

## Quality Education Management In Madrasah

**Ratna Dewi Setyowati**

Universitas Islam Negeri Raden Intan Lampung, Indonesia  
[2386031025@radenintan.ac.id](mailto:2386031025@radenintan.ac.id)

**Nina Tisnawati**

Universitas Islam Negeri Raden Intan Lampung, Indonesia  
[2386031009@radenintan.ac.id](mailto:2386031009@radenintan.ac.id)

**Agus Pahrudin**

Universitas Islam Negeri Raden Intan Lampung, Indonesia  
[agus.pahrudin@radenintan.ac.id](mailto:agus.pahrudin@radenintan.ac.id)

**Abstract:** *The management of education in Islamic schools (madrasah) has become crucial in today's era, where the challenges of globalization and intense competition demand educational institutions that produce competent and high-quality graduates. This article aims to analyze the management of quality education in madrasahs, including legal foundations, principles, scope, issues, and applicable solutions. Using a literature review method, this article explains the concept of education management in madrasahs, such as the importance of visionary leadership, the development of teacher professionalism, the implementation of relevant curriculum, and continuous evaluation. The article also elaborates on the legal foundations governing education management in madrasahs, along with their basic principles. The scope of education management in madrasahs includes planning, organization, curriculum development, resource management, and evaluation. However, the article also identifies several challenges faced, such as resource constraints, irrelevant curricula, and low-quality learning. To address these challenges, the article offers quality-based solutions, such as drafting quality improvement plans, enhancing teacher quality, developing relevant curricula, utilizing educational technology, conducting continuous evaluations, and actively engaging the community. In conclusion, quality education management in madrasahs requires a comprehensive and sustainable approach, as well as the involvement of all relevant parties to create a conducive educational environment.*

**Keywords:** *Madrasah; Quality; Education*

## INTRODUCTION

Education is a crucial aspect of a nation's development. It plays a strategic role in enhancing the quality of human resources and creating a quality society (Rijal and Tahir 2022; Ristianah et al. 2022). One of the educational institutions that plays an important role in the development of education in Indonesia is the Madrasah. Madrasah is an educational institution that has a specific role in the development of Islamic education. As an Islamic educational institution, Madrasah is responsible for providing quality religious education to its students (Latif, Anwar Us, and Khafidah 2017). However, in addition to religious education, madrasahs also need to provide general education that aligns with changing times and societal needs.

In the era of globalization and increasing competition, the presence of madrasahs that can produce competent and quality graduates becomes crucial.

Therefore, the management of quality education in madrasahs is a challenge that must be faced by education managers and stakeholders. The management of quality education in madrasahs involves various aspects, ranging from the development of relevant curriculum, the improvement of teacher competencies, the use of innovative teaching methods, and effective resource management (Ainissyifa et al. 2023). Additionally, active roles from the government, educational institutions, and the community are also vital in creating a conducive educational environment for the development of quality madrasahs.

This research aims to analyze the management of quality education in madrasahs, including the legal foundations, principles, scope, issues, and solutions in educational management in madrasahs. The results of this study are expected to provide a deeper understanding of the management of quality education in madrasahs in efforts to enhance the quality of education in madrasahs.

## **RESEARCH METHOD**

This study employs a qualitative methodology utilizing the library research method, specifically literature review. The research data are collected from diverse literature sources, including scientific journals, books, and scholarly articles. The collected data are subsequently subjected to descriptive and critical analysis to address the research problem. This involves elaborating on various sources, classifying and selecting relevant data categories, and organizing them to discuss the identified research issues. The analysis methods employed include content analysis and descriptive analysis. The literature materials obtained from multiple references are critically examined to support the proposed propositions and ideas. (Fadli 2021).

