

Quality Control in the STATE Islamic National School in Indonesia

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Abstract: Application of the Principles of Educational Management for Quality Improvement through Quality Control. Complete programs supported to support the freedom and approved activity achievement programs. Quality control in madrassas can consist of internal and external controls either as program objectives or targets in the prevention program control, either preventive or repressive protection. The quality control system is carried out by all components and education stakeholders both based on personal and system based. Control can be categorized by direct and indirect controls. All aspects are to provide quality assurance of education, learning both process and competitive output according to the needs and support of existing service users. This study discusses the quality of education in the Islamic State I, II and III schools in Bondowoso, East Java, Indonesia. This type of research is field research by studying case studies. The research method used is qualitative by agreeing to naturalistic research arrangements, attention to the process and revealing the meaning behind the facts. Data collection techniques used were interviews, observation and collection. While the data analysis used is descriptive reflective thinking. The results of the study found that Quality Control was carried out in three school, namely internal control and external control. Quality control Internal quality is carried out by improving and improving the system with the aim of generating satisfaction for shareholders. Meanwhile, external complaints are carried out by increasing instruments to support competitive submissions

Key word: Quality Control, Education, Quality.

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I. Introduction

Control is the process of monitoring, evaluating and reporting on the achievement of the objectives set for corrective action. The difference is that control has authority that is not owned by the supervisor, while supervision is limited to giving advice and providing remedial advice.

The procedure for each supervision consists of: 1) guidelines or time plans, performance indicators, financing programs and implementation procedures; 2) feedback through the reporting system; 3) evaluate the results of monitoring to get problems from the implementation that must be solved; and 4) corrective follow-up (Usman, 2006). Likewise with school ibtidaiyah, supervision or quality control is needed, which can detect the achievement of planned activities, but not all educational institutions have the awareness to apply control in carrying out the service process and graduation standards.

Forms of Control include internal and external controls. Internal Control is the control carried out by the device / management in the organization itself, while External Control is the control carried out by devices from outside the organization itself. Internal Control is the control carried out by the device / management in the organization itself, while External Control is the control carried out by devices from outside the organization itself. Besides that, controls are in the form of preventive and Repressive controls, Preventive controls are controls / checks or checks carried out before work begins. While Repressive control is carried out through supervision or inspection after work is carried out.

Control can be categorized by direct and indirect control, direct control; carried out privately by the leader or supervisor by checking himself to the workplace and receiving reports directly from the executor. Usually carried out in the form of inspection. While indirect control; conducted by studying the reports received from the executor both in the form of oral reports and written reports, while paying attention to the opinions of the community and so on without research and supervision in the field.

Good supervision should be carried out with a systems approach that is built on four main ideas: 1) integration of planning and supervision; 2) linking the supervisory system with the organizational structure that is synergistically linked to achieving the overall objectives; 3) design systems for decision making and not post facto reports; 4) timely information is essential.

Effective supervision must involve all levels of managers from the top to the bottom and working groups. The concept of effective supervision refers to integrated quality control (TQC) (Fattah, 1996). TQC as a system for combining various qualities (maintenance, repair, development) of production and marketing with the most economical price level but can provide satisfaction for customers / users. Developed from the concept of Juran quality control, this section describes the quality control process. "Quality control" is a universal managerial process for conducting operations so as to provide stability to prevent adverse change to "maintain the status quo." (Juran Dan Godfrey, 2000).

In the world of education monitoring and assessment are often referred to as monitoring and evaluation. In the Bondowoso district public school ibtidaiyah, supervision is carried out by Islamic religious education supervisors or school supervisors, namely government employees who are given full duty, authority and responsibility by officials who are authorized to carry out supervision and assessment as well as technical training in education.

