

The Quality of Madrasa Education In The Digital Era

Journal of Advanced Islamic Educational
Management

© Ade Rahmad Kurniawan

2023

DOI: 10.24042/jaiem.v3i1.16429

Received: 13 Februari 2023

Accepted: 29 April 2023

Published: 30 Juni 2023

Ade Rahmad Kurniawan¹, Putri PermataSari², Sovia Mas Ayu²

¹Institut Teknologi & Sains Nahdhatul Ulama, Lampung, Indonesia

²Universitas Islam Negeri Raden Intan Lampung, Indonesia

Corresponding Author:

E-mail: Aderahmadkurniawan5@gmail.com

Abstract:

Madrasa education in the era of computerization has gradually changed various aspects of life in the public arena. For this reason, various difficulties, benefits, and obstacles in the implementation of learning are a source for educators and other partners to play an effective role in understanding the vision and mission to be achieved in their respective schools. Instructive change has transformed disconnected training into online schooling. Distance is not a barrier to training. Advanced learning is web-based learning utilizing web information, known as on the web. This exploration strategy uses subjective examination with subjective enlightenment techniques through perception. This research explains how MTs Riydhol Jannah and West Lampung improve education quality management. The purpose of this research is to find out how the implementation of the program and the system used by Madrasa Tsanawiyah is different but has their own uniqueness and characteristics, as well as the uniqueness of the subjects studied. In general education institutions such as the Education System (KBM), Madrasa education emphasizes more on religious subjects. The learning methods are applied using an educational approach that supports the active role of students. The curriculum uses the 2013 Free Learning Curriculum (KMB) (K13) issued by the Ministry of Religious Affairs and the Ministry of Education and Culture. Because home education developed by Madrasa is adapted to the development and practices taught at MTs Riydhol Jannah West Lampung. Evaluation to determine and assess the results of the implementation of efforts to improve the quality of the madrasa using the CIIP evaluation approach model. The method of this research is qualitative by conducting interviews, and observations to find out how the implementation of the program in an effort to improve the quality of the madrasa in the third era at Madrasa Tsanawiyah Riydhol Jannah West Lampung, Indonesia.

Keywords: *Education; Digital Era; Madrasa; Quality Management.*

Introduction

Quality teaching, especially that which provides customized content between rigorous schooling and general training, is much needed in the local area. This peculiarity is both a test and an opportunity for Islamic educational institutions, especially madrasas, which have recently risen to the challenge of improving themselves by discovering their various weaknesses (John & Kumar, 2023). To realize this desire, it is not surprising that the existence of madrasas has been further solidified by the issuance of Law No. 20/2003 on the public school system (Fadlan et al., 2023). In this regulation, it is stated that the existence of madrasas is considered equivalent to general education (Latief et al., 2021).

Quality is a major part because quality shows the prevalence of different items (Buselli et al., 2020). Quality improvement is the work of every company that produces labor and products (Lina, 2022). In addition, quality schools are an important part to think about (Peng & Kievit, 2020). Working on the nature of schools is something that will continue to be studied in the training of executives (Pollock, 2020).

Working on the nature of instruction is a job that must constantly seek to achieve the assumptions set for quality and significant training (Parker, 2020). Quality schools are the hope and demand of all partners in training. Everyone needs to learn in a place that has good quality (Komalasari et al., 2020). Therefore, schools or educational institutions must be able to provide a good and quality form of assistance so that they are not neglected and can compete with other educational institutions (Marbun et al., 2020).

Along the way, the country has made various efforts for the betterment of its schools (Epstein, 2019). Facing this completely open period in the majority rule system, individuals will take normal decisions, especially in the field of training, considering the value aspect (Nordmann et al., 2020). Striving for the nature of schooling equitably is a necessity for the existence of a country without recognizing its social, strict, and ethnic personalities (Stapleton, 2020). Therefore, it is only natural that this country in general strives to improve the nature of its education because it is undoubtedly a necessity and a need to achieve the standards of the country and achieve the goals of public education in a fair and equal way (Baena-Morales et al., 2021).

The result of this demand is that qualified individuals should continue to have the choice to organize the things they need in their lives indefinitely because of their certainty and obligation to God Almighty and have the choice to add value to their recognition as well as a prosperous society (van der Heijden et al., 2019). The most sensible strategy to convey that individuals have the decision to take individual fulfillment steps should be made possible by a broad and competent instructional approach (Caena & Redecker, 2019).

One of the big things in the work of managing and preparing is the instructive foundation. Informational affiliation is a fundamental player in preparation and, moreover, is one of the benchmarks for a nation's instructional advancement, paying little heed to enlightening results and different issues (Kundu et al., 2021). Withdrawing from the basic existence of educational foundations for the government-subsidized school movement, public experts ought to focus on the general existing enlightening affiliations, regardless of their experience and status. It is an eternal necessity that enlightening associations should continue to maintain their quality (Bennett & Bennett, 2021).

