



Strategies to Improve the Quality of Education in Mas 01 Kepahiang

Neni Putri^{1*}, Hamengkubuwono², Emmi Kholilah Harahap³, Destriani⁴

¹Pascasarjana Institut Agama Islam Negeri (IAIN) Curup, Email : Neniputi@gmail.com

²Pascasarjana Institut Agama Islam Negeri (IAIN) Curup, Email : Hamengkubuwono@gmail.com

³Pascasarjana Institut Agama Islam Negeri (IAIN) Curup, Email : EmmiKholilah@gmail.com

⁴Pascasarjana Institut Agama Islam Negeri (IAIN) Curup, Email : Destriani200@gmail.com

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ABSTRACT

The foundation to composing this article is the request for quality instructive educate able of making quality human assets. MAS 01 Darussalam Kepahiang, a part is required to realize these trusts. This investigate employments a expressive strategy with a subjective approach. Information was taken through perception, interviews and documentation. Respondents comprised of the head of the madrasah, appointee head of the madrasah, head of organization, head of the library and a few instructors. The comes about of the inquire about appear that the procedure to progress the quality of instruction at MAS 01 Darussalam Kepahiang is to make strides the quality of instructors, make strides scholastic and non-academic accomplishments, move forward National Examination scores additionally School Examination accomplishments. such as progressing framework. Supporting variables in making strides the quality of instruction are instructive instructors who have Bachelor's and a few Master's capabilities in understanding with the subjects instructed, madrasahs have instructive programs and a clear division of assignments, framework, a conducive climate and environment as well as extraordinary back from the Pondok Pesantren 01 Kepahiang Establishment. . The repressing components are students' moo learning inspiration, insufficient worker assets, moo level of educator teach and inadequately subsidizing. Endeavors made to make strides the quality of instruction are by powers direction and counseling exercises, making a charming learning environment, giving grants to understudies who exceed expectations, including related work force in preparing exercises, and actualizing an electronic participation framework for instructors and staff.

Corresponding Author:

Neni Putri

Pascasarjana Institut Agama Islam Negeri (IAIN) Curup

Email : Neniputi@gmail.com

INTRODUCTION

The education quality assurance system in Indonesia has been regulated in the Regulation of the Minister of National Education No. 63 of 2009, covering many things, including quality limits, quality assurance objectives and quality level references, which are contained in several articles, including (1):

"The ultimate goal of education quality assurance is the high intelligence of human life and the nation as aspired by the Preamble to the Constitution of the Republic of Indonesia in 1945 which is achieved through the

implementation of SPMP (Article. 2 paragraph 1)."

The above paragraph explains that the high intelligence of human and national life as referred to in article 2 paragraph 1 refers to the comprehensive and balanced quality of human life and the Indonesian nation which includes at least:(2)

Quality of faith, piety, morals, and personality: 1) Intellectual, aesthetic, psychomotor, kinesthetic, vocational, and other humanitarian competencies in accordance with their respective talents, potentials, and interests 2) The content and level of sophistication of science, technology and art that color and facilitate life, 3) Creativity and innovation in living life, 4) Level of independence and competitiveness.

Nowadays, efforts to improve the quality of education continue to be carried out by various parties in order to develop human resources and develop the nation's character. Improving the quality of education is a development goal in the field of national education and MAS 01 Darussalam Kepahiang is the only Madrasah Aliyah which is the largest and cleanest in Kepahiang Regency. This madrasah is located in the middle of a religious community environment and the environment of the Darussalam Kepahiang Modern Islamic Boarding School. Therefore, the role of MAS 01 Darussalam Kepahiang as an educational institution with Islamic characteristics is highly expected by all levels of society in order to contribute to creating quality people. This role will be able to be realized if this madrasah is able to produce quality students, they are able to take part in building a religious society, especially in the Kepahiang Regency area.

