

Development of the Education System Being Superior Madrasahs

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Abstract: Development of a superior madrasah education system, including a graduate system, curriculum, education staff, facilities and infrastructure, lesson plan management, financing, and assessment. Building discipline and work ethic for madrasa teaching and education staff, building cooperation within the madrasah environment, and developing strategies for teaching and learning activities are all strategies for developing superior madrasahs. The superior madrasah development strategy is supported by the fact that this madrasah pays attention to madrasah facilities and infrastructure, adequate learning resources, and teachers at MIN 4 Way Kanan Regency. The impediment to superior madrasah development strategy is the likelihood of it occurring in madrasahs, namely inadequate facilities and infrastructure, more learning resources, and fewer teachers. Implications of research where the feel is the Madrasah itself because it can improve or discover how this madrasah can lead to a superior madrasah with various systems and strategies.

Keywords: Development, Education System, Superior Madrasah.

A. Introduction

According to Ki Hajar Dewantara (Father of Indonesian National Education), education demands life in the development of children so that they can achieve the highest level of safety and happiness as human beings and members of society (Elfachmi, 2016)

According to Republic of Indonesia Law No. 20 of 2003 on the national education system, education is a deliberate and planned effort to create a learning environment and learning process in which students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills required by himself, the community, the nation, and the State (Law of the Republic of Indonesia Number 20 of 2003).

Education is a process of comprehension that aims to liberate people from the crisis of ignorance. According to QS al-Mujjadi/58:11: Believers, rejoice! If it is said to you, "Make roomy in majlis," then make room for it, and Allah will surely make room for you. If it is said to you, "Stand ye," then stand up, and Allah will surely exalt those

who believe among you and those who have some degree of science. and Allah is aware of everything you do.

The link with the verse above is that Allah will elevate those who are given knowledge to various degrees, as in the concept of superior madrasas where mastery of science and technology is supported by good morals, so education is important in our lives.

Featured Madrasas are madrasas with superior programs that are the result of a desire to have madrasas that can excel at the national and international levels in mastering science and technology and are supported by *akhlakul karimah* (Maimun, 2010). The advancement of science and technology has resulted in changes in almost every aspect of human life. Various issues can only be resolved through efforts to master and improve science and technology, as well as the availability of competitive and high-quality human resources.

Superior Madrasas always prioritize Added Value, which must be provided to students after they have completed their education at the school. Education is effective because of this added value. Effective schools are synonymous with featured schools. Low input quality will be processed optimally according to student potential, resulting in superior output quality. Superior madrasa managers prioritize the concept of added value here (Fattah, 2013).

As a result, superior madrasas require a superior madrasa development strategy in order to increase madrasa development efforts in order to achieve quality improvement goals and become better. Because superior madrasas are intended as centres of excellence, superior madrasas are projected as a place to accommodate students from various regions (Baharuddin 2010). The system is a method for achieving specific goals, and its use is dependent on a variety of factors that are closely related to efforts to achieve these goals (Arifin 2008).

Education is a multifaceted activity with numerous interconnected components. To carry out education in a planned and orderly manner, the various elements involved in educational activities must be identified. As a result, it is necessary to investigate the education industry as a whole. Furthermore, education is a system with quite complex activities, including various components that are interconnected. If education is to be carried out on a regular basis, the various elements involved in educational activities must first be identified. As a result, it is necessary to study the education industry as a system that can be viewed on a micro and macro scale. On a micro level, education can be seen in the relationship between the elements of students and educators, as well as their interactions in the educational endeavour. Meanwhile, it reaches a broader range of elements at the macro level (Naim, 2013).

The education system is the sum of the interactions of a number of educational elements that collaborate and complement one another in order to achieve educational goals that have become the collective aspirations of the actors (Mastuhu, 2006). According to the preliminary observations made by the us, the head of the madrasa at MIN 4 Way Kanan Regency plays an important role in developing the education system towards a superior madrasa by creating effective and efficient learning

activities, complete facilities and infrastructure, and professional education staff to support the realization of educational goals to be achieved.

