are.

What is the product of education? There is some disagreement about this point. Students or learners often are often considered as the product of education. In education, we are often told as if the students are the result of education, especially with reference to the application of the discipline and how to behave in specific institutions.

7. Schools with Total Management Quality (MMT)

Total management quality can be used as a tool to build a bond among the schools, businesses, and government. The bond will allow the professionals in the school or area that is equipped with the required resources in the development of a quality program.

Total quality management is a major aspect of total management. MMT is a methodology that makes it easy to manage the changes, form a more flexible infrastructure, and rapidly respond to the demands of changes in the community. The vision of MMT focuses on the needs of the users' of graduates (customer); preparations that involve society as a whole in the quality improvement program; a support system which allows teachers, administrative staff and students to manage the changes and conduct continuous improvement in order to keep the school's product direction to be better.

The principles of school with MMT are focusing on (1) customers' engagement, (2) the inclusive involvement, (3) measurement, (4) education as a system, and (5) sustainable improvements (Fandi Tjiptono, 1998:23).

8. Overview of the Madrassa

The phenomena of the increasing numbers of madrassa in Indonesia actually belong to the modern things that begins around the twenties century. However, the development of the madrassa itself has a very long history, i.e. the establishment of Nizamiah Madrassa as modern Islamic educational institution. Whereas, in Indonesia itself; the development of the madrassa cannot be separated by the existence of boarding schools. Madrassa is the development of Islamic boarding school which has the elements of mosque, dormitory, and the learning classes (Zamahsari Dhofier, 1995:54).

Meanwhile, IP Simanjunak (1972:24) argues that the growth of the madrassa in Indonesia is entirely as the adjustment of schooling tradition developed by the Government of the Netherlands. Regarding the structure and the mechanism that are almost the same; at the first glance, madrassa is considered as the other forms of school that is only given the identity of Islamic values.

IP Simanjuntak's opinions are not entirely correct, since the growth of madrassa in Indonesia is also as a response and part of the Islamic renewal movement in Indonesia that has a direct relationship with the Islamic renewal movement in the Middle East. The renewal of the signal is captured by Islamic organizations that exist in Java, Borneo and Sumatra (Deliar Noer, 1995:89).

In addition, the policy conducted by the Government of the Netherlands massively opened the school located in the villages, boarding school, mosque and others so that it increased more real rivals. Moreover, the education established is not only to deliver real skills, but also to prepare for the career world although it is still on low level. Later in the year of 1914, the Netherlands changed from the sort of institutional courses into schools and also at the same time opened secondary school, students who had graduated from HIS and MULO were able to move on to the AMS. Therefore, those schools became the forerunner of the elementary school, junior high and high schools which became the schooling system in Indonesia.

Such condition progressively strengthens the awareness of the leader of Islamic organizations such as the leaders of Muhammadiyah, Nahdlatul Ulama, Jamiat khaer, Persis, Persatuan Islam, al-Irsyad, al-Washilah,

Perti and the other forms of the special division concerning on Islamic education (Haidar's Putra Daulay, 1991:226).

There is an agreement by the historians of Islamic education that there are several madrassas becoming the pioneers in the region of Java or Sumatra. The madrassas consist of Adabiyah School (1909) and Diniyah School Labai al-Yunusiy (1915) in West Sumatra, Madrassa of Nahdlatul Ulama in East Java, Madrassa of Muhammadiyah in Yogyakarta, Madrassa of Tsywiq Thulab in Central Java, Madrassa of Jamiet Khaer in Jakarta and Madrassa of Mambaul Ulum in Surakarta (Karl Stenbrink, 1984:53).

After Indonesia became an independent country, the development of the madrassa was not always easy to expand, as the development was very influenced by the wave of political conditions. One of the things that could be considered was the establishment of Presidential Decree (Kepres No. 34/1972) about unification of religious education into the Educational and Cultural Department. However, through "the resistance" towards the Presidential Decree then eventually it was changed to the Decree of Three Ministers. The content of SKB3 Ministers was to provide equality between a madrassa and public schools. Regarding the composition of the curriculum, it consisted of 70% of general material and 30% of religious material.

Then, along with the declaration of UUSPN 1989, the madrassa showed better conditions because the madrassa was defined as "public school characterized with Islam". The UUSPN increasingly enhanced the position of the madrassa to be more strategic, because there was no longer official institutional dichotomy between public schools and madrassas.

With the strong position of the madrassa in educational system in Indonesia, then a madrassa was claimed to be more professional in fulfilling their duties. The main issue of School-Based Management was the inconsistency between the government and the community as the educational organizers. In terms of the language of power, it is called as centralization versus decentralization; or the more popular term in Indonesian context is autonomy policy (Rodney T. Ogawa and Paula White, 1974, 57).

The autonomy policy of educational management requires educational restructuring and recapitulation; and on the other hand, it requires the existence of educational decentralization policy. Whereas, the educational

decentralization gives opportunities to the region; even to the head of school and madrassa to manage the education well based on the specific needs and demands faced by schools or madrassas. Decentralization also brings the educational deregulation system regarding the development of educational management in schools and madrassas. The current form of management developed in the framework of madrassa education is the school-based management. Such management contains the notion of granting autonomy to the madrassa, in this case the head of the madrassa to accomplish the education and management at the madrassa.

G. Research Methods

1. Approach

The purpose of this study is to describe the quality assurance system as a developmental strategy of the madrassa at MIN Tempel, Sleman. The quality assurance as a developmental strategy of the madrassa is a context of overall unity that cannot be understood by making the elimination or isolation so that it is separated with the context. The quality assurance system as a developmental strategy of the madrassa tends to be not optimal because there are only a few people that understand the context, while others do not understand about the educational quality assurance system.

Therefore, the appropriate approach for this research is qualitative approach. Qualitative research is suitable for this research because of the inherent nature and it requires integrity in accordance with the research problem, i.e. social capital as developmental strategies of the madrassa. According to Sugiyono, qualitative research method is a research method implemented to examine the conditions of natural objects (as the opponent of this method is an experiment research), in which the researcher is the key instrument, the data collection methods are performed in triangulation (combined methods), the data will be in the form of descriptive analysis in nature, and the analysis technique implements inductive data analysis. The result of the qualitative research emphasizes the meaning rather than generalities (Sugiyono, 2002:4).

Basically, the qualitative research observes humans regarding the surrounding environment, interacting with them, trying to understand their language and interpretation about the surrounding world (Nasution, 1996:4). In this study, this research observes and interviews the human, i.e. the board of the madrassa, the principal of madrassa, the committee

of madrasa, the community leaders and other relations who run their duties related to the quality educational assurance system in madrassas.

2. The Informant

The overall informants interviewed as the data source of this research are 10 participants, including four key informants. The informants in this study are focused on the foundation, the principal of the madrasa, teachers, employees, and the communities surrounding the madrasa. In this case, the subjects considered as the informants for this research who know the educational quality assurance system of MINTempel, Sleman.

In accordance with the problems and objectives of this research, the information that can be obtained in this research is as the following:

- a. To get the data about the implementation of the educational quality assurance at MINTempel Sleman, the source of the data is the board of the madrasa, i.e. the principal of the madrasa, the teachers, and the committee.
- b. To obtain the data about the results of the implementation of the quality assurance system as a developmental strategy, the source of the data is the board of the madrasa, i.e. the principal and the teachers of the madrasa, the committees of the madrasa, and members of the public who are competent in the field and the documentation.
- c. Then, to deepen the focus of the research above, the researcher implements the snow ball technique, in which it is a technique to determine the sample with a small amount and then enlarged. It means that the research is done by obtaining the information little by little which is gradually getting deeper. In other words, the researcher tries to investigate the data about the implementation of educational quality assurance as a developmental strategy of the madrasa gradually, i.e. from small sources (the key informant) to bigger sources (the other informants) that have been appointed or are considered to understand the implementation of educational quality assurance system in the madrasa.

3. Data collection Techniques

a. Participatory Observation

Participatory observation tells the researcher what will be done by other people regarding the situation of the researcher that has

the opportunity to conduct an observation. It is frequently happens that the researcher wants more a particular information beyond the investigation. According to Bogdan Moloeng as quoted by Moloeng, he defines precisely that the participatory observation is characterized by social interaction that takes long enough time between the researchers with the subjects in the subject's environment; and during that process, the data are systematically collected through field notes and it is applied without any interruption (Lexy J. Moleong, 2001:11).

Participatory observation is an observation that is done by taking part or involving ourselves in the situation of the objects being examined (Muhammad Ali, 1987:91). This method is used to obtain the data related to the general situation of social life, such as the activities of the principal of the madrasa, the secretariat board, the activities of teachers and students, feedback, support, the programs related to educational quality assurance as a developmental strategy of the madrasa at MIN Tempel.

This method can be used to understand the various aspects of the social life behavior as developmental strategy of the madrasa at MIN Tempel qualitatively in order to obtain a more in-depth overview of the educational quality as a developmental strategy of the madrasa, the researcher conducts the observation by involving himself actively in the activities performed by the principal of the madrasa, the teachers and employees, the students, the committee of the madrasa and the society. Thus, the researcher can observe directly the activities and interactions among the head of the madrasa, teachers, employees and students as well as the community.

b. In-depth Interview

This interview comes with a recording to find out the information in more detail and depth from the informants with regard to focus the problems examined. From this interview, the researcher obtained some responses or opinions. The subjects of research are related to the educational quality assurance as a developmental strategy of the madrasa. To assist the researcher in focusing on the problems examined, the researcher provides guidelines for interviews and observations.

Observations and interviews in this study are done by keeping a good relationship and a supporting atmosphere, so it can establish the opportunity of precise and open enough responses for the observer to investigate and collect the data regarding unexpected dimensions and topics. In this case, the observer divides the interview into two categories namely the structured and unstructured interview. A structured interview is required specifically for the selected informant, i.e. the head of the madrasa, the teachers, the employees or the committee who have expertise information related to the education assurance quality at MIN Tempel.

c. Documentation

The documentation method in this research used to collect the data that are already available in the document. It functions as a support and complement to the primary data obtained through observation and in-depth interviews. Documents are considered to be relevant in these activities; they include organizational structure, management, the capital, developmental strategy, data administrators, internship program, the students, and the history of the founding of the madrasa and others important data.

4. Research instrument

In qualitative research, there is a slogan that the researcher is the key instrument. Therefore, the position of the researcher is as the planner, executor and collector of data, data analyst, and data interpreter and in the end the researcher becomes as the writer of the results of the research. Thus, it is only the researcher who can be used as an instrument in this study. To facilitate the researcher's work, the researcher is aided by a guide/manual observation, interview and documentation so that the required data can be met. About this research instrument, Lincoln and Guba stated that:

“The instrument of choice in naturalistic inquiry is the human. We shall see that forms of instrumentation may be wed in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been wed extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has produced.” (Yvonna S. Lincoln and Egon G. Guba, 1986:236).

Based on the statement above; it is understood that the qualitative research originally has a clear and definite issue, so that the instrument of the research is researcher himself or herself. The issue will be examined after it becomes clear, the researcher can develop a research instrument.

5. Data Analysis Techniques

The data analysis is an attempt to systematically organize the records of the observations, interviews and others to improve the understanding of the case that is being examined; furthermore, it also serves as the findings for others. To improve the understanding of the data analysis, it requires to be continued with attempts to find the meaning. The process of data analysis in qualitative research is carried out in line with the process of data collection. Thus, the work of data collection for a researcher is followed by the works to write, edit, classify, do reduction, report and draw conclusions or verification.

The data analysis technique used is qualitative analysis. Therefore, the analysis of the data will not use statistics. This is in line with Bogdan and Biklen saying that the data analysis include data collection activities, organizing data, dividing the data into units that can be managed, synthesizing, looking for patterns, finding what is important and what will be studied as well as deciding what will be reported (Robert c. Bogdan and Biklen, 1982, 19). Strauss states that qualitative research will probably use many of the special techniques that belong to non-mathematical analysis (qualitative analysis may utilize a variety of specialized non-mathematical techniques), the techniques of data analysis in quantitative research to be used is clear, and the techniques can be directly related to the formulation of issues that should be answered and related to the hypothesis proposed (Anseim I. Straus, 1987:3).

Miles and Huberman generally provide hints at the next steps in the analysis of qualitative data; that is, through the process of data collection, the data reduction, the data display and the conclusion (summary) or verification. (Anseim I. Straus, 1987:16). The relationship of these four steps is interactive.

a. Data Collection

The early stage of a research is collecting the data. Data collection can be done with participant observation, in-depth, and documentation.

The data obtained in this study are divided into two categories: (1)

the data concerning on the implementation of the educational quality assurance, assuring the educational quality outcomes, supporting factors and the barriers to the developmental strategies, data of the organization, data of the capital, financial reporting data, code of conduct data, and the liability data; (2) data about the madrassa such as the history, geographical location, the environmental conditions of madrassa, madrassa's vision and mission, organizational structure of the madrassa, the data of teachers and students, infrastructure of the madrassa, and the curriculum of the madrassa at MIN Tempel.

b. Data Reduction

The data description from observations and interviews, as well as documentation to the various sources of data will generate varied data. The data reduction in the study in fact simplifies and compiles systematically the data in the dimension of educational quality assurance at MIN 2 Sleman in terms of the management, organization, financial statements, code of conduct, accountability, geographical position, history, environmental conditions, vision and mission, the teachers and students, and the infrastructure of the madrassa.

The data will be well established in a time of increased research. The data from various sources are sometimes in the same forms of data, similar, different, important, and some are not important. In this data reduction stage, it is crucial to do grouping of data which is more important, meaningful and relevant to the problem and research objectives. Through the data reduction, it is expected that an overview of quality assurance become more precise and clearer.

c. Data Display

After the data were reduced, in order to be easily understood by researcher himself or herself, and also by others; the data needs to be presented. The presentation of the data can use graph, matrix flow chart, or table. The data that has been presented; then, it is still important to examine again by the original researcher as well as by others, whether it has been precise and in line with the expectations or not. If not, the researcher is required to go back to the field.

6. Systematic Discussion

This study consists of five chapters that will be sorted based on the systematic discussion as the following:

- A. Chapter I consists of: introduction that includes background of the problems, formulation of the problem, the objectives and benefits of the research, review of literature, theoretical framework, research methods and the systematics of the research
- B. Chapter II contains: fundamental theories of educational quality assurance concerning on TQM and the theories about the madrasa.
- C. Chapter III elaborates: an overview of research site, the geographical location, the history and developments, vision and mission, organizational structure, educators and educational practitioners, as well as infrastructure owned by MIN 2 Sleman
- D. Chapter IV consists of: the implementation of quality assurance management, implementation in student friendly school and the implementation quality assurance at MIN 2 Sleman, especially in teaching and learning.
- E. Chapter V contains: the conclusions, suggestions and closing statements.

CHAPTER II

QUALITY-BASED EDUCATION

A. The Definition of Quality-Based Education

Based on Jerome S. Arcaro, quality-based education emphasizes on education that focuses on the customers, the comprehensive involvement of all parties, measurement, commitment and continuous improvement. He further explains that the quality has to be developed from the members of the school board, administrators, students and staffs (2005:14).

Daulat P. Tampubolon defines the quality as a guide of the product's characteristics that demonstrates the ability to meet the customers' needs and expectation through direct or indirect services, either the needs or expectation are explicitly expressed or implied in the present or in the future. The quality can also be interpreted as the guide alignment of the product's characteristics towards the customers' needs (individual, community, or other) (2001:108).

According to B. Suryosubroto, the general definition of quality is the degrees (levels) of the product's strength (work/effort) either in the form of goods or services, either tangible or intangible. In terms of educational context, the definition of quality refers to the process of education, and educational outcomes (2004:210).

In general, the quality is the representation and the comprehensive characteristics of the goods or services which show the ability to meet the expected or implied needs. In line with educational context, the notion of quality includes the input, process and output of the education (General Directorate for Primary and Secondary Education, 2001:25). According to the General Directorate for Primary and Secondary Education, that:

Educational input is everything that should be available because it is required for the continuation of the process. It refers to the resources and software as well as the expectations as a guide during the educational process. Resource inputs include the school principals, teachers, students, employees and others. While the software inputs, among others are the school organizational structure, regulations, plans, programs and so on. While the expectation inputs consist of the vision, mission, goals and targets to be achieved by the school. In terms of the high or low level of the input, it depends on the level of the input readiness.

Education is the process of changing something into something else. Something that affects the continuation of the process called inputs, while something that come as the results of the process is called output. In a micro-scale education (school level), the process explained above is a decision-making process, institutional management process, program management process, teaching and learning process, and monitoring-evaluating process, by emphasizing that the teaching and learning has the highest interest rate compared to the other processes.

The process can be considered to achieve a high quality when the development of coordination and organization as well as the arrangement of school inputs (teachers, students, curriculum, funding, equipment and so on) are carried out harmoniously, so those inputs enable the school to create enjoyable learning, to encourage motivation and interest in learning, and to empower the students significantly.

The educational output is the school performance. School performance is the school achievement resulted from the inclusive process/behavior at school. In this case, there are two components closely related to the quality of educational output, they are academic and non-academic qualities (2001:25-26).

The quality can also be implemented as a relative concept. This sense is applied in TQM (Total Quality Management). The definition of the word "relative" focuses more on the quality rather than the attribute of a product or service, specifically it is considered to be derived from the product or service. The quality can be established if the service meets the existing specifications. The quality is an effective method to determine whether the last product is in accordance with the standards or not (Edward Sallis, 2006:53).

In general, quality is defined by Edward Sallis as a philosophy and methodology that helps institutions to plan for change and set the agenda to deal with external demanding pressures (Edward Sallis, 2006:33).

It is indeed undeniable that everyone believes in efforts to increase the educational quality. Unfortunately, the further problem that can occur is the lack of agreement toward the definition about the quality. Thus, it is important to develop a clear understanding toward the variation of the quality definition. If there is no clear understanding among others, the quality will only become a merely slogan, a word with a high pitched moral but it has no practical value.

Essentially, the quality is a trait that is inherent in certain products that have the best product quality in order to meet the customers' needs (all stakeholders). Thus, the quality of education becomes a trait that is placed on the educational system.

B. The Aspects of Quality-Based Education

Quality-based education has a specific meaning and it implicates toward internal and external customers' satisfaction in education that is based on the quality of various aspects in education so that the quality education can be created.

