

Internal Quality Management Model in Islamic Boarding School-Based Madrasah

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Abstract

This research aims to (1) analyze the need for an internal quality management model and (2) design an internal quality management model in Islamic boarding school-based madrasahs. This research uses the Research and Development (R&D) method using ADDIE (Analysis, Design, Develop, Implement, Evaluate) procedures and steps. The research results show that the Pesantren-Based Madrasah Quality Assurance Team must receive full support from the Islamic boarding school leadership. The Ministry of Religion's version of the Madrasah Self-Evaluation Instrument (EDM) must be developed to accommodate educational evaluations in Islamic boarding schools. Islamic boarding school-based madrasah's internal quality management model consists of four stages. First, the planning stage which consists of (1) mission alignment, (2) SWOT analysis, (3) EDM gap analysis, and (4) preparation of a quality plan. Second, the quality fulfillment stage consists of (1) determining the person responsible for the program, (2) funding allocation, and (3) reporting on quality implementation. Third, the quality evaluation stage consists of (1) formative evaluation, (2) summative evaluation, (3) preparation of evaluation instruments, (4) data collection, and (5) analysis and preparation of recommendations. Fourth is the quality follow-up stage, which consists of (1) follow-up improvement and (2) follow-up standardization of changes.

Keywords

Quality Management Model; Internal Quality; Islamic Boarding School-Based Madrasah

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1. INTRODUCTION

The quality of education has a very important impact on the development of a nation. With quality education, people will have the abilities and skills to increase productivity and competitiveness in the global market (Tahir, 2017). Economists believe that the quality of school education can impact increasing human capital and economic productivity, leading to a nation's competitiveness (Hoekstra, 2020). Formal education units in Indonesia, including madrasahs, can be of high quality if they meet or exceed predetermined quality standards. Generally, the quality standards for education units in Indonesia refer to the 8 (eight) National Education Standards (SNP) set by the government. These standards are (1) Graduate Competency Standards, (2) Content Standards, (3) Process Standards, (4)



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Education and Education Personnel Standards, (5) Facilities and Infrastructure Standards, (6) Management Standards, (7) Financing Standards, (8) Educational Assessment Standards (Raharjo et al., 2019).

The government uses two methods of photographing the quality of schools/madrasahs in Indonesia: school/madrasah-based evaluation and National Assessment (AN). Some school/madrasah-based evaluations are external (accreditation) and internal (school/madrasah self-evaluation). Based on the 2020 accreditation results, the average school/madrasah targeted for accreditation has not been able to meet the 8 SNPs with a superior predicate. When compared with the accreditation results obtained in the previous five years, as many as 59.29% of schools/madrasahs were in a permanent position with the same accreditation ranking, as many as 12.98% of schools/madrasahs experienced an increase in their accreditation rankings. As many as 27.73% of schools/madrasahs experienced decreased accreditation ranking. This means that if averaged per year (from 2016 to 2020), the quality improvement is only 2.60%, while the quality decline is 5.54% (S/M TIRE, 2020). The second method commonly used to photograph the quality of schools/madrasahs in Indonesia is through the results of internal evaluations or School/Madrasah Self-Evaluations (EDS/EDM). Based on the EDS for the last three years (2018 to 2020), it is known that the average school in Indonesia has not met the minimum criteria for the National Education Standards (SNP), especially at the Primary and Secondary Education levels. In fact, in 2020, along with changes in national policy that had implications for implementing EDS, the EDS achievement score decreased. The average score for all levels of education, but the quality achievement category, is still between the scores of 5.07 – 6.66 and does not meet the 'Meet National Education Standards' category, namely 6.67 to 7.00. This data shows that the average school in Indonesia cannot be considered a quality school (Indra, 2023).

Andrew Rosser from the Lowy Institute (an independent institution whose focus is analyzing international issues and policies from an Australian perspective), in his analysis entitled *Beyond Access: Making Indonesia's Education System Work* in 2018, said that Indonesia is considered to have failed to create high-quality education because it is considered has not been able to produce quality schools. According to Andrew Rosser, one of the reasons is that an educational ecosystem has not yet been developed to improve quality. Efforts to improve the quality of education seem only to be the ownership of certain individuals or groups of individuals in schools/madrasahs, not yet shared ownership of the school/madrasah community. This means that schools/madrasahs have not focused on implementing internal quality management effectively (Rosser, 2018).

Quality management theory developed by W. Edwards Deming views Deming's principles as emphasizing the importance of quality-oriented management, continuous improvement, data-based decision-making, and collaboration with workers to achieve organizational goals. (Walton, 1988), To meet and exceed national education quality standards, the government issued PP Number 28 of 2016 concerning the Primary and Secondary Education Quality Assurance System (SPMP), where every educational unit must implement an Internal Quality Assurance System (SPMI). There are two functions of the SPMP, namely: (1) controlling the implementation of education by educational units to realize quality education and (2) guaranteeing the fulfillment of standards in educational units in a systemic, holistic, and sustainable manner (Raharjo et al., 2019).

The Internal Quality Assurance System (SPMI) does not stand alone because the quality assurance system only helps ensure that products or services meet established quality and quality standards. Meanwhile, quality management is needed in educational institutions to help ensure that business processes can continue to be improved to achieve the set quality goals. The quality assurance system focuses more on the final result or product, while quality management focuses more on the process and management of the entire organization. Quality management strongly relates to what Islam teaches in the Koran and Hadith. However, in practice, Muslims are far behind non-Muslims who do not know the ins and outs of the Koran and Hadith. Islam teaches that every Muslim must do itqan in doing everything. This means you must be serious and thorough, not half-hearted and wholehearted. This is

so that the work is neat, beautiful, orderly, and by what is ordered or must happen (Nusantari & Rosyadi, 2023).

Islamic boarding schools, as institutions that carry out the function of *tafaqquh fiddin*, try to adapt to current developments by organizing Islamic boarding school-based madrasas. Islamic boarding schools can become educational institutions that create whole humans and form civil society (An-Nahidl, 2014; Daulay, 2001). The educational model initiated in madrasas is a superior educational concept that departs from a management process designed in such a way with a clear vision and mission and consistent goals so that it refers to determined quality measures (Setiawan et al., 2020).