Completing the possible tutoring pieces to achieve the goal and progress of public arrangement is undoubtedly troublesome (Zhang, 2020). This work should get full support from various social parties so that execution activities are not hampered and achievements can be accomplished effortlessly (Rathee et al., 2019). Different assistance from all related divisions is extremely expected, for example, from publicly trained professionals, school supervisors, gatekeepers, extreme pioneers, and all ordinary pioneers who need to take a valuable part in managing the possibility of an enlightening establishment through lesser assistance (Danaei et al., 2019). Their cooperation is essential and certain, and they keep endeavoring to work out the possibility of tutoring foundations in this country (Edovald & Nevill, 2021).

In the development of madrasa, school administrators must have the choice to work on the nature of the world of education and the nature of human resources to produce unmatched students (Uyuni & Adnan, 2020). Therefore, the foundation needs to prepare quality human resources as well, and to do this, of course, all groups in the administration must know each other well enough to plan a system with clear goals and support at school (Tien et al., 2021).

However, the nature of training is not just something that happens in the presence of instructors, school partners, and school directors. However, quality must remain a regulated program (Singh et al., 2022). Because there are things related to quality, it is known as the "quality set of three," namely quality preparation, quality control, and quality improvement (Harrison-Zotsi & Dansoh, 2021).

The improvement of the school system is far from over (Sindiani et al., 2020). Therefore, we should be able to strive for the replacement of the event; therefore, nothing else can replace it (Grinin & Korotayev, 2022). In addition to planning qualified and coordinate students, the students are informed and should dominate innovation, and have talents and abilities (Huong, 2020). Not to forget, students should also have a good mentality (Zarei et al., 2020).

Working out the nature of education and the outstanding skills of educators and teaching faculty should also be made the main goal for the turn of educational events, as it shows the staff is very important for the education system and other components will not make a difference (Hargreaves, 2019). Especially educators, in developing experience, if they have not been able to relate to or get along with students, then educators cannot make good students by the principles of education (Rusilowati & Wahyudi, 2020). Found in Law Number 20 of 2003 concerning the General Schooling System, the definition is; Instructors and teaching staff commit to being: a) ready to create an instructive environment that is protected, fun, meaningful, enjoyable, imaginative, dynamic, and dialogical; b) have expert obligations aimed at working on the nature of the school; c) can be a picture of a good educator to students while maintaining the good name of the climate or educational foundation and still maintaining the mandate that has been given (Sukarmin & Sin, 2022).

The development of education in the digital era aims to improve technological knowledge (König et al., 2020). Technology is important nowadays, so it is as if humans cannot do their work without cell phones and other advanced computing devices such as books, robots, and smartphones (Daniele et al., 2019). The development of information and communication technology (ICT) contributes to the growth of education (Nguyen et al., 2020). The utilization of information technology by madrasas in education is becoming increasingly effective because

learning is done online (Fauzan & Arifin, 2019). Learning takes place directly between students and teachers, called "offline." All learning is done using an Android (Yuliejantingsih, 2020).

The development of education in the digital era has changed, with teachers acting as facilitators for students (Hassan & Mirza, 2021). The implementation of learning is not only focused on the teacher (Numonjonov, 2020). More student-centered learning Inferential learning or descriptive learning, student-centered learning is different from teacher-centered learning (Murphy et al., 2021). This is because the two approaches have different approaches to educational content classroom environment, assessment, and technology, preparing students to learn (Huang et al., 2020). Most problems arise because teachers do not develop quality human resources (HR) by using methods (Rachmadtullah et al., 2020).

According to Stehle and Burton educators plan the curriculum that will be given to students (Stehle & Peters-Burton, 2019). The various problems that occur are interrelated with each other (Shrestha, 2020). The absence of human resource development (HR) that is possible for teachers, the absence of learning techniques in a conventional way, the absence of mechanical contrasts in terms of turning on, and others, as things that should be considered for educators to think about assistance with sophisticated electronic understanding as it is today (Gonzales et al., 2022).

Future learning educators are expected to have the ability to master the ability and the ability to adjust to innovations and global difficulties in the field of education and administrative demands (Rees Lewis et al., 2019). Overall, all efforts to follow and nurture existing human resources towards personal growth and progress are necessary so as not to be left behind in various matters related to improving educational innovation in the era of computerization (Budiarto & Salsabila, 2022).

The meaning of innovation is the advancement of PC innovation that grows along with the innovation of communication media (Purchase & Volery, 2020). PC is a group of instruments that pioneered the development of correspondence innovation, created from the need to transmit documentation information; then, when the innovation is made, it makes information, handles, notices, and so on, governed by the capabilities and advantages expected by the framework itself given its existence (Rawat et al., 2021). So the end of data innovation is the innovation of handling information into data and the most general way of conveying data information within the constraints of existence (Panchiwala & Shah, 2020).

Based on these descriptions, it is very interesting to conduct this research to analyze how to improve quality management in the current digital era by paying attention to the implementation of a structured and measurable educational program to achieve effective and efficient learning quality (Bhowmik et al., 2019). After implementing the program, it is seen how to improve the quality of education in the current digital era by paying attention to the process of teaching and learning activities in the classroom carried out by teachers (Agustini et al., 2019).