Based on the background of the above problems, the problems that arise regarding the analysis study of the MAS 01 Darussalam Kepahiang Strategy in Improving the Quality of Education are: What is the strategy to improve the quality of education in MAS 01 Darussalam Kepahiang? What are the factors that support and hinder the process of improving the quality of education at MAS 01 Darussalam Kepahiang? What are the efforts made by MAS 01 Darussalam Kepahiang in improving the quality of education?

Concept of Strategy in Improving the Quality of Education

The word strategy basically comes from the Greek, namely the word 'strategos' which means military commander (in the time of the Athenian democracy).(3) In the democratic era of Athens, every army led by strategists always succeeded in winning wars, so the techniques and procedures for formulating strategies were learned by many other countries and were called the term strategy (strategic tactics).(4) According to Kotler, strategy is a set of ways to achieve goals, so strategy becomes a logical approach that will determine the direction of action. Meanwhile, according to James Brian Quin, strategy is defined as an incremental approach, namely: a pattern or plan that integrates the main objectives, policies and sequences Organizational actions become one in a cohesive whole.(5)

Principles for a Successful Strategy

To realize the success of the strategy, there are several instructions on how to make a strategy so that it can be successful, including (6): 1) The strategy must be consistent with the environment. Follow the flow that develops in society (don't go against the current), in an environment that provides opportunities to move forward. 2) Each strategy does not create just one strategy. It depends on the scope of the activity. If many strategies are made, then one strategy must be consistent with the other. 3) An effective strategy should focus and unite all resources and not scatter them with each other. 4) Strategy should focus on what is its strength and not on the points that are its weaknesses. In addition, it should also take advantage of the weaknesses of competition and make the right steps to occupy a stronger competitive position. 5) Resources are critical. Considering that strategy is a possibility, it must make something feasible and feasible. 6) The strategy should take into account risks that are not too big. Therefore, a strategy should be controllable. 7) Strategies should be prepared on the basis of the successes that have been achieved. Don't pile on failure. 8) Signs of the success of the strategy are seen with the support of related parties, especially from executives, from all work unit leaders in the organization.

Madrasah Management Strategy

There are several strategies in managing and developing Islamic educational institutions, either in the form of Islamic boarding schools, madrasas or schools, namely(2):

First, formulate a clear vision, mission and goals of the institution, and strive to realize it through real daily activities. Second, building truly professional leadership (regardless of ideological, political, organizational, and sectarian interventions in pursuing institutional policies). Third, preparing educators who are truly educators so that they prioritize educational tasks and are responsible for the success of their students. Fourth, improve student recruitment strategies proactively by "picking up" and even "chasing the ball". Fifth, try hard to give awareness to students that

Learning is the most fundamental obligation that determines their future. Sixth, formulate a curriculum that is in accordance with the needs of students and the community. Seventh, explore learning strategies that can accelerate students' abilities that are still low to become competitive graduates. Eighth, explore financial resources and develop them productively. Ninth, building adequate facilities and infrastructure for the benefit of the learning process, especially classrooms, libraries, and laboratories. Tenth, orienting learning strategies to the

tradition of developing science, creativity, and skills. Eleventh, strengthening methodologies both in terms of learning, thinking and research. Twelfth, conditioning a safe, comfortable learning environment and stimulating learning. Thirteenth, conditioning an Islamic environment both in worship, work, social associations, and cleanliness. Fourteenth, trying to improve the welfare of employees above the average welfare of employees of other educational institutions. Fifteenth, to create a high work ethic among employees through moral contracts and employment contracts. Sixteenth, trying to provide excellent service to anyone, both leaders, teachers, employees, students and guests as well as the wider community. Seventeenth, increase promotion to build image (image building). Eighteenth, publicizing the quality of the learning process and results to the public openly. Nineteenth, building a network of cooperation with other parties that are profitable, both financially and socially. Tenth, establish a close relationship with the community to get maximum support. Twenty-one, adapting to local culture and diversity. Twenty-two, synchronizing the policies of the institution with the policies of national education. In addition, in the implementation of Islamic education, it must be directed to approaches, as well as strategies that are able to accelerate student empowerment to the maximum. This can be achieved through the following steps (7): 1) Identify student problems, both personal, intellectual, and social relationship problems. 2) Applying a persuasive approach oriented to efforts to make students aware. 3) Implementing intellectual empowerment of students. 4) Creating safe, comfortable, and attractive school and learning conditions for students. 5) Strive to improve quality in all aspects continuously