As traditional educational institutions in Indonesia, Islamic boarding schools have significantly contributed to implementing national education (Hasan, 2015). With intensive teaching methods and a structured learning environment, Islamic boarding schools provide their students with religious and general education. The presence of Islamic boarding schools as educational institutions has shaped the character and skills of Indonesia's young generation from the colonial era to the modern era (Qomar, 1996; Wahid, 2001). However, to continue to be relevant and effective in supporting the implementation of increasingly developing national education, Islamic boarding schools must continue adapting to changing times and the demands of increasingly complex educational needs.

One important aspect of improving the quality of national education is through the implementation of the internal quality management model (SPMI). SPMI is a framework educational institutions use to manage and improve the quality of education in a structured and sustainable manner. Even though the government has developed SPMI to improve the quality of national education, the existing models are not yet fully able to accommodate the special needs of Islamic boarding schools.

One of the characteristics of Islamic boarding schools is the 24-hour education system that lasts throughout the year. This differs from formal schools, which only provide education at certain hours of the day. Teaching and learning activities in Islamic boarding schools are not only limited to the classroom but also involve religious and extracurricular activities that support the holistic development of students' character and skills. However, existing SPMI tools and instruments do not fully consider Islamic boarding schools' unique context and needs, such as continuous teaching and learning processes and boarding patterns that involve intensive care and guidance for students.

Therefore, this research aims to analyze the need for an internal quality management model that suits the characteristics and needs of Islamic boarding school-based madrasas. Through this research, it is hoped that an internal quality management model can be formulated that effectively improves the quality of education and is relevant to the context and needs of Islamic boarding schools.

2. METHODS

This research uses the Research and Development (R&D) method using ADDIE (Analysis, Design, Develop, Implement, Evaluate) procedures and steps. The analysis stage was carried out by analyzing the needs of five groups, namely: (1) boarding school leaders, (2) heads of tsanawiyah madrasahs, (3) heads of aliyah madrasahs, (4) heads of MTs quality assurance teams, and (5) heads of MA quality assurance teams. At the design stage, this was done by designing an internal quality management model in the madrasah and developing the SPMI management model with the PDCA (Plan, Do, Check, Action) approach, which resulted in an initial prototype. In the development stage, expert validation was carried out on the initial prototype, consisting of management, education quality experts, Islamic boarding school experts, and language experts, to produce a second prototype. At the implementation stage, practitioner validation was carried out on the second prototype consisting of five groups in three different institutions, namely: (1) boarding school leaders, (2) heads of tsanawiyah madrasahs, (3) heads of aliyah madrasahs, (4) heads of MTs quality assurance teams, and (5) the head of quality assurance for

the Supreme Court resulting in the third prototype. At the evaluation stage, the third prototype was refined based on suggestions from experts and practitioners so that the final product was produced.

In this research, validation criteria were determined by experts, as shown in Table 1.1 below.

Table 1. Expert Validation Criteria

No.	Average	Interpretation
1	≤ 20%	Very Inadequate
2	20-40%	Not Worth It
3	41-60%	Enough
4	61-80%	Worthy
5	81-100%	Very Worth It

Meanwhile, validation criteria by practitioners can be seen in the following table.

Table 2. Practitioner Validation Criteria

No.	Score	Interpretation
1	0,81-1,00	Very Practical
2	0,61-0,80	Practical
3	0,41-0,60	Quite Practical
4	0,20-0,40	Less Practical
5	0,00-0,20	Very Impractical

3. FINDINGS AND DISCUSSIONS

Madrasah Quality Assurance Team

The existence of a team is very important to achieve the desired quality. An organization involved in quality will benefit from having an effective team. Having a team allows individuals with various skills and expertise to work together to achieve goals. They complement each other and utilize each other's expertise. Teamwork must be based on mutual trust and solid relationships. Teams are not just formed but go through a formation process, which is very important for them to function well (Sallis, 2011). The existence of a team is an important element in ensuring the quality of an educational unit. The quality assurance element is in the form of a Quality Assurance Team (TPM). The Quality Assurance Team is an independent team outside the school management, which at least contains elements of management, educators, and other educational staff in the educational unit. (Director General of Basic Education, 2016).

In the context of Islamic boarding schools, efforts to guarantee the quality of madrasas cannot be separated from the central role of Islamic Boarding School Kiai. Whatever is programmed by the madrasah must receive full support and be integrated with the Islamic boarding school program. TPM MTs and TPM MA should collaborate and ideally become one unit because both TPM MTs and TPM MA are in the same Islamic boarding school education scope. The structure of the Pesantren-based Madrasah Quality Assurance Team is presented in Figure 1.1 below.

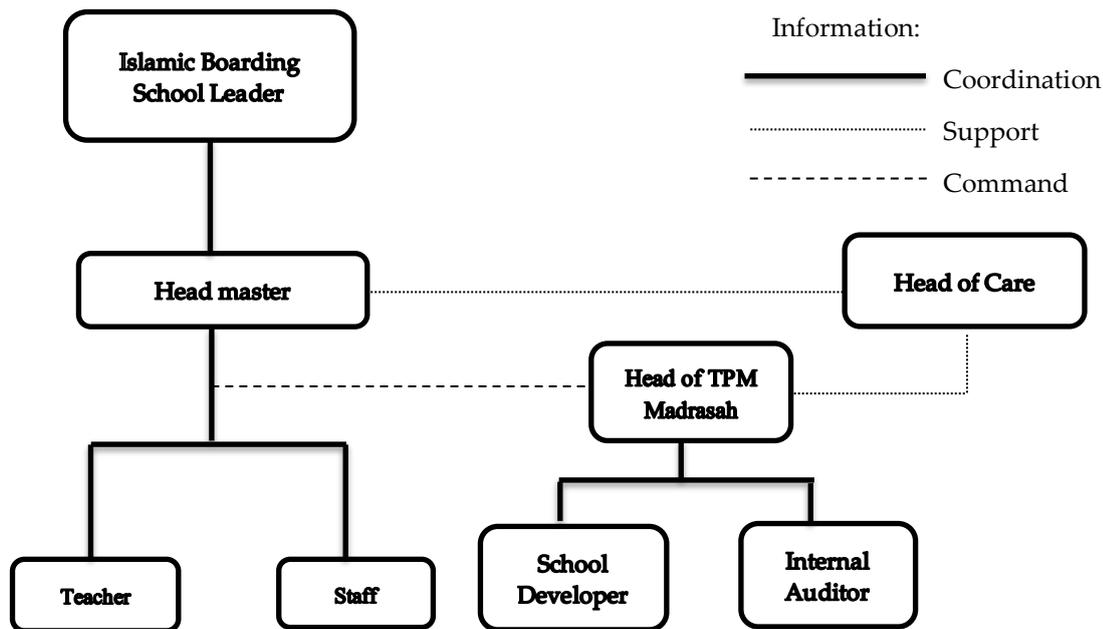


Figure 1. Structure of Islamic Boarding School Quality Assurance Team
(Processed from the Director General of Basic Education: 2016)