Methods

This research is a subjective exploration with subjective illustration techniques through perception, documentation, and meetings at MTs Negeri 2 Bandar Lampung and MTs Riydho Jannah West Lampung. It is expected that the issues at the center will be centered more deeply on clients, all-out

inclusion, estimation, responsibility, and consistent improvement. The purpose of this research is to decide whether it is worth the effort to work on the nature of madrasa schools in terms of the notion of executive value.

Results and Discussion

The Indonesian state is concerned about the low quality of training at every instructional level and unit, especially in primary and additional education. Sharing efforts have been made to work on the nature of public instruction, for example, by making general and neighborhood education plans, expanding the ability of educators through preparation, procuring books and learning equipment, securing and repairing educational offices and foundations, and working on the nature of school/madrasa implementation (Wang et al., 2021). Different features of the nature of teaching have not shown critical improvements. Some madrasas, particularly in urban communities, have shown convincing improvements in terms of training, but some are still a reason for concern. Education, by its very nature, is directed at preparing individuals to face the future and live more prosperously, both as human beings and as citizens of communities, countries, and between countries. For religious believers, what is in store represents life for the world and the perspective of happiness in the hereafter. However, at present, our world of education does not fully match the assumptions of society. This peculiarity is motivated by the poor quality of graduates, the unfinished business of education problems, or the tendency to be inconsistent, much more focused on employment. Furthermore, the side effects of schooling often discourage local areas. They continue to scrutinize the importance of training for the needs of the community in the monetary, political, social, and social elements of life.

Madrasa Education Orientation Then Versus Now

Guidance has a critical influence on changing the real potential and universe of other individuals. Through friendly guidance, the Indonesian nation is formed into a whole person, an unprecedented person who can approach the qualified, intelligent, and quick-witted inhabitants that characterize the Indonesian state. The task of educational institutions in equipping students with the true abilities of individuals and various universes is one of the efforts made in the implementation of critical value guidance, both concerning cycle information, and results.

The madrasa as a formal preparatory base has been known since the center point of the 11th or 12th-century progress, especially since the presence of the Nidzamiyah madrasa organized in Bagdad by Nizam Al-Mulk. The establishment of these madrassas added to the fabric of educational relations among Muslims, given that earlier Muslims had only recently begun to understand the common arrangements held in mosques and dar al-khuttab.

Primary Title At this point: up and down, tutoring is expected to show the human seeds so that these human youths are formed into moral and thoughtful individuals, which is very much the same as the more visible people. The human hypothesis here summarizes the cleansing of the individual, explicitly indicating the value of life for a human child who deviates from the human seed. The great mission of enlightened affiliation is to show inclination and ethics toward each other and to focus on unquestionable interests rather than vested interests. This is applied in daily life, both in the family environment and in the public square. Starting from there, new associations and instructors will show the boundaries that enable the human seed to help its own later life.

However, the presence of madrasas has been neglected over the past period. This is evidenced by the slow growth at the madrasa level. Thus, public interest in sending their younger children to madrasas is very low. This adds to the stark divide between government-backed schools and madrasas. As it turns out, while madrasas are scrambling for students, of course, public schools are cherry-picking, and there will be students who choose not to study in schools that are considered "top picks."

Thus, at the younger age levels, there is a lack of severe characteristics. Evidence of this moral crisis is the widespread correspondence that reveals the existence of young people who are far removed from violent traits, such as teenage brawls, promiscuous sex, and various stern and disgusting things. It is precisely when they see these kinds of traits that technical holders are astonished and dumbfounded at the change in the mindset of young people towards hosting, especially the disposition that neglects to remember hard traits and only centers on Western traits and culture, which lexically means moral corruption or moral decay.

Nowadays, public authorities, through the Religious Affairs Office, are helping madrasas create and develop capable educational organizations. Even though this seems late, we would like to answer in the affirmative to this taxpayer-supported initiative by taking part in the reform of the training system in madrasas as a job to work on the nature of madrasa schools to make quality madrasas in the future.

The Law of the Republic of Indonesia number 20 of 2003 concerning the General Schooling System (sisdiknas) article II, paragraph 3, states that General Ability Training is to foster abilities and form personalities and community civilization in the teaching structure of state life, to foster students' abilities to become people who believe and fear God Almighty, have respectable, healthy, capable, imaginative, free lives, and become a population based on popularity and insight.

In addition, Article III, Section 4, Paragraph 6, states that the guideline for organizing education and training is to involve all levels of society through support in organizing and controlling the quality of schooling.

Because of this inconsistency, some individuals are skeptical of madrasas. There is an assumption that current education has not been able to create vertical social versatility for them, as schools do not guarantee a good position. Madrasas do not guarantee a better future for children. As expressed earlier, changing the new worldview of training to quality (quality-organized) is one of the procedures to achieve an increase in the greatness of the children themselves.

