

Efforts of Madrasah Heads In Improving The Quality of Education

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ABSTRACT

The quality of education is an institutional benchmark for the wider community, for this reason it is necessary for a madrasa head to improve madrasah programs in order to improve the quality of education in the institution . The formulation of the problem is: (1) What are the efforts of the head of the madrasah in improving the quality of education at MTs Al-Musthofa Grabagan for the 2023 academic year. (2) What are the supporting and inhibiting factors for the head of the Madrasah Al-Musthofa in improving the quality of education. The purposes of this research are: (1) To find out the efforts of the head of the madrasa to achieve quality in the institution. (2) To understand what are the supporting and inhibiting factors for madrasa heads in improving the quality of education. The conclusions of the results of this study indicate that: (1) The quality of education comes from the words quality and education. Quality in Arabic is "khasana" which means good, in English quality means quality, quality. In the Big Indonesian Dictionary, quality is a measure of the good or bad of an object, level or degree (intelligence, intelligence, and so on). In terms of quality is the quality of meeting or exceeding customer expectations. Thus quality is a level of quality that meets or even exceeds expectations. In the process of seeking quality education here, the head of the madrasa involves existing resources in the madrasa, namely deputy heads of curriculum, deputy heads of student affairs, and also religious teachers. Because seeing from the vision of MTs Al-Musthofa grabagan, namely "The realization of madrasa graduates who are superior, cultured, useful and have noble character". (2) Supporting factors for MTs Al-Musthofa, namely: a. Strategic Institution Location b. Average HR Graduates from Religion and PTU (Public Higher Education) c. The community members and parents of students were enthusiastic. The inhibiting factors are: a. Inadequate sources of funds at the institution b. Lack of institutional facilities c. Limited technological tools d. Lack of Honor (salary) e. There is a trend of Islamic boarding schools which provide formal school facilities

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1. Introduction.

Law of the Republic of Indonesia No. 20 of 2003, concerning SISDIKNAS looks at education from the side of the process, by formulating education as a conscious and planned effort to create a teaching and learning atmosphere for students to actively develop their potential to have religious spirituality, self-control, good personality, noble character, intelligence and skills that are needed, society, nation and state.

M Nasutian (2004; 15). Opinion The quality of education comes from the words quality and education. Quality in Arabic is "khasana" which means good, in English quality means quality, quality. In the great Indonesian dictionary, quality is the measure, good or bad of an object of rank or degree (intelligence, intelligence, and so on). In terms of quality, quality is quality that meets or exceeds customer expectations. Thus, quality is a level of quality that has met or even exceeded expectations.

According to Sudarwan, quoted in the book on the education quality assurance system, in the context of education, the definition of quality refers to inputs, processes, outputs, and their impacts. The quality of input can be seen from several aspects, namely:

1. Whether or not there are good human resources in the institution such as principals, teachers, administrative staff, laboratories, and students.
2. Whether or not it meets the material criteria in the form of teaching aids, books, curriculum, school facilities, and others.
3. Whether or not it meets the input in the form of software, such as Regulations, Organizational structure, and Job description.
4. Have qualities that are expectations and needs, such as vision, mission, motivation, perseverance, and ideals.
5. Educational outcomes are considered quality when they are able to produce academic and extracurricular excellence in students who are declared to have graduated in one level of education or graduated in a certain learning program.

Sabar Budi raharjo et al. (2019; 11) In general, quality contains the meaning of the degree (level) of excellence of a product (work/effort) both in the form of goods and services, both tangible and intangible. In the context of education, the definition of quality refers to the educational process and educational outcomes. In the quality "educational process" is involved as inputs, such as: teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the teacher's ability), school facilities, administrative support and other infrastructure facilities and resources as well as the creation of a conducive atmosphere.

(Mustajib; Muna, 2021) Quality education does not happen arbitrarily by itself, quality education is the result of an activity or educational process that runs well. According to Arcaro, quality is an image and characteristic of a good or service that shows its ability to satisfy consumers in the context of education, the definition of quality includes inputs, processes and also educational outputs. Suryadi and Tilaar explained that the quality of education is the ability of an education system that is always directed effectively to increase the value of the input factor in order to produce the highest output.

Riyuzen Praja (2018; 63). Classroom support functions to synchronize these various inputs or synergize all components in the interaction (process) of teaching and learning both between teachers, students, and supporting facilities in the classroom and outside the classroom, both in curricular and extra-curricular contexts, both within the scope of academic and non-academic substances in an atmosphere that supports the learning process. Quality in the context of "educational outcomes" refers to the achievements achieved by the school in each certain period of time (whether at the end of each year, the end of the year, 2 years or 5 years, even 10 years).