This study aimed to examine the management of quality education in madrasah through the collection and analysis of data from various sources. The research process involved several stages. Initially, a thorough search and selection of relevant literature sources were conducted from databases, journals, and books pertaining to the research topic. Subsequently, the collected data were analyzed by comparing, examining, and evaluating the information obtained from these diverse sources. The analyzed data were then interpreted, and conclusions were drawn regarding the management of quality education in madrasah. Finally, the research findings were presented in the form of a comprehensive and well-structured research report. The key stages involved in this research include:

1. Conducting a literature review on quality education management in madrasah.
2. Selecting and analyzing relevant data from the collected sources.
3. Interpreting the data and drawing conclusions based on the analysis results.
4. Preparing a comprehensive and systematic research report.

## **RESULT AND DISCUSSION**

### **Definition of Education Management in Madrasahs**

Education management in madrasahs is a systematic process that involves planning, organizing, directing, and controlling efforts to provide quality education (Hidayat, Machali, and Makmun 2012) Education management in madrasahs is not limited to administrative aspects but also encompasses curriculum management, resource management, teacher management, student management, and community relations (Turmidzi 2021).

Education management in madrasahs involves various activities such as lesson planning, scheduling, procurement of educational facilities and infrastructure, financial management, monitoring, and evaluation. The purpose of education management in madrasahs is to create a conducive environment for the learning process, enhance the quality of education, and provide optimal educational services to students (Anwar 2017). Education management in madrasahs also includes human resources management, including teacher recruitment, development, and performance assessment. Additionally, education management in madrasahs involves building relationships with parents and the surrounding community. Good collaboration between madrasahs, parents, and the community is crucial in creating a harmonious educational environment that supports the development of students.

Education management in madrasahs is closely related to curriculum management. Madrasahs need to design a curriculum that meets the needs of students, integrates religious education with general education, and considers the development of knowledge and technology. Curriculum management includes the selection and development of learning materials, the determination of effective teaching methods, and the assessment of student learning outcomes. In the management of education in madrasahs, the role of the madrasah principal is vital. A good madrasah principal should have a deep understanding of education, possess good managerial skills, and be able to guide and motivate teachers and students (Burhanudin and Sumaryanto 2018). The Madrasah principal is also responsible for building and maintaining good relationships with all stakeholders, including the teacher council, parents, and the community.

With a good understanding of the definition of education management in madrasahs, madrasahs can optimize their efforts to provide quality education. Effective and efficient education management will have a positive impact on the quality of education provided by madrasahs and on the development of students.

### **Concept of Quality Education in Madrasahs**

Quality education in madrasahs is the primary goal that must be achieved in education management. The following are four main concepts that serve as the foundation for creating quality education in madrasahs (Turmidzi 2021): (1) Quality of learning: Quality learning considers various aspects such as the implementation of interactive teaching methods, the use of diverse learning resources, and objective and accurate assessment. It emphasizes the application of interactive teaching methods, the use of varied learning resources, and objective and accurate assessment. (2) Holistic education: In addition to academic aspects, madrasahs should also pay attention to the moral, spiritual, social, and emotional aspects of students. Holistic education helps students become individuals with noble character, responsibility, and the ability to make positive contributions to society. Holistic education aims to develop students who have noble character, responsibility, and the ability to contribute positively to society. (3) Relevant curriculum: The curriculum should encompass a deep understanding of religion, sciences, languages, and other relevant skills applicable in daily life.

Madrasahs need to adapt to the developments in science and technology while considering Islamic values as the main foundation of the Madrasah curriculum. A relevant curriculum provides a strong foundation for students to face future challenges. (4) Continuous evaluation and monitoring: Regular evaluation and consistent monitoring of the learning process, teacher performance, and student learning outcomes are important steps to evaluate the effectiveness and quality of education. The results of evaluation and monitoring can be used as a reference for continuous improvement and enhancement. Madrasahs need to have a good mechanism for conducting systematic evaluation and monitoring to ensure the quality of education provided.

Madrasahs can create quality and relevant education for students by implementing these concepts.. Quality education in madrasahs will provide a strong foundation for students to develop their potential optimally and become competitive individuals in society.