Efforts to work on the nature of training continue to be made, both habitually and imaginatively. This is much more fully covered in the Law of the Republic of Indonesia No. 20 of 2003 in Part II, Article 3, which reads: The ability of community coaching to foster the ability and shape the personal and progress of a dignified society to educate the life of the nation and the plan to foster the ability of its members to educate them to become people who have faith and devotion to God Almighty, have a respectable, sturdy, educated, capable, imaginative, independent personality, and become the majority of the population and the population with insight.

To work on the nature of education, there is a need for Madrasa Quality Management Planning. Quality Management in Madrasas The study organized in Madrasa Tsanawiyah found many things related to improving institutional quality management. And these are shared commitments to the vision, mission, and goals of Madrasa; Deputy program director and members.

Education Quality Concept

Etymologically, in well-known authentic word references, quality can be defined as grade, degree, or level. In English, quality comes from the word "quality," which means "quality," and in Arabic, it is known by the expression "juudah." The expression of immense value can be described by some experts as follows: a) (Crosby) quality is as required or normalized (conformance to fundamentals), namely according to established quality standards, both the information, the cycle, and the results. Therefore, the preparation organized by the school must have educational quality norms. b) Quality in Edward Deming's thinking is alignment with market needs, recommending that quality assistance is an arrangement that can convey results, for both associations and graduates who deal with problems or assumptions for their clients (market). c) While Carvin, as mentioned by Nasution, believes that quality is the main field of power to relate to objects, individuals/jobs, cycles and experiments, and climates that meet or exceed the assumptions of clients or buyers, The client's tastes or assumptions about something are always changing, so the quality of the goods must also change or be changed. With changes in the quality of things, it is imperative to change or further push the limits of labor, changes in the cycle of advancement and endeavor, as well as changes in the genuine climate so that things can meet or beat the assumptions of clients.

From the two or three definitions above, as a whole, it will be reasoned that quality is the reasonableness of a thing or association that is inherited through a specially coordinated work process. So quality is the decisive goal of a relationship that has long been carried out by a relationship; besides that, it is also an affirmation from a foundation to its clients. Soliman sort out that mentoring is the delayed appraisal result of an enlightening correspondence with the high desires to be accomplished from endeavors to develop aptitudes, preparing clients through the educational cycle (Soliman, 2020). Coaching is something essential in the instructive cycle. Therefore, further encouraging the instructive cycle is one of the endeavors to achieve importance in the coaching vehicle. In addition to the understanding that is ready to be conveyed, mentoring in this way can be described as someone who has achieved the goal of the informative project (the purpose of the educational action) and wants to supervise student learning (Vance et al., 2022). This thinking places a greater supplement on supervision in achieving informative learning project targets, so the overall marker is that the more educational action goals are achieved, the more quality assistance can be gathered. Plus, organizing involves the restriction of informative relationships to include data assets for further additional foster learning limits as can be expected. This applied assessment is more complementary to the institutional exercise; in particular, the proximity to finding real success in utilizing resources is enlightening, and the better the results are refined, the more it can be said that the preparation is of exceptional quality. For quality coaching to be achieved, it must be maintained by a quality school. A quality school is inevitable: "a school that can generally provide satisfaction to clients (society). (Xie, 2021)"

The Concept of Quality Education in Madrasas

Quality madrasas are closely related to the overall contribution of the region. Quality entails the assurance of customer loyalty that enables the improvement of representatives and students in maintaining their responsibilities and can be expected.

Arcaro S. Jerome revealed that there are five attributes of a quality school, namely: customer focus, total involvement, measurement, commitment, and continuous improvement.

Schools have both inner and outer clients. Inner clients are guardians, students, educators, managers, staff, and education committees within the school system. External clients are networks, organizations, families, the military, and universities that are outside the association but use the results of instructive interactions.

Everyone should take part in quality change. Quality is not just the obligation of education committees or bosses. Quality is an obligation, all the same.

This area is often neglected by schools. Generally, the proportion of school performance is student performance. The fundamental measure is the experimental results. As the test results improve, the nature of training also goes to the next level.

School principals and education committees must focus on quality. If they do not have the responsibility, the cycle of quality change cannot begin because, regardless of what it is, it will end. Everyone needs to help with quality efforts.

The essential idea of value is all that can be acquired at the next level. As the old administrative principle suggests, "If it ain't broke, don't fix it." Quality relies on the idea that every interaction can be improved and that there is no great cycle. As per the new administration rationale, "If it ain't broke, fix it, because, in case you don't do it, somebody else will." This is the idea of relentless/continuous improvement.