1. The quality of Educational Inputs

To create quality input in education, it requires a variety of things, including:

a. The existence of the policies, objectives, and clear quality targets

Formally, the school has already made the overall policies, objectives, and quality targets clearly expressed by the school principal. Those policies, objectives, and quality targets are determined by the principal. Then, the policies, objectives, and quality targets are socialized to all over the school society, so those aspects can be established in thoughts, actions, habits, until it comes to a quality character ownership possessed by the school society.

b. The available and ready resources

Resources are a vital input for the continuation of the educational process at the school. When there is no adequate resource, the educational process at school cannot be accomplished. The resources can be grouped into two components; they are human resources and

the remaining resources (funding, equipment, supplies, materials and so on) that emphasizes that the remaining resources do not have any significant roles to achieve the goal of the school without any intervention by human resources.

c. The competent and highly dedicated staffs

Generally, effective schools have staffs who are capable (competent) and dedicated to the school. The implication is clear in which the schools that formulate high effectiveness, so the availability of the competent and highly dedicated staffs is a must.

d. The existence of a high achievement expectations

Schools that implement MPMBS (School-Based Quality Improvement Management) have the encouragement and high expectations to improve the achievements of the students and school. The school principal has a strong commitment and motivation to optimally improve the quality of school. The teachers have the commitment and the high expectations that the students can attain the maximum achievement level although they have to face the limitations of the existing educational resources in schools; whereas the students also have the motivation to keep improving themselves to succeed the learning process according to their talent and ability. High expectation level of this third school element is one of the factors that can lead the school to dynamically provide better performance from the previous state.

e. Focusing on customers (especially students)

Customers, especially students, should be the main factor of all school activities. It means that every input and process organized in schools is primary dedicated to improve the quality and satisfaction of the students. In this case, the logical consequence is the preparation of inputs and the process of teaching and learning should really embodies the whole figures of the students' expectation quality and satisfaction.

f. Management Input

Schools that implement MPMBS have adequate management input to organize the school. The school principal also applies a number of management inputs during the process of organizing and dealing with the school. The management input includes the

followings: a clear, detailed and systematic plan; programs that support the implementation of the plan; provisions (rules) that are obvious as a role model for the school society to behave; and the existence of effective and efficient quality control system in order to convince the school society so that the agreed targets can be achieved (General Directorate of Primary and Secondary Education, 2001:18-20).

2. The Quality of the Educational Process

To create qualified schools (effective schools), it is required to establish:

a. High quality level of effective teaching and learning process

Schools that implement MPMBS have the effectiveness of teaching and learning (PBM). This is demonstrated by the nature of PBM, the schools do not only emphasize on strengthening the knowledge of what is being taught (logos) but the schools will emphasize more on internalization of what is taught in order to make the knowledge embedded and functioned as the core of conscience and appreciated (ethos), and practiced in everyday life by the learners (pathos).

b. A strong leadership management of the school

Leadership is one of the principal factors that can encourage the school to be able to realize the vision, mission, goals and objectives through the school programs which are implemented in a well-planned and well-organized process. Therefore, the principal is required to have the strong capability of management and leadership to take the decisions and initiatives to improve the quality of the school. In general, the strong school principal has the ability to motivate the school resources, especially human resources to achieve the objectives of the school.

c. Safe and conducive school environment

The school is expected to provide a learning environment (climate) to be safe, conducive and comfortable, so that teaching and learning can be performed in with comfortable or enjoyable learning. Therefore, effective school always creates a safe, convenient, and conducive school climate through the supporting factors that may foster the climate.

d. Effective management to produce valued educators

Educational personnel, especially teachers, are the heart of the school. The school is simply a container. Therefore, the management

to produce valued educators, ranging from the requirements analysis, planning, development, working evaluation, working relationships, up to the services award, is an important part for the school principal. Educational personnel that are needed to develop the quality to produce educators that maintain high commitment, always perform the willingness to accomplish the duties accurately.

e. The schools that have the quality culture

Quality culture is embedded in the heart of all the school society, so that every behavior is always based on professionalism. The quality culture has the following elements: (a) Information about the quality should be used for quality improvements, not to prosecute/dictate people; (b) the authority should be limited to the responsibility; (c) the results of the award should be followed by reward or sanctions (punishment), (d) collaboration and synergy, not a competition, must be the basis for the cooperation; (e) the school societies can feel safe and comfortable of their work; (f) the atmosphere of fairness should be embedded; (g) some services must be equal to the value of the work performance; and (h) the school society feel that they belong to the school.

f. The schools have solid, intelligent and dynamic “Team Work”

The cooperation (teamwork) is a characteristic that is established by MPMBS, because the educational output is the result of the collective performance from the school society, not the individual results. Therefore, the belief of cooperation among functions in school, among individuals in schools, should be achieved in the daily living habits of the school society.

g. The school has the authority (independence)

The schools have the authority to organize the best system for the school, so it is required to have the ability and willingness to work that is not always dependent on the superiors. To be independent, the schools must have sufficient resources to accomplish the task.

h. High level of participation from the school society

The schools that belong to MPMBS have the characteristic that the participation of the school society and community is the part of their life. It is grounded by the beliefs that the higher level of

participation, the greater sense of responsibility; and the greater sense of responsibility, the greater level of the dedication.

- i. The schools show openness (transparency of the management)

Openness/transparency in the management of the school is one of the school characteristics that implements MPMBS. Openness/transparency is demonstrated by decision making, planning and implementation of activities, the use of the financial matter and so on, which obviously always involves related parties as the controlling instrument.

- j. The Schools have the ability to change (psychological and psychical aspects)

The change has to be something that is enjoyable for all school society. Conversely, when the ability becomes the school's opponent; of course the intended change is the development, either physical or psychological aspects. It means that when every change is done, the results are better than the expectation (there is an increase) especially the students' quality.

- k. The evaluation and continuous improvement conducted by the schools

Evaluation on a regular basis is not only to find out the students' proficiency level, but the most important is how to manage the learning evaluation results to improve and refine the process teaching and learning at schools. Therefore, the evaluation becomes a very important function in order to improve the quality level of the students and also the school comprehensively and continuously.

- l. Schools' preventive and responsive anticipation towards the needs

The school should always be preventive or responsive towards the various emerging needs for the quality improvement. Therefore, the school can properly analyze the environment and respond quickly and appropriately. Even the schools are not only capable of adjusting to changes/demands, but also capable of anticipating anything that probably can occur.

- m. Effective communication

Effective schools (good quality) typically have effective communication, especially among the school society and also between the school and society so that the activities performed by every school

society can be perceived. At this point, the school society can be well-known. So, the alignment of all school activities can be strived to achieve the expected goals and objectives of the school. In addition, effective communication will also form a strong, solid, and intelligent teamwork, so many different school activities can be done equally by the school society.

n. The schools have accountability

Accountability is a form of liability undertaken by the schools to succeed the programs that have been implemented. This accountability report is presented in the achievements and it will be reported to the government, parents and the society (2001:12-17).

3. The educational output quality

In education, we often consider the students as the results of education; especially, it refers to the implementation of the discipline and how to behave in specific institutions. As if education is a production line. Because the product is a subject of the quality assurance process, then the first thing to do is to determine and control the supplies resources. Secondly, “raw materials” must pass through a few standard processes that have been established, and the results from the production process must meet the specifications which have already been set out and defined in advance. That kind of capital resources require the presence of an early selection for students that will be processed afterwards. Some educational sectors indeed do that kind of principle, but many of them also apply the comprehensive principle, which is open to everyone (Edward Sallis, 2006:61-62).

Producing the students that hold certain assurance standards is impossible. As stated by Lynton Gray (1992) in Edward Sallis:

“Human being is not the same, and they are in a situation with diverse educational experiences, emotions, and opinions that cannot be equalized. Assessing the educational quality is very different from checking out the factory production results or assessing a service” (2006:62).

The educational quality can be seen from two perspectives; they are the process perspective and the output perspective. In terms of the process perspective, the education can be considered to have the quality level if the process of teaching and learning (PBM) can take place effectively; it means

there is a close relation between the results and the purpose. In terms of the educational output quality, it has broader dimensions. Sanusi (1993) in Sudarwan Danim said that:

“As the premise, it can be expressed that educational qualitative value puts an emphasis on the outer or direct output derived from the students, and the impact of the output is in the establishment of the following behavioral life (Nurturant Effects), including the impact to keep learning for lifelong learning” (Danim Sudarwan, 2003:89).

To create qualified educational output, it can be done by the student-centered approach that emphasizes on:

1. The student is the central of the learning implementation (student oriented/centered).
2. The learning process focuses on the student in totality.
3. The teacher gives the opportunity for the student to naturally develop themselves to the advance level.
4. The central changes are placed on the students, although it cannot always be observed.
5. The changes are only understood in the context of the students themselves as a comprehensive change.
6. The students' changes and motivation are internal, while the teachers are limited to give the encouragement and facilities (2003:83).

Essentially, to create educational quality is not easy because it takes various readiness from various aspects, such as the quality of human resources (principal, teachers/administrative personnel, and staffs), infrastructure readiness, networking readiness (networking and relation), readiness to achieve the quality, readiness to apply effective and efficient management, and so on.

C. Indicators of the Educational Quality

To improve the educational quality, it is required the presence of a specific indicators as the benchmarks of being successful or not to attain the quality achievement. In this case, Indrajati Sidi (2001) in Makhfud (2007) divides the four indicators of educational quality as follows:

1. The indicator of the educational quality is the results of original scores from the final examination (Ebtanas) or now it is called as the results of national final examination (UAN).
2. In terms of non-academic aspects such as moral issues, discipline, ethics, creativity and independence are actually attached to the students.
3. The teachers' ability to reinforce the educational process and the capabilities of their educational background knowledge quality.
4. The existence of educational environment that can implement the non-academic aspects (Makhfud, 2007:26).

Experts have formulated general standards that can be used as benchmarks for educational quality on every line and level with quality standard specifications. The standard quality in institutions can be conducted by elaborating the concepts of link and match, in which educational outcomes and the certain level of education must link and match to the working area or higher education level (Sudarwan Danim, 2003:79).

There are many opinions regarding the criteria of education, Engkoswara (1986) views the quality or educational success based on three perspectives: the achievements, the atmosphere, and the economy. While Sallis (1993) suggested two main standards for measuring the quality, namely: (1) the results and service standards, and (2) the customer standard. The indicators that belong to the results and service standards are conformance to specification, fitness for purpose or use, zero defects, and right first time, every time. It means that the educational results include the knowledge specifications, skills and attitudes acquired by the students; the educational results can be benefited by the community or in the working areas. The indicator that belongs to customer standard focuses on consumer satisfaction, exceeding customer expectations, and delighting the customer. Thus, the customer standards include the satisfaction fulfillment, expectation, and enlightenment of customers' life (Sudarwan Danim, 2003:79-80).

While indicators of qualified school, according to Arcaro (2005:35-42) focus on the customers, total engagement, measurement, commitment and continuous improvement. Therefore, to create qualified educational environment, it requires the presence of a clear orientation, synergy of

all parties, measuring the success, commitment to quality improvement efforts, and emphasis on achieving continuous changes.

Some indicators of success in national education are:

1. The improvement of the educational quality, by making the use of possible sources that are performed by the independence and initiative of principals and teachers.
2. The efficiency and effectiveness of the use of educational resources is increasing, through the clear, transparent, and democratic job description.
3. The enhancement of the society's role in decision-making of the education at school.
4. The increase of the school's responsibility to the government, society at large scales and the students' parents in terms of the educational quality.
5. The increase of fair competition among the schools toward the educational quality that are supported by local governments and their society.
6. The increase of the confidence, so the dependency among the school society is reduced and they will obtain the sense of a high entrepreneurship (resilient, innovative, brave to take risks, adaptive to the environment and proactive).
7. The learning process more focuses on learning to know, learning to do, learning to be, and learning to live together.
8. The learning process can be conducted in an enjoyable learning, encouraging, reliable and conducive environment.
9. The sustainable and regular evaluation and improvement can determine the students' achievement; in addition, it can develop the improvements conducted in the learning process (Mahfouz, 2007:27)..

D. Brief of Madrasa

Madrasa as an Islamic educational institution that has been established for many years has not reached significant achievement, yet. The number of madrasa ibtidayah reaches 24,560, consisting of 1,686 that belong to public schools and 22,874 that belong to private schools. It is an educational asset that cannot be underestimated. Unfortunately, there

are 2,811 madrassa with the accreditation of C and even there are 2.724 (Source: 2014 Pendis Data) have not been accredited. This phenomenon is an irrefutable fact that madrassas still require more serious managing.

Such condition is certainly not a persistent matter, without progress. Efforts to develop the management of madrassa are continuously conducted by both the government and the societies. However, the endeavors to develop the madrassa tend to be the factors that the societies do not have the awareness of that. Apparently, the societies are more interested in discussing facilities or physical capital, tangible factors, rather than nonphysical and intangible factors or capital to develop the madrassas. The following section discusses a brief of madrasah and nonphysical capital, in which in this research, it is referred to quality management.

The word of *madrassa* is Arabic derived from the root of the word *darasa*. It can also be formed to be the word *midras* which means a learned book or a place of learning, and the word al-midras can be interpreted as a home to study the Torah (Abu Luwis al-Yasu'l, tth.: 221). The *madrassa* has the meaning, literally, the place where students learn or where to teach lessons. In the Great Dictionary of the Indonesian Language, *madrassa* means school or college which usually holds Islamic values.(Mehdi Nakosteen, 1996: 66).

Although, in terms of teaching and learning or intra-curricular activities; *madrassa* is not so different from the common school; in Indonesian context, *madrassa* is not always understood just as a school, but labeled as “religious school”, where students get the access to learn about religious and religious knowledge, in this case is Islam.(H.A Malik Fajar, 1988: 111). Indeed, practically, there are *madrassas* that teach the religious knowledge (al-'ulum al-diniyyah), and also teach the general knowledge. Furthermore, there are also *madrassas* that focus on the study of religious sciences which is then often called as *madrasah diniyyah*.

In fact, the word *madrassa* derived from Arabic is not translated into Indonesian. Consequently, it makes the societies to have a better understanding the *madrassa* as an Islamic educational institution, a place to study religion or a place to provide religious and religious lessons. Furthermore, George Makdisi points out that the translation of the word *madrassa* can be concluded by three basic differences: Firstly, the word of universities in the original sense, refers to a community or group of

scholars and students. Secondly, referring to a building of educational activities after primary education taken place. Then, the third; the teaching approval (the diploma of al-tadris, licentia docendi) on the madrassa is given by the *Sheikh* without any connection with the government (George Makdisi, 1991: 19)

During the development of the madrassa, there are some points that are still associated with the use of the term madrassa referring to educational institutions that have some meanings, such as: alliances, congregation, groups or groups of philosophers and certain intellectuals in the same methods and thoughts. The emergence of these meanings along with the development of madrassa as an educational institution in which some of them become an institution that embraces and develops views or congregation and schools of thought (Azyumardi Azra,1999: 117).

Discussing the madrassa in Indonesia, it cannot be separated with pesantren as the forerunner. In other words, madrassa is a further development of pesantren. Furthermore, Nurkholis Majid explains that the similar educational institutions of pesantren have been existed since Hindu-Buddhist government, so that Islam has to continue the existing institutions at that era (Nurkholis Majid, 1997: 3). As a logical consequence, pesantren was initially connected with a mystical charge, and later on, it turned into Sufism. The content of Sufism was indeed dominant in the early period of Islamic development in Indonesia, because it was easy for the societies to accept and obey the Islamic value through the approach of Islamic cultures in Indonesia.

Then, at the beginning of the 20th century AD, educational institutions gradually embraced the pattern of learning style of *madrasi*, in which later on, it was known as madrassa. Therefore, since the beginning of the emergence of madrassa in Indonesia, it has adopted a modern school management with the characteristics of: implementing class system, classification of lessons, using the chairs, and an inclusion of general knowledge as part of the curriculum (Hanun Asrorah. 1999: 193)

On the other hand, Deliar Noor argues that the growth of madrassas in Indonesia is also a response and part of the Islamic reform movement in Indonesia that has a direct relationship with the Islamic reform movement in the Middle East. The reform movement was responded by Islamic organizations in Java, Kalimantan and Sumatra (Deliar Noer,1995: 12).

The Dutch government's policy of opening a big numbers of primary schools made some impacts to the Islamic boarding houses, Muslims worship places, and mosques. Those three institutions are like getting real and big rivals. In fact, the education held in elementary school is not just giving real skills, but also providing job opportunities; although it is still at middle class job. In 1914, the Dutch changed a kind of training course into a school; and at the same time, opened a secondary school. Students who have graduated from HIS can continue to MULU and AMS. This school is the embryo of the founding of elementary, junior high and high school. This condition also strengthens the awareness of the leaders of organizations of Islamic movements such as Muhammadiyah, Nahdlatul Ulama, Jamiat Khaer, Persis, Persatuan Islam, al-Irsyad, al-Washilah, Perti, and other forms that manage the special division of Islamic education (Haidar Putra Daulay, 1991: 226).

Therefore, the study of madrasa in Indonesia cannot be separated from the development of Islamic boarding school. The development of madrasa is very attached to the existence of Islamic boarding school. Madrasa is an advanced development of pesantren that has elements of mosques, dormitories, and classrooms.

Referring to Dhofier's theory of Islamic boarding school, it is explained that Islamic boarding school has several elements, namely: cottage, mosque, teaching of classical books, santri and kyai (Zamakhsyari Dofier, 1994: 44). Strengthening this theory, Mastuhu explains that the education system is the overall interaction of a set of educational elements that work together in an integrated way, and complement each other toward the achievement of educational goals that have become the ideals with the doers. The inter-actors' cooperation is based on, stimulated, driven, stimulated, and directed by the noble values that are upheld by them. Elements of the educational system do not only consist of actors who are organic elements, but they also consist of inorganic elements, such as: funds, facilities and other educational tools. The relationship between values and elements in the education system is a unity that can be separated (Mastuhu, 1994: 23).

Historically, there are some madrassas in Indonesia in Java and Sumatra that lead the other madrassas, namely Adabiyah School (1909) and Labai al-Yunusiy Diniyah School (1915) in West Sumatra, Madrasa of Nahdlatul Ulama in East Java, Madrasa of Muhammadiyah in Yogyakarta, Tsywiq Thulab Madrasa in Central Java, Jamiet Khaer Madrasa in

Jakarta and Mambaul Ulum Madrassa in Surakarta (Karel A Steenbrink, 1984: 53).

After Indonesia's independence, the development of madrassas is not always good. Its development is always intertwined by the current political conditions. In 1972, there was a controversial policy that was the implementation of Presidential Decree no. 34/1972 on the incorporation of religious education into the Ministry of Education and Culture. This Presidential Decree then got a criticism that was finally changed with the release of Letter of Three Ministerial Decrees. The main contents of the Three Ministerial Decrees was that madrassas was aligned with public schools. However, the composition of the madrassa's curriculum has a ratio of 70% of the general material, and 30% of religious material.

The existence of the Act No. 2/1989 About National Educational System provides a better space and position to madrassas. In the Act of the National Educational System, the madrassas are defined as "a typical Islamic public school". Here, the role and position of the madrassas becomes bigger and stronger in terms of legality and legal recognition. It means that no more dichotomies between public schools and madrassas.

With the increasingly strong madrassas' position in the educational system in Indonesia, the madrassas are required to be more professional in performing their duties. Consequently, it cannot be separated from the major issues of school-based management. This demand is not only directed to the madrassas' managers, but it also involves all stakeholders of education providers (government and society). In the context of managerial power, there must be harmony between the center and the regional management. The translation of "autonomisation" should always put forward a sense of justice, without neglecting the spirit to build self-reliance (Rodney T. Ogawa and Paula A. White, 1994 :57).

In the context of non-profit institutions / institutions, madrassas are different from non-profit institutions such as corporations or business entities. In terms of developing the non-profit institutions, they are sustained by economic capital in the form of money or financial assets. However, the madrassas need to have the capital in the form of social assets to develop themselves. Those social assets can be in the form of networks, trusts, and norms; in which, if they can manage the assets

optimally, they will have an excellent impact on the development and progress of madrassas.

