

Transforming Islamic Education: Madrasah-Based Management Strategies for Academic Excellence

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DOI: <http://doi.org/10.33650/al-tanzim.v7i4.6746>

Received: 31 August 2023; Received in Revised Form 19 September 2023, Accepted: 24 October 2023, Available online: 04 November 2023

Abstract:

This research aims to analyze the implementation of madrasah-based management in improving the quality of education at Madrasah Aliyah Tulungagung from three aspects of management: planning, implementation, and evaluation. This research uses a qualitative case study approach, with research sites at MAN 1 Tulungagung and MAN 2 Tulungagung. Data collection techniques use interviews, documentation, and field observations. The data analysis technique uses the Milles Huberman interactive model, namely data reduction, data display, and data verification. The research results show that the two madrasah have implemented management to improve the quality of madrasah-based education, starting from planning, implementation, and evaluation to create high-achieving Islamic educational institutions. Planning to improve the quality of madrasah-based education reaches level 3, namely representative participation. Implementation of improving the quality of madrasah-based education reaches level 4, namely transformative participation, and evaluation of improving the quality of madrasah-based education reaches level 4, namely transformative participation. This research provides implications regarding the importance of madrasah-based management by involving all parties in managing educational institutions efficiently and effectively.

Keywords: *Madrasah-Based Management, Education Quality, Transformative Participation*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang implementasi manajemen berbasis madrasah dalam peningkatan mutu pendidikan di Madrasah Aliyah Tulungagung dari tiga aspek manajemen, perencanaan, pelaksanaan, dan evaluasi. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, dengan situs penelitian di MAN 1 Tulungagung dan MAN 2 Tulungagung. Teknik pengumpulan data menggunakan wawancara, dokumentasi dan observasi lapangan. Teknik analisis datanya menggunakan model interaktif Milles Huberman, yaitu reduksi data, display data, dan verifikasi data. Hasil penelitian menunjukkan bahwa kedua madrasah tersebut telah menerapkan manajemen peningkatan mutu pendidikan berbasis madrasah mulai dari perencanaan, pelaksanaan, dan evaluasi untuk mewujudkan lembaga pendidikan Islam berprestasi; Perencanaan peningkatan mutu pendidikan berbasis madrasah mencapai pada level 3 yaitu representatif participation; pelaksanaan peningkatan mutu pendidikan berbasis madrasah mencapai pada level 4 yaitu transformatif participation; dan evaluasi peningkatan mutu pendidikan berbasis madrasah mencapai pada level 4 yaitu transformatif participation. Penelitian ini memberikan implikasi tentang pentingnya manajemen berbasis madrasah yang dilakukan secara totalitas dengan melibatkan semua pihak dalam mengelola lembaga pendidikan secara efisien dan efektif.

Kata Kunci: *Manajemen Berbasis Madrasah, Mutu Pendidikan, Partisipasi Transformatif*

Please cite this article in APA style as:

Fatihin, M. K., Asnawi, N., Tharaba, M. F. (2023). Transforming Islamic Education: Madrasah-Based Management Strategies for Academic Excellence. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(4), 1145-1160.

INTRODUCTION

Islamic education plays a vital role in forming the character and qualities of individuals in society, as well as making a significant contribution to the intellectual, moral, and social development of the younger generation. In Indonesia, Islamic educational institutions have a significant role in ensuring that religious teachings, Islamic values, and high academic standards are realized in forming a superior generation. Two Islamic educational institutions with a strategic role in this context are Madrasah Aliyah Negeri (MAN) 1 Tulungagung and MAN 2 Tulungagung.

As an integral part of the Islamic education system in Indonesia, MAN 1 Tulungagung and MAN 2 Tulungagung are committed to creating graduates who are not only academically competent but also have noble character. In order to fulfill this commitment, implementing Madrasah-Based Management is becoming an increasingly relevant option.

