



Improving the Quality of Education Management Through Training and Guidance at a Private Tsanawiyah Madrasah

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ABSTRACT

This research aims to improve the quality of education management through training and guidance at Private Tsanawiyah Madrasahs. The activity was carried out online through the Zoom application, involving 30 educators from Private Tsanawiyah Madrasah. Training materials cover education management concepts, classroom management strategies, and the use of technology in learning. In addition, group discussions and case studies are applied to stimulate collaboration and exchange of ideas. The results showed a significant improvement in participants' knowledge and skills. The implementation of best practices, collaboration between madrasahs, and the use of technology are evidence of success. Positive feedback from stakeholders confirms the positive impact on the quality of education at the Madrasah Tsanawiyah level. Suggestions for further activities are to conduct long-term monitoring of the implementation of practices, as well as exploring the impact of education management on student learning outcomes. Financial support from relevant agencies contributes significantly to the success of this activity.

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1. INTRODUCTION

Along with the development of the modernization era, education has not only become a human right, but also a strategic investment for the progress of a country. Education is considered the main foundation for development because it has the ability to shape character, provide knowledge, and hone the skills of the next generation (Kuncoro et al., 2023). However, when a global pandemic hit the world, the education sector was on the verge of monumental change. The pandemic not only presents physical and health challenges, but also shakes educational foundations that have existed for years. The paradigm shift from face-to-face learning to distance learning at the madrasah tsanawiyah level, especially at madrasah tsanawiyah, represents a deep transformation in the educational process. In the midst of this uncertainty, educational management has emerged as an irreplaceable pillar in overcoming imbalances and navigating the complexity of learning in the new era.

In the context of management education, education plays an important role, not only in administrative management, but also in formulating intelligent adaptation strategies (Sri Hartati, Sulthan Syahril, 2022). Education management needs to design policies that are not only responsive to learning needs, but also take into account the challenges of accessibility and the digital divide among Private Madrasah Tsanawiyah students. In this case, creating an inclusive and equitable educational ecosystem is the main focus of education management (Sari, Rifai, & Setyaningsih, 2023). Apart from that, a holistic educational management approach also takes into account the social and emotional aspects of students. The pandemic

period has a serious psychological impact, and education management must play an active role in creating a learning environment that supports students' mental well-being (Rd Dancu Lokita Pramesti Dewi, 2019). Therefore, the role of educational management is not only limited to ensuring the smooth learning process, but also creating space that allows for the integral growth of students at all levels (Sarbanun, Setyaningsih, & Hartati, 2022). In facing this challenge, education management at the madrasah tsanawiyah level is the key to the continuity of education and development of society. Investment in increasing educational management capacity does not only involve technical aspects, but is also inclusive, sustainable and responsive to change. In this way, education management in this era is not just an administrative responsibility, but is also a major contributor in shaping the vision of a better educational future.

When looking holistically, education management is not merely an administrative matter that only focuses on daily implementation (Heriyanto, 2023). Rather, it can be considered an art that involves skill in designing a long-term vision to guide the educational journey. In this context, educational management becomes more than just setting procedures or policies, but also a strategic driver of change. The importance of the role of educational management is becoming increasingly felt, especially nowadays when the learning paradigm is at the Madrasah Tsanawiyah level. changed dramatically (Setyaningsih, 2023). In the past, face-to-face interaction in the classroom was the norm, however, now, with the adoption of virtual learning, education management is faced with unprecedented challenges. The imposed physical restrictions and distance learning policies are creating significant pressure on the education system.

Adapting appropriately and affectively is key in facing this new dynamic. Education management must be able to respond to change with flexibility and innovation (Terry, 2006). This includes adjustments in resource management, implementation of educational technology, and establishment of effective learning strategies in a virtual environment. "In other words, educational management is not only about operational continuity, but also about substantial evolution in educational approaches. The importance of a long-term vision in educational management becomes increasingly apparent in this context. Building an educational foundation that is adaptive and responsive to change requires a view that goes beyond short time constraints." This vision must include the integration of technology as a learning support tool, long-term planning for improving the quality of teaching, and adaptation to individual student needs in virtual learning environments. Thus, educational management not only takes care of today, but also creates the foundation for a sustainable and relevant educational future. This involves a combination of administrative discretion, artistic skill in shaping vision, and the ability to quickly adapt to change. As guardians of the direction of education, education management must be able to manage this transition wisely, opening the door to a new era of learning that will form a strong and qualified next generation.