Based on the relative concept of quality, quality education if:

Internal customers develop both physically and psychologically. Riyuzen Praja Tuala (2018; 65-66). Physically between getting financial rewards. While psychologically it is if they are given the opportunity to continue to learn and develop their abilities, talents and creativity.

Primary external (students) become lifelong learners, good communicators in national and international languages, have technological skills for employment and daily life, cognitively ready for complex work, problem solving and knowledge creation, and becoming socially and culturally responsible

citizens. Secondary external (parents, government and company leaders) get positive contributions and contributions. For example, graduates can meet the expectations of their parents and the government and company leaders in terms of carrying out the tasks and jobs given. Tertiary external (job market and wider society): graduates have competence in the world of work and in community development so as to influence economic growth, people's welfare and social justice.

The process and quality education results are interrelated. However, in order for the process not to be misguided, quality in the sense of results (output) must be formulated first from the school, and it must be clear the target that will be achieved in each year or other period. Various inputs and processes must still refer to the quality of the results (outputs) to be achieved. In other words, the responsibility of schools in school-based quality improvement is not only in the process.

But the responsibility is also on the results achieved. To find out the results/achievements achieved in an institution, especially those related to academic or cognitive ability, benchmarking can be done (using standard reference points, such as NEM). Evaluation of all educational results in each institution, both those that already have benchmarks (benchmarking) and others (extra-curricular), is carried out by individuals from the school as self-evaluation and also to improve the target of the quality and educational process of the following year. According to Usman, there are 13 quality characteristics in the world of education

The characteristics are:

a. Performance

Related with Aspects madrasah. Like Performance teacher in good learning, giving a convincing explanation, diligent in teaching as well as the discipline of leaving, and preparing the lesson materials in advance before teaching completely. Administrative and educational services that can be characterized by high learning outcomes, satisfactory graduates, minimal dropouts, and many students who graduate on time.

b. Timeliness

finished with the right learning time. For example, when the teacher starts learning and ends the lesson exactly on the scheduled time, the time limit for work is reasonable, the time for promotion is reasonable.

c. Handal (reability)

This is like the service provided by the madrasah to students who survive excellently from year to year, supervisors or teachers work protracted from year to year.

d. Durability

The endurance, for example, despite the monetary crisis of the madrasah, still persists educators and students do not despair and are always enthusiastic.

e. Beautiful (aesthetics)

Such as the interior and exterior of the madrasah are neatly arranged, the garden is planted and decorated with beautiful, attractive and maintained flowers, teachers or lecturers make interesting learning media, madrasah residents have a neat appearance.

f. Personal interface

Upholding human values and the moral of professionalism.

g. Easy of use

The facilities used. Such as regulations that are easy to apply. Books from the library itself are easy to borrow and return at the right time, and the teacher's explanations are easy for students to understand.

h. Special form (feature)

In terms of certain advantages. For example, there are schools that excel with their extracurricular activities.

i. Standar tertentu (conformance to specification)

Meet the standards. For example, madrasah has been accredited, madrasah schools have also met the standards for the minimum national exam.

j. Consistency

Laughter, stability, constant. For example, the quality of madrasahs from the past to the present is consistent and does not decrease.

k. Seragam (uniform)

Uniform means not mixed. For example, madrasahs standardize or give uniforms for school clothes and for official clothes. The school implements rules indiscriminately to whom and favoritism.

l. Serviceability

Able to provide excellent service. For example, madrasahs provide a suggestion box, from the suggestions that come in, they contain and are filled with good suggestions. Madrasah is able to provide excellent service so that all customers can feel satisfaction.

m. Accuracy

Determination in serving. For example, the madrasah is able to provide services that are suitable for what madrasah customers want

All energy from the head of the madrasah is used to improve the quality of education. The performance of the principal is very important in terms of education management in schools. The head of the madrasah must be able to carry out management functions well. This is because the task of the head of the madrasah is to be an exemplary figure in the institution. The success of learning in madrasahs depends on the head of the madrasah. The head of the madrasah must strive to improve the quality of work of educators in madrasahs. The performance of educators will increase if the performance of madrasah heads is also good. Head performance

The madrasah is in the form of comprehensive performance and will ultimately create quality improvement and achievement of learning goals.