The State Islamic Primary School in Bondowoso district consists of the I Bondowoso School Ibtidaiyah, Bondowoso II Ibtidaiyah and III Bondowoso Islamic Primary School, the three institutions are developing dynamically, so that the three institutions get recognition from the public, other institutions and the government, the three institutions This is one of the benchmarks for developing Islamic schools in Bondowoso district, because the three madrasas have been accredited A

II. Method

This study uses a qualitative approach that seeks to understand the quality control of the three madrasas, with a rational, interpretative, and evaluative approach. The giving of meaning, interpretation, and meaning to the quality control in the state Islamic education is seen from the conceptual perspective, critical theory and paradigmatic theoretical perspective. Therefore, this research approach is qualitative in nature that seeks to make a complex picture of quality control by examining words, detailed reports and conducting studies on natural situations (Bogdan & Biklen, 1997).

The type of research used in this study is a case study, which is a research strategy that examines in detail one background or one subject person or one document storage or one particular event (Moelong, 2002). In understanding the process, researchers use the perception point of emic, which is an approach that seeks to understand a phenomenon that uses points of view from within (internal) or (domestic) (Moelong, 2002).

Therefore, this research is adjusted to the context of developing education quality in this is phenomenological. Research in a phenomenological view according to Moleong means understanding events in relation to others in certain situations (Suheri, 2017). Data collection techniques in this study used observation, interviews and documentation.

The design of this study uses a multisite that attempts to describe a particular background, object or event in detail and get a deep picture. The main characteristic of case studies is that researchers examine and analyze in detail one setting or one subject or one document store or one particular event

While the characteristics of the multisite framework are researchers examining three research subjects, namely the public Islamic school of Bondowoso district. as can the researcher concise in the following table:

Table 1
Equality of the three schools

No	Characteristics	MIN I Bondowoso	MIN II Bondowoso	MIN II Bondowoso	Equation
1	Geographical	In the village	In the village	In the village	You're welcome in the village
2	Culture	Emphasizing religious activities	Emphasize the congregational prayer	Emphasizing religious culture	Emphasizing religious activities
3	Curriculum	Autonomous and systematic	Autonomous and systematic	Autonomous and systematic	Mutual autonomy and systematic

III. Result And Discussion

1. Quality Control of the state Islamic elementary school III III East Java Indonesia

Planning quality control in schools is one indicator of the program at the school. Therefore the role of the head officer is very much needed. The concept of quality control and quality control instruments has been understood by the learning community, because the head of the school always evaluates the program school. In addition the madrasa head is also very active in supervising the learning process.

The quality of education must examine the meaning of something essential and very basic that is able to give certain characteristics to quality education that are different from the quality education. In improving the quality of education it can be studied in terms of processes and aspects of the product and from the internal and fitness side or conformity. We can see the fundamental question in this concept in the 8 education quality standards. According to the head of school, the institution has fulfilled the program based on these 8 standards,

namely process standards, content standards, graduate competency standards, funding standards, facilities and infrastructure standards, standards of educators and education staff, management standards, assessment standards. Quality can also be assessed from the point of internal efficiency and fitness, internally efficiency, quality education emphasized on the suitability of previously set institutional and curricular objectives can be met or achieved. While the quality of education in terms of fitness or conformity is the graduates produced meet the needs of labor, market share, both in the industrial sector and domestic activities sector. To achieve optimal goals, daily activity programs are made, per semester, and every year.

In the institutional operational level of the madrasa, the objectives of quality control are aimed at aspects of educational input, process and output or educational outcomes. The substance of educative education supervision is: (a) supervision of the implementation of the curriculum, teaching, teacher's understanding of the curriculum, the description of the teacher on assessment techniques, the elaboration and adjustment of the curriculum (b) supervision of teaching and learning activities.

Quality control is done by arranging a plan, organizing, implementing and controlling in setting a goal. This is to provide understanding and all education and education personnel have the knowledge, skills and skills needed in carrying out their duties and responsibilities. Knowledge and skills can be obtained from theoretical learning experiences or from experience in practice while being a manager.