CHAPTER III

THE MANAGEMENT OF QUALITY-BASED EDUCATION

A. The definition of Management

Management according to Parker (in Hussain Usman 2006:3) is the art of getting things done through people. In line with the opinion above Mondy and Premeaux (1995) cited by Syafaruddin elaborates, “Management is the process of getting the thing done through the effort of other people’s” (Syafaruddin, 2005:42).

Based on the above definition of the management, it can be concluded that the management is a process to accomplish the work through the others to achieve specific objectives within an organization. Whereas the management activities include at least Planning, Organizing, Actuating, and Controlling (POAC).

The management planning process is an action to determine the goals and directions to do. Planning the actions is followed by the process of organizing the management as an act of distributing the work to groups and sets as well as the detail relations among them. After it is done, the process of stimulating the efforts or encouraging the members of groups/ organizations to carry out their duties with willingness voluntarily and enthusiastically (Syafaruddin, 2005:118-119).

In terms of educational management; recently, the educational management have been the main topic to discuss by different levels of the society who care the educational problems. At least from 1999 to the present time, the educational management is still the subject matter in various forums to incorporate the solutions for the educational problems to improve the educational quality in which it is packaged in various types of educational enhancement programs.

In terms of education, the transition of the industrial age to the informational age has raised the contradictory relationship. This is apparent not only between the teachers and administrators, but also between the teachers and students and also between the parents and teachers. The educational management becomes more bureaucratic in nature so that the problem solving moves so slowly made by the educational bureaucracy. Similarly, the structure of the duties, the communication and cooperation that tend to be less conducive in the industrialization era for the educational empowerment turns to be autonomy, participatory and independent leadership. In the industrial and the information era, Garfinkle and Reigeluth (1994) describe the differences between the phenomenon of the industrial and the information era that affect education as follows:

The Industrial Era	The Information Era
Hostility Relationships	Cooperation relationships
Bureaucratic organizations	Team organization
Autocratic leadership	Shared Leadership
Centralized supervision	autonomy and accountability
Autocracy	Democracy
Representative democracy	Participatory Democracy
Willingness	Initiative
One-way communication	Network cooperation
Compartment/Duties Division	Holistic/Duties integration

(Syafaruddin, 2002:9)

Factually, community participation toward education until 2000 has already been encouraged. It can be observed from the Number of Rough Participation (APK) or enrollment level in 1999/2000 at the primary school level, reaching up to 28.5 million students. Then, the junior high school (SLTP), the number of rough participation reached up to 9.4 million students. The next, the number of rough participation for senior high school reached 5.3 million students. Then, the last, the number of rough participation for higher education reached 3.1 million students (From National Education, the National Report on the Development of Education Country Indonesia, 2001, in Syafaruddin, 2002:15-16). Community participation in education as elaborated above demands intense efforts from the educational managers and school principal to improve the quality of the graduates in the future.

Qualified graduate is the expected human resources from qualified schools (effective). Therefore, it raises a question, is our educational system ready to develop the quality of human resources in order to professionally compete with other Nations? Before going any further discussion, the educational world should meet: (1) the improvement of school management, (2) the sources of professionals produce educators, (3) the changes of cultural schools (vision, mission, goals, and values), (4) the increase in educational funding, and (5) optimization of community support toward the education.

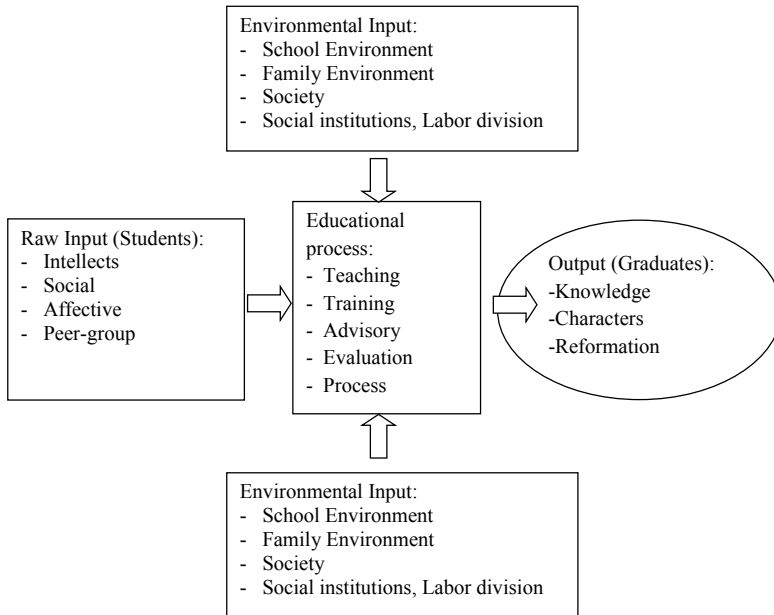
Total Quality Management (MMT) is methodologies that can help educational professionals answer current environmental challenges. MMT can be used to reduce the fear and increase the trust in the school environment. Total Quality Management can be implemented as a device to build alliances among education, business and government. The educational alliances ensure that the professionals at school or region provide the resources needed to develop educational programs. MMT can focus on education and society. MMT forms a flexible infrastructure that can provide a rapid response to changes in the demands of society. MMT can help education conform to the limitations of finance and time. MMT makes it easy for schools to manage the changes.

The transformation toward the total Quality Management schools begins from adopting a shared dedication towards the quality by the school board, administrators, staffs, students, teachers and the society. The process begins with developing a vision and mission for the region and each school and department in the area. Quality vision focuses on fulfilling the customers' needs, pushing the total involvement of the community in the program, developing additional educational value measurement system, supporting the system required by the staffs and students to manage the changes, and continuous improvement to create better educational products (Jerome s. Arcaro, 2005:10-11).

The quality of education embraces overall components including the educational implementation and activities or it is called as total quality. It is something that is impossible that the results of qualified education can be achieved only with one component or one qualified activity. Educational activities are a quite complex system; one component, activity, actor, time, and it requires the support from other related activities, components, actors as well as any other time.

There are certain factors included. The development of quality in educational institutions of the factors involved in the development of the quality of education systematically can be observed in the following figure:

Components map of education as a system



(Nana Syaodih Sukmadinata, 2006: 7)

If we observe the component map of education as a system presented in the figure above, each of the systems supports each other in the effort of educational improvement or development. Educational development is strongly influenced by the cultural changes of the school as determined by the atmosphere of the culture developed by the principal along with the teachers. Leadership style of the principal, community values, school size, organizations, challenges and changes will affect the organizational culture of the school itself. To that end, the leadership of the school principal will determine the pattern of cultural change toward the school organization to achieve quality when the school principal finds out that there is no further progress made by the school organization from year to year, then it requires the transformation of new values within the organization to improve the school quality.

The concept of organizational culture is especially important in the institution because of the human orientation and a high dependence upon a culture that will determine the effectiveness of interpersonal

relationships. Culture is dynamic, it not static. The source of this culture is derived from the vision about what can be achieved and institutional strategies to help the cultures to boost in order to make changes to the school organization. This school organization culture will determine the quality improvement in terms of the school leadership.

The application of the total quality management concept means to give priority to services for the students in improving the quality of graduates, or school improvement efforts in a comprehensive manner. There should be an inclusive effort in re-establishing the quality focuses on the culture of the school and it starts from management actions. Obviously, the total quality management maintained by everyone provides a commitment to achieve customers' satisfaction education.

The implementation of educational quality management in schools aims to develop the school quality improvement expectation. Judith Chapman (1990) in Syafaruddin argues that the school improvement is the effort to achieve the objective to change to the conditions, to be more effective learning. Further, he explains that school improvements started and the goals change and values (vision, mission), then followed by the programs performed by the principal who has managerial competency through effective leadership in a variety of actions (Syafaruddin, 2002:109).

To achieve the status of effective school improvement, the schools need to be organized by implementing educational quality management. In terms of education, the educational quality management includes the orientation of integrated management commitment, always give priority to customers, commitment to team work, commitment to personal management and leadership, commitment to perform continuous improvement, commitment of the belief among the individuals and the potential of the team, and the commitment to quality.

Judith (1990) in Syafaruddin suggests that school management includes planning, organizing, implementing, and monitoring. The planning includes identification of problem schools and problem solving; it includes building effective processes in communication, delegation, consultation, and coordination which is the main task of the manager at school. The next step is the control by various kinds of assessment tools. Therefore, supervision is also needed toward the implementation of curriculum and the support of curriculum (teachers, students, and facilities). It also

requires the existence of enlightenment program of the curriculum, instructional planning, as well as assessment by teachers. For principals and teachers, the school improvement will be effective when they have the skills and new knowledge. The principal needs to gain interpersonal relations skills and problem solving (2002:109).

B. The Concept of Quality-Based Education Management

1. The Definition of the Quality-Based Educational Management

The quality-based educational management is the implementation of management activities in education to achieve quality-based education (based on the quality). Quality in education covers all aspects in education; it means the total quality-orientation focus on the customer, total engagement, commitment measurement and sustained improvement (Jerome S. Arcaro, 2005:15). The quality of the strategic concept emphasizes on the educational customers. In quality-based education management, all program activities of the school are oriented on the quality targets. At this point, the quality is defined as a benchmark to succeed the program.

2. Quality Management during the Learning Process

The essential need for students is that the students can learn maximally and effectively. Focusing on the students becomes the slogan of the quality management of the school. The situation and condition of the school should be conducive to an effective learning process. Total quality management provides opportunities for quality improvement of the school towards the essence of effective learning at school. One indicator of effective school is that the school successfully reaches the objectives.

1994 curriculum develops another innovation in order to improve the quality of education, it emphasizes on the students' learning to be active and meaningful. Although the words of "the students are active" is not particularly highlighted, but the principle is still implemented by using other terms, such as "learning to find" or discovery learning or inquiry learning; it is a communicative learning or communicative approach and the environment-oriented learning. Effective learning is a learning activity that demands the students' involvement (Nana Syaodih et al, 2006:21).

In this case, the student is no longer positioned in a passive condition as the recipient of the learning material provided by the teachers; but as an active subject in the process of thinking, the students are expected

to search, manage, parse, combine, conclude, and to resolve the subject matter. The learning materials are selected, compiled and presented to the students by the teachers containing meaningfully and substantial materials, according to the students' needs and interests, as well as closely related to the students' reality and purpose in life. Therefore this study is called as meaningful learning.

There is the assumption that good classroom management is the results from the teachers' overall efforts to integrate the management of interaction (teaching and learning) with the interaction teaching planning. This combination often generates problems in terms of discipline. In fact, the interaction of teaching and learning management cannot be separated, but those two elements are the two main components which must be established to each other to achieve a harmonious class.

The skills of an effective teacher will monitor the students' behavior in a respectable time, by giving an appropriate question or other learning experience types. That monitoring can be effective as an act of direct class management. Although the teaching and management are conducted in different process, they both support each other and interact in a productive way. The teachers develop teaching planning, then take the lead during the teaching process, motivate the students in learning and supervise or evaluate results of the study. All of those aspects are actions that belong to integrated classroom management to achieve the effectiveness of teaching by the teachers (Syafaruddin, 2002:103).

According to Edward Sallis, all students are different from each other and they are learning with a model that meets to their needs and inclinations. Educational institutions that use integrated quality procedures must capture the serious issues about the students' learning needs and styles to create the establishments and differentiation strategies in learning. Students are the main customers and when the learning cannot meet the individual needs, it means that the institution cannot claim that the institution has achieved the total quality management (2006:86-87).

Educational institutions must give the opportunity for the students to experience the learning process in different variation methods. Institutions should understand that some students also appreciate the combination of multiple learning styles and institutions should try to be flexible enough to provide that option, so they have the opportunity to achieve the maximum

success. Although a lot of things need to be done regarding how to apply the principles of total quality management in the classroom.

Learning is not just educating the students to know. It means that the principle of education should change the way of thinking that learning is merely or equal to learning to know, to know that it has been found. Learning is more than just learning to know. Learning should produce knowledge and build the life skills. Facing life skills means that education can prepare the students to manage their future. Thus, education will process the student to be able to solve the problem by themselves. So, the students do not just learn to know something, but also to be able to do, look for self-directed problem-solving (problem solving). Through such a process, the students will learn and find the ability to be more independent (learning to be).

A comprehensive step required to point out in an attempt to achieve spiritual learning for students are as the following: The first, through informative approach; that is the establishment and direction of communication between teachers and students. The second, contemplation; it is the process of integrating the values with the inner side of the students to find their personal value. The third is substantive. The fourth is situational awareness and sensitivity to changes during the learning process. The fifth, causality; it means to always give the importance to the learning process to the students. The sixth, dialogic; it means that the students are partners in teaching-learning process. The seventh, continuous training and guidance; and the eighth is role-playing (Abd, 2007:92).

Contextual learning is based on the thoughts of John Dewey who explains that students will learn well if what is being learned is the enhancement or the small parts of the students' life related to what has been known and with the activities or events taking place around them.

Contextual Teaching and Learning (CTL) is the concept of learning that help teachers relate the material between the real-world situation with the students' learning process, and encourage students to make connections between their knowledge assets with the application in their daily life (Mansur Muslich, 2007:41).

To understand more about the concept of contextual learning, COR (Center for Occupational Research) in the United States elaborates the

concept into five subordinate concepts that is abbreviated as REACT: Relating, Experiencing, Applying, Cooperating and Transferring.

- a. Relating, it is a form of learning in the context of real life or real experience. Learning must be used to connect the everyday situation with new information to understand or with a problem to solve.
- b. Experiencing, it is a learning process in terms of exploration, invention, and creation. It means that the knowledge gained through the learning process puts critical thinking development through the cycle of inquiry.
- c. Applying; it is a learning process that implements the results of the study into practical needs. During the practices, students apply the concepts and information into the needs of the expected future life.
- d. Cooperating; it is learning in the form of information and experience sharing, mutual responding, and communicating with each other. This form of learning does not only help the students learn about the material, but it is also consistent with the emphasis on the real life contextual learning.
- e. Transferring; it is the learning activities in the form of engaging the knowledge and experience on the basis of a new context to gain knowledge and new learning experience (Masnur Mushek 2007:41-42).

In contextual learning, diversity must be capable of being interpreted by the teachers during the teaching and learning process, both the selection of the material, the use of methods, as well as learning settings. Through contextual learning, students will be more dialogic, active, and responsible with the subject matter so that students can embrace the challenges to the mastery learning, so the students can gain the importance of feedback in problem solving. This situation can certainly provide the opportunity for students to learn outside of the classroom.

In general, Nurhadi (2002) in Muslich Masnur, he describes the characteristics of contextual learning through ten keywords, they are:

- a. Cooperation,
- b. Mutual support,
- c. Enjoyable, not boring
- d. Learning with passion

- e. Integrated learning
- f. Using a variety of sources
- g. Active students,
- h. Sharing with friends
- i. Critical thinking students, and
- j. Creative teachers (Muslich, Masnur 2007:42430).

3. Schooling Service Quality Management

On the centralized educational management format, the schools become a unit bureaucracy and the teachers are often positioned as a part of the governmental bureaucracy and employee. Otherwise, on the decentralized educational management format, the schools are considered as an academic unit and the teachers are the professionals. At this point, the welfare of the MBS will be determined. The educational bureaucracy and bureaucratic elements are related to each other, such as the Educational Department and National Educational Board, and the local government districts/cities, explain to the principal to perform the basic tasks and functions independently. Afterwards, the school principal can develop or manage the school with certain empowerment initiatives.

The school management that implements MBS cannot deny the roles of the hierarchical structure; for example, in terms of staffing, curriculum, mutation and promotion, funding, the provision of facilities, as well as the special budget allocation. Many parties of the hierarchical structure involved in educational management. Academic reference expresses that the new trend in education or school management defines the concept of all communities. The school community; it includes the principal, teachers, administrative staffs, school committees, students' caretakers, community care, and students (Sudarwan Danim, 2006:74).

The principal as the manager in the school performs the duties for the services referring to the guidelines of the preparation for the Minimum Service Standards (SPM) of organizing education at schools provided by the Ministry of Education. SPM is at the same time has the role as the success measurement in organizing the education in provincial, regional/county, and school levels. The rights and authority transferring process to the school level is in accordance with School-Based Management and Participatory-Based Community programs.

The contents of the SPM is the guidelines to organize the kindergarten or preschool, elementary, junior high, high school, vocational school, and SLB school.

The contents of SPM for the kindergarten or preschool level are as the following:

1. Legal basis
2. Purpose of organizing the school
3. Standards of competence
4. Programs of learning activities
5. Students
6. Workforce
7. Facilities and infrastructure
8. Organization
9. Financing
10. Management
11. Roles of the community
12. Indicators of success.

The contents of SPM for elementary, junior high, high school, vocational school, and SLB school levels are:

1. Legal basis
2. Purpose of the organizing the school
3. Standards of competence
4. Curriculum.
5. Students
6. Workforce
7. Facilities and infrastructure
8. Organization
9. Financing
10. Management
11. Roles of the Community (Hussain Usman, 2006:510-511)

As for the Minimum Service Quality Standards (SMLM), it is a must that the schools obtain the fundamental matters as the following:

1. SMLM of the principal workforce performance related to the implementation of the leadership and managerial duties. Managerial duties include academic, personnel, infrastructure, finance, relationship with the community, students management services, special services, relations with the committee, as well as institutional development.
2. SMLM of the teachers' ethos and performance related to the discipline of work, learning and evaluation process, achievement of teaching and learning objectives, providing feedback to the students for academic and non-academic interests, counseling guidance service to the students, activities or professional development, class administrative, and other academic tasks.
3. The performance of SMLM related to archives, typing, copying, financial management, correspondence delivery, and other auxiliary services.
4. SMLM of community participation toward the students' education, especially, in terms of financial support, students' education under the supervision house, providing inputs for the sake of improving the schools' workforce, and others.
5. SMLM of the supporting resources toward the learning process, such as teaching learning media, laboratory, library, books, school environment, and others.
6. SMLM of the students' learning ethos, related to the school general discipline, learning to maintain the discipline, students' personal character, activities that encourage students' participation, extracurricular programs, and others.
7. SMLM of the students' learning achievements, especially the achievements of curricular and extracurricular program achievements, including the competition (Sudarwan Danim, 2006:76-77).

To create the quality of school services, it undoubtedly require the role of a management that includes the aspects of organizing, planning and monitoring in terms of school management; namely the management of curriculum or instruction, students, financials, infrastructure and facilities, materials, and the management of the relationship with the community.

During the managerial activities, the planning function is implemented by the school principal, staffs, and teachers; they arrange the activities to be undertaken to achieve the projected goals. Then, in the stage of

organizing, the principal set and empower every member at school to carry out the activities. At this arrangement stage, the principal encourages overall associated school member to cooperatively carry out the activities in accordance with their respective tasks. Then in the supervision stage, the principal control and supervise the implementation of such activities in order to achieve the goals effectively and efficiently (Moe, 1999 in 2005, Syafaruddin: 286-287).

