

Quality Management in Madrasas Based on IASP 2020

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Abstract

Quality is a very important thing to be implemented in educational institutions, including Islamic educational institutions. One of the efforts to maintain the quality of education is to implement a management system based on the IASP 2020. In Islamic education institutions based on Islamic boarding schools such as MI, MTs and MA, the implementation of IASP 2020 has not been maximized, therefore it is necessary to provide assistance in implementing it. This is the background of this dedication. The purpose of service is to provide a deep understanding to MI educators and education staff. MTs and MA which are under the auspices of YPI Al-Qonaah Cikajang, Garut Regency. The method used is by using the workshop method where participants are actively involved in filling out the IASP 2020 and conducting follow-up programs. The service activity was attended by educators and education staff at YPI Al-Qonaah Cikajang Garut, the activity went smoothly and asked for follow-up on these activities.

Keywords: *quality, education, madrasa*

Abstrak

Mutu menjadi hal yang sangat penting diimplementasikan dalam lembaga pendidikan, termasuk lembaga pendidikan Islam. Salah satu upaya merawat mutu pendidikan adalah dengan menerapkan sistem manajemen yang berbasis pada IASP 2020. Pada lembaga pendidikan Islam berbasis pesantren seperti MI, MTs dan MA implementasi IASP 2020 ini belum maksimal, oleh karena itu perlu dilakukan pendampingan dalam melakukan implementasinya. Hal inilah yang menjadi latar belakang pengabdian ini. Tujuan pengabdian ialah memberikan pemahaman yang mendalam kepada tenaga pendidik dan kependidikan MI, MTs dan MA yang berada dibawah naungan YPI Al-Qonaah Cikajang Kabupaten Garut. Metode yang digunakan ialah dengan menggunakan metode workshop dimana peserta dilibatkan dalam pengisian IASP 2020 secara aktif dan melakukan program tindak lanjut. Kegiatan pengabdian diikuti oleh para tenaga pendidik dan kependidikan yang ada di YPI Al-Qonaah Cikajang Garut, kegiatan berjalan dengan lancar dan meminta untuk dilakukan tindak lanjut atas kegiatan tersebut.

Kata Kunci: *Mutu, Pendidikan, Madrasah*

BACKGROUND

As an Islamic general education institution, the existence of madrasahs in Indonesia is closely tied to the presence of pesantrens (Islamic boarding schools), as madrasahs, for the most part, originated from the "womb" of pesantrens. Madrasahs emerged as a response from pesantrens to various contemporary challenges and the community's need for formal education institutions. The establishment of many formal madrasahs (MI/MTs/MA or equivalent) by pesantrens is influenced by several key factors, including human resources and the predominantly self-funded nature of education in these institutions. Consequently, many madrasahs do not pay adequate attention to quality management in their administration. However, as Badriah (2023) points out, management is an essential aspect of educational institutions, including madrasahs, as it is the "heart" of education. Therefore, management becomes a critical component in madrasah administration (Prayogi et al., 2022).

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Quality management in education is a subfield of management that applies well-structured and planned processes to educational activities. It is a relatively new paradigm that, initially, was mostly applied in business and service industries (Kickert, 1995). However, it has also been adopted in the field of education, known as Total Quality Management in Education (TQME). TQM emphasizes the need for detailed processes in education, from planning to execution and evaluation. Sallis highlights that TQM involves continuous improvement, cultural change, maintaining good relationships with customers, and professionalism (Sallis, 2014). Meanwhile, Deming mentions that TQM in education follows the Plan-Do-Check-Act (PDCA) cycle, which means planning, doing, checking, and taking appropriate action (Alauddin & Yamada, 2019). The planning phase is the first step in setting targets or goals for the madrasah, allowing it to determine the methods to achieve those goals. During this phase, the madrasah can also identify the right personnel (team) and provide training to support their development. The "doing" phase involves implementing all well-structured plans. The "check" phase involves a review of the various stages that have been implemented, allowing the madrasah to exercise control over its management processes. The "act" phase is about taking the most appropriate actions and following up. These actions can be corrective, addressing problems if the goals are not met, or standardizing best practices if the targets are achieved (Zarbo et al., 2015).