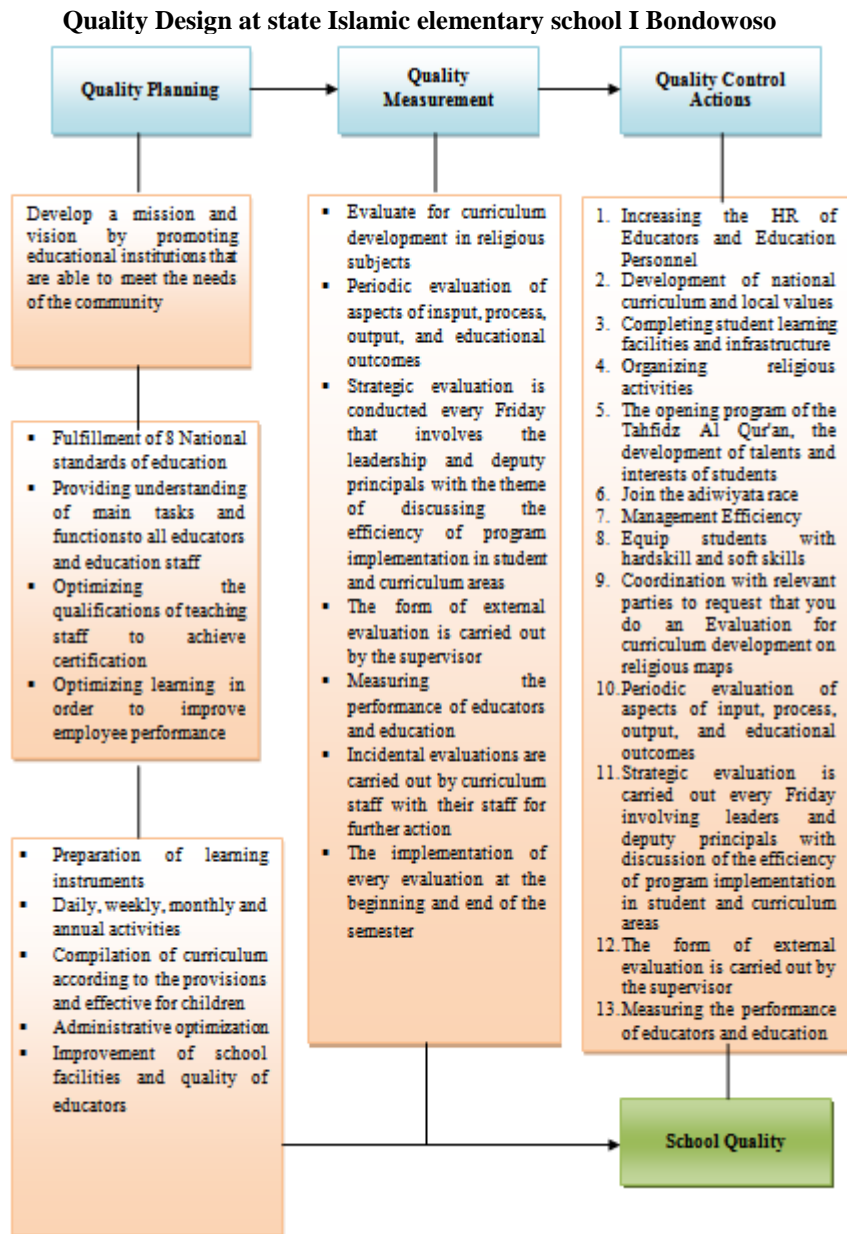
The principal as a leader formulates a concept that quality can be achieved if the institution has the right strategy and accuracy in making decisions. The strategy carried out by the madrasa principals in planning work programs to improve the quality of education is carried out by socializing and delivering educational ideas or programs to all citizens of the madrasa. Because an education quality can be achieved if it has a good idea or program, because with the certainty of a program, the learning activities will be more focused and have a clear direction. This was done by the Head of school of Islamic state 1 Locare Bondowoso Indonesia.