The duties of the Madrasah TPM are as follows:

- a. coordinating the implementation of quality assurance at the madrasah unit level;
- b. provide coaching, guidance, mentoring, and supervision of teachers and staff in development and quality assurance;
- c. carry out education quality mapping based on education quality data in educational units;
- d. carry out monitoring and evaluation of the quality fulfillment implementation process that has been carried out; And
- e. provide recommendations for quality fulfillment strategies based on monitoring and evaluation results to the madrasa head

Analysis as a form of Islamic boarding school-based self-evaluation

School/Madrasah Self-Evaluation (EDS/M) is an internal school self-evaluation process that involves stakeholders to see school performance based on Minimum Service Standards (SPM) and National Education Standards (SNP) whose results are used as a basis for preparing School Activity Plans (RKS)(Ministry of National Education & Ministry of Religion, 2010). This means that madrasah self-evaluation is an internal assessment and review process carried out by madrasahs to measure the extent to which they have achieved the goals and quality of education provided by comparing them against educational standards or guidelines that educational authorities or accreditation institutions have set. This is useful for ensuring that they have met or even exceeded the standards that have been set.

This madrasa self-evaluation process is a continuous cycle carried out regularly and involves the entire madrasa community, including Islamic boarding school leaders, heads of care, teaching staff, students, parents, and administrative staff. They work together to identify the madrasa's strengths and weaknesses and identify areas that need improvement. Starting from the formation of the Madrasah Quality Assurance Team (TPM), training in using instruments, implementing EDM, and using the results as a basis for preparing the Madrasah Activity Plan (RKM) and Madrasah Budget Activity Plan

(RKAM). This EDM process should be carried out once every year. This is so that madrasahs can continue to adapt to changes in education and ensure that madrasahs continue to provide the best education for students.

Madrasah heads play an important role in quality assurance. The supporting factors for school/madrasah principals in improving the quality of education are divided into internal and external factors. Internal factors in schools/madrasahs are the leadership of the school/madrasah principal, foundation support, and infrastructure. Then, the external factors of the school are the community's need for education and competition between schools/madrasahs (Lestari & Putra, 2021).

According to the Ministry of National Education & Ministry of Religion (2010), there are three main objectives of the EDM process in schools/madrasahs:

- a. So that schools/madrasahs can assess their performance based on SPM and SNP.
- b. So that schools/madrasahs can know the stages of development in achieving SPM and SNP as a basis for improving the quality of education, which leads to improving the quality of students.
- c. So that schools/madrasahs can prepare School/Madrasah Development Plans (RPS/M) or School/Madrasah Activity Plans (RKS/M) according to real needs towards achieving the implementation of SPM and SNP.

The EDM process can answer the following 3 (three) key questions:

- a. How well are our madrasahs performing? This is related to the madrasah development planning criteria and relevant indicators from the SPM and SNP.
- b. How can we know performance? This is related to the evidence the madrasah has to show its achievements.
- c. How can we improve performance? In this case, the madrasah reports and follows up on what has been found according to the questions above (madrasah development planning)

Schools/madrasahs answer these three problems every year with a set of performance indicators based on SPM and SNP by collecting evidence related to improving education quality. Other additional information, such as the level of achievement of the madrasah's performance in meeting the needs of all its students and the capacity of the madrasah for improvement and the support needed, is also included here. Data can also be linked to local needs and specific information related to madrasah conditions. Quantitative information, such as the acceptance rate of new students, exam results, repetition rates, and so on, and qualitative information, such as the opinions and assessments of professionals and stakeholders in madrasahs, are collected to obtain a comprehensive picture. Then, all this information is used to prepare an integrated madrasah development plan (Sani, Arifin et al., 2018).

Islamic boarding school-based madrasahs have their uniqueness compared to non-Islamic boarding school madrasahs. Islamic boarding schools are a characteristic (indigenous) of Islamic educational institutions in the archipelago. In Islamic boarding schools, students are educated at any time and place. This means that for 24 hours, the educational process applies in Islamic boarding schools with different parenting systems. However, in general, every Islamic boarding school implements strict supervision regarding matters of worship and etiquette as well as students' behavior in the Islamic boarding school environment.

Therefore, there are rules that every student must not violate. Every violation will be recorded and evaluated, and certain sanctions will be applied. This is part of the quality evaluation implemented in Islamic boarding schools.

Examples of collecting physical evidence that can be used in Islamic boarding school-based madrasahs are presented in Table 1.3 below.

Table 1. Example of Collecting Physical Evidence

No.	SNP	Example of Data Evidence Quantitative	Examples of Qualitative Data Evidence
1	Competence of graduates	Graduate data documents (continuing and working data), KKM achievement (leger grades)	Alumni data, personality notebook, student portfolio
2	Fill	Curriculum Documents, etc.	Curriculum Development Process
3	Process	Syllabus documents, lesson plans, etc.	Syllabus Development Process, RPP, Violation Notes
4	PTK	Number of educators & staff, list of teacher & staff qualifications	List of certified teachers, outstanding teachers, outstanding teachers, and staff
5	Management	RKM/RPM documents, cooperation agreements (MoU), madrasah financial accountability reports, etc	Profile of madrasas and Islamic boarding schools, notes on various forms of community participation in managing madrasas, healthy madrasas
6	Facilities and infrastructure	Land area (certificate), number of rooms, etc	Room and office conditions (maintenance card)
7	Financing	RAPBM/RKAM documents, Accountability report documents, List of receipts for donations from parents & the community	School financial accountability report, minutes of meetings determining budget use
8	Evaluation	Assessment grids, question sheets, learning result documents and national examinations, Madrasah report cards, Islamic boarding school report cards, score lists, etc.	Recommendations on learning outcomes to participants and parents (in Report Cards) and notes on implementing remedial & enrichment programs.