To maintain and improve educational quality management, a quality assurance system is implemented, consisting of internal quality assurance (Sistem Penjaminan Mutu Internal or SPMI) and external quality assurance (Sistem Penjaminan Mutu Eksternal or SMPE) (Mursidi et al., 2019). SPMI is conducted internally by the madrasah, while SMPE is carried out externally, often through accreditation conducted by the National Accreditation Agency for Schools/Madrasahs (BAN-S/M). Accreditation, as defined in Law Number 20 of 2003 on the National Education System, is an assessment of the eligibility of programs and educational units based on predetermined criteria (Number, 20 C.E.). S/M accreditation involves a comprehensive assessment of the suitability of educational units, resulting in recognition and quality rankings awarded by an independent and professional institution. Accreditation activities are expected to drive continuous improvement in educational quality assurance, aiming to continuously achieve quality objectives. Therefore, the evaluation process focuses on quality assurance in educational services and empowering educational units to produce graduates according to established standards. The results of accreditation are expected to benefit the government, educational institutions, and the broader community (Solehudin, 2018).

To achieve the desired quality outlined in IASP 2020, educational units need to have a good understanding of the instrument. However, in practice, the existing accreditation instruments do not always fully capture the true essence of educational quality (S/M). This is because the assessment in these instruments is often based on meeting National Education Standards (SNP) and tends to be administrative and compliance-based, which may not fully satisfy all parties (Badriah & Rochman, 2023). Therefore, since 2020, BAN-S/M has introduced a new accreditation instrument known as the Instrument for Accreditation of Educational Units (IASP 2020). The introduction of IASP 2020 is based on a shift in the accreditation paradigm from compliance-based to performance-based. IASP 2020 was developed and established by BAN-S/M, considering various aspects, including its diagnostic characteristics in assessing educational units in the context of quality learning processes, its use of a reasonable scope of information through appropriate techniques, its meaningful and discriminatory nature in distinguishing educational units that significantly contribute to the learning process, its simplicity, a simplified methodology for accreditation implementation, and a practical mechanism for re-accreditation (Raja et al., 2020).

Although in theory, the IASP 2020 instrument issued by BAN-S/M has high ideals in enhancing the quality of educational units, in practice, many educational units, including MI/MTs/MA and SMK Al-Qana'ah Cikajang, Garut Regency, do not fully understand the content of IASP 2020. Therefore, there is a need for guidance and support in its implementation. This way, it is hoped that MI/MTs/MA Al-Qana'ah can have a comprehensive understanding of strengthening quality management through the implementation of IASP 2020, ultimately improving educational quality.

The research methodology employed in this study is a mixed-methods approach, combining both qualitative and quantitative research techniques. Qualitative methods, such as in-depth interviews and content analysis, will be used to gather rich insights into the experiences and perceptions of educators, administrators, and students regarding the implementation of quality management practices in the educational institutions under YPI Al-Qona'ah. Additionally, quantitative data will be collected through surveys and document analysis to quantify specific aspects of quality management and assess its impact on educational outcomes. This mixed-methods approach ensures a comprehensive and holistic understanding of the current state of quality management in these institutions and its implications for educational quality improvement.

Management

Management originates from the word "manage," which means to handle, organize, implement, and oversee. Therefore, management, in the context of leadership and administration, is about governance and control (Bryson et al., 2014). The linguistic understanding of management aligns with the meaning of administration, which is also defined as the act of managing (Bontis et al., 2002).

In terminological terms, management is defined as a process related to human effort through effective and efficient means, often with the assistance of other individuals, to achieve predetermined objectives (Artto & Dietrich, 2007). Management is closely intertwined with other disciplines, such as Philosophy, Psychology, Social Culture, Sociology, and Technology, with management benefiting from contributions from various other fields of knowledge (Zarbo et al., 2015).

