

The Analysis Of Determinants Factors In Improving The Quality Of Madrasah

Nurhamzah

Abstract: This article is aimed to analyze the influence of headmaster management, professional competence of teachers, and the teaching and learning environment on the teacher's performance in improving the quality of madrasah. The analytical method used in this article is a qualitative analysis approach with causal effectual analysis, that conducted a causal study on the relationship between the variables. Based on the results of the observation, literature review and interviews based-study, it can be concluded that the headmaster management, professional competence of teachers, and the learning environment has a positive and significant effect on the performance of teacher's instruction to improve the quality of madrasah.

Index Terms: management; competence; professional; environment; performance; quality; madrasah.

1 INTRODUCTION

In the National Education Day Speech, the Minister of Education and Culture stated that the greatest asset of Indonesia is not mine, gold, oil, gas, and so forth, but the greatest asset of Indonesia is the Indonesian people. So our responsibility now is to develop the quality of Indonesian citizens for educated and enlightened people are the key to the progress of the nation. The most dominant factor for creating educated and enlightened people is through education (Baswedan, 2015). Therefore, the principal competencies, professional competence of teachers, and the learning environment are the determinant factors in triggering the teachers' performance in creating the quality of educational institutions. The headmaster leadership is crucial to improve the quality of education, without good leadership the process of quality improvement of education can not be done and realized (Sallis, 2006). The influence of the principal's leadership/ madrasah is not merely a form of instruction, but rather a motivation or trigger that can provide inspiration to the teachers and other educational staffs, so that the initiative, innovation, and creativity can develop optimally in improving performance (Suwatno, 2008). There are two perspectives that must be done in order to improve the quality of education, namely: first is a macro perspective. In the macro perspective the factors that affect the quality of education are: curriculum, education policy, educational facilities, application of information and communication technology in education, application methods, strategies and up to date and modern educational approaches, evaluation of proper education, the cost of an adequate education, management of professional education, trained human resource educators who are knowledgeable, experienced and professional. The second is micro perspective. The dominant factor affecting the quality of education is a professional teacher and teachers' welfare. (B. A. H., 2014).

According to Mujamil Qomar (Qomar, 2007), one of the factors causing low quality of madrasah, ie quality management, in this case the leadership of the institution. Education manager, such as headmaster, has strategic position and functions as the master controller or the center because he has political power (political forces). With political power, the headmaster has the authority to hold a visionary innovations to promote and develop the educational institution he leads. Moreover, if the powers can be supported by the political will or even the goodwill of the head of the madrasah. The same statement was said by M. Arifin (Arifin, 1991), that the weak points of education in madrasah level lays on less professional manager. Therefore, the headmaster as a manager or leader has a huge influence on the reciprocation of an educational institution laid in madrasahs. Positive and proactive behavior can support the progress of the madrasah. On the other hand, a negative and counter-productive behavior will hamper the progress and even weaken the madrasah. Teachers are the frontline in terms of implementing innovation and creativity of education leaders, particularly innovation in the learning process. One of the indicators of professional teacher is that the teacher can make up-to-date innovation in implementing the learning process because of teacher competence is a decisive factor to achieve the educational process and the quality of education, especially student achievement, in both academic and non-academic achievement. Purwanto stated that the teachers and their teaching factor are the most important factor in determining whether student learning succeeds (or not). The attitude and personality of the teacher, the teachers level of knowledge and how teachers teach knowledge to their students, also determine how the learning outcomes can be achieved by students (Purwanto, Administration and Supervision of Education, 2006). Furthermore, E. Mulyasa (Mulyasa, 2002), revealed that the teacher is the most influential component of the creation of process and outcome quality of education. Therefore, any improvement efforts made to enhance and improve the quality of education will not contribute significantly without the support of the professional and competent teachers. In other words, improving the quality of education must stem from teachers and led to the teacher as well. When observing more on the current reality the teacher competence still varies. Danim Sudarwan revealed that one of the characteristics of the education crisis in Indonesia is that the currently teachers have not been able to demonstrate the Adequate performance (Danim, 2002). Anies Baswedan said that curriculum change is important, because the curriculum was to be developed in accordance with the demands and needs of the times. But

- Author name is currently pursuing doctors degree program in electric power engineering in University, Country State Islamic University Sunan Gunung Djati, Bandung, Indonesia,
- E-mail: nurhamzah@uinsgd.ac.id

there are other educational components in the national education system which is more important, the first is the teacher and then headmaster leadership (Baswedan). Another factor that affects the quality of education is a learning environment. A comfortable conducive and pleasant learning environment can make students happy to study, and make them able to concentrate on studying because learning environment greatly affects the growth and development of student behavior. When students can concentrate on learning, it directly gives an implication on improving their learning outcomes (Purwanto, Ilmu Pendidikan Teori dan Praktek, 1998). The result growth of student learning increases will develop the quality (grade) education institutions. This article discusses the influence of principal's management, teacher's professional competence, performance and learning environment to teacher's performance in enhancing the quality of madrasah, a study case at Madrasah Aliyah Negeri (MAN) in Sukabumi District, Indonesia.