Madrasah self-evaluation can be carried out using various methods, such as surveys, interviews, class observations, document analysis, etc. Currently, EDM is being carried out with the help of the e-RKAM application developed by the Ministry of Religion. The evaluation instrument used in the application was developed based on key indicators that refer to 8 National Education Standards (SNP). Through online-based EDM, madrasas can find out aspects that need to be improved, and strengths and weaknesses in madrasas can be identified. The results of the EDM will be used as material for determining the types of priority programs/activities in preparing madrasah improvement and development plans as outlined in the madrasah work plan and budget (RKAM). Educational units can use the data obtained for quality mapping purposes.

An example of an Islamic boarding school-based EDM instrument concerning the EDM developed by the Director General of Education, Ministry of Religion of the Republic of Indonesia (2020) can be seen in Table 4 below.

Table 2. Example of Islamic Boarding School-Based Self-Evaluation Instrument

Aspects of worship, manners and morals for Islamic boarding school residents			
A1. Santri shows daily devotional behavior in Islamic boarding schools			
Achievement Indicators			
Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • During the last two semesters, 90%-100% of students participated in congregational prayers, halaqah of the Qur'an, morning and evening dhikr, infaq, sunnah prayers (rawatib, dhuha qiyamullail, etc.), sunnah fasting (Monday, Thursday, arofah, assure, etc.). • There is an explanation of the reasons for non-participation 	<ul style="list-style-type: none"> • During the last two semesters, 80% - <90% of students participated in congregational prayer activities, halaqoh of the Qur'an, morning and evening dhikr, infaq, sunnah prayers (rawatib, dhuha qiyamullail, etc.), sunnah fasting (Monday, Thursday, arofah, asyuro, etc.). • There is no explanation of the reasons for non-participation. 	<ul style="list-style-type: none"> • During the last two semesters, 70%-<80% of students participated in congregational prayers, halaqah of the Qur'an, morning and evening dhikr, infaq, sunnah prayers (rawatib, dhuha qiyamullail, etc.), snnah fasting (Monday, Thursday, arofah, asyuro, etc.) 	<ul style="list-style-type: none"> • During the last two semesters, less than 70% of students participated in the congregational prayer activities of Al Qur'an halaqoh, morning and evening remembrance, infaq, sunnah prayers (rawatib, dhuha qiyamullail, etc.), sunnah fasting (Monday, Thursday, Ashuro, etc.)
Physical evidence	Summary description of madrasas according to indicators and based on evidence		
Performance level achieved (1,2,3 or 4)			

Design, Development, Implementation Internal Quality Management Model in Islamic Boarding School-Based Madrasas

This Internal Quality Management Model in Islamic Boarding School-Based Madrasas works in system integration, from input, process, and output to outcome. The quality input here is the establishment/improvement of standards that refer to the 8 National Education Standards. The Internal Quality Management Model Framework for Islamic Boarding School-Based Madrasas is presented in Figure 2 below,

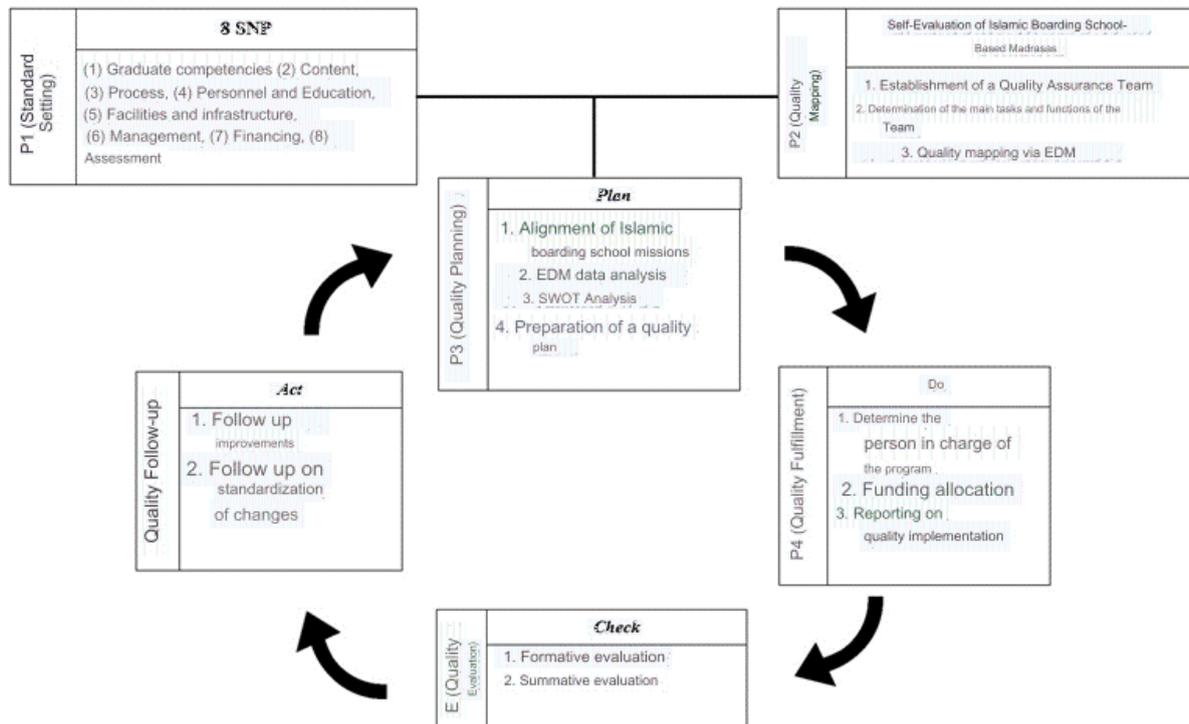


Figure 2. Internal Quality Management Model Framework in Islamic Boarding School-Based Madrasahs

First stage plan (planning). The planning stage in the Islamic boarding school internal quality management model includes three stages, namely: (1) alignment of the madrasah mission, (2) analysis of EDM and EDM data, and (3) Preparation of a Quality Plan (Madrasah Work Plan)

a. Alignment of madrasa missions

Preparing a plan to improve the internal quality of Islamic boarding school-based madrasahs based on EDM, which is aligned with the mission of the madrasah. It is important to align the mission of the madrasah to ensure that all organizational functions can support the main objectives of the madrasah and Islamic boarding school (vision). Mission alignment is placing the mission in a clear and appropriate position within the madrasa so that it is easy to achieve the goals and hopes of the madrasa and Islamic boarding school.