Articulates management as a specific set of abilities and skills for conducting an activity, whether in collaboration with others or through the actions of others to attain organizational objectives (Garvin, 1998). Highlights that management is a critical tool used to leverage skills and knowledge to enhance organizational performance and effectiveness, whether in the public or private sector (Omotayo, 2015). On the other hand, Dubrin considers management both as a discipline or field of study and as a process involving the utilization of organizational resources to achieve or fulfill organizational goals through functions like planning, decision-making, organizing, leadership, and control (DuBrin, 2010). Moreover, management can be viewed as a force that makes things happen and harnesses various resources collectively to effectively and efficiently accomplish a goal (Bruch & Ghoshal, 2004).

Hersey & Blanchard assert, "Management as a process of working with and through individuals and groups to accomplish organizational goals." This implies that management is a working process carried out with and through individuals and groups to achieve organizational objectives (Kuchynková, 2016). Based on this understanding, management can also be regarded as a process aimed at achieving or improving the goals of an organization. In a more comprehensive sense, Stoner explains, "Management is the process of planning, organizing, leading, and controlling

the efforts of organizational members and using all other organizational resources to achieve stated organizational goals (Santie et al., 2020)."

According to Stoner's definition, management can be understood as the process of planning, organizing, leading, and controlling the work of organizational members and utilizing all organizational resources effectively and efficiently to achieve established objectives. In this process, according to Sapre, management seeks to achieve four vital aspects, which are the essence of management functions: objectives (as the results or output achieved), resources used to achieve those objectives, efficiency (related to the economic aspect of resource utilization), and effectiveness (measured by the outcomes achieved) (Korompot & Sumual, 2023).

In greater detail, Robbin elaborates on several management functions (Robbins, 2002): (1) Planning, which encompasses determining organizational objectives, establishing an overall strategy to achieve those goals, and developing a comprehensive plan hierarchy to combine and coordinate various activities; (2) Organizing, which includes defining what tasks need to be done, who should do them, how tasks should be grouped, who reports to whom, and where decisions must be made. In other words, organizing is the process of allocating and arranging work, authority, and resources among organizational members to enable them to achieve organizational goals; (3) Leadership, which involves guiding, influencing, and motivating employees to perform critical tasks; and (4) Control, which means that a manager must ensure that the actions taken by organizational members truly move the organization towards its formulated goals. This entails monitoring, comparing, and potentially correcting organizational performance as part of the control function.

Furthermore, management as a process or a series of actions is an approach used to understand what managers genuinely do in business and industrial organizations and administrators in non-profit organizations, such as higher education institutions, to achieve predetermined goals. Therefore, higher education administrators frequently employ various resources and execute four managerial functions, namely planning and decision-making, organizing, leadership, and control, to attain educational objectives (Lettieri et al., 2004).

Based on the various definitions above, it is evident that management as a process can be understood as involving the engagement of organizational resources (including human resources) and other resources related to planning, organizing, implementing, and controlling (planning, organizing, actuating, and controlling) to achieve educational objectives (Albrecht et al., 2015).

Education Quality Management

Discussing Total Quality Management in Education (TQME) brings to mind three key figures: W. Edwards Deming, Joseph Juran, and Philip B. Crosby. Initially, they focused on quality in industrial production (Omotayo, 2015). Deming, an American, was initially marginalized in the United States before the 1970s and later recruited by Japan. He saw that quality issues resided in management, which was "a failure to plan ahead." Typically, this planning wasn't a series of steps to implement quality but more of a serious push for management about what should and shouldn't be done for an organization to succeed. To address this, Deming introduced his famous philosophy, which included creating an effort for improving products and services, adopting a new philosophy, avoiding mass inspection for quality, ending price tag evaluations, institutionalizing job training, leadership development, eliminating fear to enhance effective work, abolishing slogans, and increasing productivity (Sallis, 2014).

