

Muhammadiyah Quality Concept in Improving the Quality of Education at MI Muhammadiyah Al-Haq Palu

Muhammad Rizal Masdul^{1*}, Rusli², Moh Ali³

¹Faculty of Islamic Religion, Universitas Muhammadiyah Palu, Indonesia

²UIN Datokarama Palu, Indonesia

³IAIN syekh nurjati Cirebon, Indonesia

*Corresponding Author, Email: rizal.masdul@gmail.com

ABSTRACT

As explained, this article discusses the concept of Muhammadiyah quality in improving the quality of education at MI Muhammadiyah Al-Haq Palu, where we found an ideal image that MI Muhammadiyah Al-Haq Palu has applied as we can see that they use several ways in their concept, such as religious spirit, soft skills, facilities, creative, innovative, professional. This concept is considered very successful because it is marked by various achievements that have been achieved by MI Muhammadiyah Al-Haq, such as having adequate human resources and complete facilities and infrastructure. In particular, MI Muhammadiyah Al-Haq Palu has the status of an excellent school. In this study, the researcher used a naturalistic paradigm with this type of qualitative research. At the study time, the researcher also used a case study approach. And in data collection, we conducted interviews with the parties concerned, and we also collected several documents with which we might be able to obtain the required information. This study indicates that quality education is very important to be carried out at Madrasah Ibtidaiyah Alhaq Palu by looking at the needs of stakeholders or the community regarding specialization and community expectations for an educational model.

Keywords – Quality Concept; Improving Education Quality; MI Muhammadiyah Al-Haq Palu

INTRODUCTION

Education is an important part of the national development process that determines economic growth (1). Education is also an investment in human resource development, where increasing skills and abilities are believed to be a supporting factor in human efforts to navigate a life full of uncertainty (2). Schools are the spearhead in producing quality and highly competitive Indonesian people (3).

In the National Education System Law Number 20 of 2003, it is stated that education is a conscious and planned effort to create a learning atmosphere so that students actively

develop their potential to have religious, spiritual strength, self-control, personality, intelligence, social attitudes, and skills that needed by himself, society, nation, and state. Thus, it is known that education is a planned system to create a complete human being (4).

Educational renewal is carried out continuously to face various challenges according to current developments. In the era of reform and democratization of education, the challenges faced by the education system include issues related to equity, quality, relevance, and efficiency of education. Education regulations in Indonesia produce several rules and laws that require the government to make policies related to the implementation of education in the community, both state-established and private institutions. The policy concerns all educational institutions from various ministries that establish an educational institution (5).

Law Number 20 of 2003 concerning the National Education System Article 60 paragraphs 1 and 2 confirms that accreditation is carried out to determine the feasibility of educational programs and units informal and non-formal channels at every level and type of education. The government accredits educational programs and departments and authorizes independent institutions as a form of public accountability (6).

Meanwhile, in terms of terminology, according to primary sources, it is explained that Muhammadiyah is an Islamic organization founded by K.H. Ahmad Dahlan on the 8th of Dzulhijjah in 1330 H., coinciding with the 18th of November 1912 AD in Yogyakarta (7). Muhammadiyah is a social reform movement based on Islamic religious values. Muhammadiyah itself defines itself as an "Islamic Movement, preaching amar makruf nahi munkar and tajdid, sourced from the Qur'an and As-Sunnah, and is based on Islam.

The purpose and objective of Muhammadiyah are to uphold and uphold Islam so that a truly Islamic society can be realized (8). The explanation of the true Islamic community as stated in the Purpose and Objectives of Muhammadiyah above by the Central Executive of Muhammadiyah is interpreted as a monotheistic society that is moderate, exemplary, inclusive and tolerant, solid and caring for others and has the awareness to carry out the mandate as a representative of Allah on earth who is on duty. Create prosperity, security, comfort, and harmony and quickly realize mistakes and mistakes and then apologize so that the ummah avoids sin and prolonged disobedience as an effort to get happiness in the hereafter.

Muhammadiyah is currently in a very complex vortex of ideology and dynamics of community life, both at the national and global levels. More specifically, the development of Muslims with all kinds of ideological orientations and movements. In this era of the 21st century, the story of human life also shows great tendencies in various aspects, accompanied by the increasingly widespread ideological power of liberalism, capitalism, and globalism, which permeates the entire structure of life in multiple nations. Although Daniel Bell states the end of ideology, that modern times are marked by the death of ideology, the reality of human life, government, and society is still inseparable from the ideological perspective.

