

THE INFLUENCE OF MANAGEMENT AND TEACHER QUALITY ON MADRASAH PERFORMANCE BASED ON ACCREDITATION INSTRUMENT FOR EDUCATION UNIT (IASP) 2020 IN WEST SULAWESI

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Abstract

This study examines the factors behind the low performance of madrasahs in West Sulawesi based on IASP 2020, analyzing root causes and assessing the impact of school management and teacher quality on educational outcomes. Using a mixed-methods approach, the study integrates quantitative and qualitative analyses. The quantitative phase examines secondary data from the National Accreditation Board, focusing on school leadership, teacher quality, teaching effectiveness, and student achievement. Correlation and regression analyses are employed to determine significant influences on madrasa performance. In the qualitative phase, 18 low-performing madrasahs are selected for focus group discussions (FGDs) and semi-structured interviews with key stakeholders, including school administrators, teachers, students, and education experts. Thematic analysis identifies recurring patterns, with findings triangulated against quantitative data for reliability and validity. The population in this study consists of 62 madrasahs targeted for accreditation in West Sulawesi in 2023. A sample of 36 madrasahs accredited with a C rating was then selected. The results highlight that school management and teacher quality are critical but often constrained by inadequate planning, inefficient resource allocation, and limited professional development. Additionally, learning processes and student quality mediate accreditation outcomes. The study underscores the necessity of comprehensive management reforms and targeted teacher training programs to enhance madrasa performance. These findings provide valuable insights for policymakers, educators, and stakeholders, offering evidence-based strategies to improve Islamic education quality in West Sulawesi.

Keywords

Accreditation, Madrasah Performance, School Management, Teacher Quality, West Sulawesi.



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INTRODUCTION

The assurance of receiving a quality education is a constitutional entitlement for every citizen, as stipulated in the National Education System Law No. 20 of 2003, Article 5 Paragraph 1, which affirms, "Every citizen has the right to receive a quality education." In compliance with this mandate, the government is obligated to furnish education that adheres to the standards outlined in the National Education Standards (SNP). As part of its initiatives, the government has established the National Accreditation Board for Madrasah Schools (BAN-SM), tasked with overseeing accreditations in schools and madrasahs. Consequently, the government enacted Government Regulation No. 17 of 2010 regarding the Management and Implementation of Education, mandating accreditations for all schools/madrasahs as a crucial measure to ensure the quality of education.

The quality of a madrasa can be determined by its adherence to eight SNPs. Assessing madrasah management is a crucial element, and it is deemed high-quality when administrators can proficiently navigate input sources and effectively oversee them to enhance the educational process in madrasahs (Awaluddin, 2017). Several studies indicate that the quality of madrasah education in Indonesia is generally considered to be inferior to that of general education. Graduates from madrasahs tend to have lower wages and a reduced likelihood of employment compared to their counterparts from general education (Faizal Rahmanto Moeis, 2021). Additionally, the returns from madrasah education are lower when compared to general education. The subpar performance of madrasah education in the labor market may be attributed to deficiencies in the learning process within madrasahs (Elfindri, Elfindri; Ariyanto, Edi; Maryati, 2022). However, research conducted by Pratama et al. (Pratama, Siectio Dicko; Siddique, Abdul Aliem; Wicaksono, 2022) suggests that Madrasahs have a more positive impact than public schools on the overall quality of education in Indonesia. Consequently, there is a need for policies aimed at enhancing madrasah education, including improvements in teacher and institutional quality, such as administrator and principal's leadership, increased assistance, and financial support for private madrasahs, coupled with efforts to raise awareness regarding the quality of madrasah education in Indonesia.

Since 2020, the National Accreditation Board for School/Madrasah (BAN-S/M) introduced the Accreditation Instrument for Educational Unit (IASP-2020), shifting the focus from administrative compliance to performance-based assessment. IASP-2020 evaluates four key components: *Student Quality, Learning Process, Teacher Quality, and Madrasah

Management.* This new approach emphasizes not just input fulfillment but also the institution's effectiveness in delivering quality education and producing competent students and teachers. (Toharuddin, 2022).

The BAN-S/M West Sulawesi Province has assigned eligibility scores to 62 madrasahs, including both public and private Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Alia (MA), reflecting their performance over the past three years (2020-2022). Of these, seven madrasahs are state-run, while 55 are private. The accreditation outcomes are as follows: 13 madrasahs received *A Accreditation, 10 received **B Accreditation, 36 received **C Accreditation, and three madrasahs were rated **TT (Not Accredited)* (BAN-S/M West Sulawesi Report, 2022).