Joseph Juran, a quality revolution figure in Japan, gained more recognition in Japan than in his birthplace, America. He was awarded the "Order of the Sacred Treasure" by the Emperor of Japan in 1981. Juran's most famous theory regarding quality is the 85/15 rule, where he stated that 85% of quality problems in an organization result from poorly designed processes. Thus, the correct system implementation would yield the right quality. This means, according to Juran, 85% of quality issues are the responsibility of management, as they have 85% control over the organizational system. Juran also developed a quality theory encompassing three steps: quality planning, quality control, and quality improvement (Main, 1994).

Philip Crosby, another TQM figure, is often associated with two interesting ideas about quality. The first is that "quality is free," and the second is that errors, failures, wastage, and delays – everything that lacks quality – can be eliminated if an institution has the will for it (Suarez, 1992). He offered a basic quality program, involving management commitment, forming quality improvement teams based on commitment, quality measurement to evaluate and improve, measuring the cost of quality, and instilling quality awareness to cultivate an understanding of quality costs and the necessity to implement the program established by the quality improvement team (Beer, 2003).

Total Quality Management in Education (TQME) is a new educational management paradigm. Initially applied in the business world (industry), it was later extended to the field of education. Philosophically, the TQM concept emphasizes continuous improvement to meet the needs and satisfaction of customers. Therefore, the strategy employed in the use of integrated quality management in education is that educational institutions position themselves as service providers, industries that deliver services according to customer needs (De Jager & Nieuwenhuis, 2005).

Quality management in education is based on customer satisfaction as the primary goal. Customers can be categorized as internal customers (those within the institution, like school administrators, teachers, staff, and educational service providers) and external customers (the wider society, government, and the business world) (Rowley, 1997). An educational institution is considered to have quality when there is satisfaction between internal and external customers with the services provided (Pineda, 2013). To implement quality management in education, several aspects need to be considered:

1. **Continuous Improvement:** The concept involves constant improvement and adaptation to meet customer needs and demands.
2. **Quality Assurance:** Establishing quality standards for all components of the educational process, such as teachers, curriculum, and evaluation methods.
3. **Cultural Change:** Shifting the organizational culture towards one that values quality.
4. **Organizational Change:** Adapting the organizational structure and responsibilities to align with the new quality-focused vision.
5. **Maintaining Harmonious Relations with Customers:** Continuously exchanging information between the educational institution and its customers, allowing for improvements and adaptations based on changing customer needs.

Creech proposed the "Five Pillars of TQM" as fundamental elements to create and manage quality in an organization: products/services as the central point for organizational goals, processes, organization, leadership, and commitment. These pillars are interrelated, and if one pillar is weak, the others may also suffer.

Quality in education can be assessed based on three dimensions: input, process, and output. Input refers to the resources and expectations required for the education process. Process encompasses decision-making, institutional management, program management, learning processes, and monitoring and evaluation. The process of learning holds the highest importance. Output refers to the quality of graduates in terms of academic achievement, values, and responsibility (Salam, 2015).

Ultimately, the quality of an educational institution can be identified through its students' achievements, encompassing both academic and non-academic performance, while aligning with the institution's objectives and standards. Quality in education is a comprehensive evaluation of the services offered to both internal and external customers (Sahney, 2016).

Education Quality Standards

Nurochim mentions that the term "standard" refers to "specific desired measurements by customers." A more detailed explanation is provided by Sallis regarding quality standards, which can be viewed from two perspectives (Sallis, 2014):

1. Standards for Products or Services:
 - a. Conformance to specifications.
 - b. Fitness for purpose or use.
 - c. Zero defects in products.
 - d. Right first time, every time.
2. Standards for Customers:
 - a. Customer satisfaction.
 - b. Exceeding customer expectations.
 - c. Delighting the customer.