The madrasa model is of significant value for summarizing the idea of tutoring in madrasas by assessing its characteristics and weaknesses. The continuity of these examples of assessment can be seen in the table below:

Tabel 1. Five Attributes Of A Quality School

Pillars of Quality	Strengths	Weaknesses
Customer focus	Client-driven reliably organizes get-togethers with staff, students, caretakers, and neighborhoods to design desires.	did not answer staff, students, gatekeepers, or neighborhood/environmental concerns
Full engagement	Full commitment Staff share obligations concerning addressing issues during facilitated quality school progress when in doubt, staff believe that the organization or others will address issues.	In general, staff wait for management or others to solve problems.
Measurement	Assessment Aggregate data to measure improvement and to drive the game plan. No recording of progress, just progress to the accompanying issues.	Not recording progress, just walking towards the next problem.
Commitment	The board's obligations are centered around providing the planning, systems, and cycles necessary to change the way it addresses efforts to reduce quality and increase productivity.	Support for quality is isolated and invisible to staff, students, and the environment.
Continual improvement	Continuous improvement Constantly seeking approaches to further foster every informative cooperation.	Filling in what is or is not a problem does not recognize it as a problem,

Practically speaking, it is not completely solved by two components, explicitly the fulfillment of predestined conclusions and the fulfillment of ordinary subtleties according to the requests and needs of the organization's customers. The primary quality is called quality in all honesty (genuine quality) and the second is called the quality of discretion (the quality of discernment).

In its implementation, Madrasa Quality Management The implementation of Madrasa quality management in three aspects of aliyah, including program implementation, learning methods, program application.

The system used by TM Madrasa Tsanawiyah is different, but the three madrasas have their own uniqueness and characteristics, as well as the uniqueness of the subjects, studied. In general education institutions such as the Education System (Teaching and Learning Activities), Madrasa education emphasizes more on religious studies. Since religious studies are divided into subjects such as the Qur'an and Sunnah, Aqidah, Akhlaq, and the History of Islamic Culture. and jurisprudence. This is the difference between general education and Mandela education.

Based on the research, the educational approach supports the active role of students. by planning the study load for as long as students are required to follow the study program with individual tuition fees. Structured work and unstructured self-employment All of this was done to meet the graduate competency standards. Emphasis on student learning progression, 2 volumes, 45 minutes duration.

Based on the research results, the curriculum uses the 2013 Free Learning Curriculum issued by the Ministry of Religious Affairs and the Ministry of Education and Culture. Since the home education developed by Madrasa is adapted to the development and practices taught at MTs Riydhol Jannah West Lampung, the delivery of the course depends on the strengths, development, and circumstances of the students. In this context, students deserve quality services and opportunities to express themselves freely, enthusiastically, and happily.

According to Suryadi Poerwanegara, six fundamental parts influence things: 1) People; 2) Procedures; 3) Machines 4) Materials 5) Measures 6) Relentless Assessment So, think of what happens by maintaining earnestness in various fields by making HR the key. However, our current HR is restless. In an attempt to undermine HR, tutoring work is huge. In this way, public advancement should focus on addressing the idea of preparation. Quality preparation will be gotten at quality madrassas, and quality madrassas will also produce quality HR.

This research is to see the achievement that 85% of the grade problem lies in the organization (board) because the need starts from the beginning of the organization and must be completed as well as possible. One type of board that has been used in the developed world and can be changed in the tutoring domain is TQM (Finished Quality Organization) in the education system, commonly referred to as Full Scale Quality Organization in Preparing (TQME).

TQM is a method for managing to keep a business that seeks to help progressive reality through the relentless improvement of things, organization, workforce, processes, and environment (Baharun, 2016). A board is a connection or design that incorporates the coordination or planning of social events toward a variety of leveled goals or actual objectives.

Development of Education Quality Management

The development of education quality management in madrasa requires the support of guardians, students, educators, and other personnel, including institutions with an interest in madrasa development. The core of educational institutions is to create and follow consumer loyalty, which is not fully solved by the partners of the educational organization. Therefore, only by

understanding consumer interaction and loyalty can executives understand that what they do is useless if it does not generate customer loyalty.

Collaboration is an important part of managing coaching in the madrasa. A social event is a variety of people participating and having a common goal, explicitly to give satisfaction to all participants, and facilitated in a relationship, which is a big part of TQM, as cooperation will increase trust, facilitate correspondence, and empower people to open doors.

Collaboration in managing tasks to improve or eliminate school ideas is one part of building specialists and their work packages by giving them more real responsibilities. A coordinated effort in school affiliation planning is a major asset in recognizing quality and fulfilling associates through a continuous quality improvement program.

The ability to coordinate efforts as follows: risk the idea of learning in the madrasa; risk the use of teachers' time, materials, and space; create a method to screen, evaluate, and deal with quality; Perhaps go as a channel of information to the organization as part of the movement that occurs in the process of improving the quality of the collection.

All things being equal, the essential mission of empowering coaching in madrasas is to fulfill the essence and prerequisites. A good madrasa can maintain relationships with its clients and have quality rules. The clients of the Madrasa are two kinds of inner clients: educators, heads, research offices, ready experts, and affiliates. Outer clients contain essential clients: students; partner clients: legitimate executives, government, and the environment; and tertiary clients: clients or beneficiaries of graduates (schools and business world).

According to Edward Sallis, in client enlightenment, the foremost client is the student who gets the association, the companion client is the custodian or partner of the student who has a direct interest freely or institutionally, and the third client is the party who expects a large, but unsatisfactory share, similar to the public subject matter expert and the public with everything taken into account.

Teachers, staff, and everyone else who works in a nonprofit organization provide this type of assistance to their interns. Unfortunate inside associations will hinder the establishment of expanded schools and ultimately keep outside clients above water.