At the Madrasah Ibtidaiyah (MI) level comprising 19 madrasahs, 8 attained an A grade, 10 secured a C grade, and 1 received a TT designation. In the case of the Madrasah Tsanawiyah (MTs) level with 23 madrasahs, only one institution earned an A grade, nine were awarded a B grade, 11 garnered a C grade, and two were designated as TT. Moving to the Madrasah Aliyah (MA) level involving 20 madrasahs, 4 achieved an A grade, 1 attained a B grade, and 15 received a C grade, with none falling under the TT category (BAN-S/M West Sulawesi Report, 2022).

The accreditation of madrasahs in West Sulawesi mostly only reached level C, despite reforms in management and teacher quality. This study will focus on the factors contributing to the low performance of madrasahs, highlighting the influence of school management and teacher quality on accreditation outcomes. The main objective of this study is to identify the key factors behind the low performance of madrasahs in West Sulawesi based on the IASP 2020 and formulate strategies for improving madrasah education.

Based on the research carried out by researchers, the following is a description of several previous studies related to the research to be conducted. Hasanah (2021) investigated best practices for IASP 2020-based Graduate Quality Assurance in Vocational High Schools using the case study method. The participants involved were 16 vocational school teachers and employees who had experienced graduate quality assurance with IASP 2020. Research findings showed that the graduate quality assurance process involved steps such as preparation, implementation of School Self-Evaluation (EDS) of graduate quality, gap analysis, filling gaps through performance improvement, program evaluation, and follow-up. The difference that I will make in this research is to evaluate the performance of teachers and managerial heads of madrasahs

on the teacher quality components and Madrasah Management quality components from the IASP 2020 perspective, not on the graduate quality components.

Research by Susanti, et al. (2023) The results emphasize the crucial role of madrasah principals and teachers in the education implementation, highlighting teachers as key facilitators who must be qualified, being integral micro components of the school education system. In conclusion, it is imperative for madrasah principals to enhance the quality of Arabic language learning, underscoring the importance of qualified teachers as vital micro-components in the school education system. Siddik, et al. (2023) The results show that management of the performance development of educators and education staff involves planning by the head of the madrasah, including joint deliberations to develop work programs according to government regulations. The head of the madrasah also organizes the development of the managerial functions of educators and education staff through the formation of work teams for quality decision-making in realizing madrasa development policies. The next study is authored by Rahman, et al. (2021), The findings revealed that (1) the accreditation policy of MTsN was embedded in the institution's vision, mission, and objectives, (2) challenges in implementing the policy included issues with facilities and teachers' proficiency in preparing educational administrative documents, (3) the monitoring and evaluation of the accreditation policy were based on Madrasah Self-Evaluation (EDM), and (4) creative and innovative ideas for the policy's implementation stemmed from Madrasah Self-Evaluation (EDM) conducted by the Madrasah Principal, teachers, Madrasah committee, parents, and supervisors. The study recommended providing frequent guidance and initiating solutions by the Madrasah Principal to address these challenges. Additionally, it emphasized the importance of accepting innovative innovations and addressing limited funds to improve the implementation of the accreditation policy.

Furthermore, (Anwar, 2019) The findings indicate that the implementation of madrasah-based management is intricately connected to factors that can either facilitate or hinder the implementation process. Successful community involvement in developing madrasah-based management thrives in an environment of openness fostered by equal trust between the community and madrasas. The efforts of the madrasa committee to engage the community in madrasa development require assistance from all education components, including teachers, madrasa principals, students, parents/guardians, the community, and the Madrasah. The study written by (Nurhayati et al., 2021), The findings revealed that strategic planning for improving the quality of madrasa-based education involved the active participation of all stakeholders and

components of the madrasahs. The implementation of these strategies resulted in increased learning outcomes, achievements by students, and public trust in the education system. This study examines the factors behind the low performance of madrasahs in West Sulawesi based on IASP 2020, analyzing root causes and assessing the impact of school management and teacher quality on educational outcomes.

METHOD

This research utilizes a mixed-methods approach to thoroughly examine the factors influencing low performance in madrasahs in West Sulawesi, focusing on insights derived from the Accreditation Instrument for Educational Unit (IASP) 2020. By combining quantitative and qualitative methodologies, this research seeks to address the identified research questions and contribute to a nuanced understanding of the factors influencing madrasah performance. Secondary data on madrasahs' performance based on the IASP 2020 results in West Sulawesi from the National Accreditation Board will be collected. This dataset encompasses quantitative indicators such as school performance, school leadership, teacher quality, teaching and learning process, and students' achievements. The collected data will be analyzed using statistical techniques, including regression analysis and correlation studies, to identify determinants contributing to low madrasah performance.