The madrasah-based management approach offers a holistic approach to managing Islamic educational institutions, focusing on curriculum development, human resources, infrastructure, and community empowerment (Amon et al., 2021; Iswan et al., 2021). This approach encourages educational institutions to be more adaptive to changes in the world of education, as well as to ensure that Islamic religious values become an integral part of every aspect of life at school.

SBM is a strategy for creating compelling and productive schools/madrasah (Kultsum, 2020; Zubaida, 2022). SBM is decentralizing school administration authority levels to the school level (Asad, 2021). Responsibility and decision-making regarding the implementation and administration of schools have been handed over to the principal, teachers, parents, students, and other members of the school community (Martin, 2019; Indriasih et al., 2021). SBM is one of the approaches chosen in the decentralized era as an alternative to improving the quality of education (Siti Aminah et al., 2015). All education stakeholders in schools must determine the SBM concept for determining policy. Madrasah as an institution regulates learning activities, which are reflected in the educational process in Madrasah, which involves the head of the Madrasah. Madrasah provide opportunities for Madrasah heads, teachers, and students to innovate and improvise, both in the curriculum, learning process, managerial, and in activities that are creative, innovative, and professional with community involvement (Suwarno, 2021).

School-based quality improvement management is a new alternative to education management, emphasizing school independence and creativity (Anajih, 2019; Aliyas et al., 2020; Baharun, 2023). This concept was introduced by the practical school theory, which focuses more on improving the educational process. School-based quality improvement management aims to make schools independent or empowered by giving authority or autonomy to schools and encouraging schools to make participatory decision-making (Modelu, 2019; Devi,

2021). Schools, or in other terms, madrasah, have full authority in developing their school organizations. School management, such as infrastructure, educational staff, and learning management, are some of the indicators in supporting the quality of madrasah.

Improving the quality of education is a development target in the national education sector and is an integral part of efforts to improve overall human quality (Baro'ah, 2020; Permana et al., 2022; Muhith et al., 2023). Efforts to make the nation's life smarter are the responsibility of education, especially in preparing students to become subjects who are devoted to God Almighty, have a noble character, are challenging, creative, independent, democratic, and professional in their respective fields (Adawiyah, 2019; Aspi, 2022).

Efforts to improve the quality of education are a task for all components in the Madrasah (Baharun, 2023). This can be implemented if madrasahs have a dynamic, creative, and innovative attitude in improving the quality of education. In this case, madrasahs are given the trust to organize and manage themselves according to environmental conditions and the needs of their students (Yanto et al., 2019). However, so that the quality of education is maintained and the quality improvement process remains controlled, there must be standards that serve as references/guidelines for evaluating the success of quality improvement. This thinking has encouraged the emergence of a new approach, namely the management of improving the quality of education, known as madrasah-based quality improvement management (MPMBM). The Madrasah-Based Quality Improvement Management Policy (MPMBM) is a form of educational decentralization chosen to make schools independent and improve the quality of education. This policy is implemented by implementing transparent management and by involving parties with an interest in education (Wahyono, 2019).

Based on the facts mentioned above, it is, of course, necessary to make improvements, one of which is reorienting the administration of education, namely from central-based quality improvement management to school-based quality improvement management. MAN 1 Tulungagung and MAN 2 Tulungagung are Madrasah or schools that experience progress yearly regarding facilities and infrastructure, learning activities, teacher professionalism, and so on. This madrasah was previously very simple and only had three rooms.

This research is novel in that the two madrasah are located in a local context that may have special characteristics, culture, and unique challenges. Assessing how Madrasah-based management adapts to these local characteristics and addresses challenges specific to educational institutions in the region is a unique aspect of this research. In addition, the implementation of madrasah-based management covers various aspects, including resource management, curriculum development, learning, and community participation. Integrating different scientific disciplines in this research, such as management science, education, and religion, allows a more holistic approach to creating an outstanding Islamic educational institution.

With everything limited, the madrasah can implement educational programs. The problem revealed in this research is the role of madrasah-based quality improvement management (MPMBM) in improving the quality of schools

or madrasah so that these schools can run well and smoothly and experience significant progress.