Based on the Strategic Plan of the Ministry of Education for 2010-2014, the strategic effectiveness of school principals is emphasized on excellent education services to form the character of intelligent and comprehensive Indonesian people, including the availability and affordability of quality, relevant and equivalent education services in all provinces, districts and cities as well as the availability of a reliable governance system in ensuring excellent national education services.

Tatang Ibrahim (2021; 224-225). The definition of quality of education has many meanings and differs according to opinions. However, it is necessary to have an operational understanding to be a guideline in education management in order to arrive at the meaning of quality education, we will first look at the definition and meaning of quality according to quality experts. Globally, quality is the overall description and characteristics of goods and services that exist their ability to satisfy the expected needs of consumers. In the Great Dictionary of Indonesian quality is as follows: "Quality is a measure of the good or bad of a situation, object, level or degree.

Based on observations and interviews conducted by researchers at MTs Al-Musthofa Grabagan on July 18, 2023, quality is an income for the implementation of ongoing activities. In this madrasah there is a head of the madrasah who is disciplined, meticulous, innovative, and firm, as well as democratic in leading educational institutions, especially in terms of moral education, the head of the Al-Musthofa madrasah is very inculcated in the institution's students the moral education.

Mts Al-Musthofa Grabagan is a madrasah that has a special value from schools in general, namely religious skills such as *diniah wustho*. will exist, some people entrust their sons and daughters to study at MTs Al-Musthofa with the intention that their sons and daughters can gain knowledge for the public as well as religious knowledge and become the next generation who prioritize moral character.

However, the number of students at the institution has decreased in recent years. Based on this background, it encourages researchers to research on "Efforts of Madrasah Heads in Improving the Quality of Education at MTs Al-Musthofa Grabagan in 2023" to find out how the efforts of madrasah heads to improve the quality of education in institutions and find out the supporting and inhibiting factors in the institution to create quality graduates to arouse the wider community to entrust their sons and daughters to institutions aforementioned.

The author is interested in this problem, so he makes two formulations of problems that need to be answered as field actions. The formulation of the problem is, first: What are the efforts of madrasah heads in improving the quality of education at MTs Al-Musthofa grabagan tuban in 2023? What are the efforts of madrasah heads in improving the quality of education at MTs Al-Musthofa grabagan tuban in 2023? Second: What are the supporting and inhibiting factors of the head of the Al-Musthofa madrasahs in improving the quality of education? The objectives of this Field Action Research are, first: To find out the

efforts of the head of the madrasah to achieve quality in the institution. Second: To understand what are the supporting and inhibiting factors for madrasah heads in improving the quality of education.

2. Method.

The type of research in this study is a qualitative approach. Meanwhile, the presence of researchers in this study is for observers, participants/participants, meaning that in the process of collecting data, researchers make observations and listen carefully as much as possible to the smallest possible.

The research took place at MTs Al-Musthofa which was located on Jl. Grabagan, Grabagn District, Tuban Regency 623712 tel. (0356) 7012136 e-mail: almusthofagrabagan@yahoo.co.id. This madrasah was chosen by the researcher because it has its own value from schools in general, namely the existence of diniah wustho, in addition, MTs Al-Musthofa is also very committed in terms of the application of moral character. The data source is carried out by the author through primary data and secondary data. The primary data in this study are in the form of interviews conducted by the author with competent sources for this study.

By making observations, researchers will find situations and conditions directly related to the object of research. As the researcher found when observing at MTs Al-Musthofa, the grachart is how the condition of the madrasah environment, facilities and infrastructure, the teaching and learning process at MTs Al-Musthofa, and the condition of teachers and students in the institution. So observation is the first step taken by the researcher to start the research with the title Efforts of the Head of Madrasah in Improving the Quality of Education at MTs Al-Musthofa Grabagan Tuban

In this method, the researcher conducted an interview with Mr. Sutomo as the head of the Al-Musthofa madrasah to find data on the head of the madrasah in the context of the efforts of the head of the madrasah in improving the quality of education at MTs Al-Musthofa in 2023. Mr. Ahmad Nur Shohib as the curriculum waka who discusses the program and scheduling that will be carried out in the implementation of improving the quality of education, Mrs. Siti Ely Zuhliyah as the student affairs who discusses student discipline and discipline, Mr. Moch. Amin as a PAI teacher who discussed the implementation of religious activities in improving the quality of education at MTs Al-Musthofa grabagan.