In improving the quality of education, he always pays attention to the desires and needs of the community given the school of Islamic state 1 Locare Bondowoso East Java Indonesia is in the midst of a society that is thick with religious values, so the prayer and dhuhur prayers are very concerned with not leaving quality provisions from government. All of this is done so that the graduates' outputs can be accepted by the community and can provide satisfaction to service users.

The socialization stage of the vision and mission is a key instrument in achieving programs so that all educators and education staff have the same view to achieve goals. The head of the School has socialized the formulation of the school's vision and mission which is the foundation of madrasa quality excellence. The study of documentation of school facilities does indeed indicate the existence of information boards that contain school profiles including quality achievements by completing infrastructure which is part of the 8 national education standards.

The strategy carried out by the principal in achieving the quality of graduates is done by increasing the human resources of educators and education. Besides that, the development of the national curriculum and local values are also considered to be supported by completing the learning facilities and facilities of students. Because it is located in a community that adheres to religious values, the state Islamic school 1 Locare Bondowoso Indonesia often organizes religious activities and even opens an extra-tahfidz program for the Qur'an, develops talents and interests of students to equip students with hardskill and soft skill, besides that, institutionally also participated in the adiwiyata competition.

In the preparation or preparation of planning the institution has been very open to all parties who are stakeholders of education, especially parents of students and the community (school committee). This is very necessary to make it easier for madrassas to explain and obtain support from the government and parents in achieving quality education quality.



2. Quality Control of the state Islamic elementary school III III East Java Indonesia

Quality control of education in this institution is to try to meet the targets set previously. While the quality of education in terms of fitness or conformity is when the graduates produced meet the needs of the workforce, in the market, both in the subsequent education sector and in the domestic activities sector. Quality control efforts are carried out by conducting evaluation at the beginning of each semester which is led directly by the head of the school. This meeting is to discuss the duties and responsibilities that have been given based on the previous teacher council meeting. Expectations of the head of the school to work according to their duties.

Control is focused on the main aim of education, namely curriculum, student guidance and education management. The curriculum field deals with the formulation of educational objectives, teaching materials, teaching processes, and evaluations, both in the overall education program in school and for each field of study. The field of student guidance is related to student coaching and guidance and counseling programs, while the management field deals with efforts to regulate and utilize all educational resources and funds in school. This field includes management of personnel, students, facilities and infrastructure, cost education facilities and cooperation with communities or parties outside of school.

Madrasas as institutions have goals that have been set out in the vision and mission as targets to be achieved. School develop plans, objectives and ways to achieve these objectives in the form of school program planning documents and school activities as outlined in the School Development Plan.

Achievement of standardized quality is the result of quality carried out through (1) program planning, (2) implementation of work plans, (3) supervision and evaluation, (4) school leadership, and (5) management information systems. Planning is the first series of activities in the management process, not least in improving teacher performance. Teacher performance planning is an action for the future to achieve the vision and mission of a school. Teacher performance planning is part of the management process flow in determining the movement of human resources (teachers), from the current position to the desired position in the future.

Quality Control in Islamic elementary schools has been formulated in the vision and mission that is the orientation in running the school organization. The formulation of the vision and mission of course needs to be formulated jointly by the head of the madrasa, teachers, school committees and all stakeholders of the madrasa. In addition, active involvement of all stakeholders is one of the keys to success in realizing the quality of the school. Their involvement must be sought from the start, namely from the formulation of the school's vision and mission, so that they are involved in analyzing the condition of the school, formulating their expectations involved in the implementation of the work programs of the madrasa.

The School already has the formulation of a vision and mission in improving the quality of graduates in accordance with the expectations of the community, this quality formulation was prepared jointly between school principals, teachers and school committees. The vision and mission of the state Islamic elementary school 1 Locare Bondowoso Indonesia is truly the result of its own formulation so that it fits with the real conditions and challenges that exist in the madrasa and in accordance with its potential. The reason for formulating the vision and mission is because of the need for togetherness and openness in school management so that all elements or members of the school must be involved. The head of the school has also socialized the vision and mission to teachers, school committees and the community by means of verbal notification during meetings and by making the vision and mission on the information board and school banners.

