
IMPLEMENTATION OF EDUCATION MANAGEMENT STANDARDS IN SENIOR HIGH SCHOOL

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Abstract

This study describes the implementation of education management standards at Madrasah Aliyah Darul Ihsan Selemak Village, Deli Serdang, North Sumatra. The focus of his research is on educational planning, which includes the vision, mission, and goals of the school, the implementation of education by the school's academic calendar, school supervision carried out by the head and deputy principals, as well as evaluation of education as an effort to improve the quality of education. This study used qualitative research methods. The data obtained in the study came from school principals, deputy principals, TU heads, and teachers who teach at the school. Observation, interviews, and documentation do data collection. The sources of this research are primary and secondary; the stages of analysis in this qualitative research are data collection, data reduction and categorization, data appearance, and conclusion—guarantees for data validity, namely credibility, transferability, dependability, certainty, and triangulation. The results of the research study show that educational planning at Madrasah Aliyah Darul Ihsan is by the standards of education management because it includes the vision, mission, and goals as well as work plans at the madrasa. However, several notes need to be considered, namely, the need to be improved to implement the school's goals. Education management standards carry out an educational evaluation at Madrasah Aliyah Darul Ihsan.

Keywords

Management Standards, Education, MA. Darul Ihsan.



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INTRODUCTION

Each education unit must meet the education management standards set out in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning Amendments to Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards. As for what is meant by management standards are one of the eight national education standards in which there is planning, implementation, and supervision of education (Nasyirwan, 2015). At the district or city, provincial or national level, education units in order to achieve efficiency and effectiveness in the administration of education in one school or madrasah (Haq, 2017). In addition, education management standards are one of the most important issues in achieving national education standards (Yuliana, 2019). If it is low in achieving education management standards, especially in basic education units, it can be concluded that the local government's involvement in management education influences it (Arsyad, et al. 2021).

One of the realities facing our country today is the low quality and equity of education at all levels and types of educational institutions (Winarsih, 2014, according to data from the Directorate General of Population and Civil Registration (Dukcapil, 2022). Of Indonesia's population, only 6.41% have received an education up to university. In detail, the proportion of those with D1 and D2 education is 0.41%, then D3 is 1.28%, S1 is 4.39%, Masters is 0.31%, and only 0.02% of the population has received a doctoral degree. Meanwhile, 23.4% of Indonesia's population graduated from elementary school (SD). There are also 11.14% who have not finished elementary school, and the population who do not go to school/have not yet gone to school reaches 23.61%.

Implementation of education management standards in a madrasah can improve the quality of schools or madrasahs in accordance with national education policies and applicable laws and regulations (Dian, et al., 2019). The indicators include content standards, process standards, graduate competency standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards (Handayani, 2016). However, the reality faced by the world in education today, especially in Indonesia, is the low quality of education (Nurhuda, 2022). This is, of course, very far from the

expectations of society or education stakeholders as well as the ideals of the legislation in force in this country (Republic of Indonesia Government Regulation Number 4 of 2022).

Improving the quality of education in a school or madrasah is not an easy task to face because it includes various technical and complex issues (Usman, 2014). Issues relating to the planning, implementation, supervision, and evaluation of education (Shobri, 2017). Quality improvement has the goal of implementing quality education as a result of implementing the education management standards themselves (Umar and Ismail, 2017). So to achieve quality school or madrasah education, good management is needed according to standards by involving all related components in it, such as leaders, employees, teachers, education stakeholders, and the local community (Anwar, 2017).