## **The Legal Basis for The Management of Education in Madrasahs**

The legal basis for the management of education in madrasahs is established by several laws and regulations governing the organization and administration of madrasahs. Some of the legal foundations for education management in madrasahs include (Latif et al. 2017; Turmidzi 2021):

1. Law Number 20 of 2003 concerning the National Education System.
2. Government Regulation Number 19 of 2005 concerning National Standards for Education, specifically Chapter VIII from Article 49 to Article 61, which provides detailed regulations on management standards.
3. Minister of National Education Regulation Number 19 of 2007 concerning education management standards.
4. Ministry of Religious Affairs Regulation Number 90 of 2013 concerning the Implementation of Madrasah Education.
5. Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education.
6. Ministry of Religious Affairs Regulation Number 60 of 2015 concerning Amendments to the Ministry of Religious Affairs Regulation Number 90 of 2013 concerning the Implementation of Madrasah Education.
7. Ministry of Religious Affairs Regulation Number 23 of 2018 concerning Standards for Religious Education and Religious Education in Education.
8. Ministry of Education and Culture Regulation Number 26 of 2021 concerning National Education Standards.

In addition to these legal foundations, there are other regulations related to the management of education in madrasahs, such as regional regulations, ministerial decisions, and internal regulations issued by the Ministry of Religious Affairs and the Ministry of Education and Culture. All of these legal foundations serve as references in the management of education in madrasahs to ensure the sustainability and quality of the education provided.

## **Principles of Education Management in Madrasahs**

Education management in madrasahs should be based on strong principles in order to achieve quality education. The four principles of education management in madrasahs are (Hidayat et al. 2012): (1) visionary and participatory leadership; (2) professional development of teachers; (3) implementation of relevant curriculum; and (4) continuous evaluation and monitoring. Other principles of education management (Januariyani and Efendi 2023; Sartika 2020; Syarhani 2022) include (1) sincerity (QS. Al-A'raf: 29), (2) honesty (QS. Al-Ahzab: 24, QS. Al-Zumr: 33, and QS. At-Taubah: 119), (3) trustworthiness (QS. An-Nisa': 58), (4) fairness (QS. Al-Maidah: 8, QS. Ar-Rahman: 7-9), and (5) responsibility (QS. Al-Baqarah: 286).

By implementing these principles, education management in madrasahs can become more effective and efficient in achieving quality education. These principles will help madrasahs face the challenges and changes that occur in the field of education.

### **Scope of Education Management in Madrasahs**

Education management in madrasahs encompasses various aspects that involve the organization, regulation, and management of educational activities, including (Wahyudin et al. 2023; Zohriah et al. 2023):

1. **Education Planning:** This includes establishing the vision, mission, goals, and targets to be achieved. It also involves curriculum development, lesson scheduling, and planning the use of resources such as teaching staff, facilities, and budget.
2. **Organization and Management:** This involves the arrangement and operational management of the madrasah, including organizational structure, roles and responsibilities, and the distribution of responsibilities among madrasah management, headmaster, teachers, and support staff. It also involves financial management, administration, and documentation related to educational activities.
3. **Curriculum Development and Teaching:** This entails developing a curriculum that aligns with the needs of students and the educational goals of the madrasah, encompassing religious, scientific, linguistic, and other skills. It involves the regulation and supervision of the teaching process, the implementation of effective teaching methods, and the assessment of student learning outcomes.
4. **Resource Management:** This includes the management of human, physical, and financial resources in the madrasah. It involves the recruitment, development, and performance evaluation of teachers and other educational staff. Physical resource management includes the maintenance and effective use of teaching facilities. Financial resource management involves budgeting and financing educational activities.
5. **Supervision and Evaluation:** This involves the supervision and evaluation of all educational activities, including monitoring the implementation of the curriculum, the quality of teaching, student discipline, and evaluating the performance of teachers and other educational staff. Supervision and evaluation aim to ensure that education in the madrasah meets established standards and achieves desired outcomes.