2 METHODOLOGY

The analytical method used in this article is a qualitative analysis approach with causal effectual analysis, that conducted a causal study. The use of this method is to see a causal relationship between the variables based on the results of observation, interview, and the theoretical basis of existing literature. This research was conducted at MAN Sukabumi. The analysis unit of this article is educational institution based-respondent perspective.

3 RESULT AND DISCUSSION

This article refers to the reality of education quality in Indonesia, based on data released by the Human Development Index (HDI) 2014 (Report, 2014) and assessment released by UNESCO based on Education Development Index (EDI) 2015, that the quality of education is still very low. The low quality of education, due to the low quality of education institutions in Indonesia. There are three major issues of education in Indonesia, namely: 1) the low equity in gaining education for public; 2) low quality and relevance of education, and 3) poor management of education. Among the three of the above problems, quality and management of education becomes the key problem. According to Sudarwan Danim, there are five factors that can improve the quality of schools, namely: first is headmaster's leadership. Headmaster must have a job and understand the vision clearly, and must have will to work hard, have a high working encouragement, perseverance and steadfast in work, in order that he can provide optimal service, and has a strong work discipline. Second is students. The approach done must be students-centered so that the competence and ability of students can be developed and the school may understand well the existing strengths of students. Third is teacher. The maximum involvement of teachers, by improving teacher's competence and professional work in the activities of scientific forums, such as seminar, workshops, and training, so that the results of these activities can be implemented in teaching-learning process in each school. Fourth is curriculum. A steady and dynamic curriculum can allow and facilitate the quality standards expected, so that the ultimate goals (objective) of education can be achieved with the maximum results. Fifth is networking. Networking is not merely confined to the school environment and the community (parents and people), but it is also confined to other organizations, such as companies/

institutions that have an impact on the output of the schools that can be directly absorbed (Danim S., 2007). An effort to improve the quality of education through control and quality assurance of education, the role of headmaster in control services and quality assurance of learning in the classroom is very large. To that extent, the headmaster services, professional teachers, and the consistent teachers' performance and conducive learning environment, should be maximized. If all of the components (headmaster, teachers and teacher performance) can work on services in accordance with the duties (tasks and functions) respectively, the quality of education can certainly increase. Headmaster's management and monitoring to classes can improve and increase the teaching performance, and will greatly affect teacher's professionalism in teaching in the classroom, so that the control and quality assurance of the learning will be well monitored. The professional teachers have the ability to change the atmosphere of teaching-learning process to be exciting and dynamic and make the teacher-student interaction more optimal, grow study skills. After learning in the classroom, professional teachers always follow meetings with quality assurance, both by teachers and the teaching supervisor. The final step of the quality of education products is carried out by "quality control" through a series of tests where the results were compared with a predetermined standard. Quality control is not only done by the government through the exam, but also carried out by professional teachers at the end of each lesson (Satori, 2006). In an educational environment system, especially schools, the demand for the development of quality assurance is a normal phenomenon, because the implementation of quality education is part of the Public Accountability. Each component of education stakeholders; parents, community, workplace, and government in the role and capacities, each has an interest in the implementation of quality education (Satori, 2006). In everyday life people understand the concept of the absolute quality. People apply it if they want to explain about something expensive and luxurious. As an absolute concept, quality equal to kindness, beauty, or ideal something without comparison. Something rare and expensive is regarded as quality goods. A relative concept looks at quality not as an attribute or information about a product in the form of goods or services, but as something that comes from the product itself. In a relative concept of quality, something good or service quality is said not only because it meets the specifications defined (fitness for purpose or use), but must also comply with the wishes of customers (customers' requirements). In this regard, Sallis formulates quality as something that satisfies customers the most and satisfy their needs and desires (Sallis, 2006). In line with this, Creech (1996) argued that the organization's product is the focal point of an organization. The products are identified and defined in terms of customers, both internal and external. All elements within the organization that affect the focus of the product require careful attention of everyone in the organization, they will not show up and stand on their own, either a common purpose, progress, pride, and professionalism. According to the National Education Ministry that the low quality of education is determined by several important factors, namely: input, process, environmental support, facilities and infrastructure. The exposition of these factors is that input is related to the condition of the students (interests, talents, potential, motivation, attitude), the process is closely related to the creation of learning atmosphere, which