As a Muhammadiyah citizen, those who live under the auspices of the Muhammadiyah organization must live the values contained in Muhammadiyah as we know that Muhammadiyah has its point of view in looking at various problems in Islam. Therefore, it attracted our attention as researchers to research with the title "Muhammadiyah Quality Concept in improving the quality of education at MI Muhammadiyah Al-Haq Palu," and with the formulation of the problem as follows: How is the Muhammadiyah Quality Concept in improving the quality of education at MI Muhammadiyah Al-Haq palu, then what are the implications of the Muhammadiyah Quality Concept in improving the quality of education at MI Muhammadiyah Al-Haq palu.

METHOD

In this study, researchers used a naturalistic paradigm. The natural paradigm is also known as the social definition paradigm (9). The schools included in this paradigm are phenomenology, symbolic interactionism, and ethnomethodology. Social phenomena are not the same as natural phenomena. Therefore, using natural science methods in the social sciences is not appropriate. Social phenomena are understood from an inner perspective based on the subject of the actor. Research using the naturalistic paradigm aims to understand the meaning of behavior, symbols, and phenomena. Some of the provisions of realistic analysis are natural context, humans as instruments, and utilization of tacit knowledge.

Furthermore, the approach used in this research is a case study approach. The research design is found in many fields, specifically evaluation. The researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one more individual. The patients were limited by time and training, and the researcher collected complete information using various data collection procedures based on the allotted time.

The data collection method used in this study was through observation, interviews, and documentation. Then in this study, the data obtained from the field will be processed based on the following steps: 1) editing, 2) Classifying, 3) Verifying, 4) Analysing, 5) Concluding. This step is the last, namely, concluding the data that has been processed to get an answer.

RESULTS AND DISCUSSION

Muhammadiyah Quality Concept in improving the quality of education at MI Muhammadiyah Al-haq Palu

This section will discuss research problems based on research results with previously established theories. The study results indicate that quality education is very important to be carried out at Madrasah Ibtidaiyah Alhaq Palu by looking at the needs of stakeholders or the community regarding specialization and community expectations of an educational model. The community's expectations conveyed to the education manager at the Madrasa show references to managing higher quality and quality education. Muhammadiyah universities, especially Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu,

not only established educational institutions but wanted to provide quality educational services, so the madrasas began to design and develop the Vision, Mission, and goals of the Madrasa, which of course, were based on the needs of stakeholders.

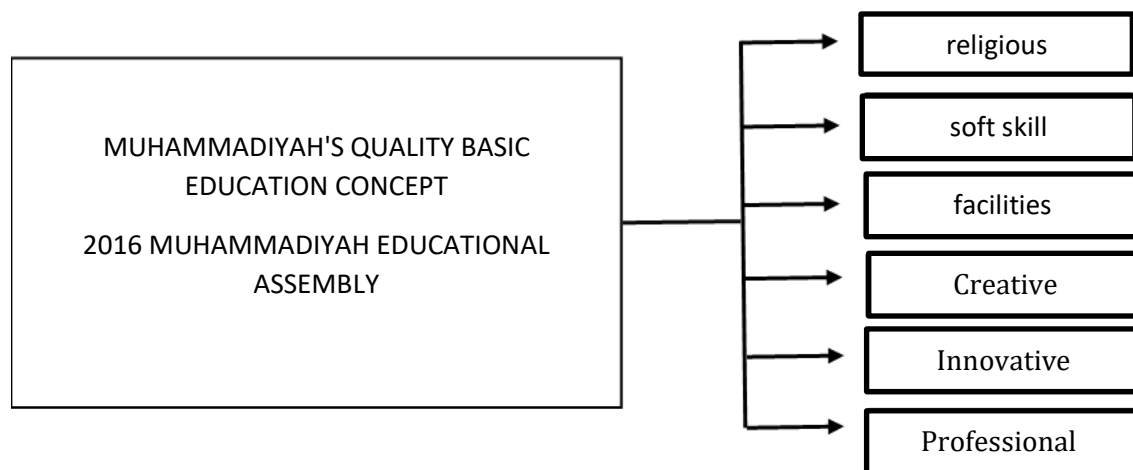
According to Russian et al., quality education is also based on customer focus, focusing on customers, in this case, students and the community. With services tailored to the needs of all the components involved, the quality of service will be maximized (10).