RESEARCH METHODS

The research uses a qualitative case study type approach. A case study is a type of research carried out to examine, study, and examine in detail, starting from the background of the current situation and examining social interactions within a unit (Moleong, 2014). Based on the qualitative approach with a multisite design used in this research, the research site consists of MAN 1 and MAN 2, Tulungagung Regency. Because as a critical instrument, researchers in qualitative research play a very complex role. The position of the researcher in this research is as a planner, implementer of data collection, analysis, and data interpreter, and ultimately, the researcher becomes the reporter of the results of the research conducted in these two madrasah.

The data sought or collected is about the management concept of improving the quality of madrasah-based education, namely that managing education involves all components of the madrasah so that all play an active role in planning, implementing, and evaluating improving the quality of madrasah-based education.

Table 1. Research Data and Indicators

Focus	Indicator	Sub Indicator
Planning, implementation and evaluation of improving the quality of madrasah-based education	Building collaboration and participation in planning, implementing and evaluating madrasah quality.	Developing vision, mission, curriculum, teacher competency, infrastructure and student achievement

The data collection techniques used are observation; this research evaluates the quality improvement management program at the two madrasahs, in-depth interviews to extract meaningful information, and information from informants related to the research theme. The informants used in this research were 24 people consisting of Madrasah Heads, Deputy Madrasah Heads, Teachers, Employees, and Students. Next, researchers use documentation activities to search for data through several archives and documentation, newspapers, magazines, journals, books, and other relevant written objects.

After the data was collected, analysis was conducted by looking in depth at quality improvement management at the two madrasah, using the Miles and Huberman model of qualitative data analysis techniques, namely data reduction, data display, and conclusion. Data reduction took place continuously throughout the research. Data obtained in the field is written in the form of detailed descriptions. During data collection, the subsequent reduction stage occurred, namely summarizing, coding, determining themes, creating clusters, and writing memos. The presentation of data is intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action. The presentation of data in this research is also intended to find meaning from the data that has been obtained, then arranged systematically from complex to simple but selective forms of information. Researchers verify (conclude) after obtaining

data from recordings, interviews, documentation, and observations. Once deemed adequate, the researcher hypothesizes the relationship between the existing phenomena and tests it with another version of the data.

RESULTS AND DISCUSSIONS

Madrasah-based quality improvement management is a management model that provides greater autonomy to madrasah, provides flexibility/flexibility to madrasah to manage madrasah resources to improve the quality of education, and increases the participation of madrasah residents and the community to meet the quality needs of madrasah within the national education framework (Anwar et al., 2019; Gani et al., 2020; Muljawan et al., 2023). Giving greater autonomy to madrasah, giving more authority in managing and designing in order to develop the programs and potential of madrasah to the maximum; this is because the conditions of madrasah are not the same as those of other educational institutions (Masud, 2021; Zaid et al ., 2022; Yaqin et at., 2022).

The results of the researcher's observations in the field show that the actualization of madrasah-based quality improvement management at MAN 1 Tulungagung and MAN 2 Tulungagung is good, which is based on the researcher's observations of existing conditions and realities, as well as the results of the researcher's interviews with the head of the madrasa and the representatives. The head of the madrasah said that madrasah-based quality improvement management (MPMBM) was a national policy. Both institutions have implemented the MPMBM concept because, from the beginning of their existence, madrasah started from, for, and by the community, so their growth and development depended on the community.

This is a plus point for madrasah in realizing MPMBM, where madrasah must be more independent in managing their institutions. It is simple to realize this MPMBM for the two madrasah; in fact, implementing MPMBM as a national policy is a breath of fresh air for them to continue to develop and further improve the quality of education they have managed so far. Moreover, this MPMBM is a national policy, and One of the goals is to improve the quality of education.