However, in reality, at Madrasah Aliyah Darul Ihsan, the implementation of these education management standards has not been able to reach the management standards that have been set as PP no. 4 of 2022 concerning National Education Standards, which results in low quality of education at Madrasah Aliyah Darul Ihsan. This can be seen from the low ability of students to pass independently. In the implementation of school work, there were problems with the implementation of plans in the field that were not in accordance with the plans that had been set. The standard problem that arises intensely in the management of education at Madrasah Aliyah Darul Ihsan is that most teachers still think their job is to teach. After they teach, they are free from assignments, resulting in various matters related to madrasah management. So they preferred to be executors because they considered that their obligations were the responsibility of the madrasah leadership. This resulted in the standard of management of education at Madrasah Aliyah Darul Ihsan not being optimal because only the head of the madrasah was so responsible for managing education. This is the background for the author's tendency to carry out further research related to the implementation of National Education Standards in MA Darul Ihsan.

Related previous research, namely research conducted by (Arsyad, et al., 2021), reap the rewards not yet optimal aspects of education management, especially in primary and secondary education units. This is due to the orientation of education management so far, which is more macro-oriented. Namely, education management tends to be regulated by the bureaucracy at the central level of educational institutions by relying on management patterns. So the implementation is not effective and efficient, and the results are less than optimal. Study (Wanti et al., 2017) with result that there is a gap in the implementation of the vision, mission, and goals which are limited by the facilities and infrastructure of the MAS Al Maksu institution and have not been fully filled.

However, Madrasah Aliyah Aliyah Private Al Maksom Stabat is one of the schools that obtained an A accreditation score. (Furqanisah, 2021) with the results of the research showing that SMPN 3 Trienggadeng has accreditation C, which means that there are still many things that are lacking and need improvement, and in terms of curriculum, cooperation, academic and non-academic achievements, this is an obstacle for the Trienggadeng Community 3. To improve the quality of education, schools must analyze the problem and plan the solution as part of community engagement and building partnerships with other important educational institutions, particularly collaboration with DUDI and benefits for student talent. Gaps in education management standards were identified. Further research (Refika, 2018) with the result that the acquisition of management standard scores at SMPN 4 Batusangkar is already above the minimum rating, good category, but the quality of the school is still low. So it is necessary to improve the quality of these schools in various ways to improve the quality of schools that are still low. The last research (Maulana et al., 2019) with results showing that the low quality of education in madrasahs has an impact on madrasah financing, which is still not financially independent. Madrasah continues to depend on operational support from Madrasah and monthly fees. The Madrasah academic community optimally implements the academic quality assurance program. To improve the quality of education in madrasah, maximum mastery of the matters mentioned above is required.

The purpose of this research can be significant on two sides; namely, the theoretical side is to develop policy discourse related to education management so that it becomes better, and the pragmatic side can be used as a guideline for conducting other research on institutions and education policyholder authorities. This research also aims to guide schools/madrasahs towards effective, efficient, accountable, and systematic management to support teaching and learning activities within them.

METHOD

This study entitled the implementation of education management in Madrasah Aliyah, uses a qualitative research method with a case study approach (Prasanti, 2018). The reason for using qualitative research methods is that the problems in this study are not clear, holistic, complex, dynamic, and full.

This research method is based on the philosophy of postpositivism to examine the natural condition of objects (Fadli, 2021). This research was conducted from September to December 2022 at

the Darul Ihsan Aliyah Madrasah in Selemak Village, Deli Serdang Regency, North Sumatra Province. The participants in this study were the principal, vice principal, head of the TU, as well as the teachers at the school.

The data collection technique that the researchers carried out was through direct observation of the research location in the period that the researchers had set, namely September-December 2022 (Hasana, 2016). In-depth interviews with the respondents, namely the school principal, vice principal, head of TU, as well as teachers, were conducted in the morning until noon. The way to make observations at MA Darul Ihsan is that researchers come twice a week with a duration of time from morning to noon. In this observation, the researcher looked at the implementation of management standards at Madrasah Aliyah. Then the researcher conducted interviews with the respondents who the researcher had determined and then conducted an analysis of the answers interviewed. After that, the researcher conducted a documentation study related to education management standards (Yusra et al., 2021).