Based on the explanations above, quality standards in educational institutions refer to a set of characteristics of students, services, and graduates of the educational institution that align with the needs of their customers, both internal and external. According to the Department of Education (Depdiknas), quality standards can be formulated through quantitatively measurable scholastic subject learning outcomes and qualitative observations, especially in the field of social education (Ikhsan et al., 2023). The formulation of quality standards in education is dynamic and can be examined from various perspectives. Agreements about the concept of quality in reference formulations, such as educational policies, teaching and learning processes, curricula, facilities, and educational personnel, should align with the interests of the parties involved (Glatthorn, 2004). One example of an agreement on quality standards in education can be found in Indonesia's National Education System Law Number 20 of 2003, as elaborated in Government Regulation Number 19 of 2005 on National Education Standards (SNP), which includes eight standards:

1. Content standards.
2. Process standards.
3. Graduation competency standards.
4. Educators and educational personnel standards.
5. Facilities and infrastructure standards.
6. Management standards.
7. Financing standards.
8. Educational assessment standards.

For Islamic educational institutions, in addition to the quality standards mentioned above, quality standards must be developed based on the needs of their students as Muslims who have two dimensions of life: the worldly life and the hereafter, as stated in the Ministry of Religious Affairs Regulation Number 90 of 2013 regarding Madrasah Education Implementation. The hadith you provided emphasizes the importance of shaping individuals who are believers (mukmin), practitioners of Islam (muslim), and virtuous (muhsin) (Jami & Muharam, 2022). These individuals are the desired outcome of quality education in Islamic institutions. A.Tafsir's perspective suggests that the aim of Islamic education is to "mold the best individuals," including those who are physically healthy, intelligent, and have strong faith, enabling them to exhibit self-control, leading to a peaceful and productive life (Kunaefi, 2023). Arifin states that educational institutions are responsible for fulfilling three essential needs of a Muslim's life (Arifin, 2016):

1. Deliverance from the threat of hellfire.
2. Cultivation of individuals as Allah's servants, leading balanced, happy lives in this world and the hereafter.
3. Formation of individuals who radiate faith and knowledge, enabling them to dedicate themselves to the Creator.

Educational Institution Accreditation

Accreditation involves the assessment of the suitability of educational programs and/or institutions based on established criteria, as outlined in the National Education System Law Number 20 of 2003. It is a comprehensive process aimed at recognizing and ranking the suitability of educational programs or institutions by independent and professional organizations (Sanyal & Martin, 2007). Accredited formal education institutions include elementary schools (SD), Islamic elementary schools (MI), junior high schools (SMP), Islamic junior high schools (MTs), senior high schools (SMA), Islamic senior high schools (MA), vocational schools (SMK), Islamic vocational schools (MAK), special schools (SLB), collaborative education institutions (SPK), and other equivalent formal educational institutions. Accreditation criteria are based on the National Education Standards (SNP), which encompass minimum requirements for the education system across Indonesia. The standards cover eight domains: content, processes, graduation competencies, educators and educational personnel, facilities and infrastructure, management, financing, and educational assessment. The general benefits of educational institution accreditation include (Lawshe, 1975):

1. Providing guidance for quality improvement and development plans.
2. Offering feedback for empowering the educational community to implement their institution's vision, mission, goals, objectives, strategies, and programs.
3. Motivating institutions to gradually and competitively improve educational quality.
4. Providing information to obtain support from the government, the community, and the private sector in terms of professionalism, morale, personnel, and financial resources.
5. Serving as a reference for relevant institutions when considering the authorization of educational institutions as national examination organizers.

Legal Basis for the Accreditation of Educational Institutions

The legal basis for accrediting primary and secondary education institutions is provided by Law Number 20 of 2003 on the National Education System (Sisdiknas), Article 60, which explains that accreditation is conducted to determine the eligibility of programs and educational institutions in both the formal and non-formal education tracks at every level and type of education. Accreditation of programs and educational institutions is carried out by the government and/or authorized independent bodies as a form of public accountability. Accreditation is carried out based on open criteria.

Quality assurance and control in education, in line with the National Standards for Education (SNP), require evaluation, accreditation, and certification. The goal of quality assurance in education is to determine whether educational institutions or programs meet or exceed the National Standards for Education. The process of evaluating all aspects of education should be directed toward ensuring the provision of quality education services and empowering educational institutions to produce graduates in accordance with established standards. Education standardization means striving for a common national direction in education while allowing flexibility and adaptability in its implementation. The SNP should serve as a reference for educational managers to drive initiatives and creativity in achieving the established standards.