Education management in madrasahs encompasses various interconnected aspects to create an effective and quality educational environment. Good management practices positively impact the quality of

education provided by madrasahs and contribute to the overall development of students.

### **The Challenges Faced in Madrasahs**

Unlike general schools, madrasahs face several challenges in education management (Turmidzi 2021), including:

1. Resource limitations: These include a lack of trained and qualified teachers, inadequate facilities and infrastructure, and limited budgetary resources.
2. Irrelevant curriculum: Some Madrasahs still struggle with curricula that are not relevant to the needs of students and the demands of the times, hindering student development in facing future challenges.
3. Limited access and community involvement: result in a lack of support and participation from the community in Madrasah development, as well as restricted access for students to obtain quality education.
4. Low-quality teaching: a lack of innovative teaching methods, underutilization of technology in the teaching process, and subjective and inaccurate assessments, which can affect the quality of education provided by madrasahs.
5. Challenges in developing non-academic skills: Skills such as critical thinking, creativity, collaboration, and communication require different teaching approaches and strong support from teachers and relevant stakeholders.
6. Social and environmental issues: These can impact the educational process. Examples include high levels of poverty, social conflicts, or a lack of support from the government and the surrounding community.

To address these challenges, collaborative efforts are needed among madrasahs, the government, the community, and relevant stakeholders. Improvement in infrastructure, enhancing teacher quality, developing relevant curricula, increasing community involvement, and appropriate utilization of educational technology can help overcome the challenges faced in madrasahs.

### **Solutions for Quality-Based Issues in Madrasahs**

To address quality-based issues in madrasahs, a comprehensive and sustainable approach is needed (Marzal 2022; Muhaimin 2015). Here are some solutions that can be implemented: firstly, development of quality improvement plans: Madrasahs need to develop strategic plans focused on improving the quality of education involving all stakeholders, such as Madrasah management, teachers, students, parents, and the community. The plan should be clear, measurable, and include specific targets to enhance the quality of education in the madrasah.

Second, enhancement of teacher and educator quality: Madrasahs need to focus on the professional development of teachers and educators through continuous training and mentoring to improve their competence and skills in delivering materials, utilizing effective teaching methods, and incorporating educational technology. Performance assessment systems should also be implemented to encourage the improvement of teacher and educator quality.

Then, development of relevant curriculum: The curriculum should be developed to align with the needs of students and the demands of the time. It should include aspects of religion, sciences, languages, and other skills. The curriculum should be flexible, keeping up with advancements in knowledge and technology and preparing students to face future challenges. Furthermore, utilization of educational technology: The use of learning software, multimedia, and online learning platforms can help enhance the quality of teaching and facilitate broader access to education. Additionally, technology can be utilized to efficiently manage educational data and information.

Fifth, ongoing assessment and evaluation: continuous assessment should be conducted to monitor and improve the quality of education. This should include assessments of student learning, teacher and educator performance, and student and parent satisfaction. The results of these assessments and evaluations should be used as a basis for decision-making and educational quality improvement. Last, community and stakeholder involvement: establishing close partnerships with the community and other stakeholders is crucial. The involvement of parents, Madrasah committees, religious leaders, and other community institutions can provide support, input, and participation in efforts to improve the quality of education in Madrasahs.

Implementing these solutions requires strong commitment and cooperation among Madrasah management, teachers, students, parents, the community, and other relevant parties. With a holistic, quality-based approach, madrasahs can continuously enhance the quality of education and provide optimal benefits to students and the community.