Talking about quality at the Muhammadiyah College in Palu City, especially at Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu, many quality supporting aspects will need to be prepared and implemented. Quality is not just about grades on paper, high academic achievement, or success in cognitive knowledge. Far from it, the meaning of quality is very broad. When an institution is of high quality, it does not necessarily mean that it is superior to other institutions. Still, other institutions are special in different aspects.

According to Izzuddin and Akhmad, the lifelong learning process can be the beginning of a quality educational institution. So it is appropriate that at Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu is, the process of increasing the competence and knowledge of teachers be something mandatory because it will have a direct impact on the quality process at the Madrasa (11).

From the description above, the Muhammadiyah College of Palu city has its concept of quality education, which will be applied at Madrasah Ibtidaiyah Muhammadiyah Palu Alhaq Palu, as shown in the Quality Cycle below:

Table 1. Muhammadiyah Basic Education Quality Concept



The table above shows the quality of education in Muhammadiyah colleges, which are the Muhammadiyah primary and secondary education council programs in Palu city. Therefore researchers will conduct direct observations through observations, interviews, and documenting the concept of quality education in Muhammadiyah universities in Palu,

especially in Madrasah Ibtidaiyah Alhaq Palu. Researchers will describe 6 (six) ideas on the quality of education developed at the Muhammadiyah college of Palu, namely: Religious, Soft Skills, Facilities, Creative, Innovative, and Professional. The existence of Madrasahs that have a better level of quality is highly desired by the community in preparing the next generation by considering requests from stakeholders or the community. The Muhammadiyah Primary and Secondary Education Council of Palu City has prepared the concept of the quality of education mentioned above. For this reason, there are 6 (six) main ideas that will be discussed through the research findings.

Religious

Religious Character Education is currently in the view of the community experiencing a decline such as the occurrence of violence, taurine, pornography, drugs, liquor, and so on (12). The world of education is also not spared the crisis. So in the education program, it is very important to foster students at the Muhammadiyah college of Palu city, especially at the Ibtidaiyah Madrasah Alhaq Palu. With the religious character development program for students at Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu, it can support the goals of National education to make students human beings who are faithful, pious, noble, and creative, capable, and so on. Education has a very large contribution to shaping the structure of a person's thinking to build personality design. This structure will determine the pattern of thinking and behavior patterns of everyday life. Thus education can determine the quality of an individual character.

Currently, the cognitive aspect tends to dominate educational activities, so it has not led to the development of mental attitudes and character formation. In the learning process, students are only used as passive objects which accept knowledge imposed by the teacher. Today's education is still oriented to numerical values rather than personality development.

As a madrasa teacher, you must feel inspired to develop alternatives to overcome the character crisis with the concept of spiritual development. With this concept, it is hoped that education can respect children's independence, moral and spiritual values, and human values in the Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu environment.

Religious Character Development at Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu is the culmination point in efforts to foster behavior, ethics, and attitudes possessed by individuals within the Madrasah Ibtidaiyah Alhaq Palu. By having a better character, it is expected to be able to solve various problems, especially in the field of education, by preparing students through careful management, namely through planning, implementing, and evaluating the education system at Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu so that it can be realized and create quality education in Muhammadiyah college in Palu city, especially in Madrasah Ibtidaiyah Alhaq Palu.

Based on the findings of the researcher through observation, documentation, and interviews, it can be described that there is the application of religious character to students at Madrasah Ibtidaiyah Alhaq Palu, which has become a routine program of the

Muhammadiyah Palu City Primary and Secondary Education Council which must and must be implemented throughout Muhammadiyah universities, especially in Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu. Several religious character development programs have been included informal education activities.

According to Mr. Mulkus Kisman as Head of Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu in the following interview:

"That the participant development activities at Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu, especially religious character building, we refer to the program that has been launched by the Muhammadiyah Primary and Secondary Education Council of Palu city, so we have compiled several programs concerning the development of religious character in Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu. "

Based on the results of the interviews above, it can be concluded that the religious character development program is not only focused on fostering students, but the religious character development program is intended for all components in the Madrasah Ibtidaiyah Alhaq Palu environment, namely starting from educators, education staff and students, this is intended so that the program can be carried out properly. With the activities carried out jointly, it is hoped that the program will help improve the quality of education in Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu.

