

Developing the Quality of Education Through the Implementation of Boarding School Programs

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ABSTRACT

This study attempts to analyze the implementation of boarding school-based schools to improve the quality of education at MTs MBS Muhammadiyah Wanayasa, Banjarnegara. This type of research is qualitative research. This research was conducted at MTs MBS Muhammadiyah Wanayasa, Banjarnegara. The data were obtained through observation, interviews, and documentation. All data obtained were then analyzed by data reduction, data display, and verification or concluding. The results of the study found that the strategic implementation of boarding schools in developing the quality of education included activities carried out, namely determining school policies, motivating educators and education personnel, allocating human resources, and developing school culture.

INTRODUCTION

Education is part of the process of forming a mature attitude and improving a person's quality of life. Through the education process, a person will easily understand and comprehend the purpose of his life, so that in carrying out his life process, that person can obey the norms that exist in society. According to article 1 of the law on the national education system number 20 of 2003, National education functions as a process of developing abilities and forming a dignified national character and civilization and becoming a human being who believes and fears God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen (Suhendi, Purwarno, & Chairani, 2021).

On the other hand, the rapid development of technology is faced with the Industrial Revolution 4.0. This has great implications for the quality of education in an institution. Quality in education includes the creation of consistency of goals, adoption of a total quality philosophy, testing needs, assessment of school business in new ways, improvement of productivity, and other things (Wani & Mehraj, 2014). Quality education can be realized with religious education, such as boarding school-based schools. Boarding school is an activity carried out by schools with the characteristics of Islamic boarding schools in education (Sahid, Wasliman, Muchtar, & Insan, 2021). Boarding schools combine the residence of students in school institutions far from their homes and families with being taught religion and learning several subjects. The collaboration of Formal Education and Boarding Schools is designed with a paradigm, concept and education system that is oriented towards the formation of four superior characteristics (Islamic, integrated, superior, and international) (Musaddad, 2023).

The emergence of education with a boarding school system is expected to be an alternative that can meet the demands of life. Boarding schools are one manifestation of the renewal of the Islamic boarding school education system (Yunus, Kurniawan, Rinawati, & Fauziah, 2024). The boarding school-based school system is also inseparable from management in carrying out its functions to achieve the vision, mission and goals (Kadir & Rama, 2023). Schools should have good management starting from planning, implementation and evaluation. Management can run well in an educational institution if there is cooperation between teachers, employees, and the school environment and the community.

THEORETICAL REVIEW

MTs MBS Muhammadiyah Wanayasa has adopted the boarding school system since 2018. From the results of the interview, information was obtained that MTs MBS Muhammadiyah Wanayasa: 1) Implements education with a dormitory system (Boarding school); 2) Implementing the principles of tolerance

and brotherhood in the learning process; 3) Having clear targets and orientations, namely creating a generation with noble character, independence, care, and achievement; and 4) Having an orientation towards a quality school. One strategy is to utilize post-learning time to hone and improve students' abilities through various extracurricular activities. Since 2021, the positive impact of the boarding school program has been proven by the increasing public trust in enrolling their children in this madrasah. This is evidenced by the public's trust in sending their children to school at this MBS. The distribution of the origin of the students is also wider. Apart from Banjarnegara Regency, there are also from Pekalongan, Cilacap, Yogyakarta, Jakarta, Central Kalimantan and West Kalimantan.

There are many similarities between this study and previous studies. Several previous studies have discussed the application of strategic management in schools (Mustoip, Tabroni, Sulaiman, & Marliani, 2023; Setiyawan, Kurniawan, & Fauziah, 2024; Susanti, Tariq, & Carmelo, 2023). However, there has been no research that discusses the application of strategic management in schools with a boarding school system in order to achieve the quality of education at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency. This study is different from previous studies, both in terms of time and place of research. Based on the description above, this study aims to analyze the strategic implementation of boarding school-based schools in improving the quality of education at MTs MBS Muhammadiyah Wanayasa.

METHODOLOGY

This type of research is descriptive qualitative. The qualitative approach seeks to understand and interpret the meaning of an event of human behavioral interaction in a particular situation according to the researcher's own perspective (Creswell & Creswell, 2022). Qualitative research provides a detailed description of the process or sequence of events. The research location is MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency. The subjects of this research are the head of the madrasah, deputy head of curriculum affairs, deputy head of student affairs, deputy head of infrastructure affairs, deputy head of public relations affairs, and head of administration.