Definition of Education Quality

Based on the large Indonesian dictionary "Mutu" means rust. The good and the bad Something, Quality, Level or Degree (Intelligence, Intelligence) The general definition of quality is a description or overall characteristic of a good or service that shows its ability to satisfy the expected needs. Quality education is not something that happens by itself, it is the result of an educational process running well, effectively and efficiently.(8)

Quality is a comprehensive description and characteristics of a good or service that shows its ability to satisfy the expected needs in the context of education, the definition of quality includes: inputs, processes and outputs of education. Ace Suryadi and H.A.R Tilaar explained that the quality of education is the ability of the education system to be effectively directed to increase the added value of input factors in order to produce the highest output.

Education Quality Indicators

Indicators or criteria that can be used as a benchmark for the quality of education are the final results of education, for example: written tests, anecdotes, attitude scales. In the context of education, quality indicators are guided by the context of educational outcomes that refer to the achievements achieved by the school in each specific period of time (For example: every month, semester, year, 5 years, and so on). Achievements achieved can be in the form of academic ability test results, such as: general exams, UN, or achievements in other fields, for example achievements in the fields of sports and art. Even school achievements are in the form of intangibles, such as an atmosphere of discipline, familiarity, mutual respect, and so on.

Factors Affecting the Improvement of Education Quality

Improving the quality of education can be influenced by educational input factors and educational management process factors. Educational inputs are everything that must be available because they are needed for the process to take place. Educational input consists of all existing school resources. The components and resources of the school consist of people (man), funds (money), facilities and infrastructure (materials) and regulations (policies).

From the above understanding, educational inputs that are factors affecting the quality of education can be in the form of: Human resources as school managers consisting of: 1) The principal is a teacher who gets additional duties as a principal. (National Education System in 2003 Chapter II Article 2), 2) Teachers, are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. (Law Number 14 of 2005 Chapter I article 1) 3) Administrative personnel.

Facilities and infrastructure

The learning process is not only a component of teachers, participants and curriculum, the presence of educational facilities and infrastructure has become a must in achieving learning success. Educational facilities and infrastructure are learning media or tools that will essentially make communication and interaction between teachers and students more effective in the educational process.

Student Affairs

Students as students are one of the inputs that help determine the success of the educational process. Student admission is based on clear, transparent and accountable criteria.

Finance (Financing Budget)

One of the factors that influences the improvement of the quality and suitability of education is an adequate education budget. Schools must have sufficient funds to provide education. Therefore, school education funds must be managed transparently and efficiently.

Curriculum

One of the applications or applications of educational methods is the educational curriculum. The definition of curriculum is a program or learning plan. The curriculum is the main component of substance in schools. The basic principle of this curriculum is to strive for the learning process to run well, by benchmarking the achievement of goals by students and encouraging teachers to develop and continuously improve their learning strategies.

Organization

The organization of an educational institution is a factor that can help to improve the quality and service in educational institutions. Organizing is an activity that organizes and groups work into smaller and more easy to handle Physical environment. Learning and working must be supported by the environment because the environment greatly influences the activities of teachers and students in learning activities.

The development of science, science or technology.

In addition to the teacher factor and other facilities related to the world of education, namely external factors in the form of scientific and technological developments. Schools as a place to obtain knowledge and function as a transfer of knowledge to students, are required to keep up with current developments in science and technology, in accordance with their field of teaching.

Regulation

In an effort to improve the quality of national education and to produce superior quality of human resources and catch up in all aspects of life that are adjusted to global changes and the development of science and technology, the Indonesian people through the House of Representatives of the Republic of Indonesia on June 11, 2003 have passed the new National Education System Law, as a replacement. (National Education System Law number 2 of 2009)

Participation or Community participation.