To improve the quality of education, the two madrasah carry out an analysis first before formulating the program that will be carried out to find out the needs of the community and the challenges that will be faced because the hope is that the output that the two madrasah will produce will be able to compete with other upper secondary level graduates. Moreover, they can have an impact on the environment wherever they are.

Internal and external analysis is essential in planning and managing a madrasah or educational institution (Sakinah et al., 2019; Mustapid et al., 2021; Norman et al., 2022). They help in understanding the factors that influence madrasah performance and help in identifying internal strengths and weaknesses as well as external opportunities and threats that need to be considered. The combination of internal and external analysis helps madrasah to plan more effective strategies, identify opportunities to improve the quality of education and overcome challenges they may face. With a deep understanding of these factors,

madrasah can take better action to achieve their educational goals.

Planning Stage

Before preparing a plan to improve the quality of education, the first thing that must be done is an analysis of the madrasah situation to determine the challenges (discrepancies between the current situation and what is expected). The size of the discrepancy between the current target and the expected situation indicates the size of the challenge. This analysis activity is carried out by the head of the madrasah together with the waka and madrasah staff after identifying the functions needed to achieve the target of improving the quality of education.

Based on the results of this analysis, the madrasah formulates programs that refer to the madrasah vision and mission because the madrasah vision and mission are targets to be achieved in one academic period, where the implementation is reflected in the form of madrasah programs. The targets to be achieved are reflected in the madrasah vision, so formulating targets is guided by the madrasah vision. The vision is an image that becomes a reference for the madrasah and is used to formulate the mission (Syarif, 2020; Mashar, 2021; Majir et al., 2022). In other words, a vision is a far-sighted view of what the madrasah will be like or what the madrasah will be like in the future. Such a picture will always be filled with opportunities and challenges. Therefore, program formulation must be distinct from the vision of the madrasah and the Vision and Mission of both institutions. From here, it is then translated into a program, which has been put together because the programs cannot be implemented in just one part but instead mutually strengthen, support, and collaborate.

SWOT analysis is carried out to determine the level of readiness of each function of all organizational functions required to achieve predetermined targets related to the level of readiness of functions determined by the level of readiness of each factor involved in each function (Phadermrod et al., 2019; Hajizadeh et al., 2019; Puyt et al., 2020). SWOT analysis is carried out on all factors involved in each function, both factors classified as internal and factors classified as external (Vlados, 2019; David, 2019; Farrochnia, 2023).

In connection with this SWOT analysis, the researcher interviewed the deputy head of the madrasah for public relations. He said that "before the program is designed, a SWOT analysis is first carried out to determine the readiness of the existing factors... because the planned program is likely to be effective or efficient, only if we know that the program is possible and meets needs will the program be included".

Based on the findings of quality improvement planning in these two institutions, it can be analyzed that the role of madrasah components in planning to improve the quality of madrasah education has gone well. Based on White's theory, the role of madrasah components in program planning is divided into four levels, namely: (1) Nominal Participation means the role of the head of the madrasah and stakeholders is sufficient to be present at meetings held by the madrasah, (2) Instrumental Participation means the role of the head of the madrasah and stakeholders contribute in the form of energy, materials and money, (3) Representative Participation means the role of the head madrasahs

and stakeholders contribute ideas in the form of suggestions and opinions in supporting the program, (4) Transformative Participation means the role of the madrasah head and stakeholders' involvement in organizing, making decisions and carrying out activities as well as being responsible for the success of the program.

Based on the planning of the factors observed in analyzing the level of stakeholder participation in planning to improve the quality of madrasah-based education by White's theory, it is at level 3, namely Representative Participation, which means the role of the head of the madrasah and stakeholders is to contribute thoughts in the form of suggestions and opinions in supporting the program.