Taking this into consideration, we were eager to conduct research about Development of an Education System Being Superior Madrasahs in Madrasah Ibtidaiyah Negeri 4 Way Kanan District.

B. Methods

This is a descriptive qualitative (Moleong, 2002) research method that aims to describe or reveal research objects about social reality and various phenomena that occur so that the characteristics, character, and nature of these phenomena are described based on visible facts or as they are observed (Sanjaya, 2013). This data sources include primary and secondary data sources. In this study, data were gathered through observation, interviews, and documentation. Techniques for data management and analysis, such as data visualization, conclusion drawing, and verification (Sugiyono, 2015).

C. Results and Discussion

Educational System

The educational system is a strategy or method used in the teaching and learning process to achieve the goal of actively developing students' potential.

Graduates Standard

Graduates as a result of education are those who have both academic and non-academic accomplishments. Obtain non-academic achievements such as sports, arts, or additional skills. Even accomplishments in the ownership of attitudes such as a disciplined atmosphere, familiarity, mutual respect, cleanliness, and everything.

Based on interviews with the Head of MIN 4 Way Kanan academic and non-academic achievements at MIN 4 in Way Kanan Regency, it's quite extraordinary, some of our students have achieved academic achievements, for example, participating in the KSM Selection Competition at the District Level organized by the Ministry of Religion in the Field of Mathematics and Science Studies, *allhamdulillah* got the title of the best. Non-academic students, for example, participate in Scout competitions and dance competitions, where *Alhamdulillah* won first place.

The academic and non-academic achievements at the madrasa were also classified as extraordinary based on the results of the interview. According to the author's observations, the madrasa has received numerous awards and trophies, including the Mathematics and Science Olympiad, *dacil*, tambourine, dance, poetry, solo songs, drum bands, badminton, table tennis, *pencak silat*, chess, volleyball, takraw, soccer, athletics, swimming, and scouts (Musfiqon, 2015).

Process and Content Standard

The curriculum and learning processes that focus on students and content are the focus of the content and process standard in question. The various inputs and processes must always refer to the desired output results. Based on the findings of an interview with Ms. BZ, who stated: Regarding the learning process at MIN 4 Way Kanan Regency Alhamdulillah, we are following the curriculum 2013, but the following academic year will use the independent curriculum, and teachers who have been certified will be monitored once every semester by the madrasah's principal. Respondent BZ's statement demonstrates that he has performed admirably as an educator in the manner described above. The curriculum established by the Ministry of Religion governs the learning process in the madrasa. The madrasa head is also known to play a role in determining the direction of madrasa policy.

Teachers and Staff Standard

Educators and Education Personnel The teacher-to-student ratio is appropriate, and teachers have qualifications as evidenced by teacher's certification. Furthermore, teachers are guaranteed to advance in their careers. Based on the results of interviews with the Head of MIN 4 Way Kanan Mr. H M which states that: Regarding the problem of teacher ratios, of course we have prepared professional teachers, in their fields, especially those related to learning, where teachers master in depth the material or subjects being taught and how to teach them to students. Then we are looking for a lot of outstanding teacher boards, such as math teachers who have won several awards and have experience, as well as teachers with good education and discipline, so that teachers can set a good example for students in madrasas. The point is that the education staff here are truly exceptional individuals, particularly in the field of education. There are 13 licensed teachers (Head of MIN 4 Way Kanan).

Facilities Standard

To support learning, adequate facilities and infrastructure are used. The findings of an interview with the Head of Madrasah, Mr. H.M., who stated that the facilities and infrastructure are good but could be improved; there are laboratories, fields, libraries, and standard learning facilities (Head of MIN 4 Way Kanan).

Management Standard

According to the findings of an interview with Mr. M Y, learning planning and implementation are in accordance with the curriculum; it just needs to increase resources in order to achieve maximum learning results later on. The interview with the Head of Madrasah, Mr. HM, revealed that learning planning and implementation in MIN 4 Way Kanan Regency had been prepared at the beginning and even at the end of the year prior to the start of learning. Teachers have prepared learning tools such as syllabus and lesson plans to support learning methods in class, learning facilities, and then the madrasa must have prepared everything for the child to enter school. What is meant by equipment in general is everything that is used as tools and materials to carry out the learning process (Khanifatul, 2013).