The success of the school quality management implementation is measured by the level of customers' satisfaction for both internal and external aspects. The school can be said to be successful if the school can provide the service and they appropriately meet the customers' expectations. It means, the success of the school is expressed in the school management guidelines that include:

1. Students are pleased with the school services, it is represented by the accepted lessons, teachers and the principals' treatment; they feel contented toward the facilities provided by the school or students can enjoy the school environment well.
2. Students' parents feel fulfilled toward the overall school services for their children; the services that can be accepted about the comprehensive reports on the development of the students' learning progress and the programs held by the school.
3. The user parties or the recipient parties toward the graduates (PT, industrial corporation, society), feel assured because they believe that the graduates are prepared by high quality and in line with expectations.
4. The teachers and school employees are met their expectations toward the school service, in terms of the labor distribution, the relationship and communication among teachers or leaders, employee salary/honorarium and other services (Ministry of Education, 1999 in Syafaruddin, 2005:288-289),

C. Principles of Quality-Based Education Improvement Management

There are some principles to maintain in applying the educational quality improvement programs, they are:

1. The improvement of educational quality requires professionals' leadership in educational field. The management of the educational quality is a board that can be used by the educational professionals to improve the system of national education.
2. The difficulties faced by educational professionals are considered as their inability to face the "system failure" which prevents them from development or implementation of new processes or ways to improve the educational quality.
3. The improvement of educational quality should accomplish new stages. Old beliefs and norms must be changed. Schools must learn to cooperate within limited resources.
4. Money is not the only major key of the quality improvement efforts.
5. The key of educational quality improvement is the commitment to change.
6. Many educational professionals who have less knowledge and expertise in preparing the students to enter the global job market. The fear of doing or changing something will result in ignorance of how to cope with the new requirements.
7. The quality improvement program in the commercial field cannot be implemented directly in education, but it needs some adjustment and refinement. Cultural, environmental and workforce process of every organization is different. The educational professionals must be provided by the specific program designed to support the education.
8. One of the key components for the quality program is measurement system. By implementing the measurement system, it enables educational professionals to demonstrate and record the increasing value from the program implementation toward the educational enhancement for the students, parents or the community.
9. The community and educational management must leave the habit of "short program"; quality improvement can be achieved through a sustained change, not short programs (Nana Syaodih Sukmadinata, 2006:9-11).

However, the quality is not something that happens suddenly and appears in front of the teachers, principals and employees. Quality should be planned, therefore there is a trilogy of quality, they are quality

planning, quality controlling, and quality improvement. If the quality can be managed, then quality must also be measured (measurable). At this point, the quality also includes the excellence, or the best results.

Edward Deming (n.d.) in Jerome S. Arcaro applies quality principles in education that consist of:

1. Creating a constant purpose
2. Adopting the philosophy of total quality
3. Reducing the need for testing
4. Assessing the business school in new ways
5. Improving the quality and productivity as well as reducing the costs
6. Lifelong learning
7. Leadership in education
8. Eliminating the fear
9. Eliminating the barriers to success
10. Creating the culture of quality
11. Improving the process
12. Helping students to succeed
13. The commitment
14. The responsibility (2005:85).

The implementation of educational quality principles cannot be avoided and negotiated again by the organizers or the managers of the educational institutions, whether in schools or madrasahs. It happens because the arrangement of qualified education in educational institutions has become the absolute demands from every parts of the society such as the students, parents, community, higher education, Government and the working areas.

According to Hensler and Brunell (n.d.), they give the idea of the main principles on educational quality management:

1. Customer satisfaction

In the working areas; whatever the efforts that has been made in educational services namely schools, in order to succeed the objectives, then the schools should fulfill the customers' expectation, both internal and external customers.

2. Respecting everyone

At schools, it is crucial to create the environment that can show mutual respect to all members, appreciation to each other among the others' duties and functions, mutual respect of others' workforce or the position, forgiveness to each other when any mistakes occur, and can show love to one another. Such an atmosphere will be very supportive of the learning process as the main activities in educational school.

3. Management based on the facts

The organization of schools with quality management, ranging from the quality of education planning and decision making, organizing schools, school personnel placement, school leadership, namely the process of leading, directing, commanding, coordinating, communicating, the granting of rewards (compensating) and control (controlling) towards educational activities in schools should be based on facts, data and information that is correct and accurate.

4. Continuous improvement

The principle of continuous quality improvement in quality management is very precisely to be applied in increasing the educational quality. The demands of educational quality improvement keep increasing, derived from the students, parents, communities, governments and the business world. Therefore, an increase in educational quality cannot only be done at certain times then stop and it is not continuous or sustained any longer. Many schools that had ever been accomplished and considered good or excellent at one time, but the schools do not do continuous improvement according to demands of the community, the development of knowledge and technologies ([http://nurochim. Multiply.com/journal/item/1](http://nurochim.Multiply.com/journal/item/1). Downloaded at 26 August, 2008).

D. Planning, Organizing, Actuating and Controlling in Quality-based Education

1. Planning

Planning is the initial act of managerial activity in any organization. According to Terry (1973) in 2005:63, Syafaruddin gives the definition of planning (planning):

“Planning is the selecting and relating of facts and the making and using of assumption regarding the future in the visualization and formulating of proposed activities, believing necessary to achieve desired result”.

The above opinion explains that there are three principal elements in planning activities that consist of: 1) data collection, 2) facts analysis, and 3) concrete-plan drafting.

In the planning stage, there is a special purpose. That purpose is specifically expected to be sincerely believed and obtained by all members of the organization. And planning includes specific period of years. The planning is a series of actions that have been determined in advance.

In planning the quality-based education, the quality should be an important part of the institutional strategy, and should be systematically approached using the planning process strategies (Edward Sallis, 2006:211). The process of strategic planning for the educational quality is not much different from the common strategic planning used in the industrialized and commercial world.

There are several considerations in the planning for the educational quality as the following:

- a. What is the vision, mission and values toward education?
- b. Who are the educational customers?
- c. What are the quality standards to be implemented?
- d. How to deliver quality services?
- e. What kinds of expenditure to set for the quality?
- f. How is the quality of the current resources?
- g. How does the strategies to achieve the quality?

2. Organizing

Organizing is the second stage. After planning, it is the management function and strategic steps for the realization of the organizational plan. According to Winardi (1990) in (Syafaruddin 2005:70), he explains that organizing is a process in which the existing jobs are divided into components that can be handled and into activities that can be coordinated to achieve the particular goals.

While according to Robbins (1984), the organizing process is related to the duties to be done, who accomplish the duties, how the duties are divided, who reports the results, to whom it is reported to, and where it is accomplished.

In the organizing process of the quality-based education, all human resources in school have the role of each job description so that the manager or principal, teachers, employees have their responsibility in the achievement of the quality performance. Organizing is as an effort for the creation of a clear task relationship between personnel; thus, everyone can work together in good conditions to achieve the goals of the organization.

There are some aspects to be pointed out in organizing the quality-based education that consists of:

a. Responsibilities

In accepting a certain job, it means that the person will take responsibility to accomplish the tasks which become the responsibility. Responsibility is the obligation to complete work activities.

b. Authority

Authority is the rights to decide something, to ask someone to do something, or to perform an obligation to achieve the purpose of the organization.

c. Delegation

Delegation is the process of awarding of particular responsibility as long as the authority is needed. The concept of delegation is one of the important things for the Manager as the authority to obtain the work performance that has been carried out. Substantially, there is a risk for manager, because it relates to the success and failure of the responsibility implementation.

d. Accountability

No single organization can succeed if there is no liability system. Accountability is a guarantee that the person who is expected to complete the duties can perform the duties correctly.

e. Organizational Structure

Organizational structure is a framework containing the organization. There are some kinds of organizational framework such as the complex, standard, and simple organizational framework. Most

large organizations implement the type line and staff Framework. This type uses vertical lines among the relations of different levels between managers with the subordinates (Syafaruddin, 2005:72-73).

3. Actuating

Actuating is the third step after the Planning and Organizing. Actuating is as a follow-up step in managerial activities both in the educational Organization and the business organization. In actuating, the principal as Manager at schools provide Actuating toward the subordinates about something that has to be done in respect of school programs. The Principal explains to the subordinates about why and how to accomplish the duties, which has been given to each individual of the subordinates.

Actuating has the same meaning as Directing, in which the point is to provide directions or guidance concerning on an overview of the activities that will be done so that the Manager (principal) will have to motivate the staff and the subordinates so that they will voluntarily want to accomplish the activities as a manifestation of the plan made.

Koontz and O'Donnell (1976) in (Syafaruddin 2005:75) define Directing as the following:

“Directing is the interpersonal aspect of managing by which subordinates are lead to understand and contribute effectively and efficiently to attainment of enterprise objectives, directing involves guiding and leading subordinates”.

The above opinion explains that through the directing activities in the Organization, whether educational organization or business organizations are invited or persuaded to give the contribution through cooperation in order to achieve the objectives of the organization.

In quality-based education, the directing is given by the school principal to the school personnel that include the teachers, administrators, administrative staffs and all individuals involved in the managerial structure. James Lewis, Jr. provides an explanation on the importance of directing or actuating toward the school personnel as follow:

“The effectiveness of the school personnel is directly proportionate to the degree to which each person's effort is directed Without this direction, a great deal of sincere effort is likely to be wasted” (James Lewis, Jr, 1989: 24).

There are some problems faced in the directing process. In quality-based education, Jerome s. Arcaro found the possibility of the problems solving, such as:

- a. Developing and clarifying the possibility of the problem-solving.
- b. Making the rank for the priority of the problem-solving.
- c. Determining the needs to make the changes (roles, responsibilities, resources, policy, communications, procedures, structures, and others).
- d. Analysis of the forces for the proposed problem-solving.
- e. The identification of any other stakeholders who need to be involved in the process (2005:131).

4. Controlling

Controlling is the stage of the sequences after the planning, organizing, actuating. Controlling or supervision ensures the standards for the achievement of the objectives. Terry (1973) in (Syafaruddin 2005:111) explains that:

“Controlling is determining what is being accomplish, that evaluating performance end, if necessary applying corrective measures so performance takes according to plans”.

The opinion above explains that supervision is a systematic effort in determining what has been achieved that can lead to performance assessment based on the plans that have been set previously.

Johnson (1978) concluded the control as a function of the system that provide adjustments in driving to the plan, maintenance of variations from targets system inside of the allowed boundaries.

In quality-based education, supervision has a very significant role towards the implementation of the quality program to be achieved by the school. Supervision will monitor the program's procedure mechanism that has been executed so that the program is not on the wrong direction from the plans which have been determined by the school.

The quality system always gives the continuous feedback. The feedback mechanism must exist in the quality system. It aims to analyze the services according to the plans of supervision and evaluation as the key element in strategic planning. If an institution is willing to learn from experience

and not static, it will make the process of evaluation and feedback become essential elements in the culture (Edward Sallis, 2006:236).

In quality-based education, supervision or monitoring must be performed as the considerations that consist of:

- a. Identifying the quality
 - 1) The description of how the process should be running.
 - 2) The arrangement of duty list that must be completed.
- b. Evaluation of the output quality
 - 1) Do the output consistently meet the customers' demands?
 - 2) If not, how often the process fails to deliver the quality output?
- c. Maintaining the output quality
 - 1) What should be done to maintain the output quality?
 - 2) Through what strategies that the duties must be completed in order to maintain the output quality?
 - 3) What is needed as the supply to maintain the output quality?
 - 4) What kinds of expertise to produce the output quality?
 - 5) What specific resources needed to maintain the output quality?
- d. Implementation of continuous improvement cycle
 - 1) Can the process continue to be fixed?
 - 2) What additional benefits for the schools and students?
 - 3) What should be paid for improvements to the output quality?
 - 4) What additional resources needed to improve the output quality?(Jerome S Arcaro, 2005:142-143).

Quality control is usually performed by the member known as quality inspectors. Inspection and supervision are common methods for the quality control, and they have been used widely in education to check whether standards have been met or not.

E. Education Quality Assurance System in Primary School

1. The Meaning, Purpose, and Function

The quality of primary and secondary education is the level of their compatibility with the National Education Standards in primary and secondary/vocational schools. The education quality in an education

unit (school) will not increase without applying quality assurance by the unit. Quality assurance in primary and secondary schools is a systematic, integrated, and sustainable mechanism to ensure that all educational processes are in accordance with the quality standards and the established rules. To be able to perform quality assurance properly, a quality assurance system is needed.

The primary and secondary education quality assurance system is a unit consisting of integrated organizations, policies and processes that organizes all activities to improve the quality of primary and secondary education in systematical, planned, and sustainable manners. This system is implemented by primary and secondary education units to ensure the realization of education that meets or exceeds the National Education Standards (General Guidelines for Primary and Secondary SPM, 2016: 27)

Meanwhile, the objectives and the system of primary and secondary education quality assurance are to ensure the fulfillment of standards in primary and secondary education units in a sustainable manner, so that a culture of quality grows in the education unit. After that, it functions as a controller of the implementation of education by the education unit to realize quality education.

2. The Components and Cycles of Quality Assurance System

The primary and secondary education quality assurance systems consist of two components, namely the Internal Quality Assurance System (SPMI) and the external quality assurance system (SPME). In its implementation, the two components have a cycle of activities that are in accordance with their respective components. For the SPMI cycle includes five steps.

- a. The establishment of education quality by education units is based on National Education Standards
- b. Forming quality improvement plans, and outlining them into the School Working Plan.
- c. Implementation of quality fulfillment both in the management of education units and in the learning processes
- d. Monitoring and evaluation of the quality fulfillment process that has been carried out.

- e. Establishment of quality standards and preparation of quality improvement strategies based on the results of monitoring and evaluation.

The entire SPMI activity cycle is carried out by the education unit, while the cycle of SPME, there are six steps, as follows.

- a. Mapping the quality of education at the education units based on National Education Standards.
- b. Setting quality improvement plans, then outlining them in the education development strategic plan
- c. Quality fulfillment facilities in all education units
- d. Monitoring and evaluation of the quality fulfillment process
- e. Implementation education units/vocational schools accreditation

This external quality assurance system is carried out by the central government, regional government, National Body for Education Standardization (BSNP), BAN-SM accreditation body and other independent accreditation agencies based on their respective authorities.

3. Reference to the Quality of Primary and Secondary Education.

The implementation of the primary and secondary education quality assurance system refers to standards related to the applicable laws and regulations. The main reference for quality assurance for primary and secondary education is the National Education Standard (SNP) which includes eight education standards, namely: 1). Graduate competency standards, 2) Content standards, 3). Process standard 4). Assessment standard, 5). Teachers and academic staff standards, 6). Management standard, 7). Facilities and infrastructure standards, and 8). Financial standards.

The above-mentioned standards of education form input and output lines. Graduate Competency Standard (SKL) is the output in National Education Standard (SNP). SKL will achieve a high score if all components in the process are met properly. For the newly established primary and secondary education units or those with more adequate resources, the reference used is the Minimum Service Standard. Minimum service standards are a benchmark for the performance of primary and secondary education services through formal education channels organized by the region.

Education units that have almost met or exceeded the SNP can set standards above SNP as a reference in planning, implementing, controlling, and developing SPMI in addition to SNP. The standards can refer to international or excellence-based standards.

4. Outcome

The implementation of the primary and secondary quality assurance system will surely create schools that are consciously, independently and sustainably running with SNP. The characteristic of a school applying quality education is by carrying out all stages of the internal quality assurance cycle in a continuous and sustainable manner, also by using SNP to all management and learning processes in the schools.

The ultimate goal of the education quality assurance system is the realization of a quality culture in the world of education as an arena that has high moral and social values. Quality culture in this education unit ensures that all management and learning processes take place in accordance with the standards. Thus, a fun school and the production of intelligent and mannered children spiritually, intelligently, socially, and kinetically can be realized.

5. Indicators and Determinants of the Program Successfulness.

a. Output Indicators

- 1) The education unit is able to run the entire quality assurance cycle
- 2) The establishment of an education quality assurance organization in the education unit

b. Result Indicators

- 1) Learning culture runs according to the standards
- 2) Management of education unit runs according to the standards

c. Impact Indicators

- 1) The culture of quality within the education unit is established
- 2) The quality of learning outcomes increases

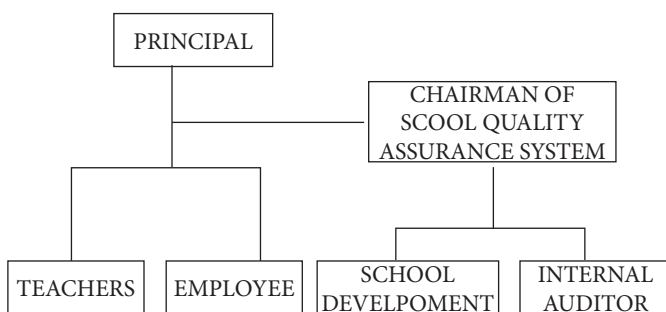
d. Defining factors

- 1) Organizational culture
- 2) Effective leadership of the principal
- 3) Stakeholder participation

- 4) Commitment and consequences of all stakeholders
- 5) Accountability
- 6) Transparency
- 7) Integrity.

6. Organization of the Internal Quality Assurance System

SPMI can work well with the education units if there are elements of quality assurance in their management. Quality assurance elements are in the form of School Quality Assurance Team which is an independent team outside of school management, containing at least elements of management, educators and academic staff in the education unit. The organization chart is as follows:



Picture: The organization chart of Quality Assurance System

The division of tasks in the internal quality assurance is as follows;

- a. Principal
 - 1) Planning, implementing, controlling, and developing SPMI
 - 2) Preparing SPMI documents
 - 3) Planning quality improvement outlined in the School Work Plan (RKS).
 - 4) Carrying out quality fulfillment both in the unit management and in the learning process
 - 5) Establishing new standards and developing quality improvement strategies based on the results of the monitoring and the evaluation
 - 6) Establishing quality assurance unit at the education unit
 - 7) Managing education quality data at the education unit
- b. Education Quality Assurance Team of a School

- 1) Coordinating the implementation of quality assurance at the education unit
- 2) Conducting guidance and supervision to the educators in the education units on the development of quality assurance.
- 3) Carrying out the mapping of the education quality based on the education quality data in an education unit
- 4) Monitoring and evaluating the implementation process of quality fulfillment
- 5) Providing recommendations for quality improvement strategies based on the improvement of the evaluation and monitoring results.

CHAPTER IV

QUALITY ASSURANCE MANAGEMENT IN THE IMPLEMENTATION OF CHILDREN-FRIENDLY SCHOOL (CFS) AT MIN 2 SLEMAN

A. The Background of CFS Implementation

Education is an effort to develop humanistic potentials of the students, namely their physical, emotional, and creative potentials, so as to make the potentials real and function in the course of his life. The basis of education is universal humanitarian ideals, education aims to prepare a person in balance, unity, organization, harmony, and dynamic in order to achieve the purpose of human life.