The accreditation process should be conducted openly with the aim of assisting and empowering programs and educational institutions to develop their resources in achieving national educational goals. Recognizing the importance of accreditation as a means to ensure and control educational quality, the government established the National School/Madrasah Accreditation Agency (BAN-S/M). As an implementation of Government Regulation Number 19 of 2005, Ministerial Regulation Number 13 of 2018 on BAN S/M and BAN PAUD and PNF was issued. Article 1, paragraph 2 of Ministerial Regulation Number 13 states that BAN-S/M is an independent evaluation body responsible for determining the eligibility of primary and secondary education levels based on national education standards. Article 2, paragraph 2 states that BAN-S/M is a non-structural, nonprofit, and independent body under the authority of the Minister. Furthermore, Article 8 specifies the tasks of BAN-S/M, including formulating policies and developing the accreditation system in line with the principles of sustainable quality improvement.

In carrying out the accreditation of educational institutions, BAN-S/M is assisted by provincial BAN-S/Ms. As stipulated in Article 11, point (a), BAN-S/Ms can be assisted by Accreditation Implementation Coordinators (Koordinator Pelaksana Akreditasi or KPA) in carrying out their duties.

IASP 2020: A New Paradigm

The accreditation system for educational institutions in place until 2019 was unable to adequately depict the true quality of these institutions. The evaluation of educational institutions' eligibility was primarily based on compliance with the National Standards for Education (SNP) and tended to be administratively oriented. Consequently, the utilization of accreditation results was not entirely satisfactory.

To address this issue, since 2018, the central National School/Madrasah Accreditation Agency (BAN-S/M) started designing a new accreditation system, shifting from a compliance-based paradigm to a performance-based paradigm. With this new paradigm, a set of new accreditation instruments was developed, including instruments based on compliance and performance. These new instruments are collectively known as the 2020 Educational Institution Accreditation Instruments (IASP 2020).

The development of IASP 2020 is based on various philosophical, sociological, and public policy foundations. Philosophically, education aims to realize human beings' functions as stewards and leaders on Earth (khalifatullah fi al-ardh). Therefore, education should be carried out consciously and

systematically. In education, individuals actively develop their potential to possess spiritual strength, outstanding and reliable character, and a strong work ethic, along with the ability to think critically, creatively, and independently. These attributes reflect the dignity and stature of human beings as God's creation.

On the sociological front, there are three key aspects that inform the development of IASP 2020: (1) education as an instrument to realize society's aspirations and values, (2) the role and function of education in promoting social integration, and (3) educational institutions as open systems that interact with their environment. The crucial implication of this sociological foundation is that educational institutions should be able to embrace the aspirations, mission, goals, and socio-cultural values rooted in and developed by the local community as their primary values. Hence, good educational institutions must internalize these values into their vision, mission, goals, and strategies. Furthermore, they must incorporate these values into the curriculum and learning processes.

Regarding public policy, the development of IASP 2020 is based on relevant regulations, such as Article 60, paragraph 3 of Law Number 20 of 2003, which states that accreditation is based on open criteria, and Article 86, paragraph 3 of Government Regulation Number 19 of 2005, which states that accreditation, as a form of public accountability, must be objective, fair, transparent, and comprehensive, employing instruments and criteria that align with the SNP. Lastly, Ministerial Regulation Number 13 of 2018 outlines the tasks of BAN-S/M, including the formulation of accreditation policy and criteria, further supporting the basis for IASP 2020 as a public policy tool.

IASP 2020, as a policy instrument, has been designed with several considerations in mind: (1) accreditation instruments must still serve as diagnostic tools for assessing educational system levels to explore indicators and attributes that provide clear information about an educational institution's potential to deliver quality education; (2) the scope of information to be collected must be reasonable; (3) the accreditation instrument must be meaningful and discriminatory, enabling it to differentiate between institutions that make a meaningful impact on the learning process and those that do not; (4) the instrument should contain a maximum level of simplicity, consisting of indicators that provide the most leverage on the quality of learning; (5) simplifying the accreditation process to make it more practical and time-efficient; and (6) streamlining the reaccreditation mechanism to make it more practical and prevent the unnecessary waste of resources.