The documentation data this time concerns the MTs Al-Musthofa grabagan institution, students, teachers, staff, rooms, activities at MTs Al-Musthofa grabagan. From the description above, it can be understood that the documentation method is corroborating data from observation and interview data.

3. Results and Discussion.

The researcher described the research findings with the focal point of the efforts of the head of the madrasah in improving the quality of education at MTs Al-Musthofa grabagan, Information obtained by the researcher through observations, interviews, and documentation conducted by the researcher at MTs Al-Musthofa grabagan, with this the researcher hopes to provide information about the efforts of the head of the madrasah in improving the quality of education at MTs Al-Musthofa grabagan.

3.1. *Efforts of Madrasah Heads in Improving the Quality of Education at MTs Al- Musthofa Grabagan*

The quality of education is one of the targets of the community to improve the quality of learning for their sons and daughters. A quality institution will receive more attention from the community, namely more interested in putting their sons and daughters in the institution. An institution can see the quality of its education through the output of the institution.

In improving the quality, the first thing that the head of the madrasah does is to plan the direction and goals of education, what the model and learning system of the madrasah is the planning of the head of the madrasah. The first step for the head of the madrasah is to create an educational curriculum, determine the vision and mission of the madrasah in order to have a direction and purpose and where and what the madrasah will be taken to and what it will look like.

The head of the madrasah must be able and mature in determining the goals and direction of education because the quality of education cannot be far from the leader. Educational institutions will achieve quality or quality as planned because of the efforts of the head of the madrasah who focuses on the direction of education.

At this stage, a madrasah head prepares for the next stage, namely the process of running the program, the head of the madrasah divides tasks to the workforce to carry out several processes that have been agreed upon and thought out carefully at the planning stage carried out in the meeting at the beginning of the year. Tasks are distributed by the head of the madrasah according to the abilities and talents of each educator, such as duties as curriculum waka, student waka, facilities, and the distribution of mapel teachers.

After the division of tasks for educators by the head of the madrasah and it has been agreed upon that, the head of the madrasah begins to give instructions about the program that has been formed. The task is for the head of the madras to the workforce in order to maximize the running of the process of the program.

The process or steps to improve the quality of education here, the head of the madrasah involves resources in the madrasah, namely curriculum waka, student waka, and also religious teachers. Because looking at the vision of MTs Al-Musthofa grabagan, namely "The realization of madrasah graduates who are superior, cultured, useful and have noble morals".

Sutomo explained that MTs Al-Musthofa is a madrasah that emphasizes religious or religious values, the basic MTs Al-Musthofa itself is an institution that is instilled with religious values, this can be seen from the subjects at MTs Al-Musthofa which are in the form of fiqh, monotheism, and morals.

And in the application of the madrasah was dinah wustho by the head of the madrasah MTs Al-Musthofa in collaboration with Mr. Ali Amin as the head of the madrasah Diniah Darul Falah, this was done by Sutomo to support learning that is basic Islamic at MTs Al-Musthofa so that the quality planned at the beginning is achieved with the design.

In an effort to improve the quality, Mts Al-Musthofa has excellent programs, which are based on local and global excellence that take advantage of Iokal's advantages and the need for global competitiveness in aspects of economy, culture, language, information and communication technology, ecology, and others, all of which are beneficial for the development of student competencies.

In developing the quality of education, it is carried out through education based on Iokal's flagship program and global flagship programs, namely:

Local Excellence Program

Actively participating in AMI (Anugerah Madrasah Innovation), JAMLIMA (Jamboree of Literacy, Religious Moderation) and training students to be able to utilize waste (Furniture Wood) to make crafts from wood waste.

Global Excellence Program

The Global Excellence Programs implemented at MTs Al-Musthofa are English Language Skills, and Javanese Language.

Table 1.1
MTs Al-Musthofa Grabagan Global Excellence Program

NO	Class	Activities	Activity Time
1.	VII VIII IX	English Champ	Every end of the first semester
2.	VII	Tahsinul Qur'an	The first month after matsama
3	VII VIII IX	Javanese Marsudi	Every end of the second semester

In addition to the flagship programs at MTs Al-Musthofa, Sutomo explained that efforts to improve the quality of education consist of academic and non-academic aspects. In terms of academics, the subjects at MTs Al-Musthofa Grabagan are not only five curriculum subjects, namely having religious-based subjects. Subjects other than the five curriculum subjects are fiqh, Arabic, monotheism, and aqidah.