One of the objectives of TQM is to transform the school establishment into a certified assembly, without deep bumps and challenges, to achieve the single goal of satisfying all clients.

Efforts to integrate students have become part of what is made in madrasas or schools these days, but students are undeniably involved and influence the most commonly perceived way of preparing for education and learning practices in madrasas. This needs to be regulated with the intention that in situations of tutoring tasks and rules in madrasas are organized in a fair and empowering manner by including students. It is important to keep students in mind for a robust cycle, for example, in the readiness of educational plans and matters related to delineation plans.

A homeroom climate that offers students opportunities has a favorable relationship with students' abilities to convey, imaginatively demonstrate theoretical free mastery ability, and appreciate difficulties. Students who have a share in learning activities or making madrasa rules have respect for the madrasa, so their responsibility is very important in the implementation of the school.

The togetherness of gatekeepers when displaying adolescents in madrasas is a fundamental thing that the Enlightenment Foundation must do, and this is one of the important parts of the Complete Quality Association (TQM). The task of gatekeepers in framing the inspiration and

boundaries of children from the beginning is the main capital for the progress of the younger generation in madrasas.

Monitoring and evaluation of quality improvement

Implementation of monitoring and evaluation Madrasa Tsanawiyah conducts monitoring and evaluation together and agrees. The most important thing that happens is the monitoring and evaluation of teaching and learning activities. Student and staff behavior Learning resources and learning resources Quality control is achieved by evaluating the quality management system processes using the PDCA continuous quality improvement model to monitor and measure stakeholder satisfaction with training, monitor, and measure Section progress, Monitor and control service provision.

Development of an education quality management model in Madrasas

Madrasa quality management at MTs Riydhol Jannah Lampung is a general research topic and cannot be separated from the quality management component in the form of the PDCA model. The definition of PDCA is explained in the literature review section. Action cannot be separated from the problem; therefore, improvements must be made at the improvement and/or quality improvement stages. Find specific solutions at the operational stage. And researchers also use the PDCA method as an equivalent for finding solutions and/or fulfilling quality assurance requirements.

Conclusion and Suggestion

From the results of the study, it can be concluded that the quality management of Islamic schools will face increasingly fierce competition in the digital era. The quality of planning required by Madrasa Tsanawiyah is always maintained. Strong communication and teamwork will make the Madrasa project successful. Because in the end, no matter how good the project is, it will not succeed without the support of other groups. The program is run by the madrasa associated with the project with the aim of equipping the students studying in the madrasa with competitive knowledge.

References

- Agustini, K., Santyasa, I. W., & Ratminingsih, N. M. (2019). Analysis of competence on "TPACK": 21st century teacher professional development. *Journal of Physics: Conference Series*, 1387(1), 12035.
- Baena-Morales, S., Jerez-Mayorga, D., Delgado-Floody, P., & Martínez-Martínez, J. (2021). Sustainable development goals and physical education. A proposal for practice-based models. *International Journal of Environmental Research and Public Health*, 18(4), 2129.
- Bennett, J. T., & Bennett, J. T. (2021). Whose Backyard? Siting and Fighting Over Wind. *Unsustainable: The History and Politics of Green Energy*, 115-157.
- Bhowmik, T., Chekuri, S. R., Do, A. Q., Wang, W., & Niu, N. (2019). The role of environment assertions in requirements-based testing. *2019 IEEE 27th International Requirements Engineering Conference (RE)*, 75-85.
- Budiarto, M. A., & Salsabila, U. H. (2022). Optimizing Islamic Education Towards the Golden

- Era of Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 1–19. <https://doi.org/10.31538/tijie.v3i1.105>
- Buselli, R., Corsi, M., Baldanzi, S., Chiumiento, M., Del Lupo, E., Dell'Oste, V., Bertelloni, C. A., Massimetti, G., Dell'Osso, L., & Cristaudo, A. (2020). Professional quality of life and mental health outcomes among health care workers exposed to Sars-Cov-2 (Covid-19). *International Journal of Environmental Research and Public Health*, 17(17), 6180.
- Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). *European Journal of Education*, 54(3), 356–369. <https://doi.org/10.1111/ejed.12345>
- Danaei, G., Farzadfar, F., Kelishadi, R., Rashidian, A., Rouhani, O. M., Ahmadnia, S., Ahmadvand, A., Arabi, M., Ardalan, A., & Arhami, M. (2019). Iran in transition. *The Lancet*, 393(10184), 1984–2005.
- Daniele, K., Marcucci, M., Cattaneo, C., Borghese, N. A., & Zannini, L. (2019). How prefrail older people living alone perceive information and communications technology and what they would ask a robot for: Qualitative study. *Journal of Medical Internet Research*, 21(8), e13228.
- Edoald, T., & Nevill, C. (2021). Working out what works: The case of the Education Endowment Foundation in England. *ECNU Review of Education*, 4(1), 46–64.
- Epstein, J. L. (2019). Theory to practice: School and family partnerships lead to school improvement and student success. In *School, family and community interaction* (pp. 39–52). Routledge.
- Fadlan, A., Ridwan, R., & Hakim, L. (2023). Policy Problematic Islamic Educational Institutional In Increasing The Quality of Education. *International Journal of Education and Teaching Zone*, 2(1), 170–178.
- Fauzan, F., & Arifin, F. (2019). The Effectiveness of Google Classroom Media on the Students' Learning Outcomes of Madrasa Ibtidaiyah Teacher Education Department. *Al Ibtida: Jurnal Pendidikan Guru MI*, 6(2), 271. <https://doi.org/10.24235/al.ibtida.snj.v6i2.5149>
- Gonzales, G., Costan, F., Suladay, D., Gonzales, R., Enriquez, L., Costan, E., Atibing, N. M., Aro, J. L., Evangelista, S. S., & Maturan, F. (2022). Fermatean fuzzy DEMATEL and MMDE algorithm for modelling the barriers of implementing education 4.0: insights from the Philippines. *Applied Sciences*, 12(2), 689.
- Grinin, L., & Korotayev, A. (2022). Revolutions, counterrevolutions, and democracy. In *Handbook of revolutions in the 21st century: The new waves of revolutions, and the causes and effects of disruptive political change* (pp. 105–136). Springer.
- Hargreaves, A. (2019). Teacher collaboration: 30 years of research on its nature, forms, limitations and effects. *Teachers and Teaching*, 25(5), 603–621.