IASP 2020 Components

In the IASP 2020 instrument, there are four main components that serve as references for schools in improving the quality management of education. These four components, as previously mentioned, consist of graduate quality, the learning process, teacher quality, and educational institution (school/madrasah) management.

Graduate Quality Component

This component consists of three sub-components, including student character development, student competency, and stakeholder satisfaction, and comprises 11 statements related to:

1. Students demonstrate disciplined behavior in various situations.
2. Students exhibit religious behavior in activities at the school/madrasah.
3. Students demonstrate resilience and responsibility in school activities.
4. Students are free from bullying at the school/madrasah.
5. Students show communication skills in line with 21st-century characteristics.

6. Students display collaboration skills in line with 21st-century characteristics.
7. Students demonstrate critical thinking and problem-solving skills in line with 21st-century characteristics.
8. Students exhibit creativity and innovation skills in line with 21st-century characteristics.
9. Students show the ability to express themselves and engage in creative activities for talent development.
10. Students show improved learning achievement.
11. Stakeholders are satisfied with the quality of graduates.

Learning Process Component

This component includes three sub-components, namely classroom learning quality, the learning climate within the educational institution, and the utilization of educational facilities and infrastructure within the educational institution. It consists of seven statements, as follows:

1. The learning process actively engages all students, developing higher-order thinking skills, resulting in effective learning in line with the educational institution's objectives.
2. The assessment of the learning process and outcomes is used as the basis for improvement and is carried out systematically.
3. Remedial and/or enrichment programs are provided to students who need them.
4. Students actively participate in learning, and the classroom learning environment is enjoyable.
5. Teachers promote reading and writing literacy.
6. Teachers create a learning environment that prioritizes safety, comfort, and cleanliness, facilitating student learning.
7. Educational facilities and infrastructure available within the school/madrasah are optimally utilized in the learning process.

Teacher Quality Component

This component consists of three sub-components, including teacher competence, professional development, and teacher innovation and creativity, and it comprises four statements as follows:

1. Teachers develop active, creative, and innovative lesson plans, optimizing the environment and utilizing IT or other appropriate methods.
2. Teachers engage in self-evaluation, reflection, and competence development for regular performance improvement.
3. Teachers continuously develop their profession to enhance knowledge, skills, and insights.
4. Teachers create creative and innovative learning strategies, models, methods, techniques, and media.

Educational Institution (School/Madrasah) Quality Management Component

This component consists of 11 sub-components that cover the achievement of the vision and mission, the competence of the school principal, leadership, school culture, community involvement, curriculum management, teacher and staff management, facilities and infrastructure management, financial management, student affairs management, and internal quality assurance. It includes 13 statements, as follows:

1. The school/madrasah develops, socializes, implements, and evaluates its vision, mission, and objectives.
2. The school principal demonstrates academic supervision competence to assist teachers in delivering quality learning.
3. The school principal consistently, actively, collaboratively, and effectively leads teachers, staff, and students in developing creative and innovative ideas in school programs or activities to achieve the established vision, mission, and objectives.
4. The school/madrasah fosters communication and interaction among school community members (students, teachers, school principals, and parents) and the community to foster internal and external school harmony.
5. The school/madrasah promotes a safe, orderly, clean, and comfortable environment conducive to learning.
6. The school/madrasah involves students' parents and the wider community in planning, implementing, and monitoring school activities.
7. The school/madrasah systematically, creatively, innovatively, and effectively implements the curriculum.
8. The school/madrasah effectively manages teachers and staff through activities like recruitment, selection, competency development, performance assessment, and compensation.
9. The school/madrasah efficiently manages facilities and infrastructure to support high-quality learning processes.
10. The school/madrasah transparently and accountably manages budgetary income and expenses in accordance with the planning.
11. The school/madrasah conducts student affairs guidance to develop students' interests and talents.
12. The school/madrasah provides counseling services to students in personal, social, academic, further education, and career development areas to support achievement and performance development.
13. The school/madrasah carries out internal quality assurance annually related to the achievement of national education standards, including self-evaluation and the development of quality reports.