Madrasah Ibtadiyah Negeri 2 Sleman (MIN= State Islamic Elementary School) organizes a systematic and continuous education and learning processes. The school's teachers and academic staffs are expected to carry out education and learning activity that facilitate the students to behave in an educated manner. Educated behavior is displayed in the form of academic and non-academic achievements, showing ethical and noble behaviors, having high learning motivation, creative, disciplined, responsible, and showing self-characters as a member of the community, and citizen of the nation. (Documents, MIN 2 Sleman, 2018)

Besides that, madrasas are children's second place after the family environment where the average of them spend approximately 5-7 hours of their time there. Madrasas should be able to create a friendly yet supporting atmosphere in order to make the students feel comfortable and are able to express their potentials. As stated in Article 1 of Law No. 20 of 2003 concerning the National Education System, that: "The fulfillment of children's educational rights is a conscious and planned effort to realize the learning atmosphere and learning process so that students at the age of childhood actively develop their potentials to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills

that are needed by himself, the society, the nation and the country”. Article 4 of Law No. 23 of 2002 concerning children protection states that: “Children have the right to live, to grow, to develop, and to participate naturally according to human dignity, and to get protection from violence and discrimination. It is mentioned above that one of the rights is to participate which means the right to be able to express their idea and to be heard.”

The emerging fact to the children these days is that violence also occurs in the school environment. The bullying cases that happen among the students involving physical, verbal and sexual violence are not only done by the fellow students but also, in some cases, by the educators. The facilities inside the schools/madrasas such as toilets are one of the unsafe places for the students, for the amount of violence happened there. The amount of students involved in crime has also reached an alarming state. The cases of *klitih* (Javanese), theft, and brawl even though happened outside the school/madrasah environment are still serious homeworks for all parties.

Birth certificates ownership in schools, some of which have not reached 100%, is indeed not the responsibility of the school/madrasah directly. However, this problem must be assisted by the school/madrasah. Some students have proximity in dropping out of the schools, characterized by skipping the classes, involving in many violations of the rules, not passing the final exams, and so on. These cases are signs that the compulsory education programmed by the government has not run optimally.

Many violations of the school rules were resolved by returning the students to their parents. Many schools/madrasas refuse to take responsibility in giving assistance to the students with problematic behaviors. Some schools even prefer to welcome students with good academic achievements and good behaviors. From the above-facts, it is time for schools/madrasas to turn into an educational place that is more humane and more concerned with the fulfillment of the rights and protection of the children.

Since 2015, Sleman Regency has taken the initiative to develop schools into an environment that is more friendly to the students and all school employees. The initiative was strengthened by a joint commitment in the form of regulation of policies for developing children-friendly schools

through the Regent Decree number 19 in 2016. There are now 52 schools that have been initiated as children-friendly schools.

B. Concepts, Principals, and Components of CFS at MIN 2 Sleman

The concept of CFS in MIN 2 Sleman, is defined as a school that is safe, clean, healthy, caring, environmentally cultured, able to guarantee, fulfill, and respect children's rights and protect children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policy, learning, supervision, and complaints mechanism related to the fulfillment of children's rights and protection in education.

CFS in MIN 2 Sleman, does not mean constructing a whole new school. It means setting a comfortable school for children, ensuring the fulfillment of the rights and the protection of the children, as a second home for children after their own home. (MIN 2 Sleman document, 2018). The CFS components at MIN 2 Sleman is as follows.

1. Non-discrimination: guaranteeing all students to get their rights regardless the differences in their religion, culture, gender, and socioeconomic status.
2. The best interests for the children: When making decisions, managers and educators always see the best interests for the children as the main consideration.
3. Right to life, survival and growth: Creating an educational environment that guarantees the right to live and grow. Respecting the dignity of the children holistically and integratively.
4. Appreciation to the children's opinions: Listening and appreciating every child's opinion and taking them seriously.
5. Good management: Ensuring transparency, accountability, participation, information disclosure and rule of law in the school/madrasa.
6. Anti-violence: Refusing any behavior/actions that cause damage both physically, psychologically, sexually, financially and spiritually. (MIN 2 Sleman document, 2018)
7. Positive discipline: Prioritizing the application of non-violent discipline through communication, teaching them responsibility and respect in their interaction with the environment.

While the CFS components in MIN 2 Sleman are:

The CFS is implemented by referring to eight (8) important components below:

- a. Children protection policies and arrangements.
- b. School health center program.
- c. Clean and healthy environment and infrastructure, meeting the standards of children's needs and health.
- d. Facilities for counseling, library and workshop.
- e. Implementation of clean and healthy living behavior.
- f. Application of curriculum and local contents.
- g. Environment-friendliness and awareness program.
- h. Supportive facility program.

In more detail the components can be seen as follows.

No	Components
1	Policy for Children Protection Arrangement
	Birth certificate ownership covers 100%
	Written anti-violence policy acknowledged by all students, school administrators, parents and related stakeholders
	Written rules formulated and agreed by the students in every class
	School's rules that have been formulated together with the students, function well by the lack of their violations.
	School policy for capacity improvement of the teachers, academic staff, and other stakeholders in preventing and handling bullying.
	Increasing the number of teachers, academic staff, and other stakeholders who have received training on children rights conventions and children protection laws.
	Increasing the number of students who have received training on Children Rights Conventions and Children Protection Laws.
	Increasing the number of students who have received socialization on the harmful impacts of Smoking, Alcohol, Pornography, Drugs and Free Sex.
	No verbal violence from the teachers, academic staff and other stakeholders towards the students.
	No student is allowed to drive motorized vehicles to the school.

	Tersedia kebijakan tertulis dan diketahui minimal oleh kepala sekolah dan guru BP tentang perlindungan bagi peserta didik pada situasi khusus (KTD, ABH, Korban Napza dan kekerasan lainnya) dalam memperoleh hak belajarnya. Written policy acknowledged by at least the headmaster and the counseling teacher about the protection of students in special situations (KTD, ABH, Drug Victims and other violence) in obtaining their learning rights.
2	School Health Center Program
	Spacious, comfortable, and clean school clinic that is separated between male and female patients with a signboard.
	A trained medical officer is available to handle students who get sick and/or accident at school.
	Standardized first aid kits (P3K) are available and are easily accessible by the students.
	First Aid Procedures for Accidents (P3K) are written and posted in the school clinic.
	Referral system to the nearest Public Medical Center (Puskesmas) with no charge.
	General and dental check-ups are available regularly and free of charge.
3	Clean and healthy environment and infrastructure meeting the standards of children's health and needs
	Classrooms are available for each study group, equipped with tables and chairs for teacher and the students (both male and female), whiteboard, that meet the following requirements: 1).Blunt-edged tables and chairs. 2). Safe floor, not slippery. 3). Healthy air circulation, enough sunlight and cool. 4). Enough lighting when needed. 5). Doors and windows that can be opened/pushed towards the outside. 6). Writing board that does not produce dust
	A clean and cool school yard is available as a place for playing and rest.
	Sports facilities are available in more than 3 (three) types.
	Complete sports equipment is available with more than 3 (three) types.
	A lab with sufficient experiment equipment is available as learning facility.
	A lab with sufficient experiment equipment is available to develop interests and talents of the students.

	<p>A sturdy school building is available according to safety and comfort standards with the following requirements:</p> <p>The building is able to reduce vibration and noise that disrupt learning activities.</p> <p>Windows and doors can be locked properly</p> <p>The window hooks are easily accessed by the students</p> <p>Multi-storey buildings should be equipped with stairs and facilities that meet safety requirements, easily accessible by girls and boys, also by children with special needs.</p> <p>Small fire extinguishers are available at school.</p> <p>School safe zone and traffic safety signs are available in the school.</p> <p>Police or school security personnels in the school.</p> <p>Disaster evacuation route is available and is known by all school residents.</p>
4	Counseling facilities, library and creativity gallery.
	A special and comfortable counseling room facilities
	A comfortable library with a diverse collection of books
	Reading culture movement program: “link and match” program between teachers, the library and the students
	Facilities to display students’ works and creativities such as bulletin boards. A special corner designed by girls, boys, and children who need special education and/or special education services.
5	The implementation of Clean and Healthy Living Behavior program
	Trashcans are available inside and outside every classroom, with separation of the trash.
	Washing basins with running water, hand soap, and towel. As well as posters on how to properly wash the hands.
	The habituation to not spit in any places, through the following ways: Posted-posters on the dangers of spitting in any places
	Periodic examinations for the cleanliness and neatness of hair and nails for male and female students.
6	The application of curriculum and local content
	School curriculum that refers to the national curriculum and is adapted to the needs of the students and the environment
	The implementation of an integrated character education program in the learning and habituation activities
7	Environment-Friendly and Environment Awareness Program

	<p>Attitudes of the students, teachers, academic staff as school residents fulfill the following indicators</p> <p>There is a culture of smile, greetings, and courtesy between school residents</p> <p>There is a welcoming celebration of the students by the teachers</p> <p>There are no acts of violence, persecution and discrimination as indicated by the low number of cases of violence in the school</p> <p>There is students' participation in the activities within the school environment such as: <i>takziah</i>, visiting the sick friends, environment cleaning, etc.</p>
	<p>In conducting the teaching and learning activities, the teachers apply the PAIKEM concept with the following indicators:</p> <p>Involving the children (participatory)</p> <p>Implementing active learning (Active).</p> <p>Innovative in methods and media (Innovative).</p> <p>Creative in methods and media (Creative).</p> <p>Effective communication with the students (Effective).</p> <p>Friendly and fun (Menyenangkan/Fun)</p>
8	Supportive Facility Program
	<p>Clean, healthy, halal and honest school cafes/canteens are available with the following indicators:</p> <ol style="list-style-type: none"> 1). There are clean, healthy and honest food stalls. 2). There are various snacks that are free from additive/chemical substance (artificial coloring, artificial sweeteners, artificial flavorings and artificial preservatives). 3). The food served must be halal.
	<p>Clean and healthy toilets and bathrooms are available and separated between male and female, with the following indicators:</p> <ol style="list-style-type: none"> 1). The number of toilets should be in accordance with the ratio of the number of the students: 1:20 for female students, and 1:25 for male students 2). The toilets for male and female should be separated in distance. 3). Written rules for using the toilet. 4). The toilet floor should not be slippery, always clean. 5). Using squat toilets and buckets that are easily accessible. 6). Clean water, and enough soap is available. 7). Has adequate lighting, and the doors are easily closed and locked. 8). Trash bin in the toilets.

	<p>The involvement of parents and community in the process of education and child protection in the school with the following indicators:</p> <ol style="list-style-type: none"> 1). There are active and aspirational school committees/councils 2). There are regular meetings involving all school stakeholders including student representatives. 3). There is an active parent organization. 4). There is a child protection force at school.
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C. Planning and Preparation Stage of CFS in MIN 2 Sleman.

The launching of CFS at MIN 2 Sleman begins with socialization carried out to all school residents (students, teachers, academic staff, school/madrasah committees, parents' associations). The socialization material begins with building awareness of the importance of fulfilling children's rights and protection including Children Protection Laws, the regulation of the Ministry of Education and Culture regarding the prevention and handling of violence in education units, then continued with the material of Sleman Regency's policy on CFS, which can be done in collaboration with competent relevant agencies.

This socialization aims to increase the understanding of all madrasa residents about the importance of fulfilling the rights and protection of children. Secondly, it aims to build the commitment of all stakeholders about the importance of organizing CFS as a need shared by all parties. While the goal is for the school to conduct this dissemination in stages starting from the teachers, academic staff, school committees, and eventually to the students and the parents.

The socialization materials given are as follow:

1. The Convention on Children Rights
2. Child Protection Act
3. The regulation of the Ministry of National Education No. 82 of 2015 concerning the Prevention and Handling of Violence in Educational Units.
4. Sleman Regent Regulation Number 19 of 2016 concerning Children-Friendly School Development Policy.

The presentation of the materials, of course, must be in accordance with who the targets will be. If the target is young stakeholders (the students) then it is enough to give material about children's rights in a simple way

i.e. the important points of CFS, however if the target is adult stakeholders (teachers, academic staff, parents), the entire materials must be delivered. As for the socialization time, the availability of the targets to be involved should be considered, since all of them should get the complete materials. The time needed for socialization is predicted to be 3 months during the preparation period.

To help realize the CFS, children consultation is formed. This program is intended for the adults to listen to the students' opinion as giving them a space to participate in the preparation and planning of the CFS. This consultation aims to:

1. Know children's aspirations and needs.
2. Provide space for children to participate in raising their opinions.

The procedures for conducting student consultation is as follow:

1. Choose representatives of male and female students from all classes, there should be at least 30% representative form each class.
2. Islamic elementary schools can be grouped according to levels such as grades 1-3 can be gathered in one group, and grades 4-6 in another group. If there is a large number of parallel classes in one school/ madrasah, each parallel class can send at least 4 male and female students.
3. Teachers can capture children's aspirations with several methods such as conducting focus group discussions by making questions according to the situation and conditions of the school.
4. Do this activity in a fun way, it can be combined with games.
5. After capturing the aspiration, the teachers group the results of the discussion according to the material and these results can be included in the CFS policy planning. (MIN 2 Sleman document)

The followings are some questions could be addressed to the students during the consultations:

1. The condition of teaching and learning activities, including the teachers' teaching competency, the methods and behavior of the teachers during the classroom activity.
2. The condition of infrastructure facilities, starting from the ones in the classroom to facilities and infrastructure outside the classroom.
3. Condition of students' social behavior

4. Environmental conditions around schools / madrasahs
5. Extracurricular activities

D. Steps Taken to Achieve CFS

To realize a healthy school, it is necessary to carry out activities in the form of health education, health services and fostering a healthy school environment. At MIN 2 Sleman, these activities include the following.

1. Health Education

Health education can be provided through:

a. Curricular Activities

Curricular activities are the implementation of education during class hours, according to the curriculum that applies to every level of education. The health education can be integrated into all subjects, especially Physical Education and Sports.

Health education is implemented through the enrichment of knowledge, skills, and the habituation of healthy living, especially through understanding the concepts related to the principles of healthy living, including; understanding healthy meal patterns, understanding the need for nutritional balance, understanding various sexually transmitted diseases, recognizing the dangers of free sex, understanding various infectious diseases originating from unhealthy environments, knowing the dangers of smoking to health, knowing the dangers of alcohol, knowing the dangers of drug abuse, knowing how to refuse an invitation to use drugs, know how to refuse sexual harassment treatment.

b. Extracurricular activities

Extracurricular activities are activities outside the school hours (including activities during holidays) that are carried out inside or outside the school aiming to, among others, expand the students' knowledge and skills and to complete student development program.

Student organizations, such as OSIS, have a large role in implementing the Healthy School program which is carried out as extracurricular activities. In the implementation of the program, OSIS can observe the existence of problems related to health, report it to the OSIS supervisor, to look for ways to overcome the problems altogether,

among others in the form of activities based on the concept of 7K (security, cleanliness, order, beauty, kinship, shade, and safety).

The extracurricular activities that can be done related to the program include; student tours, camps (Persami), lectures, discussions, simulations, role playing, games, healthy living guidance, living pharmacies, school gardens, community service, wall magazines, bulletins, school pickets.

2. Health services

Health services are efforts of increasing (promotive), prevention (preventive), treatment (curative) and recovery (rehabilitative) that are carried out to the students and their environment. The objectives of health services are:

- a. Enhancing the ability and skills to carry out healthy living in order to form healthy life behaviors.
- b. Increasing the body's resistance to diseases and prevent the occurrence of diseases, disorders, and disabilities.
- c. Stopping the illness process and prevent complications due to diseases, abnormalities, function development and increase the ability of disabled students to function optimally.

To maximize the health service activities, appropriate, strategic, effective and efficient approaches and methods are needed. The health service can be divided into three approaches, namely the settlement and reduction of personal, environmental, and behavioral problems. Meanwhile, for health care methods, there are at least 5 (five) methods that can be used, namely; upgrading / training, health guidance and special guidance (counseling), health counseling, direct examination, and observation.

The implementation of health services can be done in two places, namely schools and public health centers or Puskesmas. These two places are chosen for their appropriateness and their easy access by anyone in any area. For regions that do not yet have Puskesmas, the services can be carried out in schools or community meeting halls by paying attention to labor and environmental factors.

The health services carried out in Puskesmas, is specifically for students who are referred by the schools clinic due to its inability to handle the case. Students who are referred to are at least with two conditions,

namely; 1) Students who get sick and are not able to continue the classes, if possible they are immediately sent home to their parents with a sick-leave letter and a reference book/card so the parents bring them to the nearest Puskesmas or to other designated health care facilities. 2). Students who get injured or ill and are not possible to be sent home to their parents, are immediately taken to the nearest Puskesmas or other health care facilities to get treatment. After that, the parents are immediately notified and are asked to come the health center.

3. Developing Healthy School Environment

Healthy School Environment is a condition of a school environment that can support students' growth optimally, shape healthy behavior, and avoid negative influences. Therefore, the development of a healthy school environment is an attempt to create a school environment that can support the educational process so as to achieve optimal results in terms of knowledge, skills and attitudes. The development is carried out through curricular and extracurricular activities. (Interview with Iso Mudin, August 12, 2018 MIN 2 Sleman)

The school environment itself can be classified into two groups, namely the physical environment and the non-physical environment. First, the physical environment is environment visible to the naked eyes, namely: classrooms, health center, laboratory, canteens, sports facilities, principal/teacher rooms, lighting, ventilation, toilets, bathrooms, noise, density, clean water and sanitation, yard, whiteboards, disease vector, table, chair, worship facilities, and so on. This physical environment are regarded healthy, if they are always neat, clean, and hygienic.

Second, the non-physical environment is an environment that could not be seen but the impacts could be sensed. Non-physical environments that meet healthy standards include: disposing of trash in its place, hand washing behavior using soap and flowing clean water, behavior of choosing healthy snacks, non-smoking behavior, coaching community around the schools, free from mosquito larvae and so on.

4. The Implementatio of Healthy School Development Program

To implement a healthy school development program, MIN Sleman maximizes the participation of school residents and the community, which functions as an implementing team for healthy school development. The duties of the implementation team for healthy school development include:

a. The Principal

The principal as the Chairperson of the Healthy School Implementation Team in the school is responsible for the implementation of the development of a healthy school environment in his schools. In carrying out the training, principals are assisted by teachers, school staff, students, parents of students (School Committee) and others.

b. Teacher

In carrying out the development of a healthy school environment, the teacher has an important role, among others, by providing practical knowledge about the development of a healthy school environment. And provide guidance, examples, encouragement and make observations and supervision of students so that they are willing and skillful at applying everything that has been given as daily activities at school, home and in the community.

c. Student

Students are expected to participate actively in: maintaining and supervising the cleanliness of their school environments, for example by watching over their friends who litter, cleaning the room or yard and so on; class picket, which is responsible for maintaining the security, orderliness, cleanliness, beauty and kinship of each class; maintain / maintain a healthy environment in the family and community environment, for example by conveying messages about the benefits of a healthy environment to other family members, taking part in community service cleaning the environment and so on.

d. Academic staff

School employees who are school residents need to participate in implementing, supervising and maintaining a healthy school environment, especially in the provision of infrastructure facilities.

e. School Committee

The school committee as a forum for parents' organizations is expected to be able to actively participate in the development of a healthy school environment, especially in the provision of funds and facilities that support the activities.

f. Community

Communities around the school are expected to participate in carrying out the development especially in maintaining the healthy school environment. (MIN 2 Sleman documentary).