This research uses several methods, namely observation, interviews, and documentation (Creswell & Creswell, 2022). Observations are carried out by researchers coming directly to the observation destination by determining an agreement with the source of information about the time, place, and observation tools. Researchers conduct observations to see the strategic management of boarding schools in developing the quality of education at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency. In-depth interviews require

interview guidelines. This technique is also used to find out in depth about various information related to the problems being studied. In this case, the head of the madrasah and educators are the most essential people to be asked for information about the problems to be studied. The documents collected and analyzed by researchers in this study are documents related to the conditions of the institution as the location of the research and documents related to the focus and problems of the research.

In this study, the data validity test used was source triangulation and technical triangulation (Moleong, 2014). Source triangulation is used for strategic management of boarding schools in developing the quality of education at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency. The main data source is the Head of the Madrasah, while the supporting data sources are teachers and employees. Technical triangulation is obtained from various data collection techniques used. This technique is used to find out how strategic management of boarding schools in developing the quality of education at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency through data collection techniques of interviews, observations and documentation studies.

The data analysis technique used in this study uses an inductive research pattern that is processed with interwoven or interactive flowing techniques. The flowing interaction technique is an analysis model that is integrated with the data collection process in a certain series or is a cycle. Activities in data analysis follow the flow model proposed by Miles and Huberman, namely data reduction, data display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014).

RESULTS AND DISCUSSION

The implementation of strategic management in realizing superior madrasahs at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency is an implementation of the planning stage. Therefore, the implementation of strategic management must be following the planning that has been set. The implementation of strategic management is the key to success in achieving superior madrasahs in the field of education. The implementation of strategic management is as follows:

First, determining Madrasah Policy. Policies are rules, principles, or values that must be carried out by the madrasah. Important policies are made by institutions because their presence has changed the foundation of the Indonesian education system (Shaturaev, 2021). This step is a response to the demands of an increasingly global era and demands a more inclusive, adaptive, and relevant approach to education. This policy has become a major highlight in the world of education and has changed several aspects of the education system in Indonesia.

According to the Head of Madrasah, it is explained that: Policies are rules that have been set by the government or the school itself. The policies that have been set by MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency, namely following the policies that have been set by the government. Education policies that have been set by the government for schools. The results of the documentation search found that the programs set by the government, namely: (1) Implementing the 2013 curriculum; (2) Implementing cultural and character education in madrasahs; (3) Improving the quality of educators through Teacher Competency Tests (TCT); (4) Information and Technology (IT) Training for teachers; (5) Implementing Madrasah-Based Management (MBM) in improving the quality of education; (6) Teachers participate in teacher certification programs; and (7) Teachers receive training to improve their competence.

In addition to following the policies set by the government, MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency also makes its policies. As a document search at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency, namely: (1) determining superior programs (science, language, *tahfidz*, and sports); (2) Making rules for teachers and students; and (3) Learning process with English. In the learning process, all teachers are expected to teach in English as the language of instruction. According to the Head of the Madrasah, he explained: "This aims to improve conversational skills between teachers and students in English. From these policies, there are obstacles, namely the many policies in the implementation of the madrasah program, no support from the government, insufficient budget costs, and low teacher and student motivation."

From these obstacles, there are benefits obtained from the policies that have been set by MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency. The policies that have been set by MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency can improve the quality of education, student achievement, community appeal, and increase student skills and knowledge. The implementation of strategic management carried out by MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency is to apply the concept of active, innovative, creative, effective, and enjoyable learning (PAIKEM), apply the student active learning process approach, apply integrated character education in teaching and learning activities, apply superior programs, use IT-based learning media, apply extracurricular activities, apply Olympiad coaching activities, and create organizational activities.