- Harrison-Zotsi, H. A., & Dansoh, A. (2021). *Quality control practices in building construction Project in Ghana*.
- Hassan, M. M., & Mirza, T. (2021). The digital literacy in teachers of the schools of Rajouri (J&K)-India: Teachers perspective. *International Journal of Education and Management Engineering*, 11(1), 28-40.
- Huang, R., Tlili, A., Chang, T.-W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources. *Smart Learning Environments*, 7, 1-15.
- Huong, V. T. M. (2020). Factors Affecting Instructional Leadership in Secondary Schools to Meet Vietnam's General Education Innovation. *International Education Studies*, 13(2), 48-60.
- John, K. T., & Kumar, K. S. (2023). Developmental challenges to internationalizing the higher education sector: a critical inquiry of business schools in Kerala. *Rajagiri Management Journal*, 17(1), 52-83.
- Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's management competencies in improving the quality of education. *Journal of Social Work and Science Education*, 1(2), 181-193.
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608-622.
- Kundu, S. S., Sarkar, D., Jana, P., & Kole, D. K. (2021). Personalization in education using recommendation system: an overview. *Computational Intelligence in Digital Pedagogy*, 85-111.
- Latief, S., Sari, Y. A., Yusuf, M., Armila, A., & Hidayat, R. E. (2021). The Development of Islamic Education and Strengthening of National Education System of Indonesia. *International Journal on Advanced Science, Education, and Religion*, 4(2), 86-99.
- Lina, R. (2022). Improving Product Quality and Satisfaction as Fundamental Strategies in Strengthening Customer Loyalty. *AKADEMIK: Jurnal Mahasiswa Ekonomi & Bisnis*, 2(1), 19-26.
- Marbun, D. S., Effendi, S., Lubis, H. Z., & Pratama, I. (2020). Role of education management to expediate supply chain management: a case of Indonesian Higher Educational Institutions. *International Journal of Supply Chain Management (IJSCM)*, 9(1), 89-96.
- Murphy, L., Eduljee, N. B., & Croteau, K. (2021). Teacher-centered versus student-centered teaching: Preferences and differences across academic majors. *Journal of Effective Teaching in Higher Education*, 4(1), 18-39.
- Nguyen, T. T., Pham, T. A. T., & Tram, H. T. X. (2020). Role of information and communication technologies and innovation in driving carbon emissions and economic growth in selected G-20 countries. *Journal of Environmental Management*, 261, 110162.
- Nordmann, E., Horlin, C., Hutchison, J., Murray, J.-A., Robson, L., Seery, M. K., & MacKay, J. R. D. (2020). Ten simple rules for supporting a temporary online pivot in higher education. In