Community participation in the world of education is expected to be the backbone, while the government is limited to providing reference and guidance in the implementation of school activity programs. Community participation in the implementation of education also means empowering the community itself in participating in determining the direction and content of education.

Education Policy

One of the government's roles in improving the quality of education is to decentralize education. With this decentralization, various challenges for equity and improvement of education quality require reorientation and improvement of the education administration management system. In addition to the input factors that have been stated, another factor that determines the quality of education is the education management process. Broadly speaking, there are two main factors that affect the quality of the teaching and learning process and outcomes in the classroom, namely internal factors and external factors. The internal factors include: psychological, sociological, and physiological factors that exist in students and teachers. Meanwhile, what is included in external factors are all factors that affect the process of teaching and learning outcomes in the classroom other than students and teachers.

Education Quality Standards

Nationally, education quality standards refer to Government Regulation Number 19 of 2005 which states that the National Education Standards (SNP) include:

Content Standards

Content standards are the scope of material and competency levels outlined in the criteria for graduation competencies, study material competencies, subject competencies, and learning syllabi that must be fulfilled by students at certain levels and types of education.

The content standards as referred to by Government Regulation Number 19 of 2005, include the scope of materials and competency levels to achieve the competence of graduates at certain levels and types of education. The content standards contain the basic framework and structure of the curriculum, the learning load, the curriculum at the level of the educational unit, and the educational or academic calendar. The curriculum for

general, vocational, and special education at the primary and secondary education levels consists of: a) religious and noble moral subject groups, b) citizenship subject groups, c) science and technology subject groups, d) aesthetic subject groups, e) physical, sports, and health subject groups.(7)

The learning load for high school/MA, using learning hours every week every semester with a face-to-face system, structured assignments, according to the needs and characteristics of each. The learning load for high school/MA in the standard category formal education path can be expressed in semester credit units. The educational calendar/academic calendar includes the beginning of the school year, the effective week of learning, the effective learning time, and holidays.

Process Standards

Process standards are national education standards related to the implementation of learning in one educational unit to achieve graduate competency standards. The scope of process standards for primary and secondary education units according to the Indonesian Minister of National Education number 41 of 2007 includes learning process planning, learning process implementation, learning outcome assessment, and learning process supervision.

In terms of process, an education is called quality if students experience a real and meaningful learning process, which is supported by an effective teaching and learning process. The learning process in the educational unit is held interactively, inspiring, fun, challenging, motivating students to participate actively, and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of students. In addition, in the learning process, educators provide examples.

Graduate Competency Standards

Graduate Competency Standards (SKL) as referred to by Government Regulation Number 19 of 2005, Article 1 paragraph (4) is a qualification of graduate abilities that includes attitudes, knowledge and skills. The competency standards for graduates in general secondary education units aim to improve intelligence, knowledge, personality, noble character, and skills to live independently and participate in further education.(4)

Educational Standards and Education Personnel

Educators must have academic qualifications and competencies as learning agents, be physically and spiritually healthy, and have the ability to realize national education goals. Educators at Madrasah Aliyah must have: (a) a minimum academic qualification of diploma four (D-IV) or bachelor (S1), (b) a higher education background with an educational program that is in accordance with the subjects taught; Meanwhile, education personnel for high school/MA at least consist of principals/madrasas, administrative staff, library staff, laboratory staff, and school or madrasah cleaning staff, but in this case cleaning and security personnel are elementary school educated but have good performance.(9)

Facilities and Infrastructure Standards

Facilities and infrastructure standards are national education standards related to the minimum criteria for learning rooms, sports venues, places of worship, libraries, laboratories, workshops, playgrounds, creative and recreational places, and other learning resources, which are needed to support the learning process, including using information and communication technology. This standard is compiled and developed by BSNP and stipulated by the Decree of the Minister of National Education. This is further regulated in Permendiknas Number 24 of 2007 concerning standards of facilities and infrastructure for Elementary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools/Madrasah Tsanawiyah (SMP/MTs), and Senior High Schools or Madrasah Aliyah (SMA/MA).