Juran & De Feo (2010) say that mission alignment is a process for maintaining consistency of plans, policies, actions, and results to support goals and objectives by combining understanding of the mission with knowledge of customer needs. This means that mission alignment is a step to ensure conformity between plans, processes, and results, as well as the alignment of the school concept with stakeholder expectations, to achieve the school's main goals.

Madrasah mission alignment must include upward, horizontal, and downward alignment. Upward alignment means aligning the mission with the main objectives (vision) of the madrasah, Islamic boarding school, foundations, and government, accompanied by the mission's development based on the madrasah stakeholders' needs and demands. Horizontal alignment means aligning the mission of the madrasah with the desires of the market (students/guardians of students) and society. Meanwhile, downward alignment is the alignment of the mission to the needs and demands of teachers and employees. Mission alignment based on three customer groups is presented in Figure 3 below.

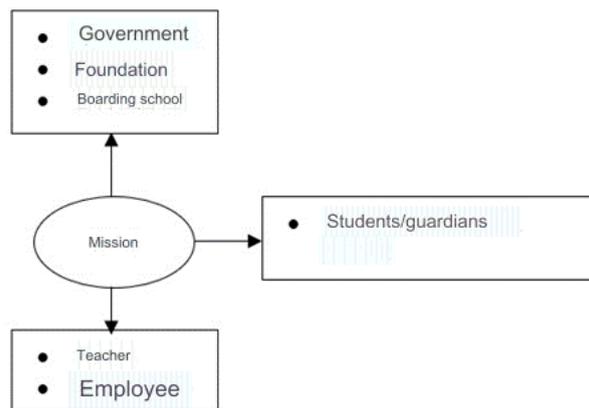


Figure 1. Alignment of Madrasa Missions Based on Three Customer Groups

b. EDM data analysis and SWOT analysis

Among the methods used in preparing a Madrasah Work Plan (RKM) as a strategic plan is to analyze strengths, weaknesses, opportunities, and threats, abbreviated as SWOT/ KKPA. The four-year RKM strategic plan (renstra) is formulated based on a SWOT analysis, while the annual RKT operational plan (renop) is prepared based on an analysis of gaps found from the EDM. The flow of preparing the RKM and RKT can be seen in Figure 4 below.

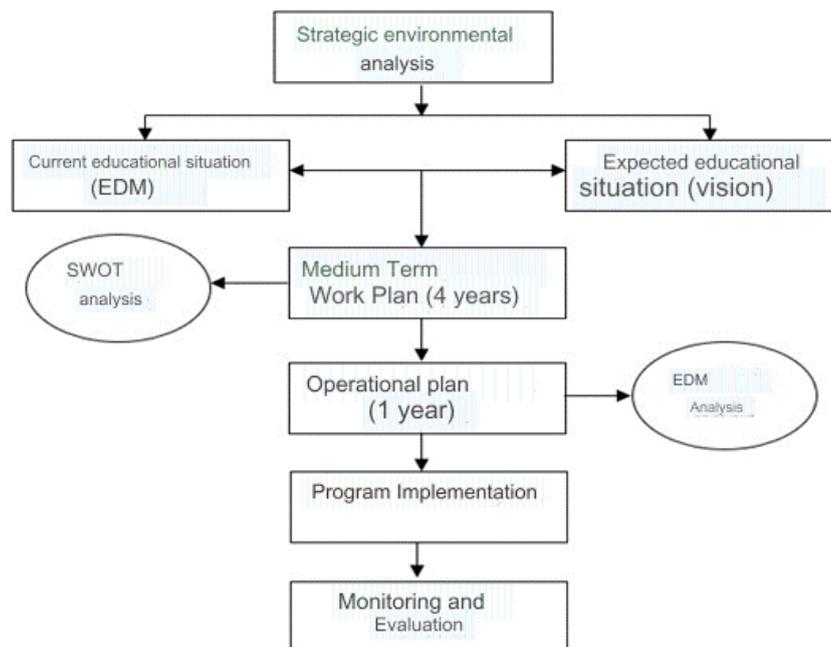


Figure 2. Flow of preparing RKM and RKT

Madrasah Self Evaluation (EDM) data analysis was conducted to analyze the gap between ideal and current conditions. The ideal condition is the achievement of the specified quality indicators, whereas the current condition is proof of reporting/conditions in the field. This is done to find the root of the problem and why the set indicators were not achieved. An example of determining the root of the problem can be seen in Table 5 below.

Table 3. Example of Determining the Root of a Problem

Standard	Indicator	Ideal conditions	Present condition	Environmental analysis		The root of the problem
				Strengths	Weaknesses	
Competence of graduates: Students are responsible	Santri carries out picketing of rooms and areas, maintaining cleanliness, tidiness, security, and beauty of the environment	100% clean, safe, comfortable, and beautiful rooms	70% clean, safe, comfortable, and beautiful rooms	Room Musyrif has filled out the caregiver's monitoring journal	The room musyrif has not yet supervised the maximum picket activities	Musyrif rooms need to be rotated periodically so that there is a new atmosphere

A SWOT analysis can be made after the EDM data is analyzed and the madrasah identifies the strengths and weaknesses. It identifies opportunities and threats outside the madrasah and related to the educational process. The madrasa self-evaluation conclusions are stated holistically in the SWOT or KKPA table (strengths, weaknesses, opportunities, and threats). The SWOT table can be seen in Table 6 below.

Table 4. SWOT or KKPA tab

External environment Internal environment	Opportunities 1. ... 2. ... 3. ... 4. ...	Threats 1. ... 2. ... 3. ... 4. ...
	Strength (Strength) 1. ... 2. ... 3. ... 4. ...	SO Strategy Using the madrasa's internal strengths to take advantage of external opportunities
Weaknesses 1. ... 2. ... 3. ... 4. ...	WO Strategy Correct internal weaknesses by taking advantage of external opportunities	WT Strategy Correct internal weaknesses to avoid or reduce external impacts or threats

After the SWOT analysis, the next step is determining whether the priority scale falls into the short, medium, or long-term category, along with the reasons and urgency. An example of determining the priority scale can be seen in Table 7 below.