In terms of Non-Academic in the form of religious skills, namely Jam'iyah prayer, khitobah, recitation of the yellow book, sermon of the Qur'an, jam'iyah istighosah, jam, iyah tahlil; and also the saman dance. Apart from religious skills, MTs Al-Musthofa also has extracurricular activities in the form of scouting, and volleyball.

Efforts to support the quality of MTs Al-Musthofa students are not only Diniah Wustho who collaborates with Diniah Darul falah pambuhan, but also collaborates with KORAMIL to train students in rows, in addition to also collaborating with the Grabagn Gun Health Center for health training, MTs Al-Musthofa also collaborates with SMK Gus Dur to welcome students who are proficient and master foreign languages.

Education Quality Control

Control is a series of activities of a manager to observe what has been done by subordinates correctly or not, as well as what is done by the head of the madrasah MTs Al-Musthofa grabagan always controls the program to improve the quality of education in the institution through students directly, also from the curriculum and student affairs.

This is done by the head of the madrasah to find out the development of the program he is running through educators who have been given the task of implementing the program. Education quality control is carried out periodically, namely every month. Control is a mandatory thing in the educational process, because with control a manager or head of the madrasah can know the condition of the process that has been running.

Evaluation of Education Quality

The evaluation is carried out by the head of the madrasah and the institution's workforce once a year. The evaluation was carried out during the year-end meeting held by the head of the madrasah. The evaluation was carried out to find out the shortcomings and advantages of the quality improvement program. If the program is successful and runs smoothly, the next school year will be used again and improved again.

However, if one of these programs lacks progress and does not run smoothly, it will be dismissed. Evaluation is the final step in a process, evaluation is needed because with the evaluation of the activity organizers can find out the results of the activity.

3.2. Supporting and Inhibiting Factors in Improving the Quality of Education

Supporting factors

As a supporting factor, of course, it is something that has a positive value for the institution. With this, the researcher will provide an appropriate explanation from the results of observations and interviews conducted by the researcher in order to get valid data and can be accounted for and hopefully can provide clarity in the context of marasah efforts in improving the quality of education at MTs Al-Musthofa Grabagan.

Sutomo explained that the factors that support the implementation of improving the quality of education at MTs Al-Musthofa are divided into two types, namely internal supporting factors and external supporting factors. Which we will present is as follows:

Internal Supporting Factors

Internal supporting factors are supporting factors that are within the scope of the madrasah or institution, the internal supporting factors at MTs Al-Musthofa are:

Namely the location located on Jl. Grabagan, Grabagn District, Tuban Regency, which is located in the sub-district environment. With the establishment of an institution located in the middle of the sub-district, it will make it easier for the community to reach the institution. With the establishment of a strategic institution, it will provide positive value for the institution and also the general public.

The existence of quality human resources will provide a quality of the teaching and learning process that is carried out in the institution. A learning activity will be more efficient if the educators are professional, professional in the sense of delivering lessons and professional in their own knowledge.

The existence of students who are based on religion is included in achieving quality at MTs Al-Musthofa, because the basis of the institution itself is the cultivation of religious character. With the support of students who already have the basics, it will make it easier in the process of achieving the quality of education in the institution.

External Supporting Factors

Residents of the surrounding community and parents of students are very enthusiastic about working together for the construction of the Al-Musthofa grabagan MTs building. With enthusiasm they made the work lighter and faster to complete, as for the community and the student's parents

It does not ask for a salary or payment of a penny which makes the minimal development funds more effective. In addition to supporting factors in improving the quality of education, it is certainly inseparable from inhibiting factors. And the inhibiting factors in efforts to improve the quality of education at MTs Al-Musthofa grabagan are:

With the lack of funding sources, as a result, only relying on operations from the state, from the lack of funding sources makes the facilities in schools limited, such as from development. The construction of buildings or others will be hampered by a lack of financing, which is very influential in striving for the quality of education because of the lack of facilities available in the institution.

This is also related to the first, namely the source of funds. The lack of facilities will greatly affect teaching and learning activities, which makes the process difficult. The lack of facilities can hinder the process of improving the quality of education, therefore as much as possible from the institution will meet the needs needed in the institution. The available facilities are also a factor in teaching and learning because with sufficient facilities it will make the teaching and learning process easier.

The lack of technological tools is also an inhibiting factor in improving the quality of education. In this modern era, everything has used advanced technology, if the limitations of technological tools will make it difficult to lag behind, especially in terms of the quality of education. This is very influential for improving the quality of education.