Management Standards

In Government Regulation Number 19 of 2005 Chapter VIII Articles 49-61 explains that the management of educational units at the primary and secondary education levels implements school-based management which is shown by independence, partnership, participation, openness, and accountability. Each educational unit must have guidelines that regulate about: (a) Curriculum at the level of educational units and syllabus; (b) educational and academic calendars; (c) the organizational structure of the educational unit; (d) division of duties among educators; (e) division of duties among education personnel; (f) Regulations

academic; (g) the rules of the educational unit, which at least include the rules of conduct for educators, education personnel and students, as well as the use and maintenance of facilities and infrastructure.; (h) the code of ethics for the relationship between fellow citizens within the education unit and the relationship between the residents of the education unit and the community; (i) Operational costs of the educational unit. In addition, each educational unit is managed on the basis of an annual work plan which is a detailed description of the medium-term work plan of the educational unit which covers a period of 4 (four) years.(10)

Financing Standards

Financing standards are standards that regulate the components and the amount of operating costs of educational units that are valid in one year. The education financing standard consists of investment costs, operational costs, and personal costs. Investment costs include the cost of providing infrastructure, human resource development, and fixed working capital. Operational costs include education costs that must be incurred by students to be able to follow the learning process regularly and continuously.

The operational costs of the education unit include the salaries of educators and education personnel as well as allowances attached to salaries, consumable educational materials or equipment and direct education operation costs in the form of power, water, telecommunication services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, and so on.

Educational Assessment Standards

Educational assessment standards are national educational standards related to mechanisms, procedures and instruments for assessing student learning outcomes. Assessment of learning outcomes by educators is carried out continuously to monitor the process, progress, and improvement of results in the form of daily tests, midterm tests, semester tests, and class promotion tests.

METHODOLOGY

This study uses a descriptive method with a qualitative approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from observed people and behaviors. The informants in this study consisted of the head of MAS 01 Darussalam Kepahiang, the deputy head of the madrasah for curriculum, the head of administration, the head of the library and some teachers. The steps in data collection are observation. Observation is the systematic observation and recording of phenomena that are investigated in order to obtain the necessary data, either directly or indirectly related to the problem being studied. Documentation is needed to see the various archives and records that are relevant to this research. Meanwhile, the interview method is a data collection method that is carried out to deepen and clarify the data obtained through interviews and corroborated by field observations.(11)

RESULTS AND DISCUSSION

Strategy to Improve the Quality of Education at MAS 01 Darussalam Kepahiang

From the data mining about strategies to improve the quality of education at MAS 01 Darussalam Kepahiang, there are several strategies, programs and activities that can be described as follows:

Strategy

At the beginning of each month, the madrasah conducts a monthly evaluation meeting with the teacher council and staff. In addition, the strategy carried out by the madrasah to improve academic and non-academic quality is the division of duties of teachers and staff in the implementation of educational and educational activities in the madrasah. To create a safe and comfortable madrasah atmosphere, the head of the madrasah together with the deputy head of the madrasah make madrasah rules and regulations.

Programs and Activities.

There are several programs and activities carried out in madrassas in order to improve the quality of education:

Improving Teacher Quality

In order to improve the quality of education in madrasahs, the head of MAS 01 Darussalam Kepahiang always tries his best to improve the quality of teachers. The activities / Activities carried out are: First, carrying out training activities, workshops, orientations and seminars on education, or sending teachers as participants in these activities, both carried out by the Ministry of Religion and other agencies or agencies. Second, provide direction and guidance in every monthly meeting to teachers. Third, monitoring and evaluating the implementation of teacher and employee duties, both supervision in the implementation of teaching duties and supervision in terms of the level of discipline of teachers and employees.