Implementation Stage

In implementing improving the quality of education in both institutions, several programs are created to improve the quality of education; these programs are superior in both madrasahs. Various strategies have been prepared in various learning syllabi, all of which are included in superior programs consisting of 1) Curriculum program, including accommodative learning programs, team teaching, monthly reports, and teacher professionalism; 2) Student affairs programs, including the development of talent, interest and non-academic achievements (literacy, drum band, sports, arts, flag ceremony, before the first lesson is held, all students hold Al-Qur'an recitation activities and so on. 3) Public Relations Program, including efforts to increase community participation, building relationships with educational institutions, relationships with the Madrasah Working Group (KKM), delegating teachers and students to specific tasks, such as taking part in tournaments. Competitions, seminars, etc.

The implementation of improving the quality of madrasah-based education at MAN 1 Tulungagung and MAN 2 Tulungagung is as follows: First, both institutions have implemented it by a mutually agreed plan. All madrasah components support the implementation of the education quality improvement program. In principle, participation or participation of staff is highly expected to build quality madrasah education. This is to White's theory that staff participation has quite a significant influence on the implementation of improving the quality of madrasah education. Second, the implementation of management to improve the quality of madrasah-based education in both institutions has been carried out by involving all groups with interest in the quality of madrasah education by carrying out programs to improve the quality of education in madrasah, which is a necessity and obligation in order to increase teacher competence by conducting training, workshops, seminars, accessing the internet to support the teaching and learning process, conducting further studies, carrying out curriculum development, providing adequate and relevant educational facilities and infrastructure, evaluating the continuous improvement of the quality of madrasah education carried out by the head of the madrasah as well as by teachers and staff through regular meetings monthly, providing effective and efficient coaching for all students so that they can develop their talents and potential.

Implementing the madrasah quality improvement program requires the participation of all madrasah components through a communication approach (Prayogi et al., 2022). The head of the madrasah with the teacher council plays a role in carrying out programs to improve the quality of madrasah education because this will be able to improve a comfortable working atmosphere and, in turn, be able to improve the performance and spirit of Islamic brotherhood and be able to improve the quality of madrasah education.

Based on the analysis of the level of stakeholder participation in improving the quality of madrasah-based education by White's theory, it is at level 4, called Transformative participation, meaning the active involvement of staff in organizing, making decisions, and carrying out an activity.

Evaluation of Education Quality

Evaluation is a process of monitoring activities to keep the evaluation program focused on achieving planned goals (Simons, 2019; Oztemel & Gursev, 2020), as well as controlling activities that deviate or are not appropriate to the intended target. In this regard, evaluation is an essential function of the overall management function and crucial for educational leaders (Daniëls et al., 2019; Leithwood et al., 2020), such as madrasah heads. The main aim of evaluation is to ensure that what is programmed becomes a reality. If the evaluation process is carried out well, then deviations or errors can be prevented or at least can be discovered early on. From the programs arranged to improve the quality of education in the evaluation process so that it continues to run as programmed, there are several things that madrasahs do.

In connection with the implementation of this supervision, the following are the results of the researcher's interview with the head of the madrasah; "In the evaluation process, the madrasah always holds evaluation meetings with staff, which are carried out jointly, continuously, periodically at least three times a year, in these meetings all existing problems are discussed as well as evaluating programs that have been and will be implemented."

The form of evaluation of improving the quality of education at MAN 1 Tulungagung and MAN 2 Tulungagung is broader than monitoring, supervision, and evaluation activities through meetings held by the head of the madrasah or committee administrators or stakeholders. Evaluation of the quality of education at two madrasah institutions has been carried out through madrasah accreditation by the National Accreditation Board. This institution is one of the institutions that control the quality of education in Indonesia. As stated by Hax and Majlif, the vision, mission, and objectives of the madrasah must: (1) communicate the three main pillars with the reason for the existence of the organization in terms of the main goals and tasks; (2) pay attention to the organization's relationship with staff; (3) includes goals or objectives in the sense of growth and development. Improving the quality of madrasah-based education through planning, implementing, and evaluating programs with a communicative, collective, collegial, and transparent approach has resulted in good cooperation among all components of the madrasah, which has shown high participation in realizing high-quality madrasah education.