5. The Program and Activity of the Healthy School Implementation

Schools as a place for the teaching and learning process must become “Health Promoting School” meaning as schools that can improve health status for all school residents. The intended health degree is:

- a. The school has a school life environment reflecting a healthy life;
- b. School residents get optimal health services;
- c. Conducive teaching and learning process is guaranteed;
- d. Create conditions that support the achievement of students’ ability to behave in a healthy life;

The realization of a clean, green, beautiful and shady school, inhabited by healthy and fit students who always have clean and healthy behavior, needs to be supported and implemented by all stakeholders in well-structured and well-planned program that is becoming the school culture. One of the efforts to realize a healthy school is to develop an integrated and sustainable School Health Center (normally called UKS) through programs and activities outlined in the RKS and RKAS so that it becomes a reference for all parties in carrying out their activities.

Healthy School Components at MIN 2 Sleman include: health education; health services, and healthy school environment. These components need to be included in various programs and activities along with their strategies. These programs and activities must refer to the achievement of Graduating Competency Standards of the students, based on the students’ individual needs, operational, measurable, rational and sustainable, empowering all stakeholders, supporting the quality learning process, considering the abilities and conditions of the school. (Interview with Kamad MIN 2 Sleman, 12 August 2018).

6. Activities to Create a “Safe School”

MIN 2 Sleman has conducted programs and strategic steps related to creating a safe school both mentally (spiritually) and physically (physically).

The steps related to mental (spiritual) safety are in the forms of various activities, such as:

- a. Measures taken by the school to be safe from bullying are: a) Seeking school's assistance, b) Empowering students, c) Telling experiences to students, d) Forming friendships outside the school, e) Paying attention and monitoring the situation of the victims and the bullies. In addition, to protect children from bullying, it is necessary to optimize the role of counseling teachers and to set good coordination between subject teachers, homeroom teachers and all other stakeholders.
- b. Measures taken by the school to be safe from criminal acts are: optimizing the role of the teachers as educators, instructors, and mentors; optimizing the Counseling sessions, optimizing religious education, and improving the quality of parents-children relations.
- c. Measures taken by the school to be safe from cigarette smoke are: regulating bans of smoking in the school environment (Zero Smoke Environment), refuse cigarette advertisements, billboards, pamphlets and other forms of advertising, banning cigarettes selling in the school, put signs of "Smoke Free Zone"/"No Smoking Zone" in the school.
- d. Measures taken by the school to be safe from pornography and pornoaction are: socializing the laws of pornography, checking students' bag regularly, examining textbooks and other reference books, optimizing religious habituation activities, and wearing standardized school uniforms.
- e. Measures taken by the school to be safe from sexual harassments are: socializing sex education, installing CCTV, optimizing religious and character education, optimizing the role and the system of supervision, and preparing separate toilets for male and female.
- f. Measures taken by the school to be safe from vandalism practices (scratching on improper things) and visual violence (attaching inappropriate images in the school building) are: giving space for expression, optimizing religious and character education, working with the community around the school, optimizing the role of parents, optimizing the role of student organizations such as OSIS, Scouts, Journalism, Youth Red Cross, and others.

7. Measures taken by the school to be safe from natural disaster

Disasters might come anytime, no one is able to predict the exact time of disaster's occurrence. School's actions to hold disaster-response program is a must as an effort to build school preparedness for disasters,

also to encourage the awareness of all elements both individually and collectively inside and around the school, to have enough knowledge how to give response before, during and after the disaster. The purpose this program is to build culture of alert and safety, also to disseminate and develop the knowledge of disaster management.

8. Activities to Achieve a “Fun School”

The principle of a fun school is when it feels like at home. This feeling is not only experienced by the students but also by all school residents. This feeling exists due to the emotional bonds among the school residents, they need each others. “Fun school” is also the climax condition of the combination of healthy, safe and children-friendly schools. That is, when the healthy, safe, and child-friendly activities are done well, then the school automatically becomes fun. To make the school enjoyable, some activities could be done, are: mapping the needs of students and of other school residents, mapping students’ multiple intelligences, making it easier for teachers to understand students’ development, designing a beautiful, green, and clean school environment.

In addition, in the socializing pattern, the relationship between the teacher and students is good. Obviously, teachers’ profile can be seen from the way they deal with the students. Teachers as students’ parents and friends must be able to demonstrate fair behavior to all students regardless of their social status or physical condition, both normal and special students, and are able to respect the rights of the students. Compassion is given to all students, as well as applying the prevailing religious and cultural norms.

Communication between teacher and students that occurs in teaching and learning activities must be communicative. The indicator that a student has chosen the best school for him/her is how far he/she feels safe and comfortable being in that school. Therefore, the teaching and learning process must be packaged in such a way that the students feel enjoy taking part in the lesson, without any anxiety and fear. Besides that, the learning methods should encourage students to be more creative. CFS emphasizes more on child-centered activities. The teacher acts as a friend who is willing to help with all obstacles and difficulties the students face.

The teachers, on the other hand, also act as motivators and facilitators for the students, not just those who hold full authority in the classrooms.

The teachers must use innovative and varied learning methods, that are supported by learning media that help absorb and motivate the students to learn, to participate, and to cooperate in order to develop “learning by doing” competencies.

CHAPTER V

EDUCATION QUALITY MANAGEMENT

AT MIN 2 SLEMAN, YOGYAKARTA

A. Research Setting

This Islamic School was established on May 31, 1980. Although, the school is located in Ngaglik District but has the name MIN Tempel. According to the Decree of the Minister of Religious Affairs Number: 27 of 1980 concerning the Relocation of State Islamic School and Religion Teachers Education that: In the Attachment to the Decree number 286, number 3, the School was originally planned to be established in Rongkop Subdistrict giving its the name of MIN Jepitu. However, with this relocation, the name of the school was later changed into MIN Tempel, Sleman District, meanwhile the existing Islamic School in Tempel Subdistrict was not permitted by the Foundation to be transformed into a state-owned school. Therefore the location of the school was moved to Ngaglik District. Despite the transfer, the school kept using its initial name, MIN Tempel, in accordance with the name mentioned in the decree. The existence of the school cannot be separated from the merits of their predecessors who gave birth to the establishment of the school, namely KH Bisri Marsum and Kyai Zaini Adnan, both are the founders and the caregivers of Pesantren Ki Ageng Giring (Islamic Boarding School). In fact, this school once occupied the house of the founders and the building of Pesantren Ki Ageng Giring. MIN 2 Sleman is now located at Jalan Kaliurang Km, 9.3 Gambok, Sinduarjo, Ngaglik, Sleman with Phone Number (0274) 885420, e-mail address mintempel_sleman@yahoo.com and min2tempel@gmail.com (MIN 2 Sleman Documents, 2018).

MIN 2 Sleman has the vision and mission of the school which the compilation was through a mechanism complying with the applicable rules. The involvement of stakeholders, alumni, community leaders, local

governments, the Ministry of Religious Affairs, teachers and all school staff become a necessity in forming the school's vision and mission. The results of the convention are stated in the transcription of the vision which is abbreviated into *Pasti Berprestasi (Definitely Achieving)* which is a short for *Prestasi Tinggi* (High Achievement), Berakhlaq Qurani (Koranic Mannered), Percaya Diri (Confident), Sehat (Healthy), Berwawasan Lingkungan (Environmentally Aware), and Inovatif (Innovative). While the missions of MIN 2 Sleman are as follow:

1. Implementing quality, Islamic, Creative and Innovative learning
2. Implementing special guidance programs to prepare the students to be able to compete in entering favorite secondary schools (SMP / MTs / Pesantrens).
3. Equipping the students with real experiences in daily life containing religious values and noble characters
4. Providing the students with ICT education and training in order to be able to use it intelligently
5. Developing and facilitating activities to support the students in mastering foreign languages as a means of communication and knowledge information
6. Coaching various types of sports in order to have excellent physical condition. (MIN 2 Sleman document, 2018).

In addition to the preparation of the above vision and mission, MIN 2 Sleman has also succeeded in drawing up the school's objectives in general. The formulation of these objectives is;

1. Creating national cadres who are knowledgeable in science and technology (IPTEK) as well as in Faith and Piety (IMTAQ);
2. Formulating a meaningful assessment system;
3. Possessing teachers and academic staff who meet the qualifications and are professional;
4. Possessing educational facilities that are appropriate to the needs;
5. Implementing the learning process with CTL and PAIKEM;
6. Applying affordable and independent financing model;
7. Possessing an open school management system and a harmonious relationship with the community. (MIN 2 Sleman document, 2018).

To achieve the objectives of the “Pasti Berprestasi” school, MIN 2 Sleman has also launched “Panca Prestasi” (the Five Achievements). The five achievements are as follows.

1. Achievements in the field of Noble Characters
 - a. Habituating smile and greetings
 - b. Habituating shaking hands in accordance with religious norms
 - c. Habituating *tasamuh* attitude (tolerance), *tawasuth* (moderate), *tawazun* (balanced), and *i'dal* (fair)
 - d. Realizing a conducive milieu, avoiding all forms of violence, vandalism, gangs and drugs,
 - e. Habituating manners of independence, honesty and anti-corruption.
2. Achievements in Religious Values
 - a. Cultivating Koran recitation, congregational prayer, *sunnah* prayer, *du'a*, remembrance and *solawat*
 - b. Habituating *Fardlu* (obligatory) worship in accordance with the existing rules
 - c. Developing *tahfizul qur'an* (Koran memorization) and *tahsinul qur'an* (Koran reading)
 - d. Integrating the education with pesantren.
3. Achievements in the field of science and technology
 - a. achieving the average scores of the school final exam (US/M) as rank 1 in Yogyakarta
 - b. achieving the average scores of the school final exam (US/M) as rank 25 of elementary school level (SD/MI) in Yogyakarta
 - c. achieving the average scores of UAMBD (regional-level final exam) as rank 1 in DIY
 - d. achieving of the average KKM value above 75
 - e. achieving national-level OSN (National Science Olympiads) and KSM (Islamic School Science Competition)
4. Achievements in field of sports and art
 - a. Gaining national and regional level achievements in OOSN and AKSIOMA

- b. Gaining national and regional achievements in arts and culture
 - c. Becoming the front clusters (Gugus Depan) of accredited scouts
 - d. Gaining general champion of AKPIN (Creativity Event of Scouting Community Units)
 - e. Gaining general champion of Pesta Siaga at Kwarda level
 - f. Developing local and Islamic arts
5. Achievements in Language and Culture
- a. Mastering at least 4 languages (English, Arabic, Indonesian and Javanese)
 - b. Developing hard working culture, cooperation, sincere, and complete
 - c. Cultivating 5 K (cleanliness, health, discipline, orderliness and security)
 - d. Applying programs of UKS (School health unit), adiwiyata, go green, and child-friendly school. (MIN 2 Sleman document, 2018)

In addition to the five achievements, MIN 2 Sleman has set a distinction compared to other schools. The characteristics are as follows.

- a. One Stop Services
- b. Quality Assurance
- c. Eradicating Arabic illiteracy or strengthening its literacy (reading and writing the Qur'an)
- d. Strengthening academic and non-academic achievements at least 1 certificate/trophy before going up to grade IV
- e. Strengthening the Content Standards of five religious subjects and three other subjects (Mathematics, Indonesian language, and Science)
- f. Strengthening the process standard
- g. Strengthening the assessment standards
- h. Strengthening the abilities in arts and culture
- i. Strengthening foreign language skills (Arabic and English)
- j. Strengthening sports skill

B. Quality Assurance in Character Building

In the field of character building, MIN 2 Sleman has set quality objectives for the shaping of character for each student. Such a matter has

been a special concern for the stakeholders of MIN 2 Sleman, considering today's occurring phenomena. Good character cultivation and habituation from an early age is expected that the good characters are embedded by each student, which, in turn, become a culture. The enactment of this policy is carried out systemically, meaning that there are interrelations among the fields supporting each others. (interview with principal of MIN 2 Sleman, 12 August 2018). This synergy is depicted in the matrix below.

1. Offering the prayers by their own awareness, with indicators:
 - a. When hearing *adzan* (prayer call), they pray immediately
 - b. Feeling indebted if they haven't done the prayers
 - c. The recitation and movements of the prayers are in accordance with the rules
 - d. Understanding all recitations of the prayers

Curriculum Affairs	Student Affairs	Facility Availability
<ul style="list-style-type: none"> - Practical Worships - Communication books - Booklets - Mid Test/Final Test 	<ul style="list-style-type: none"> - Attendance Check of the prayer in the mosque - Religious Studies Groups/<i>khalaqoh</i> - Practical worship competition - Ablution and prayer guidance - Home visit 	The availability of: <ul style="list-style-type: none"> - Mosque - Ablution place - Information - Shoe rack - School bell

2. Obidient to parents, with indicators;
 - a. Manners in communication
 - b. Trying to obey the advices of the parents
 - c. Parents' appreciation to the child's good attitudes

Curriculum Affairs	Students Affairs	Facility Availability
<ul style="list-style-type: none"> - Communication book - Program Socialization - Questinaire for parents - Family gathering 	<ul style="list-style-type: none"> - Daily welcoming and farewell - Phone ring - Committee of Islamic Days - Home visit - Monday morning briefing 	<ul style="list-style-type: none"> - Communication tools - Banners - Photo and film documentation - Individual therapy room/counseling

3. Discipline, with indicators

- a. More than two teachers giving appreciation to students who are disciplined
- b. Trying to comply with school rules
- c. Respecting the school's disciplines

Curriculum Affairs	Student Affairs	Facility Availability
<ul style="list-style-type: none"> - Insertion program at the beginning and the end of the classes - Presence by class - Presence by the administrator - Communication book - Class anecdotes 	<ul style="list-style-type: none"> - Late students handling - Psychological therapy - Sanctions - TPDS team - Ablution, prayer, and eating supervision - Belonging cheking - Psychological consultation with parents 	<ul style="list-style-type: none"> - Warning board - Individual therapy room - Ablution place - Shoe rack - School bell

4. Self-Confidence, with indicators:

- a. Speaking and performing with no doubt;
- b. Humble

Curriculum Affairs	Student Affairs	Facility Availability
<ul style="list-style-type: none"> - CTL classes - Reading enrichment - Final project 	<ul style="list-style-type: none"> - Monday morning briefing - Religious briefing after prayers - Outbond training - Market day - Extracurricular - Student crativity show - Students work exhibition 	<ul style="list-style-type: none"> - Stage - Pulpit - Sound sistem - Canteen - Library - Gallery - Wall Magazine

5. Good social behavior, with indicators;

- a. speaking to others with manners
- b. Respecting other people who speak
- c. Easy to get along with other people.

Curriculum Affairs	Student Affairs	Facility Availability
<ul style="list-style-type: none"> - Communication book - Reading enrichment - Peer tutors - Study tours - Family gathering - Consultation program 	<ul style="list-style-type: none"> - Welcoming and farewell - “Smile Dong” program - Joint activities at school - Cooking class - Friday endowment - Discussion group 	<ul style="list-style-type: none"> - Meeting room - Canteen - Donation box - Cooking utensils - Public space - Standing banner - Copy Machine

6. Reading Lovers, with indicators;

- a. No day without reading
- b. Thirst for reading.

Curriculum Affairs	Student Affairs	Facility Availability
<ul style="list-style-type: none"> - Library - Parent Reports - Student report cards - “I read thinking” program - Teacher’s resume 	<ul style="list-style-type: none"> - Student writing competition - Extracurricular program - Reward for student’s writing - Reward for teacher’s writing 	<ul style="list-style-type: none"> - Library - Suggestion Board - Wall magazine - Newspaper - Magazine - Reading competition

7. Clean Culture, with indicators;

- a. Always look clean and tidy
- b. Maintaining personal hygiene and environment cleanliness
- c. Sensitive to cleanliness and beauty

Curriculum Affairs	Students Affairs	Facility Availability
<ul style="list-style-type: none"> - All fields of study - Thematic program - Thaharah Teacher - Communication book 	<ul style="list-style-type: none"> - Garbage management program - Social environment program - Dental check up program - Immunization - Student health report 	<ul style="list-style-type: none"> - Trash can - Cleaning service - Class cleanliness contest - Shoe rack - Cleaning tools

8. Qur’an Recitation in *Tartil*, with indicators;

- a. Able to read the Qur'an well
- b. Love to read the Qur'an in everyday life.

Curriculum Affairs	Students Affairs	Facility Availability
<ul style="list-style-type: none"> - Qur'an Teaching - Qur'an reading teacher - Communication book - <i>Tashih</i> and <i>tahsin</i> - Reading Standardization 	<ul style="list-style-type: none"> - <i>Tilawah</i> (Qur'an reading) competition - <i>Duha</i> prayer program - <i>Tahsin</i> competition 	<ul style="list-style-type: none"> - Qur'an reading module - Mosque - Sound system - KBM (classes) facility

9. Having the ability to read well, with indicators:
 - a. Individual reading speed is minimum 350 wps (words per secon), with 60% comprehension
 - b. Able to respond to the reading materials, newspapers, magazines, references, novels etc.

Curriculum Affairs	Student Affairs	Facility Availability
<ul style="list-style-type: none"> - Indonesian Language - Reading Program - Learning in Library program 	<ul style="list-style-type: none"> - Student role model program - Thropy Display - Reading contest 	<ul style="list-style-type: none"> - Library - Teaching facility - Reading park

10. Good Communication Skill, with indicators:
 - a. Able to communicate ideas or experiences smoothly
 - b. Able to express ideas through writing them in one piece of F4 paper in one hour

Curriculum Affairs	Student Affairs	Facility Availability
<ul style="list-style-type: none"> - Indonesian language - Learning in library program - Reading Program - Resume 	<ul style="list-style-type: none"> - Religious briefing after prayers - Monday morning briefing - Extracurricular program - Essay competition - Public speaking contest 	<ul style="list-style-type: none"> - Stage - Library - Teaching facility

C. Quality Assurance in the Field of Education

1. Planning

MIN 2 Sleman has a strategic development plan (renstra) which is derived from the vision and mission of the institution, also has been agreed upon by all school residents and related parties. The strategic plan is derived into three planning stages. The first stage is long-term planning, covering a span of between four and five years. The second stage is medium-term planning that has a span of two to three years. This long-term and medium-term plans by MIN 2 Sleman is better known as the School Work Plan (KRM).

The basics used to develop RKM are, among others, the vision and mission of the foundation, the vision and mission of the school, the condition of the school, the expectations of stakeholders, the demands of knowledge development, and challenges of the society. So that, in the next four years, the existence of MIN 2 Sleman is more capable to adjust the assessment of the needs and graduate users. Furthermore, the principles used in developing RKM are principles of effective, efficient, accountable and democratic management.

The scope prepared in the RKM includes:

1. Students;
2. Curriculum and Learning Activities;
3. Teachers and Education Staff;
4. Facilities and Infrastructure;
5. Finance;
6. Culture and milieu of the school
7. Community participation and partnership

The short-term planning, which only takes one year, is better known as the Annual Work Plan (RKT). This plan is derived from the RKM, in more detailed and operational forms. The preparation of this RKT is led by the principal and all teachers and education staff.

