

Academic Quality Assurance System Madrasah Targets Madrasah Aliyah Development Project in Central Java

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Abstract

This study aims to describe and analyze the successes and weaknesses of the academic quality assurance system for Madrasah Aliyah targeted by MEDP in Central Java. The research approach uses the CIPP evaluative model. The focus of research includes MA Al Irsyad (independent madrasah), MA NU Limpung (integrated madrasah), and MA YSPIS (madrasah pesantren). The instruments used included questionnaires, interview guides, and documentation. The data collected were analyzed using analytical descriptive. Based on the results of the study it was concluded: (1) the need for a comprehensive and intensive socialization in implementing the academic quality assurance system, especially in madrasahs in Central Java, and (2) setting the standard quality assurance system in the madrasah environment .

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INTODUCTION

Efforts to improve the quality of education have been conducted, but the results have not been encouraging. The emergence of an effort to implement the Madrasah-Based Curriculum Management (MKBM) at the school are influenced by several factors. Sukmadinata (2009: 4-6) explains that there are various factors that cause the quality of education is still far from the expected.

The issues contained in madrasa education is the internal and external issues, including the political, economic, social, security and defense. The threat of national disintegration, the economic downturn, the character of the area is excessive, there is no legal certainty and feeling less secure influence the process of madrasa education (Burhanuddin, 2018: 2).

Public perception of the madrasas in the modern era increasingly make madrasa as a unique educational institution for integrating the schools and the school curriculum, and therefore all the more necessary the existence (Raharjo, 2002). Madrasah with the uniqueness that is not shared by other educational institutions into one tumpuhan for modern humans to cope with drought heart of religious nuances and avoid the phenomenon of demoralization and dehumanization rampant along with advances in communications and information technology civilization.

The quality of an educational institution can be measured from three aspects, namely competence, accreditation and accountability. Graduates are deemed to have fulfilled all the requirements and have the required competence entitled to a certificate (Rusdarti: 2017: 2). Human Resources (HR) quality will produce graduates qualified education institution. The key point in creating human resources professionals is located in recruitment, selection, training and development of prospective workers (Pakpahan, 2017: 2).

One student field management functions relating to the distribution of aspirations and expectations of students is the availability of

means of channeling their talents and interests and hobbies that they can support the development of self-esteem

Some research related to improving the quality of madrasah already been done. Setiyaningrum research results (2012) states that the implementation of TQM is very beneficial for the life of the organization, as well as developing a more supportive organizational culture to increase employee performance so that the achievement of organizational goals can be realized optimally.

The problem faced by the organizers MA today include graduates compete with graduates of public schools, both in continuing studies (especially in entering the public higher education) as well as in obtaining a job with an adequate salary standards. Mass media advertising services in hiring more oriented to graduates of vocational high school graduates dibandingkan MA. This is understandable, because in general the quality of madrasah education is less satisfactory than the public schools, especially biula measured by the acquisition of student learning outcomes in the national exams (UN) and the level of accreditation.

See reality as it is, the demands of the development of madrasas lately considered very challenging. To meet these demands, one of the efforts the Government (Ministry of religion) is working with a foreign party, which is known by several names such as BEP (Basic Education Project), DMAP (Madrasah Aliyah Development Project) and the last (2007-2012) adalag MEDP (Madrasah Education Development Project). Chisti, Tahirkheli, kings, and Khan (2011: 972-976) revealed that if the State, Ministry of Religious Affairs, does not provide adequate access to quality education, survival in the 21st century will be very sulit. Meskipun Thus, the government should be able to utilizing local resources as well as international funds can be directed to funding from the ADB through MEDP.

MEDP priority programs of the Ministry of Religion, especially in the scaling up of academic quality assurance Madrasah Aliyah.

The program is run in 27 selected districts in three provinces (Central Java, East Java and South Sulawesi). In this project 500 madrasah was elected consisting of 206 MI (Madarash Elementary), 236 (MTs, and 58 MA. The total 90% madrassa target MEDP are private, and 10% other public madrasah. Khusus MA target MEDP in Central Java 19 MA scattered in 10 districts, among others: Batang, Apex, Tegal, Demak, Banjarnegara, Cilacap, Wonosobo, Grobogan and Blora (Depag of RI, 2008: 23).