In facing these major changes, the role of education management at the madrasah tsanawiyah level is not only limited to smooth transitions, but also becomes the main driver in maintaining the continuity of children's education. The biggest challenge faced is overcoming the digital divide that is increasingly visible among students, considering that technology needs continue to grow while resources in many Tsanawiyah madrasahs are still limited. Building a bridge between technological developments and limited resources is a complex challenge that requires a holistic approach to educational management. Formulating policies and strategies that can overcome the digital divide is an important step that cannot be ignored. Education management must consider various factors, including hardware accessibility and internet connectivity in the school environment and students' homes.

First of all, there needs to be investment in technological infrastructure in Tsanawiyah madrasahs, including the provision of reliable computing devices and internet networks. In addition, education management needs to work together with related parties, such as the government, technology companies and local communities, to support the provision of affordable internet access in the region. Apart from technological infrastructure, training for educators and students in the use of learning technology is also key. Education management needs to design effective training programs so that teachers can understand and implement digital learning tools well. It also involves an inclusive approach, where every learner has equal access to digital resources and the necessary support.

No less important, education management needs to develop policies that support learning differentiation. This ensures that students with different levels of accessibility can remain engaged in the learning process, both online and offline. These policies should also include mechanisms to identify and provide specific support to students at risk of falling behind due to the digital divide. By taking these concrete steps, education management at the madrasah tsanawiyah level can play a central role in ensuring that digital transformation in the world of education leaves no one behind. "This is a joint effort to create a learning environment that is fair, inclusive, and in line with the demands of the times, so that every child can access quality education without technological barriers."

Apart from that, the role of education in Tsanawiyah madrasahs is not only focused on the technical aspects of learning. Education management must also ensure that the social, emotional and mental well-being of students remains the main focus (Efrina & Warisno, 2021). The pandemic has had a significant psychological impact on children, and educational management has a responsibility to create a learning

environment that is supportive, inclusive and responsive to individual needs. In conclusion, education management at the madrasah tsanawiyah level has a strategic role in facing today's challenges. By integrating technology, designing inclusive policies, and focusing on the holistic well-being of students, education management can be the driving force that shapes the future of children's education in this ever-changing era. Thus, investment in developing educational management capabilities not only helps maintain educational continuity, but also forms a strong foundation for sustainable social and economic development.

In the midst of these dynamics, it needs to be emphasized that the quality of education management in Tsanawiyah madrasas has a direct impact on the effectiveness and efficiency of learning. Therefore, research with the title "Improving the Quality of Educational Management through Training and Guidance at Private Tsanawiyah Madrasas" is very relevant. By adopting a training and guidance approach, this activity aims to provide related parties, such as madrasa heads, teachers and administrative staff, with an in-depth understanding of best practices in education management. Through an online approach using the Zoom application on November 11 2023, this activity is expected to include more participants, namely 30 educators. It is hoped that the active participation of the participants can create a collaborative environment that strengthens education management at the basic level, enables the creation of innovation, and increases the effectiveness of the learning process in these challenging times. Thus, this activity is a strategic step in supporting the improvement of the quality of education at the basic level, which in turn will make a positive contribution to the development of society in the future.

2. RESEARCH METHODS

In carrying out this research, holistic and interactive methods will be used to ensure active participation and in-depth understanding from the participants. In order to achieve the goal of improving the quality of education management at Madrasah Tsanawiyah, this activity will involve a series of steps as follows:

Preparation of Training Materials: "The organizing team will carry out in-depth activities to prepare training materials that are relevant and applicable. "This material will cover basic concepts of educational management, effective classroom management techniques, problem solving strategies, and the implementation of technology in distance learning."

Socialization and Participant Registration: "Prior to the implementation of the activity, intensive socialization was carried out to increase participant interest and participation. The participant registration process will be carried out online via a platform that has been prepared, making it easier to manage the number of participants as many as 30 educators."

Online Training via Zoom: "On November 11 2023, training activities will be carried out online via the Zoom application. Each training session will be guided by resource persons who are experts in the field of education management. These sessions will include theoretical presentations, case studies, as well as interactive questions and answers to ensure maximum understanding."

Group Discussion and Case Study: "As an integral part of this activity, participants will be divided into small groups for discussion and case study analysis. This will enable the exchange of ideas and experiences, as well as encourage collaboration between participants in finding the best solutions to educational management challenges in Private Madrasah Tsanawiyah."

Guidance and Mentoring: "After the main training session, activities will continue with a period of guidance and mentoring. Participants will be given the opportunity to apply the concepts they have learned in their respective school environments. The organizing team will provide online guidance and answer questions that may arise in the implementation process."

Evaluation and Feedback: "After carrying out the activities, a comprehensive evaluation is carried out to measure the effectiveness of the training and guidance. Feedback from participants will be the basis for improving and improving similar activities in the future."