Soft Skills

Along with the development of the era, which is marked by the rapid pace of science and technology, this is something that cannot be avoided, but we must follow it (13). Likewise, the world of education is always developing from time to time. Designing and realizing a successful education is a necessity. Educational institutions have an unavoidable obligation to design and implement higher-quality education. From this quality education, academic institutions can produce students ready to face all situations and conditions, prepared to become pioneers and change the history of human life, prepared to become leaders of civilization.

To achieve that goal, education is not enough to emphasize the process and the provision of facilities that lead to the mastery of science and technology (hard skills) but also must facilitate the growth and development of noble characters like that in students. Hence, the planting of Soft Skills becomes a very important thing.

"According to teacher Fitra in an interview with researchers, that developing Soft Skills for students in the Aqidah Akhlak subject, I as a subject teacher need to prepare all the components needed in teaching including, planning, activities achieved, desired targets, To achieve what I want, I have to prepare teaching materials first, starting from the syllabus, teaching program, lesson plans, assessment components to learning analysis, besides that I have to understand teaching skills including opening lessons skills, explaining skills, asking skills, giving skills. Stimulus and response to the skill of closing the lesson. I prepared what method I should use in the study."

After seeing the results of the researcher's interview with one of the subject teachers, the researcher can conclude that in developing Soft Skills in the Aqidah Akhlak subject, a teacher must prepare a plan first, then the other components as learning support, by looking at the above that for To achieve maximum learning, including successful learning, it is necessary first to prepare teaching materials that are needed in the implementation of knowledge. Learning success will be achieved if a teacher will fulfill all the components and support for learning. The Soft Skill development process will be carried out if a teacher can carry out his duties properly. Teachers should be able to determine learning objectives, study materials, strategies, methods, learning resources, and assessment components.

Facility

The success of an educational institution program through the teaching and learning process is strongly influenced by the availability of adequate facilities along with their utilization and optimal management (14), Because we all know that facilities are one of the important and main resources in supporting learning at Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu, for this reason, it is necessary to improve its utilization and maintenance so that the goals of madrasas in improving the quality of education can be achieved.

Facilities are necessary for the educational process, so it is included in the components that must be met in carrying out the educational process. The smoothness of the learning process activities will bring maximum results when the procurement process pays attention to the most basic needs in supporting learning. Without educational facilities, the education process will experience very serious difficulties, and it can even fail education. The Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu very well realizes this about the availability and fulfillment of facilities in madrasas. Educational facilities generally include all facilities that are directly used and support the educational process, such as study or classroom buildings, educational tools or media, tables, chairs, educational yard, school gardens or gardens, etc.

The following is an excerpt from an interview with one of the teachers in Madrasah by Mr. Musafir, and he said that the maintenance of Madrasah facilities could be done in several ways as follows:

"1) Always check goods to find out their condition, 2) Follow up if there is damage to repair it, 3 immediately) Involve the role of students to be responsible for maintaining and maintaining educational facilities, especially learning tools including class equipment, 4) Instilling discipline in students. Teachers and students so that after using the learning facilities they can return them to their place, this is intended so that the tools are not lost or damaged, 5) Cooperating with experts in repairing several technological tools".

Creative

Quality is something that is considered an important part, because quality basically shows the superiority of a product when compared to other products (15). Quality improvement is the effort of every institution producing goods but also service products (16). Likewise, quality education is an important part to pay attention to. In improving the quality of education, the head of the Madrasah must further increase his creativity by inviting and encouraging all madrasa components to make breakthroughs to develop the quality of education in Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu.

In improving the quality of education at Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu, it is hoped that the entire board of teachers and administration will have sensitivity and concern for the development of Madrasahs, how the teacher's efforts and administration will further improve their creativity both in fostering students, improving discipline, improving quality through training -training. The invention of Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu can also be seen from the fluency of thinking, flexibility, elaboration, and originality.

According to the head of Madrasah Ibtidaiyah Muhammadiyah Alhaq Palu, the four indicators can be explained as follows:

"Fluency in thinking, the head of Madrasah in improving the quality of learning has the fluency of thought to enhance the quality of education. The head of Madrasah takes steps, including creating teacher quality, realizing the achievement of the vision and mission, planning for achieving goals, managing and empowering school infrastructure, student management, curriculum management, and implementing IT systems.