Relative to the whether the Supreme Court in Central Java who have assisted the government through MEDP program has demonstrated academic quality assurance better, when measured by the National Education Standards And how the academic quality assurance system MA MEDP targets in Central Java ?. To that end, research Academic Quality Assurance System Madrasah Aliyah Madrasah Education Development Project targets in central Java is important to do.

This study aims to describe and analyze the context (context), the input (input), process (process), product (result) system of academic quality assurance MA target Madrasah Education Development Project in Central Java.; And describe and analyze the successes and failures of quality assurance systems MA academic goals Madrasah Education Development Project in Central Java.

METHOD

This study was designed using the model CIPP (Context, Input, Process, and Product) (Stufflebeam in Arikunto, 2004: 29). This design was used given the academic quality assurance system MA MEDP targets in Central Java is basically applying a certain pattern, involving multiple parties, stage, device, academic quality assurance process itself. Academic quality assurance processes lead to the achievement of the objectives and the impact on academic programs targeted MEDP MA in Central Java. Data analysis using descriptive analysis techniques to look at the trends that occur. While the qualitative data obtained from

interviews and document study were analyzed by using qualitative data analysis interactive model simultaneously. The data used in this study were collected through interviews, documentation and questionnaires. The source of data on Madrasah Aliyah (MA) target MEDP Central Java province amounted to 19 Madrasah spread over 10 districts. Elections to research madrassas taken with purposive sampling technique. Of the 19 madrasahs became sararan MEDP in Central Java, this study uses three madrasahs to represent each characteristic .. The preparation of instruments in this study refers to the description of the main program MEDP. That is, instrument in the form of questionnaires, interviews, and documentation designed based on indicators of academic quality assurance system madrasah MEDP target. Examination of the validity of the data is based on criteria to ensure the confidence of the data obtained through research.

RESULTS AND DISCUSSION

MA academic quality assurance systems targeted Madrasah Educational Development Project in Central Java evaluated context, input, process, and results of the program are designed the same academic activities, including physical and non-physical, MA eye target proposed activities based on needs.

In the context of academic quality assurance system MA Madrasah goal Educational Development Project in Central Java found three categories, namely self madrassas, Islamic schools and integrated schools madrassas. Independent madrassa management arrangements are done separately (independently) by an educational foundation that manages the madrassa. This type of madrassa as represented by MA Al Irsyad, Elephant Demak. Madrasah is madrassa management integrated management in an integrated manner by an educational foundation that manages several madrasahs, such as MI, MTs, SMP, MA, SMK, and so on. Type of crate madrasah represented by MA NU Limpung. Madrasah madrassa boarding schools are fused

with boarding manajemenya management. Headmaster chosen by a body (BPPMNU) chaired by clerics. This type of madrasa as represented by MA YSPIS, sedan-Rembang. The differences relate to differences in the type of quality assurance systems that do. Input (input) quality assurance system of academic MA target Madrasa Educational Development Project in Central Java can be seen from the average score of each indicator accumulated in the aspect of curriculum development, learning, extracurricular activities, niali-main value, a library, a school principal, and educators.

- 1) The system of academic quality assurance on an independent madrasa (MA Al Irsyad) in the input stage (input) indicates successful.
- 2) academic quality assurance system in independent madrasahs (MA NU Limpung) at the input stage (input) indicates successful.
- 3) The system of academic quality assurance on an independent madrasa (MA YSPIS Rembang) at the input stage (input) indicates successful.

Process (Conduct) system of academic quality assurance MA target Madrasa Educational Development Project in Central Java can be seen from the acquisition of the average score of each indicator accumulated in the aspect of curriculum development, learning, extracurricular activities, our core values, library, school principal and educators.