## **CONCLUSION**

Quality management in madrasah education requires a comprehensive and sustainable approach. This includes aspects such as measurable educational planning, the development of teacher and educator quality, enhancing curriculum relevance to the demands of the time, utilizing educational technology, and ongoing evaluation to monitor and improve the quality of education. Additionally, active involvement from all stakeholders, including madrasah management, teachers, students, parents, and the community, is also



crucial in creating a conducive and quality educational environment. By implementing these solutions holistically, it is hoped that madrasahs can continuously improve the quality of education and provide optimal benefits for the development of students and the community as a whole.

## REFERENCES

- Ainissyifa, Hilda, Yufi Mohammad Nasrullah, Nurul Fatonah, Shelsya Azzahra Indriani, Syifa Nuril Asyifiya, Julistya, and Alfi Rohmah. 2023. *Education Management in the Independent Curriculum in Madrasahs*. edited by Y. M. Nasrullah. Semarang: Cahaya Smart Nusantara.
- Anwar, Herson. 2017. "Standards of Education Management in Managing Madrasah Aliyah." *Tadbir: Jurnal Manajemen Pendidikan Islam* 5(1):15–27.
- Burhanudin, Arif Moch, and Totok F. Sumaryanto. 2018. "Implementation of Integrated Quality Management in Improving The Quality of Education At Madrasah Aliyah Raudlatul Ulum." *Educational Management* 7(1):2018–19.
- Fadli, Muhammad Rijal. 2021. "Understanding the Design of Qualitative Research Methods." 21(1):33–54. doi: 10.21831/hum.v21i1.
- Hidayat, Ara, Imam Machali, and Abin Syamsuddin Makmun. 2012. *Educational Management: Concepts, Principles, and Applications in Managing Schools and Madrasahs*. Bandung: Kaukaba.
- Januariyani, and Nur Efendi. 2023. "Basic Concepts and Foundations of Islamic Educational Management." *Journal Of Pojok Guru* 1(2).
- Latif, Mukhtar, Kasful Anwar Us, and Wahyu Khafidah. 2017. *Quality Management in Madrasahs*. Jambi, Indonesia: PT Salim Media Indonesia.
- Marzal. 2022. "Sustainable Quality Improvement Planning for Excellent Madrasahs in Palembang City." *Jurnal Perspektif* 15(2).
- Muhaimin. 2015. *Educational Management (Its Application in Developing School/Madrasah Development Plans)*. Prenada Media.
- Rijal, Syamsu, and Thamrin Tahir. 2022. "Analysis of Driving Factors of Urbanization in Urban Areas (A Case Study of Makassar City)." *Journal of Economic Education and Entrepreneurship Studies* 3(1).
- Ristianah, Niken, Toha Ma'sum, Sekolah Tinggi, Agama Islam, and Darussalam Nganjuk. 2022. "Concept of Quality Management in Education." *Tabyin: Jurnal Pendidikan Islam* 4(1):45–55.
- Sartika, Didi. 2020. "Islamic Higher Education Management (Efforts to

Reposition and Reconstruct Islamic Higher Education Institutions in the Era of Globalization).” *Southeast Asian Journal of Islamic Education Management* 1(2):177–94. doi: 10.21154/sajiem.xxxxxxx.

Syarhani, Syarhani. 2022. “Islamic Education Management: Concepts, Functions, and Principles.” *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16(6):2007. doi: 10.35931/aq.v16i6.1258.

Turmidzi, Imam. 2021. “Quality Management in Madrasah Education.” *Tarbawi* 4(2):165–81.

Wahyudin, Achmad, Anis Zohriah, Uin Sultan Maulana Hasanuddin Banten, Jl N. Jendral Sudirman, Panancangan Cipocok Jaya Kec Serang, and Kota Serang. 2023. “The Scope of Educational Management.” *Journal on Education* 06(01):3822–35.

Zohriah, Anis, Hikmatul Fauzjiah, Muhammad shofwan Mawally Nafis Badri, and Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. 2023. “The Scope of Islamic Educational Management.” *Jurnal Dirosah Islamiyah* 5:704. doi: 10.17467/jdi.v5i3.4081.