The implementation of strategic management has been carried out by expert theory. According to experts, strategic management is seen as an evolution of management for two reasons, namely (1) strategy is an organization's grand plan to overcome current challenges and at the same time achieve the organization's vision and mission in the future and (2) organizations implement

strategic management in response to changes in the world in increasing competitiveness for future success (Palah, Wasliman, Sauri, & Gaffar, 2022). Making a strategic plan will help in carrying out the activity plan with the main tasks and functions. The strategic plan is not only compiled and made but must be implemented as a reference in carrying out tasks in the school organization so that it can function effectively and achieve the expected results (Priyambodo & Hasanah, 2021).

The same thing was also expressed by one of the teachers. What is related to the curriculum is the preparation of the character education curriculum and the Mulok curriculum. In addition, the madrasah also adds hours for Mathematics, Science, and English subjects. The learning system at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency uses the PAIKEM method (Active, Innovative, Creative, Effective, and Enjoyable Learning). One of the teachers confirmed the statement above, namely the madrasah agreement to create comfortable learning, by paying attention to input, learning process, output and outcome.

Meanwhile, the results of the observation showed that improving the quality of input from students at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency was carried out through the selection of new prospective students. The selection was carried out with written and practical tests. The aim is to recruit prospective students who meet the criteria at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency. Furthermore, MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency, strives to use information technology according to existing capabilities to improve the quality of the learning process and teacher competence.

Second, improving the professionalism and motivation of educators and education personnel. Educators and education personnel play an important role in the learning process. The Head of the Madrasah explained the steps taken by the school to improve the quality and professionalism of educators and education personnel. The results are that we carry out a routine internal workshop program twice a year, structured or individual teacher coaching, routine KKG coaching, and training and workshops held by DIKNAS. One of the teachers also said in the interview, "The teaching and education staff of MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency routinely receive coaching from the Head of Madrasah once a month. In addition, the madrasah also holds workshops and training activities to improve the quality and professionalism of teachers and education staff of MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency." Another teacher said the same thing as a result of the interview.

Efforts to improve the quality of education at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency, namely: (1) carrying out training activities,

workshops, and workshops to improve teacher skills; (2) conducting teacher meeting coaching once a month; and (3) implementing KKG, workshops, and external training. From the observation findings, data was obtained that to improve teacher human resources at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency, teachers were included in training and workshops, both at the internal and external levels. The strategies carried out at the Kebumen Regency level were 1) by improving internal factors including teacher qualifications, managerial skills, and leadership of the Head of Madrasah; 2) by improving external factors including strengthening coordination between the Education Office and schools, strengthening coaching with training, guidance and socialization related to education, and c) building two-way communication using SMS, WA, E-mail, Facebook, and Letter facilities.

Teacher coaching is carried out in educational institutions as an effort to improve the performance and quality of teacher resources in managing their educational institutions (Rostini, Syam, & Achmad, 2022). Teacher coaching is a form of strategy that can be carried out by the principal to improve teacher competence in implementing the teaching and learning process both in and outside the classroom (Dewi, 2021). The productivity and achievement of educational institutions are determined by the teacher's work spirit. A teacher who has a work spirit describes the relationship between feelings and a happy attitude in his personal soul and happiness in a group of activities carried out (Hadi, Rafida, & Hadijaya, 2023). So, coaching the work spirit of teachers is something that needs to be done by educational institutions to increase high work spirit so that teachers can carry out their duties well and improve their abilities, skills, abilities, and professionalism. Given the position of teachers who play an important role in an educational institution.

Furthermore, in the world of education, educators (teachers) are the spearheads in implementing education. The success of the learning process is largely determined by the ability of educators to manage classes and deliver learning materials (Adipat, Laksana, Busayanon, Asawasowan, & Adipat, 2021). In improving the professionalism and competence of educators and education personnel, the Head of Madrasah has provided motivation, direction, and orders to educators and education personnel. The way to motivate educators and education personnel as conveyed by the Head of the Madrasah is: (1) through ongoing meetings, (2) by comparing with other superior educational institutions, (3) by encouraging educators and education personnel to conduct further studies, and (4) implementing policies by providing direct examples.