The existence of minimal honorarium will make some educators less enthusiastic in teaching, it will be an obstacle in the process of improving the quality of education. Honor is also an encouragement for certain parties to take place in the teaching and learning process because transportation costs also require costs.

With strong competitiveness and marketing strategies causing limitations to get new students at the Suwasta institution, the existence of tern makes me overwhelmed in the competition of institutional marketing. Judging from the surrounding community who prefer to place their sons and daughters in the Karennu Islamic boarding school, they have also provided a forum in the form of formal education.

In addition to learning with religious pressure points, they also get formal education. Therefore, the head of the madrasah thinks about what can compensate for these trends so that there is cooperation with other institutions to increase the effectiveness of the quality of education and what the community wants.

3.3. Efforts of Madrasah Heads in Improving the Quality of Education at MTs Al-Musthofa Grabagan

Planning is the first thing a manager does to describe what is done to realize a certain achievement. Where this achievement is a dream for a superior, planning is carried out to have a target to implement an institution that has quality education. From the above theory

The head of the madrasah MTs Al-Musthofa is the head of the madrasah who is very responsible in carrying out the task, the proof is that the head of the madrasah MTs Al-Musthofa is very concerned about improving quality, we can see from the first step taken by the head of the madrasah is to hold a meeting where in the meeting contains a plan to regulate the institution in terms of improving the quality of education, without planning it will not run smoothly a process.

In addition to the head of the madrasah distributing tasks to educators, the head of the madrasah also prepares the needs related to the implementation of the program so that the planned program runs as expected. Even the smallest thing is thought of in order to achieve the goal of striving for the quality of education in the institution and can realize quality education for their students.

3.4. The Process of Improving the Quality of Education of MTs Al-Musthofa Grabagan

An achievement in an institution cannot be separated from the process, the process is the second step taken by a leader to realize a plan, process or the step is carried out after getting an overview of a mature and approved plan, the head of MTs Al-Musthofa grabagan carries out the process with a clear goal, namely to achieve quality education, of course. With the running of this process, the educators on duty will

be easier because they already have a benchmark for which direction they will work in carrying out the task.

Control is carried out to observe a process that is running, control is the next stage of the process that is already running. The importance of control is carried out because a process must not always run smoothly and an obstacle is an absolute thing, this is also done by a head of madrasah MTs Al-Musthofa to find out how the process that he has made at the beginning of the year is running as expected in an effort to improve the quality of education in the institution.

The last step in an organization is evaluation, evaluation is very necessary to find out what are the shortcomings and what are the advantages of a program that was planned at the beginning. As done at the Al-Musthofa MTs institution, which is to evaluate the programs they have made to achieve the quality of education, their evaluations are used to find out the advantages of their programs and the disadvantages of the program, which can be taken policies regarding the program that will be carried out in the following year.

In order to improve the quality of education, of course, there are supporting factors and inhibiting factors. Supporting factors are factors that can help process development, while inhibiting factors are an obstacle that occurs in a process. This is also as experienced by MTs Al-Musthofa Grabagan in an effort to improve the quality of education in the institution, from the research that the researcher obtained, the supporting factors, namely those in MTs Al-Musthofa are as follows:

- Strategic location of the institution
- The average human resources of religious graduates and PTU (public universities)
- Character of religious students

Meanwhile, the inhibiting factors themselves are:

- Lack of funding
- Institutional facilities are lacking
- Limited technological tools
- Minimal employee honorarium
- The many trends of Islamic boarding schools that provide formal education

4. Conclusion

Planning is the determination or creation of programs that are carried out at the beginning of the year meeting with teachers to be carried out one year ahead. b. In preparation, the head of the madrasah divided the task to the workforce to carry out the program according to the capabilities of their respective workforce. c. The process or implementation of the program made at the beginning of the year involving curriculum waka, student waka, and other workers. d. Control the quality of education, control is carried out by the head of the madrasah himself and also ask for the help of curriculum waka, and student waka also to observe how the program runs. e. The last is Evaluation, evaluation is carried out by means of a year-end meeting in which the meeting discusses how the program has been running for one year, which at the meeting can determine which programs are feasible for next year and which programs must be eliminated.

The supporting factors of MTs Al-Musthofa are: a. Strategic Institutional Location b. The average human resources are Religious Graduates and PTU (Public Universities) c. Community members and parents were enthusiastic. The inhibiting factors are: a. The source of funds in the institution is inadequate b. Lack of institutional facilities c. Limited technological tools d. Lack of Honor (salary) e. There is a trend of Islamic boarding schools that provide formal school facilities

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