The data analysis technique that the researcher carried out consisted of three streams of activities that occurred simultaneously, namely data reduction, data presentation, and conclusion/verification (Wandi et al., 2013). Occurring simultaneously means data reduction, data presentation, and drawing conclusions/verification as something intertwined with each other is a cyclical process and interaction before, during, and after data collection (Nurdewi 2022).

FINDINGS AND DISCUSSION

Findings

Table 1. Education Management Standards at MA Darul Ihsan Selemak Deli Medium

No.	Management Standards	Description Checklist
1.	Education Implementation	Completed
2.	Component	Completed
3.	Education Supervision	Completed
4.	Education Evaluation	Completed

Whereas the management of education at MA Darul Ihsan Selemak Deli Serdang, as shown in Table 1, has been carried out in accordance with the National Education Standards. The impact is that students have passed one level of education. The quality improvement process is carried out by applying the SNP effectively and efficiently. Apart from that, MA Darul Ihsan also prepared various Madrasah Work Plans (RKM) with various programs produced. Based on what the head of the

Madrasah said, they Madrasah continued to improve the quality of education, so they continued to look for alternative management of the Madrasah. This alternative management was expected to provide independence for the madrasah to regulate in order to improve the quality of education but still referred to national policies.

Discussion

1. Implementation of Education Management Standards

This research was conducted at the Darul Ihsan Modern Islamic Boarding School in the Madrasah Aliyah section. This cottage was established on August 6, 2012, in Selemak Village, Hamparan Perak District, Deli Serdang Regency, which was founded by HM Husni Mustafa, a successful entrepreneur in the fields of the garment, expedition, foreign exchange, and others. This research can be said to be relevant to the research conducted by Rahcmat Satria et al. (2019), that the management of public relations in improving the quality of schools internally and externally includes the dimensions of planning, implementing, and evaluating the school in designing school programs. Besides that, Eva Lucia (2017) has previously found that the implementation of the ISO 9001: 2008 quality management system at Muhammadiyah Vocational High School Taksimaya City improves quality, increases student satisfaction, and provides excellent service. Viewed from the aspect of school achievement, Muhammadiyah Vocational School of Taksimalaya City, after implementing ISO quality management.

Efforts to improve the management of education have an impact on improving the quality of education because it has only fulfilled the input and output aspects, but more important,y the process has been carried out. Management must be carried out in order to avoid the low quality of education covering the entire education system, especially the management system and work ethic, teacher quality, curriculum,m, and physical facilities and facilities.

Then, based on the Darul Ihsan Modern Islamic Boarding School Document (2022), this pesantren was built with a pond depth ASI deep 5-7 meters. There island with an area of five hectares as the main building of the school building, male dormitories, female dormitories, mosques, and hafizhoh special huts for female students. The school building consists of 4 floors with kep room facilities foundation and representative style, madrasah aliyah headroom and deputy, Madrasah Tsanawiyah headroom and deputy, room teachers, classrooms, libraries, and laboratories as well as toilets. Then the male dormitory building consists of five floors which have bedroom facilities, bathrooms, and a student kitchen. Besides that, it also has a girls' dormitory building, six floors

consisting of girls' rooms, bathrooms, and a communal kitchen. Cell In addition to the building, Darul Ihsan Modern Islamic Boarding School also has a mosque with a capacity of 1000 worshipers with an open feel and is surrounded by a pool. It also has a volleyball and badminton court as facilities and infrastructure for students to exercise.

2. Components of Education Management Standards

Educational Planning

Planning is a systematic process related to the activities to be carried out in order to achieve a certain goal. Educational planning uses rational as well as systematic analysis related to methodology in a plan. Educational planning related to educational development is carried out for educational reform for the purpose which will be formulated previously. Planning educational activities is a continuous activity. Planning in education includes internal and external educational, organizational systems, and national education planning according to the principles of effectiveness and efficiency (Kurniadin, 2013).