"The flexibility of thinking, the principal in improving the quality of learning has the flexibility of thought to enhance the quality of education, and the principal takes steps including responding to changes in improving the quality of teachers, empowering existing resources to achieve the vision and mission, managing learning development to produce outstanding graduates".

"Elaboration, the principal in improving the quality of learning has an elaboration to improve the quality of learning, and the principal takes steps including developing school organization, implementing school programs."

"Originality, the principal in improving the quality of learning has the originality to improve the quality of learning. The principal takes steps to form an organization to achieve the school's vision and mission and carry out classroom supervision".

Innovative

In adjusting the educational process that is adaptive to the conditions of the current era of students. Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu also carries out innovative programs to support the learning process in schools. The program is divided

into two, namely, a program devoted to madrasa teachers and a program aimed at school students. School innovation programs for teachers of Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu include literacy development programs and teacher skill development training programs. At the same time, the school innovation program aimed at school students refers to the scholarly output of 4.0 Creativity, Critical Thinking, Collaboration, and Communication. These outcomes are then formulated into several student innovation programs, including Student Diary, Student Storytelling, Literacy Festival, and School Boarding. To build cooperation between schools and homes, teachers and guardians of students, Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu also held parenting education in the form of seminars every semester to understand the guardians of students, as well as reminding parents of things that are also the responsibility of parents in the development of children's education.

Teacher Literacy Development

The teacher literacy development program is carried out in book review activities. The Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu teachers determine which books will be different in each semester. Each teacher will get 1 chapter to discuss in each book review forum held every week. As quoted from an interview with Mr. Mulkus Kisman as the head of Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu, he said that:

"This book review program was created to stimulate our teachers' reading habits. The books that will be reviewed are popular books with the theme of education. In addition to encouraging reading habits, this book review program is also a medium for exchanging ideas about good things that can be done at school. Apart from, of course, in the book review forum, every teacher gets a lot of new knowledge about children's education. This program also indirectly trains the public speaking skills of teachers at Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu".

Teacher Skill Development Training

Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu realizes that there need to be new skills that teachers must possess today in dealing with children of the Information Technology (IT) era. To bridge the generation gap between teachers and students, the school takes the initiative to conduct teacher training every month, with materials on educational technology and child psychology. As quoted from an interview with Mr. Mulkus Kisman as the head of Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu, he said that:

"We took the initiative to conduct a monthly training program to provide understanding and awareness to our teachers about the generation we are facing today. These materials are also expected to provide new skills to madrasa teachers, especially technology in learning. As a result of this training, the teachers have started to carry out teaching and learning activities with a new model, no longer starting by asking students' homework, but have started the class with an ice breaker that excites the class".

Student Diary

One of the weaknesses of today's education is the lack of children's literacy skills, both in terms of reading and writing (17). Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu encourages its students to have literacy skills, and the Student Diary program is intended for students in grades 4-6. They were given an album diary which would later be filled with stories of their daily experiences. As quoted from an interview with Mr. Mulkus Kisman as head of Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu, he said that:

"This is a habituation program for our students so that they will not stutter when asked to write in the future. From an early age, they have been shaped to have writing skills. This program also serves as information material for homeroom teachers about the activities and conditions of the students' families."

Storytelling Student

If the student diary program is intended for students in grades 4-6, the student storytelling program is specifically for grades 1-3. Before starting the first lesson, the teacher/homeroom teacher will ask one student, in turn, to tell their activities at home. As quoted from an interview with Mr. Musafir, one of the teachers at Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu, he said that:

"This program is also a habituation activity to train the communication skills of children aged 1-3. With this program, we hope that our students already have basic literacy skills, which will certainly be useful for moving up to the next level" (interview on 1 February 2021).

Literacy Festival

The Literacy Festival is a semester program held after the final school exam. This program contains competitions that are participated by all school students. Starting from the first rank competition, quiz competition, adhan competition, poetry, drawing, to eating crackers. This program is designed as a refreshing program by the school after school exams, and this event is also an encouraging suggestion for school recreation. As also conveyed by Mrs. Ismi in excerpts of interviews with researchers, she said that:

"We did this program to divert students' boredom after passing school final exams. This program is also our evaluation to see the interests and talents of each student."