Financing Standard

The financing in question is that activities require costs, so costs must be designed in such a way that efficiency and accountability are not compromised. According to Mrs. R, the financing is essentially not burdensome because there is no payment; everything is free for the children.

Evaluation Standard

Continuous evaluation is used to evaluate school and learning programs so that the results can be used as a reference for decision making to improve the education system. The results of the interview with Mrs. I S about the grading system are related to the grading system, and while some of our children have below-average grades, the majority of them have grades that are above-average. Each teacher has an assessment tool. The teacher's assessment instrument covers all semester or even daily tests.

Madrasa Development Strategy

Building discipline and work ethic for educators and madrasah education

Opinion of the interview with the Head of Madrasah, Mr. HM, who in building the discipline and work ethic of madrasa educators and education, as madrasa teachers must be aware and realize that we will always face problems related to the duties and responsibilities of the profession, first the problem of students with all backgrounds behind it, the method with all its varieties, and the curriculum with all its devices and the necessity of improving quality and professionalism, especially the problems of educators and teaching which are sometimes not commensurate with the responsibilities they develop, namely shaping the personality of students. Second, in the hands of madrasa teachers, the change of children is partly left for moral development, apart from parents at home, because he is required to be able to give birth to the nation's children to become human beings of high quality and strong morals. From the results of these interviews about building discipline and the work ethic of teaching and educational staff, in this case facing problems related to the duties and responsibilities of the profession, the first is the problem of students with all their backgrounds and the second is that in the hands of madrasa teacher changes, some children are left for moral development (Muniroh, 2012).

Building cooperation within the madrasah environment

What is meant by building within the madrasah environment is growing, fostering enthusiasm in carrying out the tasks of educators and education, employees, students, school committees, religious leaders or the local community who are directly involved in madrasah activities or what is also called the madrasah community. The results of the interview with Mrs. B Z To build cooperation within the madrasah environment, we usually give group assignments, do sports together every Friday, school organizational activities and competitions between classes or arts, and recently we held a presentation between classes before receiving report cards students,

Alhamdulillah it went smoothly and made students and teachers excited. From the results of interviews about collaboration within the madrasah environment, increasing interaction between educators and students (Masruroh, 2017).

Develop strategies for teaching and learning activities

Teaching and learning strategy are a plan that contains a series of activities designed to achieve certain educational goals. Based on the results of the interview with Mrs. S Develop strategies for teaching and learning activities by creating comfortable learning facilities so that students can catch lessons easily, summarizing the subject matter that has been explained and learned, studying together or working in groups, conducting learning by practice and incidentally this madrasah has a fairly complete lab and field that can be used for practical learning, and gets used to giving rote assignments or you could say memorize but still understand what is memorized and learned. Based on the results of the interview above regarding developing strategies for teaching and learning activities, madrasahs pay enough attention to what is needed by educators such as preparing labs and fields for practical learning, and teaching students to cooperate with other students.

Build trust

Trust about madrasah education from the surrounding community is not enough just with verbal information. This information needs to be supplemented with real experiences shown to the community, so that a positive image of education grows among them. From the results of an interview with the Head of Madrasah Mr. HM. who stated that: Building trust in the community around the school by showing the good side of the madrasa by building trust from perceptions, attitudes of belief and action in education, as in the vision of the madrasa namely excelling in worship, having good morals, accomplished, and skilled. Based on the results of the interviews above, building trust can be seen from perceptions, attitudes, beliefs and actions in education.