Table 5. Example of Determining Priority Scale

Vision and mission components	Program	Priority Scale			Other reasons
		Short-term	Medium-term	Long-term	
Formation of responsible santri morals	1. Increasing the culture of cooperation, maintaining daily cleanliness and order	Year 0-1			There are often complaints from students' guardians regarding cleanliness.
	2. Visits to exemplary dormitories in other Islamic boarding schools		Year 3 - 5		

c. Preparation of Quality Plans

The preparation of internal quality plans in madrasas is outlined in the Madrasah Work Plan (RKM) document, which consists of the Annual Work Plan (RKT) and Medium Term Work Plan (RKJM). RKM is an activity plan that aims to improve the quality of the learning process and student learning outcomes on an ongoing basis based on madrasah self-evaluation. Planning educational activities is guided by the madrasah's vision, mission, and goals. The results of the madrasa self-evaluation include data on the quality of madrasa management, the learning process, and student learning outcomes. Planning for educational activities is prepared by the madrasah together with stakeholders (Permendikbudristek No. 47, 2023).

The Madrasah Annual Work Plan (RKT) is a short-term work plan within 1 (one) year as a detailed elaboration of the Madrasah Medium Term Work Plan (RKJM). The RKT is prepared by (a) identifying educational problems that need to be prioritized, (b) reflecting on finding the root of the problem to be intervened in, and (c) developing a program as a solution to each problem. The Madrasah RKT is the basis for preparing Madrasah activity plans and budgets. Meanwhile, the Madrasah Medium Term Work Plan (RKJM) describes the goals to be achieved within four years, which relate to the quality of graduates to be achieved and improvements to components that support improving the quality of graduates.

When setting program priorities, it should be based on the vision, mission, and other important reasons (urgency) so that they do not have a negative impact on other conditions. Engagement and empowerment are the keys to success in planning for fulfillment and quality improvement. The involvement of madrasah residents and stakeholders is a form of concern and commitment of residents and stakeholders as an implication of the interaction and communication process between individuals and organizations. Involvement can occur when there is a strong relationship and high awareness of jointly participating in action. From 2007 to 2008, through the Global Workforce Study on employee engagement and its implications for organizations, Towers Perrin defined engagement as the level of relationship felt by stakeholders with their organization as demonstrated by their commitment, willingness, and ability to contribute to helping the organization succeed. (Juran & De Feo, 2010). This means that involvement implies relationships within the organization based on motivation and commitment to participate in decision-making and organizational actions to realize the desired goals.

The Madrasah Medium Term Work Plan (RKJM) describes the goals to be achieved within four years related to the quality of graduates and improvements to components that support improving the quality. The madrasa education plan includes the following areas: a. curriculum and learning; b. Education Personnel; c. facilities and infrastructure; and D. budgeting. This work plan contains programs and activities that will support the fulfillment of established quality standards. An example of preparing the RKJM for Madrasah Aliyah Ibn Taimiyah can be seen in Table 8 below.

Table 6. Example of preparing the RKJM for Madrasah Aliyah Ibn Taimiyah

Kategori: Kurikulum dan Pembelajaran				
Target	Program	Activity	Person responsible	Success Indicators
1. Teachers understand about KTSP	1. Timing and fundraising	1. Manufacturing training KTSP	Head of Madrasah and Deputy Head of Madrasah	1. All teachers understand KTSP
2. Availability of KTSP documents for all subjects	2. Workshop to increase teacher and PTK competency	2. Creation of KTSP	Curriculum	2. Availability of complete KTSP documents
3. Teachers can create school syllabi according to content standards				3. Teachers can create KTSP documents, especially syllabi and lesson plans
4. Teachers understand and can make PTK				

Meanwhile, the Madrasah Annual Work Plan (RKT) is a short-term work plan within 1 (one) year as a detailed elaboration of the Madrasah Medium Term Work Plan (RKJM). The RKT is prepared by (a) identifying educational problems that need to be prioritized, (b) reflecting to find the root of the problem to be intervened, and (c) developing a program as a solution to each problem. The RKT is the basis for preparing madrasah activity plans and budgets. The RKT format in the form of a Madrasah Budget Activity Plan (RKAM) can be seen in Table 9 below.

Table 7. Example of RKT format in RKAM form

Standard	Problem	Objective	Target	Program	Activity	Volume	Cost Requirements	Resource
SKL								
Content								
Standards								
Process								
Standards								
Assessment								
Standards								

The second stage is done (implementation). The implementation stage in the madrasah-based internal quality management model includes three stages, namely: (1) determining responsibilities, (2) funding allocation, and (3) reporting on quality implementation.

a. Determination of the person in charge

Every program that is determined will not run well and regularly without the presence of the person in charge. The person in charge must carry out each program and activity per the provisions stipulated at the beginning. The steps that madrasahs can take are as follows: (1) determine the person responsible for the activity/program; (2) the person responsible follows the implementing organization team and the parties who will be involved; (3) determine the program/activity implementation schedule; (4) establish physical evidence as a reference for the implementation of activities (Sani, Ridwan, et al., 2018). An example of determining the person in charge can be seen in the following table.

Table 10. Example of Person Responsible for Implementing Quality Fulfillment.

Problem: Low interest in reading among students					
Program	Activity	Person responsible	Stakeholders who will be involved	Implementation time	Physical evidence
Mandatory reading and book review program	Read 15 minutes every day	Deputy Head of Madrasah for Curriculum	<ul style="list-style-type: none"> • Head of Care • Headmaster • Teacher 	One semester	<ul style="list-style-type: none"> • Teacher report • Field notes

b. Funding allocation

Next, the madrasah must prepare a program by determining the volume, costs, and planned schedule for implementing activities. An example of a Madrasah Activity Plan and Budget (RKAM) can be seen in Table 9 above.

c. Quality implementation reporting

Reporting on quality implementation is an important part of the quality improvement process. Reporting is often burdensome because it requires special time, especially manually. Currently, technology integration is very important in the world of education. Digitalization enables more efficient education management in achieving educational goals (Turwelis et al., 2022). Harteis (2018) believes that changes in existing technology impact the rise and fall of organizations. As technology advances, demands for work speed and strength increase.

So far, madrasa management practices have coexisted with digitalization through several digital system or platform integrations, including (a) school budget and activity planning systems that use the eRKAM platform; (b) implementation of the budget or expenditure through the Ministry of Religion's BOS; (c) developing teacher competency through the Merdeka Mengajar Platform; (d) madrasah achievements or performance through EDM; and (f) basic education data via EMIS. All platforms operated in madrasa management practices have been provided or created by the Government. Madrasahs are users or beneficiaries, not platform creators or developers. Therefore, the platform can be utilized optimally.