Making School

Making school is a program created to hone students' collaboration skills. Students in grades 5 and 6 are trained to be making managers. Making madrasas is also filled with simple things, such as student poems, pictures, and short essays by elementary school-aged children. Still, according to Mrs. Ismi in an interview quote, she said that:

"We initiated this school wall magazine program to build student collaboration skills. This is also to encourage them to work both in pictures and writing. Students are usually very happy when their works are appreciated by sticking them in the School Wall Magazine".

Parenting Seminar

To integrate home and school, Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu conducts parenting seminars every new semester. This program is intended to educate parents about things that also need to be a concern for students' guardians regarding their children's educational development. During this time, the process of children's education often revolves around throwing responsibilities between schools and homes. Teachers often blame parenting; parents sometimes blame school education patterns. The educational seminar is expected to synergize the school's vision and mission with parents.

"Apart from being a means of educating students' parents about parenting patterns, this parenting seminar is also intended to harmonize the school's wishes with the wishes of parents. After the educational seminar, parents understand the responsibilities of the guardians of students, and understand things that are the domain of the school and teachers".

Professional

In maintaining school professionalism, Madrasah Ibtidaiyyah Muhammadiyah Alhaq Palu applies rules and discipline carried out jointly from the leadership level (headmaster), teachers, and school staff. The principal, as a leader, acts as a supervisor and a role model for the entire school community. In this scheme, the madrasah principal plays a vital role in implementing professionalism in the school environment.

"The professionalism that we have built is based on the leadership's example. We think it will be very easy to do whatever we want in the madrasa with this example. We believe that an example is more powerful than a thousand commands" (Interview, January 4, 2021).

Implications of the Muhammadiyah Quality Concept in Improving the Quality of Education at MI Muhammadiyah Al-haq Palu

Religious

Our cadres must be hardworking, study hard and worship a lot. Learning is learning anything if our language is lifelong learning or long-life education because they are rolled out from time to time or transferred. Knowledge is also because sometimes it is not by the competencies being taught, so he has to learn. This is the true value of our HR excellence.

Quality HR

In addition to the concept of fastabiqul khairat and long life education which are the characteristics of HR at MI Muhammadiyah Alhaq Palu, one of its superior values is having

human resources that are morally and spiritually guaranteed, including human resources that are by Muhammadiyah's culture and ethics. Educators who are moral and have good spiritual values are among the main factors in Madrasa education and Muhammadiyah charities because a teacher transfers knowledge and practices his knowledge. This is what is underlined by MI Muhammadiyah Alhaq Palu so that every teaching staff must have the right attitude or morals to be used as an example by his students. Human resources that are by the culture and ethics of Muhammadiyah are also very important because the ethics or culture of Muhammadiyah, which is formed from the pattern of working hard, studying, and worshiping, is applied by the teacher, directly providing convenience in transferring knowledge and using the rules of the Islamic boarding school to students. Muhammadiyah's culture and ethics include no teachers who smoke, all teachers are required to pray in congregation, teachers are diligent in carrying out mah hah worship, teachers act as idols, teachers cover their genitals properly according to syar'i rules, and many others.

Facility

Regarding this matter, the procurement of educational facilities and infrastructure at Madrasah Ibtidaiyah (MI) Muhammadiyah Al-Haq Palu was carried out based on the decision of the coordination meeting at the beginning of the semester adjusting the needs of the madrasa program. Procurement of program facilities and infrastructure at Madrasah Ibtidaiyah (MI) Muhammadiyah Al-Haq Palu fulfills the need for facilities and infrastructure that support the running of the madrasa program. And as we are witnessing today, the facilities owned by MI Muhammadiyah Palu are adequate.

Creative

The Olympic class is one of the leading classes at MI Muhammadiyah Alhaq Palu. This class is specially provided to nurture students prepared to participate in local, national, and even international events. About this Olympic class, the following is the interview of the researcher with the informant in the following excerpt from the interview: Yes sir, our school has a special coaching class for activities related to science which we call the Olympic class. This class is provided for students who want to hone their skills in science or who have talent in this field of science. They are trained seriously so that when there is a competition, they are ready to participate in existing contests or events.