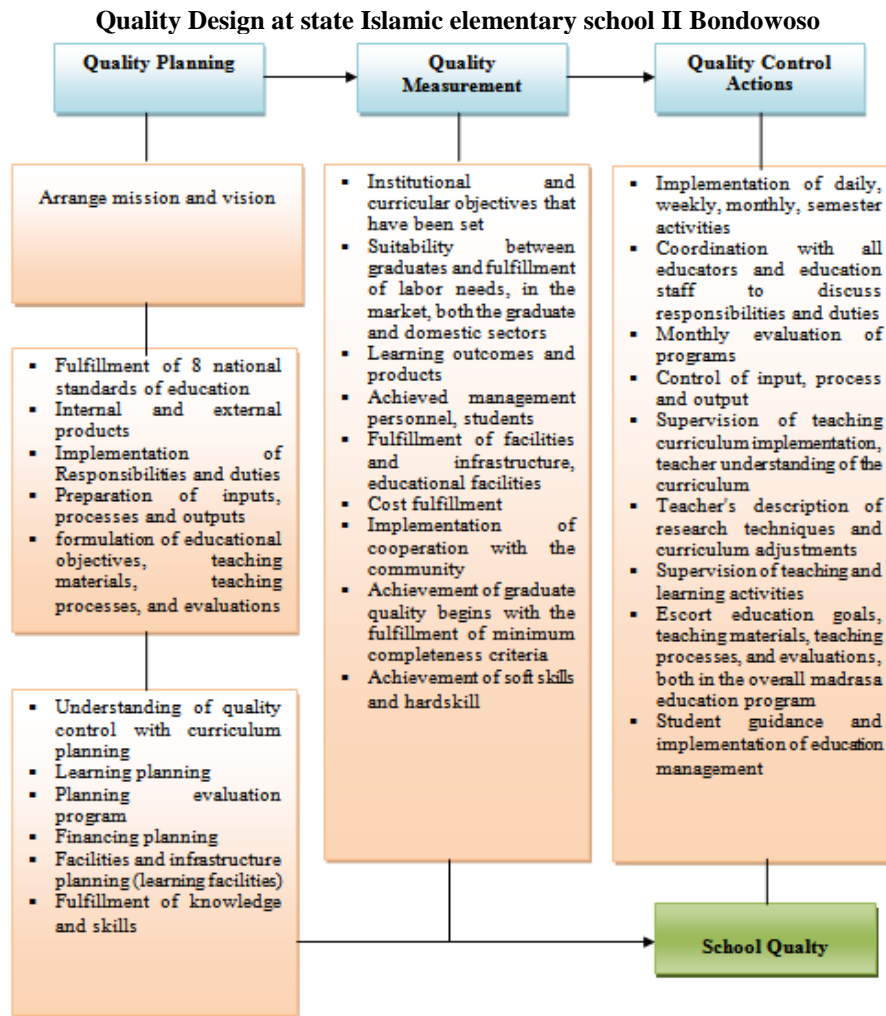
Quality socialization is contained in curriculum planning, learning planning, evaluation program planning, financing planning, facility and infrastructure planning (learning facilities), fulfillment of knowledge and skills. From these conditions the character of graduates in the Islamic elementary school in state 1 Locare Bondowoso Indonesia is reflected in having good religious soft skills and skills.

Strategies in achieving school quality are concrete in the preparation of work programs. The formulation of this work program is based on the formulation of the vision, mission, goals, objectives, strategies and policies that have been set together. In formulating school work programs, several things are noted that school work programs are the implementation of school goals and strategies, so in formulating them must be in harmony with the objectives and strategies that have been set and in formulating school programs must be determined who will be responsible for each program school work and when the step is complete.