The steps in realizing the national education system begin with compiling all the processes of educational planning activities which are commonly referred to as strategic plans in the development of national education. The Ministry of Education and Culture's plan is used as a guideline for the activities of education management units such as the central government, regional governments, and the community in planning and implementing national education development programs as well as evaluation activities as a revision of previous activities which were not optimal.

The basis for the first preparation is to observe the desired conditions in the future and the current conditions, including policies related to the development of national education. In addition, things that must be considered are the challenges and obstacles faced by these conditions, including political, economic, and socio-cultural conditions, as well as developments in science and technology (Kurniadin, 2013).

In carrying out the work plan madrasah, implementing madrasah activity plans include compiling madrasah guidelines, creating a madrasah organizational structure, and carrying out madrasah activities. Madrasah organizational structure, distribution of teacher duties, division of teaching staff, academic norms, madrasah rules, madrasah code of ethics, and madrasah operational costs. In carrying out madrasah activities, it is divided into eight fields, namely, student affairs, curriculum and learning, teaching and educational staff, facilities and infrastructure, finance and

financing, culture and environment, community relations and the role of partnerships, as well as other fields that play a role in quality improvement and development.

Educational planning at Madrasah Aliyah Darul Ihsan can be seen from the existence of the vision and objectives of the madrasah, which is formulated based on deliberations with all stakeholders in the school, namely the head of the foundation because this madrasah is the smallest part of the Darul Ihsan Modern Islamic Boarding School, as well as the principal and deputy principal (Madrasah Aliyah Documents, 2022). The vision of the madrasah is as follows: to make a tarbiyah/educational institution that masters the knowledge of the Qur'an and Al-Hadith a curriculum of the world that is appropriate as a basis for international knowledge and science. This vision illustrates that the alumni of the madrasah are expected to be able to make the Quran and Hadith not just a way of life but also a curriculum that combines science and science, not only nationally but also internationally (Madrasah Aliyah Documents, 2022).

While the mission of the madrasah is as follows: "Trying to become one of the best Islamic boarding schools in Indonesia and committed to providing higher structured and integrated tarbiyah/education opportunities through quality services in producing competent, professional and morally good generations to meet the needs of human resources (Madrasah Aliyah Documents, 2022), in order to achieve the vision, the school formulates efforts to achieve it.

The management of the Islamic Boarding School has also prepared an academic calendar which is used as a guide in carrying out the learning process. Apart from that, a work program was also made, and the division of tasks at Madrasah Aliyah Darul Ihsan involved various elements from the Board of the Islamic Boarding School, such as the Head of the Madrasa, Deputy Head of the Madrasa, educators, and educational staff and the caretakers of the cottage who were directly involved in supervising the students in the rooms. So that each component is required to comply with the work program that has been made. However, Madrasah Aliyah Darul Ihsan does not yet have a separate guidance and counseling team, so it needs to be made so that the problems faced by the students can be resolved quickly because, in Islamic boarding schools, there are many problems faced by the students.

Implementation of Education

The process of implementing good education can produce good citizens. Senbab, every citizen has the right to know as well as overcome problems themselves and the environment so as to encourage the establishment of civil and modern society according to Pancasila values (Mauna,

2019). The implementation of education is carried out by all group members by trying their best to achieve the goals of the member organizations to get these goals (Kurniadin, 2013).

Madrasah Aliyah Darul Ihsan has a school organizational structure that is administrative in form, starting with the highest to the lowest position in school organizations in general, namely the founder of the pesantren then the head of the pesantren administrator, along with the deputy manager of the Islamic boarding school after that the secretary of the pesantren and the treasurer of the pesantren then the head of the madrasah along with representatives as well as the board of teachers and management of the students and the last one is the cleaning service. This structure is related to the school structure as well as education staff with other staff who coordinate with each other, while the leader is directly from the school principal. There is a division of tasks in the management of educational staff and educators. Based on the results of observations of physical conditions.