Innovative

To become one of the leading schools in Palu City, Madrasah Ibtidaiyah Muhammadiyah Al-Haq Palu continues to innovate in achievement. The innovation carried out by MI Muhammadiyah Al-Haq Palu is the development of the accomplishments in robotics. This is as the findings of researchers in the field, which were strengthened by the results of the researcher's interview with the former Head of Madrasah Ibtidaiyah (MI) Muhammadiyah Alhaq Palu said that: Regarding the appointment of MI Muhammadiyah

Alhaq students to represent Indonesia at the international robotics contest in Singapore in January 2016, he admitted that his party had difficulties with accommodation funds because both the school and the parents had to pay for it themselves. Indeed, there has been attention from the government, especially the ministry of religion, but not enough, because these children need more flight hours to hone their skills further, and I hope that funding is not an obstacle to show that the children of Central Sulawesi can excel, not only at the national but also international level.

CONCLUSION

This study concludes that the concept of quality education is very important to do at Madrasah Ibtidaiyah Alhaq Palu by looking at the needs of stakeholders or the community regarding the interests and expectations of the society towards an educational model.

SUGGESTION

Recommendations are suggestions for education managers in madrasas to manage higher quality education.

REFERENCE

1. Widiensyah A. The role of the economy in education and education in economic development. *Cakrawala-Jurnal Hum.* 2017;17(2):207–15.
2. Putro KZ, Amri MA, Wulandari N, Kurniawan D. The pattern of interaction between children and parents during the learning policy at home. *Fitrah J Islam Educ.* 2020;1(1):124–40.
3. Yuliani N. Educational Autonomy and Competency-Based Curriculum as a Response to Contemporary Realities. *ZAHRA Res Thought Elem Sch Islam J.* 2020;1(1):8–18.
4. Nasional DP. Law of the Republic of Indonesia number 20 of 2003 concerning the national education system. Language (Baltim). 2003;188:22cm.
5. Marshall G. Implementation of Article 2 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2017 concerning School Days Related to the Implementation of the Full Day School Program (Studies in the Work Area of the Malang City Education Office). Universitas Brawijaya; 2018.
6. Hakim L. Equitable access to education for the people in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System. *EduTech J Ilmu Pendidik Dan Ilmu Sos.* 2016;2(1).
7. Jayadi HM. Muhammadiyah as the Tajrid and Tajdid Movement. *Perwira Media Nusantara (PMN)*;
8. Rusydi R. The role of Muhammadiyah (the concept of education, efforts in the field of education, and figures). *TARBAWI J Pendidik Agama Islam.* 2016;1(2):139–48.
9. Gama M. Accounting as Reality: Spiritual Accounting in the Naturalistic Paradigm (Study at PT Biota Laut Ganggang). Universitas Islam Negeri Alauddin Makassar; 2019.

10. Rusdiana RR. The Concept Of Total Quality Management And Service Quality In Islamic Higher Education Development (A TQM and SQ Development concept for the Faculty of Science and Technology). *J ISTEK*. 2013;7(1).
11. IZZUDDIN A. Quality Assurance in Integrated Islamic Schools (Case Study at Al-Uswah Pasirian Integrated Private Islamic Madrasah). UNIVERSITAS MUHAMMADIYAH MALANG; 2018.
12. Prastowo A. The Urgency of Learning Time in Character Education in SD/MI: Content Analysis Study of Permendikbud Number 23 of 2017. *Al Ibtida J Pendidik Guru MI*. 2017;4(2):129–52.
13. Muis A. Learning concepts and strategies in the era of the industrial revolution 4.0. Like; 2019.
14. Rabaisa R. The Attractiveness of Learning Arabic for Students at Madrasah Tsanawiyah Izzatul Ma'arif Tappina Kec. Binuang Kab. Polman. IAIN Parepare; 2018.
15. Munirom A. Management of Education Quality Improvement. *J An-Nur Kaji Ilmu-Ilmu Pendidik Dan Keislam*. 2021;7(01):154–74.
16. Wulandari WW, Fauzi MFR, Kumala PD. Quality Control Management in Islamic Education. *J Dar El-Falah*. 2021;1(1).
17. Sholeh M, Murtono M, Masfuah S. The effectiveness of google classroom learning in improving students' reading literacy skills. *J Educ FKIP UNMA*. 2021;7(1):134–40.