With this combination of methods, it is hoped that this research can have a significant positive impact in improving the quality of education management at private Islamic boarding schools, creating a more adaptive, responsive and high-quality learning environment.

3. RESULTS AND DISCUSSION

The results of this research "Improving the Quality of Educational Management through Training and Guidance at Private Tsanawiyah Madrasas":

Increased Knowledge and Skills: The participants succeeded in increasing their knowledge and skills in education management at the private Madrasah Tsanawiyah level. Carefully prepared training materials provide new insights regarding educational management concepts, classroom management strategies, and the use of technology in learning.

Implementation of Best Practices: Participants actively apply the best practices learned during activities in their respective madrasah environments. The existence of group discussions and case studies has encouraged collaboration and exchange of ideas between participants, which is reflected in the increased implementation of educational management concepts in private tsanawiyah madrasas.

Positive Changes in Education Management: This activity makes a significant contribution to positive changes in education management at the Private Madrasah Tsanawiyah Level. Madrasah principals and teachers succeeded in implementing innovative steps in classroom management, assessment, and interaction with students, which ultimately increased learning effectiveness.

Collaboration between Madrasahs: Through discussion sessions and case studies, a collaboration network between madrasahs is formed. This creates space for the exchange of experiences, resources and the best strategies in an effort to improve education management at the madrasah tsanawiyah level, building solidarity between educational institutions.

Use of Technology in Learning: Activity participants succeeded in integrating technology effectively in the learning process. Utilization of digital applications and online platforms helps facilitate distance learning and increases interactivity in the classroom, creating a more dynamic learning environment.

Increased Motivation and Leadership: This activity also contributes to increasing motivation and leadership among madrasa heads and teachers. They are able to overcome educational management challenges with more confidence and have a clearer vision regarding improving the quality of education in Tsanawiyah madrasahs.

Positive Feedback from Stakeholders: The results of this activity received positive feedback from various parties, including madrasah stakeholders, parents of students, and other related parties. Improvements in educational management at Tsanawiyah madrasahs are directly felt and appreciated by the community.

Through the research "Improving the Quality of Education Management through Training and Guidance at Private Tsanawiyah Madrasahs" it has succeeded in having a significant impact in improving the quality of education at the Tsanawiyah Madrasah level, creating a more effective and inclusive learning environment for future generations.

Education management at the madrasah level indeed acts as the main pillar that leads to the achievement of quality learning goals. More than just carrying out administrative tasks, educational management involves coordinating and managing resources, formulating policies, and constructive interactions within the educational environment. In this complex dynamic, the role of the madrasa head as a leader has a very significant impact on the entire education system in the madrasa (Pugung, Pugung, Suryani, Abun, & Setyaningsih, 2023). As a leader, the madrasa head is not only responsible for the direction and sustainability of education in the madrasa, but also has an important role in forming a madrasa culture that supports quality learning (Setyaningsih, 2021). Effective leadership involves the ability to motivate, inspire and guide educational staff and students towards optimal achievement. In this context, madrasah principals act as agents of change who are able to create an innovative environment and support the professional development of teaching staff. Apart from that, the role of the madrasa head also includes formulating strategic policies to improve the quality of learning. Madrasah heads need to have in-depth insight into student needs, curriculum dynamics and the latest developments in the world of education. By understanding this context, madrasa heads can formulate policies that are responsive to the challenges faced by schools, and are able to direct innovation in learning methods.

Resource management, both human and material, is also the main focus of madrasah heads. The ability to optimize the use of these resources can have a direct impact on the efficiency and effectiveness of the educational process. Madrasah principals need to have skills in planning resource allocation, motivating staff, and managing conflicts that may arise within the educational team. As the main stakeholder, the madrasa head also has a role in building good relationships with parents, the community and other external parties. Open communication and close collaboration with all related parties can strengthen support for the school's vision and mission. Overall, the madrasa head is not only an administrator, but also a visionary and influential leader in achieving the goals of quality education. Effective leadership from a madrasa head can shape an inspiring school culture, improve staff performance, and have a positive impact on student learning. Therefore, developing the leadership of madrasah heads is strategic in improving the quality of education at the madrasah level.

As a leader in an educational institution who has great responsibility, the head of the madrasah plays a key role in formulating and implementing educational management strategies that are in line with the vision and mission of the madrasah. In this journey, the fundamental first step is the development of policies that will form the basis for the operations and quality of education in madrasahs. This policy development covers various essential aspects, starting from the curriculum. Madrasah heads need to carefully formulate curriculum policies that reflect the school's core values and ensure the relevance of learning materials to students' needs. Apart from that, this policy must also be dynamic, able to accommodate developments in the world of education and the demands of the job market.