Quality control is carried out by implementing programs in daily, weekly, monthly, semester activities. The agency has coordinated with all educators and education staff to discuss responsibilities and duties. Thus the evaluation of the program which is the implementation of the vision and mission of the programs is carried out by paying attention to inputs, processes and outputs in the school.

School quality is carried out by the implementation of teaching curriculum, teacher's understanding of the curriculum, teacher's description of research techniques and curriculum adjustments, supervision of teaching and learning activities, escorting educational goals, teaching materials, teaching processes, and evaluations, both in school education programs, student guidance and implementation of education management.

Based on the quality control, it can be understood that in the state Islamic elementary school 1 Locare Bondowoso Indonesia has a work program and quality control that refers to the standards of work program implementation according to the vision and mission.



3. Quality Control of the state Islamic elementary school III III East Java Indonesia

Quality control in this institution is also based on 8 education quality standards, all teachers understand the quality control that is in the madrasa. This can be seen in the work program and the main tasks given to the teacher so that the goals given are more maximal. Quality control is carried out by evaluating. The evaluation schedule is carried out every month to evaluate the respective responsibilities. Evaluation is emphasized in monitoring the implementation of the curriculum, teaching, teacher's understanding of the curriculum, the teacher's translation of assessment techniques, the translation and adjustment of the curriculum. Supervision of teaching and learning activities. In this context, quality control emphasizes management evaluation which includes management of personnel, students, facilities and infrastructure, facilities for education costs and cooperation with communities or outside parties.

Quality control in this institution is manifested in the vision, mission and goals of school education that are applied in managerial concepts that begin with planning such as preparing teacher learning devices, preparing teacher attendance lists, managing class order, organizing Teaching and Learning Activities, daily preparations for religious activities

Formulation in achieving quality is based on issues and strategic analysis that have been carried out by stakeholders. The purpose of implementing this quality is directed at formulating targets, policies, programs and activities in order to realize the mission of the madrasa. The quality of educational institutions begins with the Fulfillment of 8 National standards of education, curriculum development, learning design, Auth, Implementation of strategic plans, Implementation of Master Plans.

Objectives are the main challenges that the school will achieve in the future. The purpose of this school aims to be used as a guide in developing programs and activities that will be carried out in a certain time in order to realize alternative solutions to the challenges that have been formulated, or in other words the purpose of describing clear directions for schools in carrying out various school activities.

Quality standards are built in the form of achievements of faith and devotion, noble character, and noble mind and character, this is done to prepare graduates who are able to face the era of globalization, so this

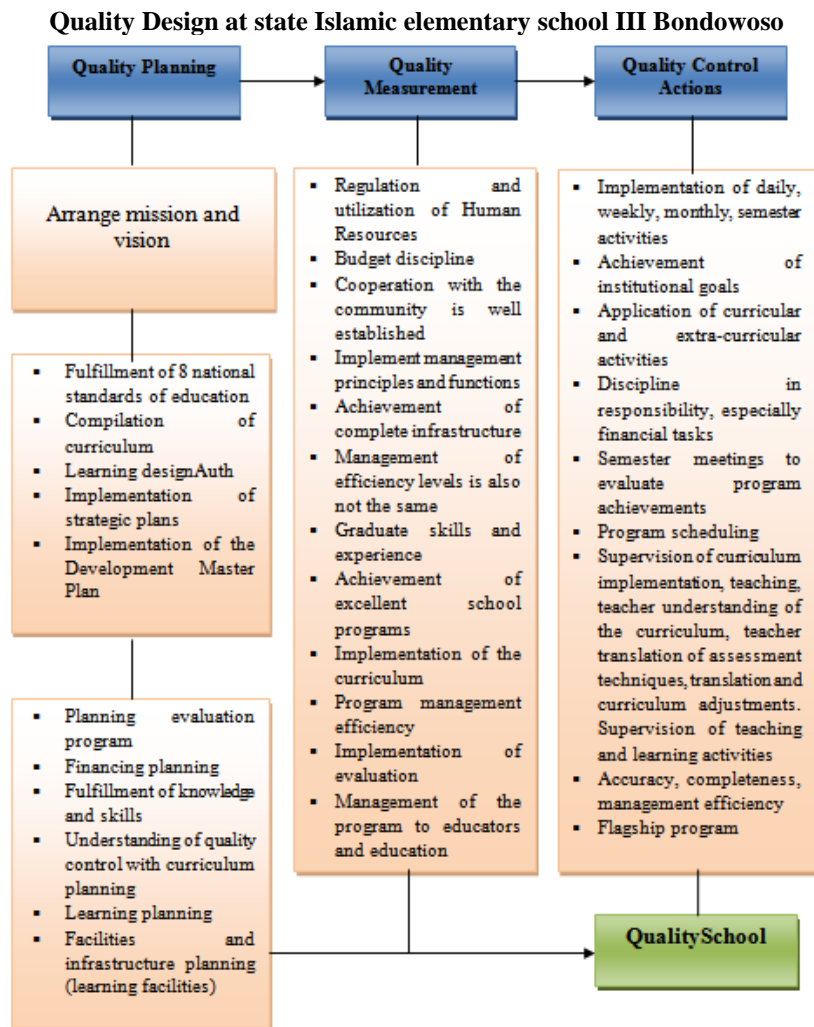
institution equips students in mastering science, technology, social, cultural and Islamic arts for provision face future life. Besides that, it also develops students' abilities in curricular and extra-curricular activities.