The flow of the preparation of this RKT is “bottom up”, meaning that each commission prepares work programs coordinated by the head of the field. The head of the field is assigned with discussing the RKT prepared

before the convention in the institution level. The RKT includes; academic, student, religious and secretarial fields.

The result of the Annual Work Plan, that was agreed upon by the field level, will be discussed or reviewed at the school level and will be synchronized with other fields. This is intended to prevent overlapping activities between one field and another, also to learn whether or not the program has appropriate values and is right on the target. The meeting to produce this RKT was led by the principal of the school.

After the RKT draft was agreed upon by all heads of fields, also approved in the plenary meeting, the draft becomes an Annual Activity Plan. (Interview with the principal, September 2018)

When observed from the flow of the preparation and the discussion of the RKT, MIN 2 Sleman has implemented the right management principles. Work programs are compiled based on the needs of each field, the programs are open, accountable, measurable and democratic. In this case, the principle only acts as a manager who is always acting as an agent of "*ing ngarso sung tulodo, tut wuri handayani dan ing madya mangun karso*". With a process like this, it can certainly be predicted that the organization will be able to run smoothly because the program is a manifestation of the aspirations of all related elements.

a. The Organization Mechanism

Every year, MIN 2 Sleman every year always sets the implementation of the RKM and RKT in accordance with the existing formations and competencies. In the 2018/2019 school year, the structure of the organization is as follows:

1. Principal
2. Quality Management Representative
3. Heads of Fields/Divisions
4. Staff of the Heads of Fields
5. Classroom Coordinators
6. Homeroom teachers
7. Subject Teachers
8. Person in charge of the Library
9. Person in charge of the Laboratory

10. Health Nurse
11. Security coordinator
12. Cleaning service coordinator
13. Drivers of the school (MIN2 Sleman document)

In order for the organization to run effectively and efficiently, the head of the madrasah is assisted by a Quality Management Representative and four heads of fields. As for the tasks of each fields are in the following table. (MIN 2 Sleman document, 2019)

No	Task Description of Graduate Competency Standard Division
1	Ensuring that the students gain learning experience to demonstrate the ability to think logically, critically, creatively, and innovatively in making decisions
2	Ensuring that the students have learning experience that can analyze natural and social symptoms
3	Ensuring that the students gain learning experience through habituation programs in searching for further information / knowledge from various sources of learning, having done 10 projects or more during the last year of the study
4	Ensuring that the students gain learning experience of utilizing the environment productively and is responsible for carrying out 4 types or more activities
5	Ensuring that the students get the experience of expressing themselves through cultural activities and arts
6	Ensuring that the students gain experience through types of group activities in the subjects of citizenship and personality, 4 activities or more
7	Ensuring that the students gain learning experience to foster confidence and responsibility
8	Ensuring that the students have learning experience to participate in the enforcement of social rules, 4 times or more a year
9	Ensuring that the students have learning experience enabling them to foster competitive and sportive attitudes to get the best results, 4 times or more a year
10	Ensuring that the students have learning experiences engaging them in the democratic life of the community, the nation, and the country within the NKRI, 4 times or more a year

11	Ensuring that the students gain learning experience shaping their characters, fostering a sense of sportsmanship and environmental cleanliness, 4 times or more
12	Ensuring that the students have learning experience enabling them to effectively carry out religious teachings and morality, 4 activities or more a year
13	Ensuring that the students have learning experience to appreciate the diversity of religions, nations, tribes, races and socio-economic groups in the global scope, 4 activities or more a year
14	Ensuring that the students gain learning experience in fostering noble character through habituation, 4 activities or more a week
15	Ensuring the students gaining learning experience through a cultivation program to respecting differences of opinion and empathize with others as much as 76% -100% of learning activities
16	Ensuring that the students have learning experience in producing creative works both individually and in groups
17	Ensuring that the students have experience of reading skills, writing scripts systematically and aesthetically
18	Ensuring that the students gain experience in listening, reading, writing, and speaking skills both in Indonesian and English
19	Ensuring that the students gain learning experience in developing science and technology along with their development
20	Ensuring that the students have learning experience and are able to master knowledge to continue to a higher level of education, 4 times or more

No	Task Description of Teacher and Education Standards
1	Ensuring that teachers have minimum diploma four (D-IV) or undergraduate (S-1) academic qualifications
2	Ensuring that subject teachers are in accordance with their educational background. As many as 76% -100% of subject teachers teach their field of expertise
3	Ensuring that the teachers have physical and spiritual health to carry out teaching and other assignments. Average teacher attendance is 96% -100%
4	Ensuring that teachers plan, implement, and evaluate the learning processes in accordance with the principles of learning. As many as 76-100% of teachers plan, implement, and evaluate the learning process

5	Ensuring that teachers have personality integrity and act according to religious, legal, and social norms, also to the applicable rules and regulations
6	Ensuring that teachers communicate effectively with fellow teachers, academic staff, parents and the community.
7	Ensuring that teachers master the learning material and develop it with scientific methods, as much as 76% - 100% of teachers have mastery of the material
8	Ensuring that the school principal has a minimum academic qualification of undergraduate (S-1) or diploma four (D-4)
9	The principal has a status as a teachers, certificate of teaching, and contract (SK) as a principal
10	The principal has at least 5 years of teaching experience when he is appointed as a principal
11	The principal has managerial skills which are shown by the success in managing the students
12	The principal has entrepreneurial skills as indicated by the existence of entrepreneurial activities as a source of learning for students such as: 1) Student cooperative store 2) Livestock / fisheries 3) Agriculture / plantations 4) School canteen 5) Production units and others
13	Ensuring that the principal conducts supervision and monitoring
14	Ensuring that the head of administrative staff has a minimum academic qualification of D-III
15	Ensuring that the head of administrative staff at the time of appointment meets the minimum work period
16	Ensuring that the administrative staff have secondary educational academic qualifications (or equivalent)
17	Ensuring that the administrative staff have an educational background in accordance with their fields
18	Ensuring that the library head has a minimum academic qualification of D-IV or S-1 (bachelor) in educational science or at least (D-II) in library and information science
19	Ensuring that the head of library has a minimum work period at the time of appointment
20	Ensuring that the library staff have an appropriate educational background with their duties as library staff

21	Ensuring that the laboratory staff have a minimum academic qualification of D-IV or S-1 from educational science or a minimum of D-III from laboratory science
22	Ensuring that the head of laboratory has at least an educational background in line with his duties
23	Ensuring the laboratory technicians to have a minimum of D-II academic qualification relevant to laboratory equipment
24	Ensuring that the laboratory technician has a minimum academic qualification of D-I
25	Ensuring that the school has special service officers. 4 types of specialized service officers or more.

No	Task Description of Assessment Standards
1	Ensuring that the teacher informs the design and assessment criteria in the subject syllabus for students at the beginning of the semester
2	Ensuring that the assessment techniques in the syllabus are in accordance with the indicators of achievement of the basic competencies (KD)
3	Ensuring that the teachers develop assessment instruments and guidelines in accordance with assessment forms and techniques
4	Ensuring that the teachers use various assessment techniques
5	Ensuring that the teachers process/analyze the assessment results to determine the progress of learning outcomes and students' learning difficulties
6	Ensuring that the teachers submit the corrected answer sheets of students' exam along with progressive feedbacks/comments
7	Ensuring that the teacher reports the assessment results of their subjects at the end of each semester to the principal in the form of student reports
8	Ensuring that the teacher reports the results of the students' moral assessment to the teacher of Aqidah Akhlak (Theology and Morality) as information to determine the end of semester grades
9	Conducting midterm examination, final examination and upgrading exam (exams for moving up to the higher grade/class)
10	Organizing meetings to determine the criteria for moving up to higher grades/classes
11	Organizing meetings to determine the final score of religion and noble character subject group, citizenship and personality subject group, and aesthetics, physical education, sports and health subject group.

12	Organizing assessment reports at the end of each semester to all parents/guardians of the students
13	Reporting the achievement of student learning outcomes to the District Education Agency (Dinas Pendidikan Kabupaten)
14	Organizing meetings to determine students' graduation through teacher council meetings according to graduation criteria
15	Handing Certificates of School Examination and UAMBD for each student who took part in the exams
16	Handing diploma to each student who graduated in accordance with the stipulated conditions
17	Ensuring the school to use the results of National-Standard School Examination (UASBN) as materials for new student admissions
18	Ensuring the school to have achievements in the School Examination as indicated by the percentage of the final year graduation rates
19	Ensuring the school to have achievements, as demonstrated by the average of the recent-year National Examination results

No	Task Description in the Field of Infrastructure Standards
1	Ensuring the school area to meet the minimum broad conditions
2	Ensuring that the school is in a safe location, far from the potential hazards that could threaten health and safety. The school should have access for emergency rescue
3	Ensuring that the school is located in a designated land. Having the right status of the land, and the utilization permits from the land rights holders
4	Ensuring that the school floor meets the minimum requirements
5	The school buildings have a stable and sturdy structure and are equipped with a fire and lightning hazard prevention system
6	Ensuring the school buildings to have sanitation as a health requirement
7	Ensuring the school buildings to have adequate air ventilation and lighting
8	Ensuring the school buildings to have electrical installations with a minimum power of 1,300 watts
9	Ensuring the school to have building permits and its designated utilization
10	Maintaining the buildings regularly
11	Ensuring the school to have complete infrastructure
12	Ensuring the school to have classrooms with numbers, size and facilities according to the standard.

13	Ensuring the school to have library with standardized width and facilities
14	Ensuring the school to have textbooks that have been established by the regulation of the Minister of National Education
15	Ensuring the school to have science laboratory with standardized width and facility that accommodates a minimum of one study
16	Ensuring the school to have teacher room with standardized facilities
17	Ensuring the school to have administration room with standardized width and facilities
18	Ensuring the school to have a wide worship place for school residents with standardized width and equipment
19	The school has counseling rooms with standardized width and facilities
20	Ensuring that the medical room (UKS) is a space to handle students who experience slight health problems in the school
21	Ensuring the school to have student organization space with standardized width and facility
22	Ensuring the school to have warehouses with wide and appropriate facilities according to regulations
23	Ensuring the school to have circulation with space and quality in accordance with the provisions
24	Ensuring the school to have sports area with standardized width and facilities

No	Task Description of the Financing Standard
1	Ensuring the school to form School Work Plans and Budgets (RKAM) by involving stakeholders
2	Ensuring the school to have annual records in the form of whole infrastructure investment documents
3	Ensuring the school to spend the fund for the development of teachers and academic staff based on the RKAM
4	Ensuring the school to have the same working capital as stated in the RKAM to finance all education needs
5	Ensuring the school to pay salaries, incentives, transportation fee, and other benefits for the teachers
6	Ensuring the school to spend money to support the implementation of learning activities
7	Ensuring the school to spend funds for student activities

8	Ensuring the school to spend the procurement costs of consumables for learning activities	
9	Ensuring the school to allocate the costs for meetings	
10	Ensuring the school to spend transportation and official travel costs	
11	Ensuring the school to spend the cost of procuring exam questions	
12	Ensuring the school to spend power and service costs	
13	Ensuring the school to spend the budget to support indirect operational activities	
14	Ensuring that the education contributions or funds from the community are managed systematically, transparent, and are reported to school committees	
No	Task Description of Education Management Standards	Note
1	Arrange, convene and decide the RKAM- (RKAM Documentation)	RKAM meeting
2	Establish 8 Management Aspects (Document Approval) 1) KTSP 2) Academic Calendar 3) School Organizational Structure 4) Empowerment of teachers and academic staff 5) Academic regulations 6) School rules 7) School Code of Ethics 8) School Operational Costs	Documentation of 8 aspects of management
3	Formulating the structure of organization, displayed on the wall with clear job descriptions	
4	Checking the course of activities carried out in accordance with the annual work plan	
5	Carrying out the management of student activities 1) Selection of new student admissions 2) Implementation of counseling services 3) Implementation of extra-curricular activities 4) Excellent persuasion guidance 5) Alumni tracking	

6	Conducting curriculum and learning development activities 1) KTSP 2) Academic Calendar 3) Learning Program 4) Assessment of student learning outcomes 5) Academic Regulations	Meeting on the formation of 5 documents
7	Carrying out the teacher and academic staff empowerment programs 1) Meeting on task sharing and its documentation 2) Deciding reward and punishment system 3) Professional development 4) Promotion and placement 5) Mutations	
8	Managing learning facilities and infrastructure (planning, fulfillment and utilization of education facilities)	(Meeting on facility checking)
9	Managing education funding (source of income, expenditure, and the amount of the managed funds)	(RAPBM)
10	Creating a conducive learning condition, climate, and milieu Scientific Seminar, Training, cleanliness, discipline, building the values of struggle and so on	Organizational activities
11	Involving the community and building partnerships with other relevant institutions in the management of education LPK, company, DU / DI, and others	Community activity
12	Carrying out a monitoring program that is socialized to teachers and academic staff 1) Monitoring 2) Supervision 3) Evaluation 4) Reporting and 5) Follow-up	Socialization meeting: 1) Monitoring 2) Supervision 3) Evaluation 4) Reporting and 5) Follow-up
13	Conducting school work program evaluation activities at least once a year	EDM Documents

14	Performance evaluation of Teachers and academic staff 1) The Alignment of assignment with expertise 2) The Balance of workload 3) The Performance of Teachers and academic staff in carrying out their tasks 4) Achievement of Teachers and academic staff	
15	Preparing the elements for accreditation Documents needed to support accreditation Personals (implementing team for accreditation preparation) Non-document physical evidence, as well as facilities and infrastructure needed for accreditation purposes	
16	Having leadership structure that complies with ISO 9001: 2008 standards Deciding the deputy principal who is chosen through teacher council meeting and the decision process is reported to the superiors' institution	The establishment of School management team contract
17	Memiliki system informasi manajemen untuk mendukung administrasi pendidikan dan petugas khusus Having management information system to support education administration and special officers	Accomplishing SIM

Viewed from the work division in the table above, the organization in MIN 2 Sleman is already in line with the characteristics of a good organization. This can be seen from the clear division of tasks for every personnel. The division of tasks and functions has also been understood jointly by all school residents, so that each personnel will always work in accordance with their duties and functions to achieve the vision and mission of the institution.

b. Implementation / mobilization

One effective way to actualize the program that has been jointly announced is to use a motto/slogan. This motto is made simple and

easy to memorize yet full of meaning, also must be in accordance with the vision and mission of the organization. The message contained in the motto will always energize and be an inspiration for every personnel.

The motto launched by MIN 2 Sleman in realizing its work program is called INSPRATIF (Integritas/integrity, Sopan/polite, Profesional/professional, Istimewa/excelent, Ramah/friendly, dan Efektif/effective). The embodiment of the motto is manifested in the action of working culture, quality culture and a “culture of shame”. These three cultures are the basis of work in their daily lives.

The work culture coupled with high integrity is intended to attach so that each person has the spirit of work and fills his spare time with creative work in accordance with the job description and their respective duties and functions in a professional manner. This work culture is also intended so that every teacher and academic staff have competition habit. According to the principal, MIN 2 Sleman will reward teachers and academic staff based on their respective performances. Who is creative and makes proposals for activities then he will get more rewards than others.

Furthermore, what is meant by a quality culture is that every activity should always be oriented and prioritized to quality, namely the quality of service and output. In addition to being oriented to service quality and results, activities carried out are also based on the principles of right in time, functions, and targets. Right in time means that the activity is carried out in accordance with the planned time. Right in function means that the activities are really needed by the participants; students or other parties. Right on target means that the activities are attended by participants who are in accordance with the objectives of the activity. The form of quality-oriented services applied in MIN 2 Sleman is the existence of One-Stop Integrated Services, which includes services in; legalization, certificate, observation, internship, research, transfer, and activity services. (MIN 2 Sleman 2018 document).

The third culture is a culture of shame. Shame culture is developed so that every person who has a work program has a sense of shame if the activity does not go according to what was targeted before. This

culture is expected to be an inspiration for every person who proposes activities to have high motivation in the success of each activity that has been determined.

According to the author's observation, the three cultures proclaimed by MIN 2 Sleman have truly been internalized and have become a commitment for each component. This can be seen from the success of every activity done in the school.

c. Supervision

One of the important elements in controlling work or activities is supervision that is carried out consistently and in a planned manner. MIN 2 Sleman in this regards, implements three supervision systems.

1. Supervision

By definition, supervision is the effort of an educational institution to measure the effectiveness of education services. Supervision can be divided into two terms, namely general and special supervision.

The implementation of supervision at MIN 2 Sleman is meant to measure the levels of performance effectiveness of the teachers and academic staff. The supervision to the teachers is focused on the classroom management during the learning activity, meanwhile the supervision to the academic staff is focused on the main tasks, functions, and in the implementation of programmed activities. The supervision at MIN 2 Sleman is carried out by the principal, quality management representative, heads of fields, and those appointed by the principal. The supervision is carried out periodically and at least once every 3 months.

2. Internal Audit

One of the requirements for an institution or an organization to have quality is that it always carries out internal and external audits. This is intended to achieve the principles of accountability and transparency in realizing each activity. These audits need to be done within the framework of periodic evaluations of all activities so that there is an opportunity for improvement when an activity is found less effective and efficient.

The internal audit at MIN 2 Sleman was carried out by a team of independent auditors led by a Quality Management Representative with members appointed by the principal and school Committee. All auditors have fulfilled the requirements, because they already have an auditor certificate. The internal audits conducted at MIN 2 Sleman are well planned and programmed. At the latest, there will be an internal audit in four months. (source: MIN 2 Sleman Documents, 2018).

The external audit is conducted by the Inspectorate General of Indonesian Ministry of Religious Affairs and BPKAP to evaluate the programs that had been carried out by the school.

3. The Performance Assessment of the Teachers and Academic Staffs

To ensure that the performance of the teachers and academic staff is always optimal, MIN 2 Sleman conducts performance assessment on a regular basis in every semester, namely in June and December. The objectives of the assessment include; discipline, task accomplishment, cooperation, creativity, loyalty and personality. The results of the performance assessment become the basis for the school in determining promotion or degradation, rank and class promotion, salary raise, and reward giving.

D. Quality Assurance in Learning

1. Learning Objectives

One of the most important aspects of learning is the learning objectives. These objectives are derivatives from educational goals that are more detailed and more measurable. This aspect must be understood by the teachers before they carry out learning. After being well understood, students must also understand what the objectives of each learning are.

Therefore, the teachers must notify all students what the goal of a lesson is. This is very important because if students know the purpose of learning, they will be motivated to master the material presented by the teacher.

Furthermore, it can be said that the purpose of learning is a “locomotive” that will affect the entire set of carriages that it drives. The objective will determine what material should be taught, how it should be delivered,

in what way it is delivered, what media can be effective in achieving the objectives, and how to measure the achievement of the learning objectives.

The learning objectives that are explained in the lesson plans, are the details of the overall curriculum. In this case, MIN 2 Sleman applies two curricula together. The first one is curriculum 2013 that is in accordance with the regulation of Minister of Education and Culture No. 54, 65, 66, 67, 68, 69, 70, and 71. The second one is the MI curriculum which is in accordance with the regulations of the Minister of Religion No. 165 of 2014. And the third is the local curriculum prepared by the school itself. The last-mentioned curriculum is useful to accommodate expectations from the foundation as a special feature as well as to improve the competence of the students. (interview with the principal, 12 September 2018)

2. Teachers

The slogan “the man behind the gun” seems very well understood and realized by MIN 2 Sleman in relation to learning. No matter how well the curriculum is prepared if the implementation of the curriculum (teacher) does not have adequate competence, then the goal of education will not be achieved optimally. Therefore, MIN 2 Sleman always considers the educational backgrounds and competencies in when hiring teachers.