Improving Student Achievement Both Academic and Non-Academic Achievement

Academic achievement is student achievement in the subjects taught in madrasahs, such as the grades achieved by students after taking part in daily assessments, midterm assessments, semester assessments, grade promotion exams, madrasah exams or national exams and participating in various madrasah science competitions (KSM) and the Olympics. Meanwhile, non-academic achievements are student achievements outside of madrasah subjects such as student achievements in the field of sports and arts (football, basketball, volleyball, table tennis, badminton, kasti, takraw, martial arts, theater, al-banjari, the art of reading the Qur'an, and so on).

The activity carried out by the madrasah to improve the academic achievement of students is to carry out tutoring (guidance) in the madrasah. In addition to carrying out tutoring, the activities carried out to improve students' academic achievement are by holding special remedials. This special remedial must be followed by students with low scores during the monthly exam held by the madrasah. The implementation of this special remedial is carried out outside of formal school hours with a schedule and supervisor set by the head of the madrasah.

To improve non-academic achievements, by optimizing extracurricular activities. The extracurricular activities held at MAS 01 Darussalam Kepahiang consist of: scouting activities, football sports, basketball, volleyball, table tennis, badminton, caste, takraw, scout activity coaching, UKS (School Health Business), PMR (Youth Red Cross), Student Council, Youth Scientific Work (KIR), Paskibra, martial arts, theater, albanjari, the art of reading the Qur'an.

Improving National Exam and School Exam Score Performance

Creating competitive madrasah graduates, MAS 01 Darussalam Kepahiang formulated a program to improve student achievement in the National Examination (UN) and Madrasah Examination (UM). Activities carried out to improve the achievement of UN and UM scores are intensifying tutoring (Bimbel), carrying out UN Try Out at both the madrasah and district levels held by the Dispendik and the Ministry of Religion.

Improving Infrastructure

Efforts that have been made in improving the infrastructure of this madrasah include planning, procurement of infrastructure facilities and inventory or maintenance of infrastructure facilities.

In improving the quality of education in madrasahs, it is influenced by supporting factors and inhibiting factors. Based on the results of observations, interviews and data documentation at MAS 01 Darussalam Kepahiang, it is known that the supporting factors in efforts to improve the quality of education in madrasahs are as follows:

Educators Have S1 and S2 Qualification Educational Backgrounds in Accordance with the Subjects They Are Teaching

The number of educators at MAS 01 Darussalam Kepahiang is 52 people, of whom 45 are educated with S1 qualifications and S2 education as many as 7 people, and most of them have Bachelor of Science (S1) educational qualifications in accordance with the qualifications of the field of study they teach. Teacher education qualifications that are in accordance with the field of study they teach will be able to improve the quality and performance of teachers to be able to carry out their duties as educators.

Madrasah Has a Clear Program and Division of Tasks

MAS 01 Darussalam Kepahiang has a vision and mission that the madrasah wants to achieve. In achieving this vision and mission, several educational programs have been formulated that must be implemented in order to improve the quality of education in madrasahs. The existence of this program accompanied by a clear division of tasks for each component and madrasah residents is the strength possessed by the madrasah to realize quality education.

Educational Infrastructure Facilities in Madrasah

Based on the excavation of madrasah data and documents, the existing infrastructure facilities at MAS 01 Darussalam Kepahiang have met the standards of infrastructure facilities, although these infrastructure facilities still need to be improved. However, the existing infrastructure, if used optimally, will be able to contribute to the process of learning activities in madrasahs. Among the infrastructure facilities that support the learning process are classrooms, libraries, sports fields, science laboratories and computer laboratories. This infrastructure, if used by teachers who teach, will be able to support programs to improve the quality of student learning.

Conducive Climate and Environment of Islamic Boarding Schools

Another factor that supports the improvement of the quality of education at MAS 01 Darussalam Kepahiang is the conducive madrasah climate and pesantren environment. The atmosphere of togetherness, good coordination between madrasah residents and the religious pesantren environment, is a very supportive atmosphere for the implementation of the education quality improvement program at MAS 01 Darussalam Kepahiang, especially in instilling Islamic values in students.