Based on the analysis of the level of stakeholder participation in improving the quality of madrasah-based education by White's theory, it is at level 4, called Transformative participation, meaning the active involvement of stakeholders in organizing, making decisions, and carrying out an activity. In this process, stakeholders have a sense of responsibility for realizing the quality of madrasah education. The research findings on the two madrasahs can be seen in Table 2.

Table 2. Data Analysis of Cross-Site Findings

Management Aspects	MAN 1 Tulungagung	MAN 2 Tulungagung	Conclusion
Planning	Improving the quality of education in schools is guided by the vision and mission	Improving the quality of education in schools is guided by the established vision and mission	Both institutions improve the quality of education guided by their vision and mission.
	Commitment to madrasah management using SNP standards and accreditation systems, the Ministry of Religion curriculum	Commitment to madrasah management using SNP standards and accreditation systems, the Ministry of Religion curriculum and skills development models	Management uses the SNP accreditation system standards and includes a skills model.
	Increasing the professionalism of human resources, especially teachers, as a quality assurance design for the teaching and learning process	Quality assurance design for each process is a continuous improvement action by monitoring, measuring and analyzing the quality management system	Design to increase the professionalism of human resource quality as a quality assurance design.
	Focusing education quality management on input, process and output components.	Focusing education quality management on input, process and output components.	Education quality management is carried out according to existing components in both madrasah institutions.
	In the learning process, students feel comfortable in the services provided by the madrasah	Students feel comfortable in the learning process in the services provided by the madrasah	Students receive good service from both madrasah.
	Quality planning in the management review includes the quality of education (process and graduates), involvement of human resources in education management, optimal utilization of non-human resources, madrasah management and customer satisfaction (students and the wider community) regarding	Quality planning in management reviews includes the quality of education (process and graduates), the involvement of human resources in education management, optimal utilization of non-human resources, school management and customer satisfaction (students and the wider community) regarding school quality and	Quality planning in accordance with SNP to improve the quality of education in both madrasah institutions.

	the quality and performance of the madrasah.	performance. The achievements obtained by the school are the result of understanding every process that occurs as a form of improving the quality of the school	
Implementati on	The implementation of the vision and mission of the madrasah head with madrasah residents and stakeholders has attempted to realize the vision and mission of the madrasah so that it runs effectively and efficiently	In implementing the vision and mission, all components of the madrasah are actively involved in realizing good everyday life in the madrasah	All madrasah components are active in realizing the vision and mission effectively and efficiently.
	In the implementation of increasing the competency of teaching staff, stakeholders have played an active role in providing suggestions, opinions and facilities so that the program can run according to the plan that has been mutually agreed upon.	The active role of madrasah heads together with teacher councils, committees and stakeholders in improving the competence of teaching staff continues to increase, especially regarding pedagogy	Implementation of the competence of teaching staff and stakeholders has played an active role in providing good facilities and infrastructure.
	The role of stakeholders is to be responsible for implementing the education quality improvement program guided by the 8 National Education Standards. The implementation of the program has been supported by all components of the madrasah.	The role of stakeholders in the implementation of improving the quality of education is to proactively control and evaluate the implementation of the program, either through direct monitoring or conveying findings in meetings held by the head of the madrasah.	The role of all madrasah residents is very good in implementing improving the quality of education, playing a proactive role in carrying out control.
	The head of the madrasah together with the committee and stakeholders submitted a proposal to the government through the District Ministry of Religion office and forwarded it to the region and to the central Ministry of Religion.	Committees and stakeholders in procuring learning infrastructure needed to support the teaching and learning process.	Madrasah heads and stakeholders support the existence of learning facilities and infrastructure.
	Improving the quality of education has resulted in curriculum development. Building	The implementation of curriculum development is a shared desire between the head of the madrasah	Making the quality of madrasah education better and meeting the demands of society and