To ensure that the classes carried out by the teachers are effective and efficient, they are required to make a complete learning plan (RPP / RPS). According to the narration of Mr. Ikhwandi (the principal), he always encourage the teachers to compile the RPP / RPS when entering a new semester. (Interview with Kamad, 12 September 2018).

Given the heterogeneity of the teachers’ educational backgrounds, the school often invite experts in learning design to constantly update the teacher’s understanding in issues relating to learning, learning strategies and learning evaluation.

3. Approaches and Strategies in Learning

One of the determinants of learning successfulness is the approach. When a teacher is not right in using the learning approach, it can predictedly affect the learning outcomes. Learning approaches depend so much on the learning objectives and the character of the teaching materials.

According to the Head of Academic Affairs, there are five approaches adopted by the teacher, namely emotional, experience, rational, functional

and habituation approaches. All learning approaches lead to the scientific approach as an approach to the 2013 curriculum. This is strengthened by the fact got by the researchers when observing a teacher during a class session.

One of the most prominent approaches is the habituation approach. This approach is more focused on shaping Islamic character, as stated in the vision of MIN 2 Sleman as a school that is “SELALU BERPRESTASI (ALWAYS ACHIEVING)”. Every day, the teachers come to the school at 6:15 o'clock or fifteen minutes before classes begin. All teachers stand in front of the classroom gate to shake hands with all students. The same condition is done when students are returning home. So, the teachers are the earliest to come and the latest to go home. In the Student Affairs program, it is known by “welcoming and farewell”.

The habituation approach in order to shape character is the habituation of *dhuhur* congregational prayers, *ashar* prayer, *duha* prayer, *tadarrus*, Quran *tahsin* and *tartil* programs, public speaking competitions, writing competitions, and *khalaqoh* (religious study cycle). This cultivation is included in the quality assurance in the field of character building. With this habituation, students are expected to have a strong commitment to act them in their daily life.

By using the approach as mentioned above, the learning strategy applied by the teacher is called PAIKEM strategy (Pembelajaran Aktif Inofatif dan Kreatif/Active, Innovative and Creative Learning) or joyful learning. In this approach, students are required to be active (physically and psychologically) while the teacher is only a facilitator.

From the observations done by the researcher in several classes during a class session, the teacher has used active learning strategies, although some are still using traditional strategies but the percentage is small. This is undaoubtful, because all MIN 2 Sleman teachers have received Workshop on Active Learning or called “Pekerti workshops”.

To improve the competence of the students, in addition to intracurricular activities as explained above, MIN 2 Sleman supports them with kokurikuler and extra-curricular activities. In the extracurricular activities, the school offers several types of activities that support academics, the students may choose more than one extracurricular that suits their talents and interests. (interview with the head of student affairs, 12 September 2018)

As for the provision of kokurikuler learning, this is intended to emphasize and deepen the skills of students achieved in the school. Another benefit of kokurikuler activities, as conveyed by the head of the academic field, is as a parent's control of the level of completeness of learning obtained at school. As a control of this activity, the school provide communication books as an instrument of control.

For this co-curricular activity, MIN 2 Sleman gives a maximum time allocation of 20 percent from each class hour. In order to know the progress or development of each lesson, the co-curricular is always followed up and then documented properly.

Activities outside the curriculum that are intended to help achieve learning outcomes are extracurricular. Another goal of this activity is a means for the students to express their talents and interests. Extracurricular activities in MIN Sleman are; English club, Qiroatul Quran, Tambourines, Public Speaking, Band, Vocal, Choir, Drum Band, Painting, Jarimatika, Robotics, Karate, Soccer, Table Tennis, Badminton, Athletics, Scouts, Little Doctors, and Computers. (source: Head of Student Affairs Division)

4. Learning Evaluation

Learning evaluation is a tool to find out to what extent the completeness of the learning material that has been mastered by the students. Besides that, evaluation also serves as a platform to determine what kind of improvements need to be done. There are two kinds of learning evaluations conducted at MIN Sleman, namely written and oral evaluations in the form of final exams, midterm exams, and daily and block exercise, as well as non-test exams in the form of observations using portfolio and performance.

5. Forms of Student Services

a. Guidance and Counseling Services

This service is absolutely given to students who have problems to solve. These problems can be academic, talent, interests, careers, or those that are related to children's daily lives both at school and at home.

To optimize the performance of the Guidance and Counseling, MIN 2 Sleman has conducted various types of training related to counseling. Meanwhile, to strengthen the performance of this unit,

MIN 2 Sleman established an MoU with the Psychology Faculty of Muhammadiyah University of Yogyakarta and Gajah Mada University to serve psychological consultations. This psychological service takes place once in a week.

b. Health services

In terms of health services, MIN 2 Sleman is very committed in providing health services to both students and employees. This service is facilitated by the School Health Unit (UKS) with the slogan, “Health education, Health services and the Creation of a healthy school environment”. In terms of health, MIN 2 Sleman collaborates with the Puskesmas Ngaglik and with the assistance of UKS staff (nursing alumni) who are always ready to serve every day.

c. Services in the guidance of Quran reading and writing and Worship

Considering the input row that registers at MIN 2 Sleman is very heterogeneous in the ability to read the Quran, this program is required for first-graders who cannot read. This program was only targeted for three months, and after following this service students will certainly be able to read the Quran. At first, the reference book used was *Iqro*, but starting in 2013, the textbook used in this guidance is *Qiroati*. Then to keep the reading skill up, the students must attend *tadarrus Qur'an* with *tahsin* and *tahfidz* programs before entering the first session. (Observation at MIN 2 Sleman).

While the guidance service in worship is intended to foster students' awareness and as the habituation effort for the students to have a commitment to do the worships. The worship habituations are, among others, Dzuhur, Ashar, and Duha prayers in congregation. In addition to the prayer habituation, students are also given a pocket book containing daily prayers, zikr and sho for various activities.

During the observation, the researcher found out that, the teachers guided the students to recite a prayer before meal when they were about to have their first and second breaks. After that they just went to the cafeteria to buy snacks or breakfast. There was an interesting fact happened during the break, all students had their meals while sitting, and after they finished they put the used plates and bowls in the sink. Unfortunately, there was one more thing should be done, the meal activity had less control from the teacher, so that the principle of role

model especially about eating students can imitate it. (Observation in the Canteen)

d. Services to Stakeholders

Apparently, MIN 2 Sleman is well aware that to gain trust from the community is only by providing excellent service. With this strategy, it is expected that the community's trust will grow higher. For the effectiveness of the service, MIN 2 Sleman launched Integrated Services (one step service). Because of this, this institution is very service-oriented, it give more and demand less. (Interview with the Public Relation division)

One kind form of these services, according to the Head of Student Affairs, is when a parent complains about the progress of his child. The school's representative immediately conducts home visit to get more information on the problem at hand. If the problem is psychological, then the school will provide assistance with psychological counseling. And if the problem is related to learning, the institution will direct the student to a guidance and counseling session.

E. Quality Development of the teachers and academic staff

A credible institution always fosters its employees, so that they could do their best in their tasks. It also functions to improve, maintain and develop the performance of the teachers and academic staff.

The development of employees begins since the time of recruitment. This recruitment is, of course, based on the school's activity plans. The addition of employee is based on institutional development such as the addition of new units or teachers. The conditions for holding recruitment are:

1. The analysis of the needed works in education
2. Job description or position description that contains name of the position, duties and responsibilities, and
3. Acceptance and employment specification which includes educational qualifications, experience, skills and competencies.

Once the applicants have done all selection tests and are stated to have passed them, the placement is also gradual. For the initial stage, the candidates are asked to teach grade III and IV, if they show good

achievements, then they will be placed in another class according to their expertise, they teach until at least 24 hours per week.

The training and development conducted by MIN 2 Sleman has always been well planned and conducted periodically through various trainings, workshops and others. Periodic trainings, as the head of the academic affairs said, are:

- a. Regular development meetings
 - 1) Meeting of heads of fields held every Saturday morning
 - 2) Weekly meetings held every Wednesday afternoon after the classes are over
 - 3) Field Coordinator meeting held once a week
 - 4) Subject teachers meeting held once a week
 - 5) Special meetings that are conducted incidentally if necessary
- b. Career Development

Career development is an effort to provide opportunities for teachers to improve their competence. This development in turn serves to fill the formation of the institution's structure of organization at MIN 2 Sleman. Besides that, this development aims to give and foster the motivation and dedication to their performance.

The training conducted at MIN 2 Sleman is based on the work performance or work achievements. Every teacher or academic staff who has good work performance will get a wide opportunity to develop his career. The principle of "*fastabiqu al-khoirot*" is always applied so that they have the spirit to always move forward.

There are two career development paths implemented in MIN 2 Sleman, namely functional path and structural path. The functional path is for the teachers and academic staff, those who are able to show good performance and a high level of loyalty will get promotion every four years and get raised in salary every two years.

Meanwhile, the structural path is a career development for the teachers and academic staff to be able to reach certain positions according to the existing formation and structures. The career development is always based on performance and loyalty. The vacant position does not always correlate with seniority, but rather the work

performance that has been obtained and its contribution to the institution.

Besides that, self-development has a great attention and is strongly encouraged to all school employees. The institution always encourages teachers to attend activities outside the school as to broaden their horizons and deepen their mastery of the material and learning methodology. The often-attended activities are workshops, seminars, internships, and various regional and national training.

As mentioned above, every employee's performance at MIN 2 Sleman is always evaluated. This strategy motivates them to always develop themselves through various scientific activities. Thus the professionalism of the teachers will always be maintained and even upgraded.

With a good employee development plan, and having started with selective recruitment system, so the placement of th employees to the right jobs makes MIN 2 Sleman highly competitive among elementary education institutions in the Slman region and beyond.

c. Teacher Welfare

The most important motivation in work is welfare. It is not logical if someone is required to work optimally but his welfare is minimal. Therefore, MIN 2 Sleman is very serious about this particular issue. The welfare gained by the employees, as mentioned by several teachers, is very adequate, and the they feel paid so much attention by the institution. For teachers and part-time employees, MIN 2 Sleman has applied a payroll based on the minimum wage standard of Sleman district. The take-home pay include; basic salary, overtime teaching, 13th salary, holiday allowance, and incentives for employees who get additional duties.

In addition to those benefits, the school does not charge tuition fee of the employee's children who study there. One of the goals of this policy is to make the employees stay focused on carrying out the tasks they carry out.

The forms of commitment of MIN 2 Sleman to part-time employees are the allocation of health funds, which is the same amount as the Social Security Organizing Agency (BPJS) set by the government of Sleman Regioncy. The most impressive one is the allocation of funds

for employees who have celebrations or undergo distress (*sepitan*, wedding, childbirth, or death), this fundraising is referred to as the “*Bungah Susah*” fund.

F. Results of Education Quality Assurance

Concerning with the learning, MIN 2 Sleman has a motto “ordinary input - superior process - superior results”. Therefore, in accepting new students, the school does not set up a strict selection criteria. The admission requirements are normal students, sufficient age, and the fulfillment of administrative requirements, once those requirements are fulfilled the children can be accepted as students of MIN 2 Sleman.

By prioritizing the process, the quality of inputs is not taken into account. MIN 2 Sleman adheres to the opinion conveyed by Tampu Bolon, that education has two types, namely linear and circular processes. The linear process is a kind of manufacturing model, there are inputs and output processes in the form of goods that are expected to be easily sold in the job market. This model emphasizes the products (product-oriented). Because schools are equated with factories, there is no clear relationship between producer and community.

While the latter model, Circular Model, is a process in which educational institutions accept raw input and then process it according to the interests of the customers. After that, the graduates whose competence aligns the needs are absorbed by the business world.

It seems that this institution prefers the circular process. This can be seen from several activities carried out by MIN 2 Sleman, for example when formulating a local content (*mulok*) curriculum, the institution pays attention to the demand of the community. By applying the *Tahfiz*, *Tahsin*, and *e-Tahfiz* programs in all classes of all stages, it is clear that the school provides programs beyond the parents’ expectation. Besides that, starting from 2016 MIN 2 Sleman has launched that its graduates should have memorized Quran of juz 1 and 30. A realistic hope, because the Quran memorizing program is started from the second grade and continued to the sixth grade.

MIN 2 Sleman has an *adagium* that they will not build a magnificent and well-known institution or building an ivory tower that is only beautiful in name but poor in contents. They would rather build an institution,

which is a unity between schools, parents, government and society. So the main orientation of this school is the process.

With students totaling the amount of 587 in the 2018/2019 academic year, MIN 2 Sleman has won the trust of the communities not only in Ngaglik sub-district, but also in the Sleman region and its surroundings. Viewed from the management side, MIN 2 Sleman has been internationally recognized as an institution with good management, by obtaining an ISO 9001: 2008 certificate issued by Tuv and valid until November 2021.

The trust gained from the community and the government is not without reason, it is gained due to the students' achievement both academically and non-academically that deserves to be proud of. The non-academic achievements are, for example, by obtaining a certificate of appreciation from the Ministry of Religion of the Republic of Indonesia as a principal with achievement in 2017, and Ummu Aiman is nominated as the national model teacher in 2018. (interview with Isa, representative of Quality Management, September 2018)

Sedangkan di bidang akademik MIN 2 Sleman pada Ujian Nasional tahun 2017 menempati peringkat 1 pada Ujian Sekolah/Madrasah tingkat Propinsi DIY, dan ada empat siswa yang memperoleh nilai tertinggi pada ujian nasional madrasah di tingkat propinsi DIY. Untuk kejuaraan yang bersifat individual, dapat dilihat pada tabel berikut ini. (dokumen MIN 2 Sleman 2018)

While in the academic field, MIN 2 Sleman in the 2017 National Examination was ranked 1 in Yogyakarta Province, and there were four students who received high marks at the National Exams in the level of Yogyakarta province. As for the individual achievement, the data can be seen in the following table. (MIN 2 Sleman 2018 document)

No.	Name	Championship/ Competition	Achievement
1	Faizira Makrufa	OOSN Nasional (2012)	2nd winner
2	Sekar Salma Hanifa	KSM Nasional (Makasar 2014)	Ist winner & The Best Teory
3	P u t r i A m a n d a Karimatullah LLM,	Story writing competition (Bogor 2014	1st National champion

4	Tazkia Az Zahra	Aksioma National level, Athletic in Palembang 3-7 August 2015	Nominee
5	Narendra Setiyawan	KSM Math national level in Pontianak 23 – 27 August 2016	Nominee
4	Muhammad Zydan Aulia	World Mathematic Invitational 2017	Silver
5	Narendra Setyawan Bahar	World Mathematic Invitational 2017	Bronze
6	Sekar Langit Setyaningsih	World Mathematic Invitational 2017	Bronze

The achievement is worthy to be proud of, however according to the researcher, there are several sides that are lack of attention, namely the facilities for students with special needs, the available facilities for disable students are still insufficient. MIN 2 Sleman as an institution that emphasizes process will not limit their raw input to the normal students only. The admission of disable students is actually very relevant to one of the school's missions, namely as an Inspirational school that seeks to become a reference school for other institutions, always sparking innovative ideas in the field of education in order to answer the challenges of the times. (MIN 2 Sleman document).

According to the researcher, with the adequate human resource potentials, MIN 2 Sleman should not only accept normal students both physically and mentally, but also students with special needs. If this can be done, then MIN 2 Sleman will be the perfect model school. This means that the school is not only experts in educating normal children, but also those with special needs. If this happens, this institution may become the first inclusive school.

G. Supporting and Inhibiting Factors

The success of MIN 2 Sleman certainly cannot be separated from the supporting factors, among others:

- 1) All MIN 2 Sleman teachers (24 civil servants and 3 part time) have an S1 (undergraduate) qualification.
- 2) The teachers are required to attend trainings related to learning process before being appointed to their teaching schedule

- 3) High dedication and loyalty of the teachers and academic staff towards the progress of the institution
- 4) Fund support from the school committees and the Ministry of Religious Affairs
- 5) Support from community leaders around Sleman.
- 6) Support from local governments
- 7) Support from relevant agencies, etc.

Meanwhile, the obstacles faced by MIN 2 Sleman include:

- 1) Even though all teaching staff have an undergraduate education status, there are still many of them are not from educational science, so that their understanding of learning management is still needs to be improved.
- 2) The management functions are not optimal yet, including planning, organizing, mobilizing, fostering, systemic evaluation and sustainability.
- 3) The lack of neatness and orderliness of the filing and inventory system, so that some inventories are not well maintained.

CHAPTER VI

CLOSING

A. Conclusions

Based on the carried out analysis, the researchers can draw conclusions from the study as follows.

1. The implementation stages of education quality management at MIN 2 Sleman starts from planning, organizing, mobilizing, supervising, developing and evaluating. The implementation of this phase uses bottom-up, transparent, and accountable system, accompanied by a clear job description in each position so that it can provide optimal education services.
2. MIN 2 Sleman has a motto, “Inspiratif”, which always provides excellent education services, and is more process oriented, not product. Because it is believed that with low input (normal) but given a good service (process), the results are certainly good too. This is proofed by the fact that almost 60% of first grade students have not memorized the *Hijaiyah* letters (Arabic), but within 3 months students can read simple Arabic writing.
3. The development of the teachers and academic staff is carried out periodically and planned. The performance base is one indicator used by MIN 2 Sleman to promote or degrade positions.
4. To provide motivation so that all employees have high motivation in working, the payroll system for part time workers has applied the standard of Regional Minimum Wage.
5. From the implementation of education quality management, MIN 2 Sleman has made various achievements both academically and non-academically. In the institutional field; the school’s management is

accredited by ISO 9001: 2008 with A value, and an award from the Ministry of Religious Affairs on the outstanding principal.

6. From some progress that has been made, there are things that still become obstacles to the progress of MIN 2 Sleman, namely that there are still some employees who do not fully understand the quality management of education. This is because not all teachers are graduated in education science.
7. Students with special needs are not accommodated yet to study at MIN 2 Sleman.

B. Suggestions

The institution is suggested to:

1. Constantly improve the less complete understanding on education quality management for employees who are not yet in one vision.
2. Hold workshops on Learning and Teaching more often for the teachers, considering that there are some of them not alumni of education major.
3. Provide access for students with special needs
4. Further improve the understanding on quality assurance for all stakeholders, considering there are still some teachers who have not fully realized the importance of quality assurance.

C. Closing

Alkhamdulillah, all praise be to Allah who has provided guidance and instructions to the author so that this research can be done. Although the researcher has tried his best to complete this research, there are still numbers of deficiencies resulting in the less perfection of this research. Therefore, the author invites the readers to not hesitate to give constructive criticism to improve it to perfection. Finally, the researcher could only thank all parties who have helped directly or indirectly for the implementation of this research. Only to Allah I pray, that all the helps become good deeds.

Wallohu a'lam bissowab

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