in this case has more emphasis on the creativity of teachers, environmental support is related to atmosphere or circumstances that support the learning process such as the family, community, environment, while infrastructure is a device that can facilitate learning activities, such as buildings, laboratory equipment, computers and so on. Externally, educational input components that significantly affect the quality improvement of education, include 1) inadequate quantity and quality of teachers and education staffs, and well-being; 2) infrastructure and learning facilities are not available and have not been utilized optimally; 3) Funding of education is not adequate to support the quality of learning; and 4) The process of learning that has not been efficient and effective (Depdiknas, 2001) To sum up that there are some important components in improving the quality of education, they are educational leadership (headmaster), teacher competence, and a conducive learning environment. So that all components will produce a good performance, especially in balancing between reward and punishment. First, the headmaster as a manager of education. In order to carry out the role and function of a manager, headmaster should have the right strategy to empower educators through collaboration or cooperation, providing opportunities for educators to improve their profession and encourage the involvement of all educators in activities that support the school program. Therefore, the headmaster should be able to create a conducive working environment. This can be done by setting a conducive working space, study room, library room, laboratories, workshops, and by organizing pleasant school work environment. Pleasant working atmosphere will excite teachers and other education persons in carrying out their duties and functions. The assessment of teachers' duties and functions is through the performance of teachers. For that reason, the headmaster should be able to create a harmonious working relationship with the teacher, as well as creating a safe and enjoyable learning environment. Second, the professional competence of teachers is the competence or skills related to the completion of the teachers' tasks. The teachers' profession duties include educating, teaching, and training. Educating means to continue and develop the values of life. Teaching means to continue and develop science and technology, while the training means developing students' skills (Usman, 2003). According to Law No. 14 Year 2005 on Teacher and Lecturer that professional competence is the ability to master the broad and deep subject matter. Moh. Uzer Usman argued professional competence is a person who has the ability and expertise in the field of teaching so that he is able to perform his duties and functions as a teacher maximally (Usman, 2003). This competence is a competence that is very important because it is directly related to the performance owned. Third, the learning environment is everything in place of learning, whether they are natural, physical, and social. Natural learning environment is everything that occurs naturally in the study area, such as the state of the room temperature, the humidity in learning room. While social learning environment is everything that is outside the natural environment of the study area, such as school environment and community around the school. The learning achievement is influenced by the learning environment as external factors. Learning conditions can affect concentration, perception, and receiving information. Aspects that affect the learning environment in schools are as follow: physical and social environment of the school (the Shah, 2009). The

physical environment is the very important student learning environment. Students want to learn in buildings with good physical equipment that they can be proud of, so that students get fun at school. The school building and good physical equipment are not only a place of learning, but they are important part of students life where they study, exercise and develop creativity. The physical environment of the school include: the condition of the building and the location of school, and facilities as well as public facilities (Shah 2009). The social environment of the school. In following school education children are to adjust to the environment, because in those days students' consciousness, obligation to study and so on grow. Social development of children was not to be taken for granted, but through the stages until they become teenagers, therefore, the duty of teachers is to be able to nurture their students in schools with good school environment. The social environment at school include: attitude and behavior of teachers and students (Shah 2009). Therefore, the arrangement of the learning environment is essentially the process of managing the learning environment. In other words, it is class management. Optimizing the class management can be illustrated in a series of learning activities that are deliberately managed by the teacher in order that the class take place effectively and efficiently in helping students achieve the learning outcomes in accordance with their hopes. It may be possible to happen because the various forms of interaction that exists will provide ease and fluency for students to gain learning experience to develop their spiritual potential (SQ), intellectual potential (IQ), emotional potential (EQ), or social potential. Fourth, teachers' teaching performance. Teacher's teaching performance is the result of work competence that can be achieved by teachers in accordance with their duties and responsibilities as educators. The performance of a good teacher is reflected in the high loyalty and commitment on duty when he teaches, masters, and develops learning materials, discipline and punctuality in teaching and carries out other tasks, innovation and creativity in implementing the learning process, the process of cooperation with all school community, a role model for students, a good personality, honest and objective in guiding students, as well as responsible towards his duties (Usman, 2003). If we look at all these components as mandated in Law No. 14 Year 2005 on Teacher and Lecturer and the rule of Religious Affair Minister Number 16 Year 2010 on the Management of Religious Education in Schools, that there are four competencies that must be owned by teachers, namely pedagogic competence, professional, personal and social competence, as well as leadership. Based on observations at Islamic Senior High Schools of Palabuhanratu, Cibadak, Purabaya and Surade, there is a significant relationship between headmaster's management, professional teachers, and conducive learning environment to the teachers' teaching performance. So, when the teachers' teaching performance increases, the quality of education in school will get better too. This is reinforced by the results of interview with teachers and students at Islamic Senior High School (MAN), stated that the teachers' teaching improvement in the classroom is strongly influenced by the headmaster' management, professional teachers, and conducive educational environment to students' learning. From the interview data it is concluded that the teachers' teaching improvement in the classroom has implications to the quality improvement of graduates in these schools. This result is marked by 100% passing the National