The third stage is check (review). The review stage in the madrasah-based internal quality management model assesses the success of implementing what has been planned. Is there any change or vice versa? Is there an improvement or vice versa? The common language we hear is the evaluation process. Quality fulfillment evaluation is a checking stage to determine whether the implementation of quality fulfillment is by the planned strategy and whether the strategy is implemented effectively and by achieving the initial objectives.

Quality systems always require a series of feedback loops. A feedback mechanism must exist in the quality system. This aims to ensure that the process and final results can be analyzed according to plan. The evaluation process must focus on customers and explore two issues: first, whether the institution can meet the individual needs of its customers; second, to what extent the institution can achieve its mission and strategic goals (Sallis, 2011).

So that the evaluation process can be used to improve the quality of madrasahs, the evaluation should be objective and report whatever is found in the field, both deficiencies and advantages, whether according to specifications at the start of planning or vice versa. (Sani, Arifin, et al., 2018).

There are two things to pay attention to in the evaluation process: the evaluation of the process and the evaluation of the results. Based on these two things, there are two types of evaluation: formative and summative.

a. Formative Evaluation

Formative evaluation is carried out to check the implementation of plans to fulfill the quality of education running in madrasahs. This evaluation focuses on the implementation of inputs (setting standards and quality mapping) and the implementation of processes (quality planning and quality fulfillment).

b. Summative Evaluation

Summative evaluation is more directed at examining the results of implementing the quality requirements set by the madrasah. This evaluation can be carried out by referring to output indicators and outcomes of quality fulfillment activities.

The output indicator is the realization of an increase in the quality of education in educational units, which is shown by increasing the competence of educators in carrying out the learning process from planning to assessment, developing extracurricular activities, improving the management of infrastructure and finances, cooperation and involvement of all stakeholders.

The outcome indicator is an increase in student learning outcomes, results of competency tests and performance assessments of educators and education staff, achievements of the educational unit and its members, creating a pleasant learning environment, and appreciation and financial support from stakeholders. An example of a quality evaluation format can be seen in Table 11 below.

Table 8 Quality Evaluation Format

Program	Activity	Achievement Of Quality Indicators	Suitability	Constraint	Recommendation
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The fourth stage is the act stage (follow-up) on the findings obtained based on the evaluation results. There will be two results from the evaluation: implementation of quality fulfillment by the established quality fulfillment plan and vice versa so that standards are not met.

According to Riyantini(2017), the corrective action (act) stage consists of two follow-up steps, namely (a) following up on the results for necessary improvements, which means reviewing all steps and modifying the process to improve it, and (b) following up on the results which means standardizing changes such as revising the process which has been improved, modify existing standards, procedures and policies. This means that the consequences of this follow-up will result in modifications to standards, policies, and procedures.

To follow up on the results of recommendations, both improving quality and establishing new quality in Islamic boarding school-based madrasahs, it should refer to the 8 SNPs determined by the government and adapt them to the character and characteristics of each Islamic boarding school.

Evaluate; Product Feasibility Test

At the product development stage, a product feasibility test is carried out. There are two stages in product feasibility testing. First, product feasibility testing is done by experts, and practitioners do feasibility testing. The purpose of this feasibility test is so that experts validate the product produced and can be implemented by practitioners in the field.

For this internal quality management model product, a feasibility test was carried out by four experts: management experts, education quality experts, Islamic boarding school experts, and language experts. The results of the expert feasibility test are described as follows:

a. Management Expert Eligibility Test

The assessment results from management experts on the internal quality management model in Islamic boarding school-based madrasahs are analyzed using the following formula.

$$Persentase = \frac{\sum skor yang diberikan}{\sum skor maksimal} \times 100\%$$

So, for each aspect, the following results are obtained:

- 1) Rational Aspect: The maximum score is 10 with the following percentage:

$$Persentase = \frac{9}{10} \times 100\% = 90\%$$

- 2) Quality Planning Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{13}{15} \times 100\% = 87\%$$

- 3) Quality Implementation Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{13}{15} \times 100\% = 87\%$$

- 4) Quality Evaluation Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{13}{15} \times 100\% = 87\%$$

- 5) Quality Follow-up Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{13}{15} \times 100\% = 87\%$$

The average percentage gain from the five aspects above is 87.6%. Based on the eligibility criteria in the previous table, a percentage of 87.6% is interpreted as "very feasible". Thus, according to management experts, the Internal Quality Management Model product in Islamic Boarding School-based Madrasahs is "very suitable" to be used without revision.

b. Eligibility Test for Education Quality Experts

The education quality expert's assessment of the internal quality management model in Islamic boarding school-based madrasahs was analyzed using the following formula.

$$Persentase = \frac{\sum skor yang diberikan}{\sum skor maksimal} \times 100\%$$

The results obtained are:

- 1) Rational Aspect; The maximum score is 15 with the following percentage:

$$Persentase = \frac{14}{15} \times 100\% = 93\%$$

- 2) Quality Planning Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{15}{15} \times 100\% = 100\%$$

- 3) Quality Implementation Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{15}{15} \times 100\% = 100\%$$

- 4) Quality Evaluation Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{15}{15} \times 100\% = 100\%$$

5) Quality Follow-up Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{15}{15} \times 100\% = 100\%$$

The average percentage gain from the five aspects above is 98.6%. Based on the eligibility criteria in the previous table, a percentage of 98.6% is interpreted as "very feasible". Thus, according to education quality experts, the Internal Quality Management Model product in Islamic Boarding School-based Madrasah is "very suitable" to be used without revision.

c. Boarding School Expert Eligibility Test

The assessment results from Islamic boarding school experts on the internal quality management model in Islamic boarding school-based madrasah are analyzed using the following formula.

$$Persentase = \frac{\sum \text{skor yang diberikan}}{\sum \text{skor maksimal}} \times 100\%$$

The results obtained for each aspect are as follows:

1) Rational Aspect; The maximum score is 15 with the following percentage:

$$Persentase = \frac{14}{15} \times 100\% = 93\%$$

2) Quality Planning Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{14}{15} \times 100\% = 93\%$$

3) Quality Implementation Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{14}{15} \times 100\% = 93\%$$

4) Quality Evaluation Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{14}{15} \times 100\% = 93\%$$