Strategies in achieving quality are carried out by planning evaluation programs, financing planning, fulfilling knowledge and skills, understanding of quality control with curriculum planning, learning planning, planning of facilities and infrastructure (learning facilities).

Many goals must be realized by schools in improving the quality of education. The head of the school carries out the strategy of achieving quality by increasing and utilizing human resources, cooperating with the community is well-interwoven, implementing the principles and functions of management, and achieving the completeness of infrastructure and managing the level of efficiency of the budget. But due to the limitations of the school such as limitations in human resources, funding, facilities and so on, the head of the schools focused on several objectives that had a major influence on the overall performance of the school. This goal is called the main goal or priority. Some priority goals are contained in the flagship madrasa program implemented in the school curriculum, as well as program management efficiency, and financing efficiency. Program evaluation became a key instrument in implementing quality evaluations.

Quality determination in this institution is very dependent on school policy and input of various interested parties such as teachers, school committees, and the community in preparing graduates who have good skills and learning experiences.

Quality standards are set by the school principal based on shared ideals or desires that will be achieved by the school community, in accordance and in harmony with the school's vision and mission by accommodating the input of teachers, committees, and the community. School principals, teachers and school committees have also focused on these objectives on a number of objectives that have a major influence on overall school performance, so that achieving school goals has an influence on school performance. Programs and learning objectives that become the quality of graduates are socialized from several information boards and announcements posted in several places.



IV. Conclusion

Based on the results of data analysis found the results of research that show that quality control carried out in the three schools is doing internal quality control and external quality control. Quality control Internal quality is carried out by improving and improving the system by utilizing existing Human Resources both from the elements of competency of teachers and students based on the demands of the existing curriculum. The purpose of this internal control is to produce satisfaction and measurement of school quality internally as a target for school quality. Whereas external quality control is carried out by increasing human resources and the potential that exists by conducting competitions, appearing in the public, and adjusting demands outside of school. External control is done by using instruments outside the radar as a quality control system both as input to school or measurement of quality when measured by other schools through competitions, competitions, auditions, together that aim to produce competitive graduates. Education quality control at Bondowoso East Java Ibtidaiyah I, II and III School in Indonesia includes control of elements: input, process and output. Input control is carried out on: (a) vision, mission, and goals; (b) curriculum; (c) educators and education personnel; (d) students; (e) facilities and infrastructure; (f) funds / financing; (g) regulation of educational units; (h) organization; (i) administration; (j) community participation; and (k) educational unit culture

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