Exam (UN) with satisfactory results, and a lot of graduates continued to higher education in accordance with their expectations. The students were highly motivated and enthusiastic during the learning process carried out by professional teachers that had positive impact to their achievement in school.

4 CONCLUSION

Headmaster's management, teacher's professional competence, and learning environment has a positive and significant effect on the performance of teachers' teaching performance to improve the quality of school. This article has done a research based on "evidence", the study of quantitative analysis. Furthermore, the author recommend further research based on the quantitative analysis study that has been formed in this article.

5 REFERENCES

- [1] (EDI), E. D. (2015). Efa Global Monitoring Report. Dalam E. f. 2000-2015, & A. a. Chalengges. UNESCO Publishing.
- [2] Anita Lie, T. A. (2014). Menjadi Sekolah Terbaik; Praktik-praktik Strategi dalam Pendidikan. Jakarta: Tatono Foundation & Raih Asa Sukses.
- [3] Arifin, M. (1991). Kapita Selekta Pendidikan (Islam dan Umum). Jakarta: Bumi Aksara.
- [4] B., A. H. (2014). Manajemen Mutu Pendidikan. Bandung: Alfabeta.
- [5] Baswedan, A. (t.thn.). Dipetik Juni 2015, 17, dari www.suparlan.com
- [6] Baswedan, A. (2015, Mei 02). Sambutan Menteri Pendidikan dan Kebudayaan RI pada Hari Pendidikan Nasional.
- [7] Danim, S. (2002). Inovasi Pendidikan dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan. Bandung: Pustaka Setia.
- [8] Danim, S. (2007). Visi Baru Manajemen Sekolah. Jakarta: Bumi Aksara.
- [9] Depdiknas. (2001). Manajemen Peningkatan Mutu Berbasis Sekolah. Jakarta: Balitbang Depdiknas.
- [10] Mulyasa, E. (2002). Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi. Bandung: Remaja Rosdakarya.
- [11] Purwanto, N. (1998). Ilmu Pendidikan Teori dan Praktek. Bandung: Remaja Rosdakarya.
- [12] Purwanto, N. (2006). Administrasi dan Supervisi Pendidikan. Bandung: Remaja Rosdakarya.
- [13] Qomar, M. (2007). Manajemen Pendidikan Islam; Strategi Baru Pengelolaan Lembaga Pendidikan Islam. Bandung: Erlangga.
- [14] Report, H. D. (2014). Sustaining Human Progress: Reducing Vulnerabilities, and Building Resilience. Dipetik April 22, 2015, dari United Nations Development Programme (UNDP): <http://hdr.undp.org/en>
- [15] Sallis, E. (2006). Total Quality Management in Education. Jogyakarta: IRCiSoD.
- [16] Satori, J. (2006). Sasaran Pembengunan Pendidikan; Analisis Stekeholder Pembangunan Pendidikan dan Kebudayaan. Jakarta: Depdiknas.
- [17] Suwatno, T. Y. (2008). Manajemen Sumber Daya Manusia. Bandung: Alfabeta.
- [18] Syah, M. (2009). Psikologi Belajar. Bandung: Rajawali Press.
- [19] Triatna, A. K. (2014). Visionary Leadership menuju Sekolah Efektif. Jakarta: PT. Bumi Aksara.
- [20] Usman, M. U. (2003). Menjadi Guru Profesional. Bandung: Remaja Rosdakarya.
- [21] Zahro, A. (2014). Total Quality Management; Teori & Praktik Manajemen untuk Mendongkrak Mutu Pendidikan. Yogyakarta: Ar-Ruzz Media.