- PLoS Computational Biology* (Vol. 16, Issue 10, p. e1008242). Public Library of Science San Francisco, CA USA.
- Numonjonov, S. D. u. (2020). Innovative methods of professional training. *ISJ Theoretical & Applied Science*, 1(81), 747-750.
- Panchiwala, S., & Shah, M. (2020). A comprehensive study on critical security issues and challenges of the IoT world. *Journal of Data, Information and Management*, 2, 257-278.
- Parker, J. (2020). Social work practice: Assessment, planning, intervention and review. *Social Work Practice*, 1-264.
- Peng, P., & Kievit, R. A. (2020). The development of academic achievement and cognitive abilities: A bidirectional perspective. *Child Development Perspectives*, 14(1), 15-20.
- Pollock, K. (2020). School leaders' work during the COVID-19 pandemic: A two-pronged approach. *International Studies in Educational Administration*, 48(3), 38.
- Purchase, S., & Volery, T. (2020). Marketing innovation: a systematic review. *Journal of Marketing Management*, 36(9-10), 763-793.
- Rachmadtullah, R., Yustitia, V., Setiawan, B., Fanny, A. M., Pramulia, P., Susiloningsih, W., Rosidah, C. T., Prastyo, D., & Ardhan, T. (2020). The challenge of elementary school teachers to encounter superior generation in the 4.0 industrial revolution: Study literature. *International Journal of Scientific & Technology Research*, 9(4), 1879-1882.
- Rathee, G., Sharma, A., Kumar, R., & Iqbal, R. (2019). A secure communicating things network framework for industrial IoT using blockchain technology. *Ad Hoc Networks*, 94, 101933.
- Rawat, R., Mahor, V., Chirgaiya, S., & Garg, B. (2021). Artificial cyber espionage based protection of technological enabled automated cities infrastructure by dark web cyber offender. *Intelligence of Things: AI-IoT Based Critical Applications and Innovations*, 167-188.
- Rees Lewis, D. G., Gerber, E. M., Carlson, S. E., & Easterday, M. W. (2019). Opportunities for educational innovations in authentic project-based learning: understanding instructor perceived challenges to design for adoption. *Educational Technology Research and Development*, 67, 953-982.
- Rusilowati, U., & Wahyudi, W. (2020). The Significance of Educator Certification in Developing Pedagogy, Personality, Social and Professional Competencies. *Proceedings of the 2nd Social and Humaniora Research Symposium (SoRes 2019)*. <https://doi.org/10.2991/assehr.k.200225.095>
- Shrestha, N. (2020). Detecting multicollinearity in regression analysis. *American Journal of Applied Mathematics and Statistics*, 8(2), 39-42.
- Sindiani, A. M., Obeidat, N., Alshdaifat, E., Elsalem, L., Alwani, M. M., Rawashdeh, H., Fares, A. S., Alalawne, T., & Tawalbeh, L. I. (2020). Distance education during the COVID-19 outbreak: A cross-sectional study among medical students in North of Jordan. *Annals of Medicine and Surgery*, 59, 186-194.

- Singh, J., Evans, E., Reed, A., Karch, L., Qualey, K., Singh, L., & Wiersma, H. (2022). Online, hybrid, and face-to-face learning through the eyes of faculty, students, administrators, and instructional designers: Lessons learned and directions for the post-vaccine and post-pandemic/COVID-19 world. *Journal of Educational Technology Systems*, 50(3), 301–326.
- Soliman, M. H. A. (2020). The toyota way to effective strategy deployment: how organizations can focus energy on key priorities through Hoshin Kanri to achieve the business goals. *Journal of Operations and Strategic Planning*, 3(2), 132–158.
- Stapleton, S. R. (2020). Toward critical environmental education: A standpoint analysis of race in the American environmental context. *Environmental Education Research*, 26(2), 155–170.
- Stehle, S. M., & Peters-Burton, E. E. (2019). Developing student 21st Century skills in selected exemplary inclusive STEM high schools. *International Journal of STEM Education*, 6(1), 1–15.
- Sukarmin, S., & Sin, I. (2022). The influence of principal instructional leadership behaviour on the organisational commitment of junior high school teachers in Surakarta. *Malaysian Journal of Learning and Instruction (MJLI)*, 19(2), 69–95.
- Tien, N. H., Jose, R. J. S., Ullah, S. E., & Sadiq, M. (2021). Development of human resource management activities in Vietnamese private companies. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(14), 4391–4401.
- Uyuni, B., & Adnan, M. (2020). The Challenge of Islamic Education in 21st Century. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 7(12), 1079–1098.
- van der Heijden, J., Gray, N., Stringer, B., Rahman, A., Akhter, S., Kalon, S., Dada, M., & Biswas, A. (2019). ‘Working to stay healthy’, health-seeking behaviour in Bangladesh’s urban slums: a qualitative study. *BMC Public Health*, 19(1), 1–13.
- Vance, E. A., Alzen, J. L., & Smith, H. S. (2022). Creating shared understanding in statistics and data Science Collaborations. *Journal of Statistics and Data Science Education*, 30(1), 54–64.
- Wang, Z., Pang, H., Zhou, J., Ma, Y., & Wang, Z. (2021). “What if... it never ends?”: Examining challenges in primary teachers’ experience during the wholly online teaching. *The Journal of Educational Research*, 114(1), 89–103.
- Xie, M. (2021). Design of a physical education training system based on an intelligent vision. *Computer Applications in Engineering Education*, 29(3), 590–602.
- Yuliejantiningasih, Y. (2020). The implementation of online learning in early childhood education during the COVID-19 Pandemic. *Jurnal Pendidikan Usia Dini*, 14(2), 247–261.
- Zarei, M., Hour, T., & Seifoori, Z. (2020). Impacts of implicit, explicit, and emergent feedback strategies on EFL learners’ motivation, attitude and perception. *Cogent Education*, 7(1), 1727130.
- Zhang, W. (2020). Shadow education in the service of tiger parenting: Strategies used by middle-class families in China. *European Journal of Education*, 55(3), 388–404.