The principal should provide motivation continuously. According to experts, motivation is a stimulant of desire and a driver of a person's willingness to work, each motive has a specific goal to be achieved (Sangadji, Zainal, &

Hakim, 2023). Motivating employees aims to: (1) encourage employee passion and enthusiasm; (2) improve employee morale and job satisfaction; (3) increase work productivity; (4) maintain loyalty; and (5) increase discipline and reduce employee absenteeism (Amin, Satibi, Eliyanto, Sudadi, & Fauziah, 2024; Bagajjo, 2021; Susiani, Amalia, Salimi, Fauziah, & Hidayah, 2022). In short, the main benefit of motivation is to create work passion, so that work productivity increases. Meanwhile, the benefits obtained from working with motivated employees are that work can be completed properly (Latham, 2023; Riyanto, Endri, & Herlisha, 2021). This means that work is completed according to the correct standards and within the specified time scale, and employees will be happy to do their jobs.

The same thing was also conveyed by one of the teachers of MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency, that the process of motivation, direction, and command for educators and education personnel at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency so that it can produce professional and superior educators and education personnel. From this, the Head of Madrasah gave rewards to superior educators and education personnel in the form of certificates or souvenirs and the opportunity to get training in an earlier wave. By giving rewards, educators and education personnel can carry out their duties better. Furthermore, the results of the observation found that the Head of Madrasah gave punishment to educators and education personnel who had not carried out their duties properly. The punishment given was in the form of a warning or reprimand which was carried out in two ways, namely directly including a direct reprimand with the problematic party, and in general, it was carried out during a meeting. The punishment is carried out so that educators and education personnel can improve and carry out their duties properly.

Reward and punishment learning plays a very important role in moving and raising students' learning motivation that comes from outside the students themselves (Fuad, Suyanto, & Muhammad, 2021). Rewards and punishments consist of various forms, not just giving material gifts such as money or candy but also not just giving punishments in the form of physical contact (Kusumawati, Fauziddin, & Ananda, 2023). The application of rewards and punishments shows positive results in increasing students' learning motivation (Syahrir, Nadirah, Efendy Rasyid, Buhari, & Sartika, 2023). This can be seen when students are given rewards, students feel happy and try to study well and when students are given punishments, students feel they do not want to repeat their mistakes again.

Based on the findings above, show that the implementation of strategic management at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency is

carried out by improving the professionalism of educators and education personnel, providing motivation by giving rewards to teachers and employees for their achievements, and providing punishment (punishment) to educators and education personnel who have not carried out their duties properly. The motivation process is needed so that employees fully support the strategy that will and is being implemented by the madrasah.

Third, allocating human resources. In order to create an effective learning process, it is necessary to allocate human resources in accordance with their respective fields. This is done because it is to improve student learning achievement. As explained by the Head of the Madrasah, the human resources referred to here are all human resources that can develop, consisting of teachers, students, employees, and the Head of the Madrasah. The Head of Madrasah has an important role in developing human resources in schools so that their performance continues to improve. This condition is realized because human resources in schools always want to change for the better, including adapting to the development of the times. Furthermore, the Head of Madrasah explained that human resource development aims to improve.

CONCLUSIONS AND RECOMMENDATIONS

The strategic implementation of boarding schools in developing the quality of education at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency includes activities carried out, namely determining school policies, motivating educators and education personnel, allocating human resources, and developing school culture. The results of the implementation of strategic management produced at MTs MBS Muhammadiyah Wanayasa, Banjarnegara Regency are increased human resource performance, effective learning processes, increased student achievement, increased student competency standards, and high community appeal.

The Head of Madrasah is expected to be able to contribute to implementing strategic management so that a superior madrasah is realized in education through the stages of formulating, implementing, and evaluating strategies periodically and continuously. The Head of Madrasah should coordinate well with related parties during the implementation of Strategic Management. For other researchers who will conduct research with almost the same object or title, it is better to conduct more comprehensive and in-depth research so that the description of the research results more clearly describes the condition of the object being studied. In addition, the collection and understanding of reference source books that are used as guidelines in writing should be increased and improved.

FURTHER STUDY

This study is limited to a qualitative approach conducted in a single boarding school-based madrasah. Future research is recommended to expand the scope by involving multiple boarding school institutions in different regions to obtain more comprehensive and generalizable findings. In addition, subsequent studies may apply quantitative or mixed-method approaches to measure the effectiveness of strategic management implementation on educational quality indicators more objectively. Further research could also explore the long-term impact of boarding school programs on students' academic achievement, character development, and institutional competitiveness.

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