Foundation, Government and Community Support

There has been a good relationship between the madrasah and the Al Aksyar Foundation which oversees various educational institutions including MIS, MTS, MAS 01 Darussalam Kepahiang, this is a motivation in itself to continue to improve and synergize to improve the quality and quality of education at MAS 01 Darussalam

Kepahiang. This support is in the form of the realization of several facilities and infrastructure facilities by the Al Aksyar Foundation that support the learning process, government support in the form of various financial assistance, for example, BOS funds and infrastructure assistance as well as community support, especially alumni who always participate in supporting the realization of a good, quality and quality institution. The inhibiting factors in improving the quality of education at MAS 01 Darussalam Kepahiang are:

Students' Learning Motivation Is Still Low

The emergence of this problem may be because the student's choice to enter school at MAS 01 Darussalam Kepahiang is the second choice, after the person concerned did not pass the entrance exam at another school. Therefore, the efforts made by the madrasah to overcome this problem are to improve the quality of new student selection, set the schedule for admission and selection of new students the same as the schedule for admission and selection in other schools and intensify the counseling guidance program.

Personnel Resources Are Less Than Optimal

Based on the excavation of personnel data documents at MAS 01 Darussalam Kepahiang, the administrative and administrative staff of MAS 01 Darussalam Kepahiang totaled 6 people consisting of the Head of TU for General Affairs Andri Biyogo, S.Pd, I. Rohmatullah Financial Sector S.Ag. Eka Marsela Administration Division, Last High School Education. Ice Krisnawati Health Sector, S.Kep. Rahmat Amin Hygiene Sector, the last education of Elementary School, the Deni Security Sector with the last education of Elementary School. From the existing personnel data, it shows that there is no compatibility of the diploma with the field of duties given to administrative employees at MAS 01 Darussalam Kepahiang, in addition to handling madrasahs with a total of 247 students, this is considered very difficult

The availability of madrasah funds is still insufficient

To overcome this problem, madrasahs always collaborate with other parties, for example collaborating with educational and training institutions and collaborating with BSI in several activities as sponsors and donors.

CONCLUSION

The strategy carried out by MAS 01 Darussalam Kepahiang to improve the quality of education is to improve the quality of teachers, academic and non-academic achievements of students, achievements in National Examination (UN) scores and achievements in Madrasah Exam (UM) scores and improve madrasah infrastructure. The activities carried out are to involve teachers in various seminars, workshops, and training activities on education, carry out tutoring activities (bimbel), remedial and organize extracurricular activities in the form of scout training, sports, martial arts, theater, arts and religious activities, organize Try Out and provide additional learning hours to students who will take the National Exam and Madrasah Exam. Meanwhile, the activities carried out by the madrasah in the context of improving infrastructure facilities are making plans for the needed infrastructure, procurement and maintenance of infrastructure facilities by allocating BOS funds. Supporting factors in improving the quality of education at Madrasah Aliyah 01 Kepahiang is an educator who teaches in madrasahs who have been qualified for S1 and S2 education. Loyal, reliable and qualified educational administrative staff, clear work programs and division of tasks, facilities that support teaching and learning activities, a conducive and clean madrasah climate and full support from the Al Aksyar Foundation. Meanwhile, the inhibiting factors in improving the quality of education at MAS 01 Darussalam Kepahiang are low student learning motivation, personnel resources are not optimal, and the availability of madrasah funds is still insufficient.

Efforts made to improve the quality of education include: intensifying guidance and counseling activities, creating an attractive learning atmosphere and providing awards for outstanding students such as prizes and scholarships, involving relevant employees in personnel education and training, collaborating with various related parties/agencies and implementing an electric attendance system for teachers and employees.

RECOMMENDATION

After conducting investigate and going through different approval and trial forms, the analyst at that point suggests the comes about or items delivered through this inquire about, to be specific within the frame of endeavors to progress the quality of instruction in madrasahs. This diary can be a reference or point of reference for conducting advance inquire about related to investigate and improvement.

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