Evaluation is another important aspect that needs to be included in education management policies. Madrasah heads must develop comprehensive and objective evaluation policies, measuring student progress, staff performance, and the effectiveness of educational programs (Noervadila, Surur, & Anam, 2023). "Thus, evaluation is not only a tool for identifying areas that need improvement, but also a means for measuring the success of policy implementation. Furthermore, policies regarding behavioral norms are the foundation for

creating a school environment that is conducive to learning. Madrasah heads need to formulate behavioral norms that prioritize moral values, ethics and positive attitudes. This policy should include clear and fair disciplinary procedures, creating a safe and supportive atmosphere for all members of the madrasah community (Setyaningsih, Khodijah, & Munir, 2021).”

Not only formulating policies, but madrasa heads also have the responsibility to ensure effective implementation of these policies. This involves good communication with all staff and involving them in the decision-making process. Madrasah heads must also provide training to education staff so that they can understand and implement policies consistently (Sarbanun & Setyaningsih, 2022). By detailing these policies, madrasah principals not only establish a strong foundation for educational management, but also provide clear direction for the entire school community. By having good policies, schools can function more effectively, create an inclusive learning environment, and provide quality education in accordance with the established vision and mission (Setyaningsih, 2020).

Resource management is a crucial element in educational management which plays a major role in shaping the quality of the learning environment. Important aspects of resource management involve budget allocation, management of physical facilities, and determining teaching staff needs. With effective educational management, these resources can be directed and utilized optimally to create a conducive learning environment. Budget allocation is a key element in resource management. Madrasah heads must be able to design and set school budgets intelligently, prioritizing key needs such as curriculum development, staff training, and maintenance and improvement of facilities. Effective budget management allows schools to respond appropriately to the dynamics of educational needs and still ensure financial balance” (Kuncoro et al., 2023).

Physical facilities are valuable assets that need to be managed wisely. The madrasa head must have a vision to plan and maintain facilities to support learning activities. This includes improving infrastructure, routine maintenance, and efficient use of classrooms and laboratories. By ensuring good physical facilities, schools can create a comfortable and adequate learning environment (Wiranata, Surur, & Aisyah, 2023). Furthermore, determining the need for teaching staff involves the process of selection, training and development of teaching staff. Effective educational management will ensure that the number of teachers is appropriate to the needs of students and the curriculum offered. Continuous training also needs to be an integral part of the resource management strategy, so that teaching staff can continue to improve the quality of their teaching in line with the latest developments.

Good resource management also includes the ability to identify and leverage external resources, such as support from local communities, industry partners or donor projects. This involvement with external parties can provide additional value and opportunities that have the potential to improve the quality of education. In this context, the leadership of madrasah heads plays an important role in designing optimal policies, strategies and management practices. By prioritizing and optimizing the use of resources, schools can build a solid foundation to create a learning environment that inspires and supports student development. In this way, resource management becomes one of the keys to success in providing quality education (Abun & Setyaningsih, 2023).

The importance of educational management is also reflected in the leadership role of madrasah heads in improving the performance of teachers and administrative staff (Ari Supadi, 2022b). Through training, guidance and performance assessments, madrasah heads can form a solid team, which contributes positively to achieving school educational goals. The interpersonal aspect of educational management cannot be ignored either. Madrasah heads need to build strong relationships with teachers, students, parents and other related parties (Ari Supadi, 2022a).” Effective communication is the key to conveying the vision and getting support from all stakeholders. Thus, the success of educational management in madrasahs is very dependent on the ability of the madrasa head to build collaboration and maintain positive relationships within the madrasa environment. In the digital era, technology integration has also become an integral part of education management. Madrasah heads need to ensure that the use of technology supports innovative learning and is responsive to the latest developments in the world of education. Apart from that, education management must also be able to manage the challenges and changes that occur, including in the context of societal dynamics and scientific developments. With this overall approach, educational management in schools is not just a routine administrative task, but a strategic effort to create an inspiring and competitive learning environment. The madrasa head as a leader has a central role in achieving this goal through policy, resource management, personal leadership, and adaptation to current developments. Thus, education management is not just a job, but a mission that has a big impact on the future of the generations who are growing and developing in the educational environment.

4. CONCLUSION

”Based on the research above, it can be concluded that the results show a significant increase in participants' knowledge and skills related to educational management at the Private Madrasah Tsanawiyah

level. Implementation of best practices, collaboration between madrasahs, use of technology, and positive changes in education management are clear evidence of success in this activity. Positive feedback from stakeholders confirms the positive impact on the quality of education at the private madrasah tsanawiyah level.

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