- 1) In an independent madrasa (MA Al Irsyad), academic quality assurance system MA Madrasah goal Educational Development Project in Central Java at this stage of the process (implementation) shows successful.
- 2) In the integrated madrasah (MA NU Limpung), academic quality assurance system MA Madrasah goal Educational Development Project in Central Java at this stage of the process (implementation) shows successful.
- 3) On integrated madrasah (MA YSPIS Rembang), academic quality assurance system MA Madrasah goal Educational Development Project in Central Java at this stage of the process (implementation) shows successful.

The result of (product) quality assurance system of academic MA target Madrasa Educational Development Project in Central Java can be seen from perolehan mean score of each indicator accumulated in the aspect of curriculum development, learning, extracurricular activities, our core values, the library, the head schools, and educators.

- 1) In an independent madrasa (MA Al Irsyad), academic quality assurance system MA Madrasah goal Educational Development Project in Central Java at the stage results (product) shows successful.
- 2) In the integrated madrasah (MA NU Limpung), academic quality assurance system MA Madrasah goal Educational Development Project in Central Java at the stage results (product) shows successful.
- 3) On integrated madrasah (MA YSPIS Rembang), academic quality assurance system MA Madrasah goal Educational Development Project in Central Java on results (product) shows successful.

The success / failure of academic quality assurance system MA Madrasah goal Educational Development Project in Central Java can be seen aspects are indicators of quality assurance. Advantages and disadvantages regarding academic quality assurance system consisting of curriculum development, learning, extracurricular activities, our core values, library, school principals, and educators are found on the presence or absence of an increase in the planning, implementation, and results.

- 1) The success of academic quality assurance system are found in independent madrasahs are on aspects of the learning process, activities eksterkurikuler, niali-primary grades, and school principals. Conversely, the failure of academic quality assurance system lies in the aspect of curriculum development, library and education personnel.
- 2) The success of academic quality assurance system was found in the integrated madrasahs are on aspects of the learning process, activities eksterkurikuler, niali-primary grades, and school principals.

Conversely, the failure of academic quality assurance system lies in the aspect of curriculum development, library and education personnel.

3) The success of academic quality assurance system was found in the madrasahs of pesantren are on aspects of the learning process, activities ekstrakurikuler, niali-primary grades, and school principals. Conversely, the failure of academic quality assurance system lies in the aspect of curriculum development, library and education personnel.

The success and failure of academic quality assurance system Madrasah Madrasah Aliyah goal Educational Development Project in Central Java requires attention to the parties interested in the madrasa education as study materials to improve the quality of madrasah education. The results of this study should be the basis for policy making further because the program MEDP apply the period 2009 through 2011, the end result is the increase in the planning, implementation, and results of the implementation to the creation of quality assurance systems curriculum development according to the standard BSNP, the learning process is innovative, extracurricular, niali-value principal, headmaster and teachers in Madrasah Aliyah MEDP targets in Central Java.

CONCLUSION

Madrasah Aliyah in the environment in order to respond to the quality demands of the public and must enter the stage of quality assurance in the future, the implementation of the guarantee system of academic quality assurance in Madrasah Aliyah is a necessity and immediate. Based on the findings through this study, Madrasah Aliyah in order to immediately achieve a system of quality assurance of academic and non-academic, researchers recommended;

be disseminated in a comprehensive and intensive cultivation of awareness about the academic quality assurance, given the quality assurance movement in the Madrasah Aliyah

has not become an internal culture in the planning, implementation process and the results of the implementation of the system of academic quality penjaminan in Madrasah Aliyah MEDP targets in Central Java.

Immediately establish quality assurance systems that have an aspect of academic quality assurance in the madrasa, especially madrasah aliyah. One academic quality assurance system Madrasah Aliyah found through this research. This is due to the model quality assurance system that is designed to accommodate academic quality assurance system that terstandarisasikan in the standards of quality assurance, as well as in the formulation of standards of quality assurance system involving all stakeholders. Academic quality assurance system was developed based on an internal view of Madrasah Aliyah targets the academic community in Central Java MEDP.

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