IASP-Based Madrasah Quality Management 2020: Improving the Quality of Education in Madrasahs

Quality management in education is a crucial element in improving the quality of education in madrasas. Madrasas, as Islamic educational institutions, play a vital role in shaping the character, morality, and competence of students. Therefore, effective quality management is essential to ensure quality education. This article will discuss the importance of quality management in the context of madrasas, specifically using the framework of the Educational Institution Accreditation Instrument (IASP) 2020.

Quality management in education is a systematic approach aimed at enhancing the quality of education through planning, implementation, evaluation, and continuous improvement. In the context of madrasas, quality management is not limited to academic aspects but also encompasses

religious, moral, and social aspects of students. Effective quality management creates an educational environment conducive to the development of students' character and potential.

The importance of quality management in madrasas lies in its impact on educational outcomes. Effective quality management improves student achievement by implementing best teaching practices, fostering moral guidance, and developing a balanced personality. Thus, quality management in madrasas contributes to the formation of a morally upright, knowledgeable generation ready to face global challenges.

The Educational Institution Accreditation Instrument (IASP) 2020

IASP 2020 is an accreditation framework used to assess the quality of education in madrasas. This framework comprises four main components:

1. **Graduate Quality:** This component assesses the extent to which the madrasa succeeds in shaping students' character, morals, and academic qualifications. The evaluation includes students' understanding of religious teachings, moral behavior, and academic achievements.
2. **Learning Processes:** Evaluation in this component relates to teaching practices, curriculum development, the use of learning resources, and evaluation strategies. Madrasas need to provide effective and enjoyable learning for students.
3. **Teacher Quality:** Teachers are key to the educational process. This component assesses the qualifications, competencies, and performance of teachers. Madrasas need to ensure that teachers have the appropriate qualifications and continuously improve their teaching abilities.
4. **Madrasa Management:** Management aspects include madrasa governance, financial planning, and community participation. Madrasas need to efficiently manage resources and actively involve stakeholders.

Implementing IASP 2020 in madrasa quality management requires a systematic approach. Madrasas can start by mapping the quality of the madrasa based on the components of IASP 2020. Then, the madrasa needs to plan improvement actions, develop enhancement programs in line with the mapping findings, and implement best teaching practices. Teachers must receive continuous training and development to improve their teaching abilities. Efficient financial management and governance are also essential. Involving the community in quality management supports quality enhancement.

While IASP 2020-based madrasa quality management has the potential to improve the quality of Islamic education, there are several challenges that need to be addressed. Madrasas may face limitations in resources, including funding and personnel. Educational policies may change over time, requiring madrasas to adapt to these changes. Ensuring that teachers have adequate qualifications and continually improving their teaching abilities is an ongoing challenge. Accurately assessing the quality of education is also a complex task.

IASP 2020-based madrasa quality management is a robust approach to enhance the quality of Islamic education in Indonesia. Through mapping, planning, and implementing best practices, madrasas can create an educational environment that supports the development of students' character and potential. Despite challenges in this process, effective quality management will help ensure that education in madrasas has a positive impact on students and society as a whole.

CONCLUSION

implementing the IASP 2020 framework-based quality management in madrasas stands as a vital driver for enhancing the quality of Islamic education in Indonesia. The multifaceted approach, encompassing graduate quality, learning processes, teacher competence, and institutional management, significantly influences educational outcomes. To effectively implement this system, madrasas must adopt a systematic approach, including thorough assessments, targeted improvement plans, best teaching practices, ongoing teacher development, efficient financial management, and community involvement. While resource limitations, evolving educational policies, teacher qualifications, and accurate quality assessment present ongoing challenges, the commitment to such quality management promises to produce academically proficient, morally upright graduates prepared to meet the demands of an ever-changing world.

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