The implementation of education at Madrasah Aliyah Darul Ihsan is in accordance with the educational calendar that was designed long before the new school year was implemented. The implementation of school activities was carried out in accordance with the school work plan in accordance with the results of the stakeholders' meeting because each activity implementation, in general, was an application of the madrasah planning plan. The field of student affairs includes the acceptance of students and extracurricular activities. At the same time, the implementation of the curriculum and learning sector consists of K13, the existence of an educational calendar, as well as madrasah regulations for education staff, educators, and also students.

Meanwhile, the implementation of education according to the educational calendar is carried out by teachers at the madrasah in accordance with the subjects they carry out. There are 22 teachers at the madrasah with general subject qualifications, and some teachers are in charge of religious subject groups. Madrasah Aliyah Darul Ihsan has several extracurricular activities that must be followed by its students, such as arts, examples of activities that can be followed: nasyid, sports, examples of activities such as table tennis, badminton, futsal, volleyball, science club, drum band, martial arts, as well archery. The most favorite extracurricular activity compared to other extracurricular activities is archery.

3. Education Supervision

Researchers see that educational supervision has been carried out in Madrasah Aliyah Darul Ihsan. Supervision is carried out to check whether everything happens according to the plans set,

the orders issued, and the principles adhered to. Supervision is implemented in Madrasah Aliyah Darul Ihsan to identify weaknesses and mistakes so that they can be avoided in the future.

Kegiatan supervision implemented by Madrasah Aliyah Darul Ihsan in accordance with PP no. 4 of 2022 concerning education management standards which include: schools and madrasah natural Develop an objective monitoring program, also be responsible and must sustainable, natural preparation of supervision programs in schools or Madrasah are based on the national standards of education itself.

The supervision program was socialized to all educators and educational staff at Madrasah Aliyah Darul Ihsan, besides that Madrasah Aliyah Darul Ihsan also made an evaluation of the there are final activities, reporting, and follow-up on the results of supervision, monitoring of madrasah management carried out by madrasah committees or other forms of representative institutions of the parties concerned responsibility, regularly, and continue to assess the efficiency, effectiveness, and accountability of Madrasah management.

Madrasah Aliyah Darul Ihsan has also supervised the management of educators, which is carried out regularly and continuously by the principal of the school. Teachers report the results of evaluations and assessments at least at the end of each semester twice a year, shown to the principal madrasah and parents/guardians of students. There is a time for distributing reports.

Researchers think that in terms of supervision in Madrasah Darul Ihsan related to the problem of implementing education management standards in MA Darul Ihsan, according to researchers, the implementation of education management standards has been quite well managed by the pesantren administrators because everything related to the education system, the education management of the pesantren always involves pesantren residents such as the Islamic Boarding School Foundation, Director, Deputy Director, Head of Madrasah, Deputy Head of Madrasah, Educators, Educational Staff and caregivers who are responsible for the student's rooms.

4. Education Evaluation

Evaluation is one activity methodologically consisting of searching and combining data by focusing on the goals that have been set with planning (Kurniadin, 2013). Some evaluation experts try to define the meaning of evaluation, such as Ralph Tyler in the journal Dedi Blue stating that "Evaluation is the process of determining what extent the educational objectives are actually being realized". This definition means that evaluation is an activity to determine how far education is

achieved. Evaluation is carried out to determine the level of program success. The level of success of the program can be known through research activities (Blue, 2017).

With regard to educational evaluation, according to Ralph Tyler, evaluation is closely related to supervision. Evaluation is one of the important components in the management of a school with PP No. 4 of 2022 concerning management standards for primary and secondary education as for evaluation madrasah embodied in five main aspects in between preparation of monitoring programs, self-evaluation madrasah, evaluation and development of the implementation of the educator curriculum, evaluation of educators and education staff, as well as implementation of accreditation madrasah.