Build an extensive network

An educational organization is an open system that must always be in contact with its environment which is referred to as a supersystem (a system that has a wider relationship than the larger system). From the results of an interview with the head of the madrasa, Mr. HM, said that: Building a wide network is determined by the quality of the connection or network it has. Because, when the problems faced grew bigger and more complex, it was impossible for him to solve all the problems alone. It needs another reliable party to help or pave the way. In conditions like this, the wider and more quality network owned, the more likely success will be achieved. Madrasahs that do not have a good name in society and eventually die are madrasahs that are unable to build good relations with their supporting community. Conversely, madrasahs that are able to establish relationships with the community will be able to survive. The

wider and more quality network you have, the more likely success will be achieved (Ikawijaya, 2008).

Supporting Factors

The implementation of the development of superior madrasahs needs to receive support from various key elements that must be fulfilled. Based on the results of an interview with the head of the madrasah Mr. HM who stated that: The supporting factors are seen from the adequate facilities and infrastructure such as school facilities such as having adequate classrooms, libraries, science labs, fields and canteens, adequate learning resources, namely classrooms that are adequate and prepared learning methods, teachers who have adequate qualifications, motivation and enthusiasm for teacher work, a value system in religion that triggers positive support, compiling curriculum and school programs, improving learning innovation. Based on interviews about supporting factors, this madrasa pays attention to madrasa facilities and infrastructure so that it makes the madrasa superior to every other madrasa (Khawasi, 2016).

Inhibiting Factors

In the development of superior madrasahs, it is certainly not as easy as we imagine, many factors hinder the development of madrasahs. Based on the results of an interview with the head of the madrasa, Mr. HM who stated that: Indeed, many inhibiting factors occur in other madrasahs, especially in this madrasa, seen from the legal factor which is important because it has an impact on the progress of a superior madrasa, changes that occur in theory education where changes to educational theory and curriculum are its own obstacles to developing madrasahs because usually madrasahs will need time to readjust the program and in the coming year there will be changes to the curriculum, namely the independent curriculum. In the development of superior madrasahs, it is certainly not as easy as we imagine, many factors hinder the development of madrasahs. Based on the results of an interview with the head of the madrasa, Mr. HM who stated that: Indeed, many inhibiting factors occur in other madrasahs, especially in this madrasa, seen from the legal factor which is important because it has an impact on the progress of a superior madrasa, changes that occur in theory education where changes to educational theory and curriculum are its own obstacles to developing madrasahs because usually madrasahs will need time to readjust the program and in the coming year there will be changes to the curriculum, namely the independent curriculum.

Based on the interview above, the inhibiting factors are likely to occur in madrasahs, one of which is about curriculum changes, with curriculum changes, the old curriculum has been implemented which should be able to develop the madrasa to be superior, but with the new curriculum, students and teachers the teacher finally repeats and studies again the discussions or topics in the new curriculum that has been implemented.

The superior criteria are in MIN 4 Way Kanan Regency so that it is said to be superior, seen from complete facilities and infrastructure such as having adequate classrooms, libraries, science labs, fields and canteens, having educators who are professional in their fields such as math teachers who have received several awards, has various programs that develop academic, talent, interest and creativity of students by making a tissue box and making a mosque using cardboard, has various achievements both in the academic and non-academic fields such as the Mathematics and Natural Sciences Olympiad, *Dacil*, Tambourine, Dance, Solo songs, Poetry, Drum band, Badminton, Table tennis, *Pencak silat*, Chess, Volley ball, Football, Takraw, Athletics, Swimming, Scouts.

D. Conclusion

Development of a superior madrasa education system, with graduates, content and processes or including curriculum, education and education staff, facilities and infrastructure, management of lesson plans, financing and assessment. Strategies for developing superior madrasas, building discipline and work ethic for madrasa teaching and education staff, building cooperation within the madrasah environment and developing strategies for teaching and learning activities. Supporting factors for the superior madrasa development strategy are that this madrasa pays attention to madrasa facilities and infrastructure, adequate learning resources so that it makes the madrasa superior to every other madrasa. The inhibiting factor for the superior madrasah development strategy is that it is likely to occur in madrasas, one of which is about curriculum changes, with curriculum changes, the old curriculum has been implemented which should be able to develop the madrasa to be superior, but with a new curriculum, students and teachers finally repeat and review the discussions or topics in the new curriculum that has been implemented.

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