	maximum, tireless cooperation from all madrasah components, madrasah heads, teacher councils, especially stakeholders	and the community/parents of students to make the quality of madrasah education better and meet the demands of society and the needs of students.	the needs of students.
	Coaching to improve student learning and achievement. Teachers have carried out activities in the form of tutoring, training for Islamic arts performances such as drama, making wall magazines, developing KIR groups, training to take part in science olympiads and KSM.	The head of the Madrasah and the board of teachers and supported by the parents of the students and the madrasah environment, so that students can learn with enthusiasm and achieve many achievements.	Coaching to improve student learning and achievement is supported by all stakeholders.
Evaluation	Joint commitment of all madrasah components and stakeholders in supervising the implementation of the madrasah vision and mission with the hope that the implementation of the madrasah vision and mission can be realized in daily life both in the madrasah and in the community	Evaluation of the implementation of the vision and mission has been carried out by all interested components such as: madrasah principal, waka, teacher council, committee/stakeholders in synergy with one another	Evaluation of the vision and mission has been carried out by all components.
	Participation from all components of the madrasah starting from the head of the madrasah and stakeholders in order to realize educational quality standards which are a common hope to be realized, especially in programs to improve the quality of education.	Evaluation of the implementation of the madrasah education quality standards that have been set is evaluated through stages by all madrasah components. is proof of the participation of all components in carrying out evaluations of the implementation of improving the quality of education.	Participation in the implementation of education quality standards that have been evaluated through stages by all components.
	The role of stakeholders in carrying out supervision or evaluation of improving the quality of education in accordance with the quality standards that have been planned and implemented	Stakeholder participation shows their pro-active involvement in increasing teacher competency. The head of the madrasah and the teacher council are very crucial in improving the quality of education in the madrasah, so that there is good cooperation	The role of stakeholders in monitoring or evaluating improving the quality of education.

	between the head of the madrasah and all components of the madrasah, including stakeholders.	
Evaluation of madrasah curriculum development. The madrasah head always involves all parties to maintain objectivity.	Active role of all components in evaluating and evaluating the implementation of curriculum development.	Implementation of evaluations that have been well planned and professional by collaborating with supervisors and stakeholders.
Participation or role of stakeholders in monitoring the procurement and use of infrastructure facilities.	All madrasah components, starting from the madrasah head, teacher council, students, committees and stakeholders, have played an active role in supervising the use of existing infrastructure.	The participation of madrasah components has played an active role in monitoring the use of existing infrastructure.
	Evaluation of student development has been carried out jointly by the madrasah head, teacher council, parents, madrasah hcommittee/stakeholder, so that students can study diligently and excel as a preparation for them in the future.	Evaluation of students has been carried out jointly by the head of the madrasah and stakeholders so that students can study diligently and excel.

Starting from the research findings in Table 2 above, this research provides significant theoretical and practical contributions to Islamic education. This research provides a deeper understanding of the concept of madrasah-based management. This helps enrich academic literature and management theory with new insights into the management of Islamic educational institutions. In addition, this research can contribute to the development of organizational and educational theory by analyzing how the implementation of madrasah-based management influences the structure, culture, and learning processes in Islamic educational institutions.

CONCLUSION

Madrasah-based youth management is a new alternative to education management that places more emphasis on school independence and creativity. Madrasah-Based Quality Improvement Management in this research is a management model that provides greater autonomy to schools and encourages schools to make participatory decision-making to meet school quality needs or to achieve school quality goals within the national education framework.

To create an outstanding Islamic educational institution; Planning to improve the quality of madrasah-based education reaches level 3, namely

Representative Participation; implementation of improving the quality of madrasah-based education reaches level 4, namely transformative participation; and evaluation of improving the quality of madrasah-based education reaching level 4, namely transformative participation.

ACKNOWLEDGEMENTS

The researcher would like to thank the Chancellor of the State Islamic University, MAulana Malik Ibrahim, the Postgraduate Director and the head of the study program, who has assisted the researcher in completing this research. The researcher also would like to thank the madrasah principal, deputy madrasah principal, and teacher council, who have assisted the researcher while in the field.

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