As for the evaluation of the utilization of educators and educational staff contained in PP no. 4 of 2022 concerning education management standards, namely: an evaluation of the utilization of educators and education staff is planned in a comprehensive manner at the end of each semester with reference to the standards of educators and education staff, he continues devaluation of the utilization of educators and educational staff includes the suitability of assignments with mail skills through training and webinars, balance workload with the teacher's code of ethics, and the performance of educators and education staff in carrying out tasks which is carried, evaluation of the performance of educators must pay attention to the achievements and changes of students in nature of learning.

Evaluation activities are carried out to see the level of success in managing activities, so researchers are very happy when researching MA Darul Ihsan before researchers conduct research in MA Darul Ihsan used to know this MA, but what the author knows first MA Darul Ihsan still only has one building, it is dismal that there are no mosque facilities and the facilities they have are not as complete as they are now.

Now MA Darul Ihsan is quite good and good in terms of the facilities that have been built. There are many buildings, and the management system is structured, although some are not in accordance with the regulations of the Minister of National Education of the Republic of Indonesia concerning the management of national education in this madrasah. The research was conducted at Madrasah Aliyah Darul Ihsan through interviews with the head of the madrasa and deputy head of the madrasah to find out how the implementation of education management standards had actually been carried out at Madrasah Aliyah Darul Ihsan. For example, in counseling guidance activities at Madrasah Aliyah Darul Ihsan, they cannot stand alone because counseling guidance is still

burdened on the homeroom teacher to solve problems related to counseling guidance. But if the problem cannot be resolved by the homeroom teacher, the vice principal takes over the problem to be resolved. So, if guidance counseling stands alone, the officers will focus on dealing with every problem faced by the students.

Maybe we see counseling as normal, but counseling must be handled responsibly and seriously to solve all the problems that occur in the lives of students at Islamic boarding schools.

When compared with research conducted by (Arsya et al., 2021); (Want et al., 2017); (Furqanisah, 2021);(Refika, 2018)y(Maulan et al., 2019) that the research conducted by the researchers considered more novelty because this research examines education management at the Aliyah Madrasah level so that the results of this research can be used as the development of a madrasah education management program. Educational planning at Madrasah Aliyah Darul Ihsan, Deli Serdang Regency, North Sumatra Province, is in accordance with education management standards because it includes the vision, mission, and goals, as well as work plans in madrasah and the implementation of education at the Madrasah Aliyah Darul Ihsan, is more dominant than education management standards.

CONCLUSION

The researcher concludes that educational planning in Madrasah Aliyah Darul Ihsan, Deli Serdang Regency, North Sumatra Province in accordance with the standards of education management because it includes the vision, mission, and goals as well as work plan in the madrasah. However, there are several notes that need to be considered, namely, the need to be improved so that the goals of the school can be implemented. Implementation of education in Madrasah Aliyah Darul Ihsan is more dominant than education management standards, and each implementation is carried out by all education staff and teaching staff in the madrasah with full self-awareness of the division of tasks that have been given. This certainly contributes to the creation of madrasah quality. Supervision of education in Madrasah Aliyah Darul Ihsan was carried out in accordance with the rules of education management standards, and this can be seen from the preparation of the supervision program on school activities. Educational evaluation in Madrasah Aliyah Darul Ihsan is carried out in accordance with education management standards, which can be known by evaluating all aspects of both learning and education staff and educators carried out by the school principal and school representatives.

In the Darul Ihsan Islamic Boarding School, especially Madrasah Aliyah, where researchers are careful, the management is good at working together to improve the quality of education management because administrators and teaching staff work together in improving the quality of education at Madrasah Aliyah Darul Ihsan. According to researchers at the Darul Ihsan Islamic Boarding School, the Aliyah level is quite good, although there is still something that needs to be improved in the field of counseling guidance because the field of counseling guidance is very important in improving the mentality of students at Madrasah Aliyah Darul Ihsan.

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