5) Quality Follow-up Aspects; The maximum score is 15 with the following percentage:

$$Persentase = \frac{12}{15} \times 100\% = 80\%$$

The average percentage gain from the five aspects above is 90.4%. Based on the eligibility criteria in Table 3.11, the previous percentage of 90.4% was interpreted as "very feasible." Thus, according to Islamic boarding school experts, the Internal Quality Management Model product in Islamic Boarding School-based Madrasah is "very suitable" to be used without revision.

d. Eligibility Test for Indonesian Language Experts

The assessment results from Islamic boarding school experts on the internal quality management model in Islamic boarding school-based madrasah are interpreted using the following formula.

$$Persentase = \frac{\sum \text{skor yang diberikan}}{\sum \text{skor maksimal}} \times 100\%$$

So the results obtained are:

$$Persentase = \frac{29}{35} \times 100\% = 83\%$$

Based on the eligibility criteria in Table 3.11, the previous percentage of 83% was interpreted as "very feasible." Thus, according to Islamic boarding school experts, the Internal Quality Management Model product in Islamic Boarding School-based Madrasas is "very suitable" to be used without revision.

The next stage is a feasibility test by practitioners consisting of five groups, namely: (1) boarding school leaders, (2) heads of tsanawiyah madrasas, (3) heads of aliyah madrasas, (4) heads of MTs quality assurance teams, and (5) team leaders MA quality assurance. The practitioners are in the Ibnu Taimiyah Islamic Boarding School, Bogor, West Java, and the Al Ma'tuq Islamic Boarding School, Sukabumi, West Java. The results of the expert feasibility test are described as follows:

a. Test the suitability of Islamic boarding school leadership practitioners

The assessment results from Islamic boarding school leadership practitioners were then analyzed to find agreement using the Aiken index(1998)with the following formula.

$$V = \frac{\sum s}{n(c - 1)}$$

With the following information:

V= rater (respondent) agreement index regarding the validity of the item

s= the score assigned by each rater minus the lowest score in the category

n= number of raters

c= the number of categories that the rater can choose

So, the results obtained are as shown in the following image.

Item	Assessment		S1	S2	Σs	n(c-1)	V
	I	II					
Item 1-18	80	70	62	52	114	144	0.79

Based on the eligibility criteria in the previous table, the rater agreement index is0,79interpreted as "practical." Thus, according to the Islamic boarding school leadership, the Internal Quality Management Model product in Islamic Boarding School-based Madrasas is "practical" to use without needing to be revised.

b. Eligibility test for head practitioners of Tsanawiyah madrasas

The assessment results from principal practitioners of Tsanawiyah madrasas were then analyzed using the Aiken index to find agreement with the following formula.

$$V = \frac{\sum s}{n(c - 1)}$$

So, the results obtained are as shown in the following image.

Item	Assessment		S1	S2	Σs	n(c-1)	V
	I	II					
Item 1-18	77	81	59	63	122	144	0.85

Based on the eligibility criteria in the previous table, the rater agreement index is0,85interpreted as "very practical". Thus, according to the head of the Tsanawiyah madrasah, the Internal Quality Management Model product in Islamic Boarding School-based Madrasahs is "very practical" to use without needing to be revised.

c. Eligibility test for head practitioners of madrasah aliyah

The assessment results from the principal practitioners of Madrasah Aliyah were then analyzed using the Aiken index to find agreement with the following formula.

$$V = \frac{\sum s}{n(c - 1)}$$

So, the results obtained are as shown in the following image.

Item	Assessment		S1	S2	Σs	n(c-1)	V
	I	II					
Item 1-18	78	84	60	66	126	144	0.88

Based on the eligibility criteria in the previous table, the rater agreement index is 0,88 interpreted as "very practical." Thus, according to the head of the Aliyah Madrasah, the Internal Quality Management Model product in Islamic Boarding School-based Madrasahs is "very, very practical" to use without needing to be revised.

d. Practitioner eligibility test for MTs quality assurance team leader

The assessment results from the practitioners leading the MTs quality assurance team were then analyzed using the Aiken index to find agreement with the following formula.

$$V = \frac{\sum s}{n(c - 1)}$$

So, the results obtained are as shown in the following image.

Item	Assessment		S1	S2	Σs	n(c-1)	V
	I	II					
Item 1-18	84	76	66	58	124	144	0.86

Based on the eligibility criteria in the previous table, the rater agreement index is 0,86 interpreted as "very practical." Thus, according to the head of the Aliyah Madrasah, the Internal Quality Management Model product in Islamic Boarding School-based Madrasahs is "very practical" to use without needing to be revised.

e. Qualification test of the practitioner leading the MA quality assurance team

The assessment results from the practitioners leading the MTs quality assurance team were then analyzed using the Aiken index to find agreement with the following formula.

$$V = \frac{\sum s}{n(c - 1)}$$

So, the results obtained are as shown in the following image.

Item	Assessment		S1	S2	Σs	n(c-1)	V
	I	II					
Item 1-18	84	76	66	58	124	144	0.86

Based on the eligibility criteria in the previous table, the rater agreement index is 0,86 interpreted as "very practical". Thus, according to the head of the Aliyah Madrasah, the Internal Quality Management Model product in Islamic Boarding School-based Madrasahs is "very practical" and can be used without needing to be revised.

Management boarding school-based internal quality is structured into four interrelated and continuous stages, namely the planning stage, quality fulfillment stage, quality evaluation stage, and quality follow-up stage, a whole process that takes place in a continuous cycle where each stage

provides input for the next stage. So, the cycle of continuous quality improvement in Islamic boarding schools. Thus, this quality management model is not only a series of steps but also an integrated and sustainable system for improving the quality of education.

4. CONCLUSION

From the results of this research, an Islamic boarding school-based internal quality management model, which consists of four continuous stages, was obtained. First, the planning stage consists of (1) mission alignment, (2) EDM gap analysis, (3) SWOT analysis, and (4) preparation of a quality plan. Second, the quality fulfillment stage consists of (1) determining the person responsible for the program, (2) funding allocation, and (3) reporting on quality implementation. Third, the quality evaluation stage consists of (1) formative evaluation, (2) summative evaluation, (3) preparation of evaluation instruments, (4) data collection, and (5) analysis and preparation of recommendations. Fourth, the quality follow-up stage consists of (1) follow-up improvement and (2) follow-up standardization of changes. These four processes occur continuously like a cycle where the last process is the initial step for the initial process.

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