The data will be analyzed quantitatively using correlational analysis to explore relationships between various factors and madrasah performance. Furthermore, regression analysis will quantify the impact of each determinant, providing statistical evidence to support or refute hypotheses. In the qualitative phase, 18 madrasahs that have worse qualities will be observed and studied. Key informants, including headmasters, madrasah administrators, teachers, students, and educational experts, will be purposefully selected for focus group discussions (FGD) and in-depth interviews. The qualitative sample will be diverse, representing different perspectives and experiences. FGD and semi-structured interviews will be carried out to explore the significant reasons for low madrasah performance, incorporating open-ended questions to allow participants to express their insights.

Quantitative and qualitative findings will be integrated to develop a holistic picture of determinants influencing madrasah performance. The synthesis will facilitate a more nuanced interpretation of research questions by combining the precision of quantitative data with the

depth of qualitative insights. Additionally, thematic analysis will be utilized to discern patterns and themes present in qualitative data. Qualitative results will be triangulated with quantitative findings to improve the validity and reliability of the study. Converging evidence from both data sources will provide a more comprehensive exploration of the research questions.

Conclusions drawn from the integrated findings will inform evidence-based recommendations for improving madrasa performance in West Sulawesi. These recommendations will be tailored to address the identified determinants, promoting positive changes in school leadership, teacher quality, and other relevant factors. In conclusion, the mixed-methods research design presented in this methodology aims to propose a comprehensive and in-depth analysis of the determinants of low performance in madrasas in West Sulawesi, thereby contributing valuable insights to educational improvement initiatives in the region.

FINDINGS AND DISCUSSION

Findings

Descriptive Statistics

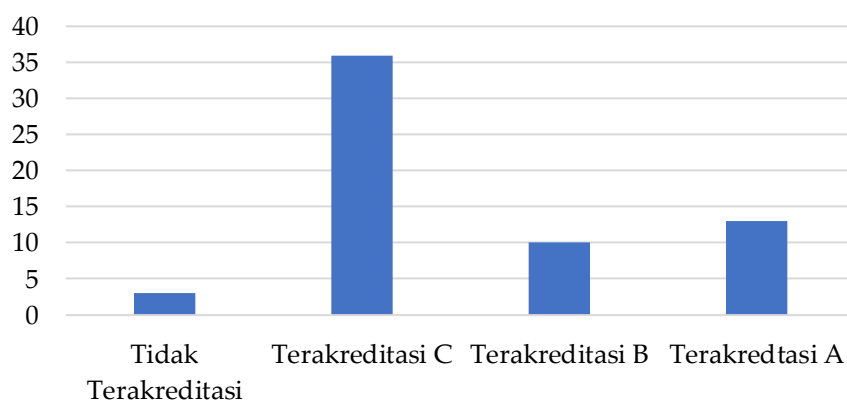


Figure 1. Madrasah Accreditation in West Sulawesi

The bar chart illustrates the distribution of madrasah accreditation status in West Sulawesi. According to the diagram, the majority of madrasahs fall into the C C-accredited category, totaling 36 institutions. This indicates that many madrasahs have reached basic standards but still require quality improvement. Meanwhile, 13 madrasahs have achieved A Accreditation status, signifying superior quality, and 10 madrasahs are in the B Accredited category, reflecting a moderate quality level. Additionally, there are three unaccredited madrasahs, showing that a small fraction has not met accreditation standards.

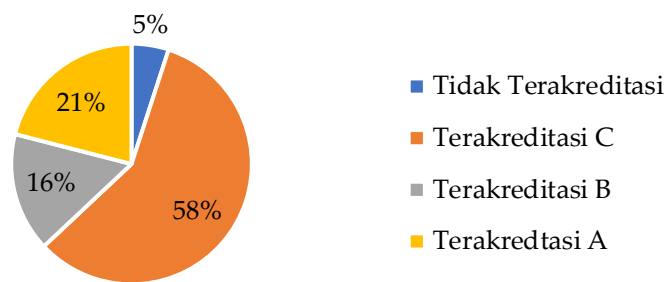
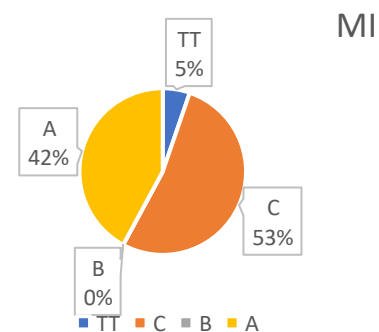
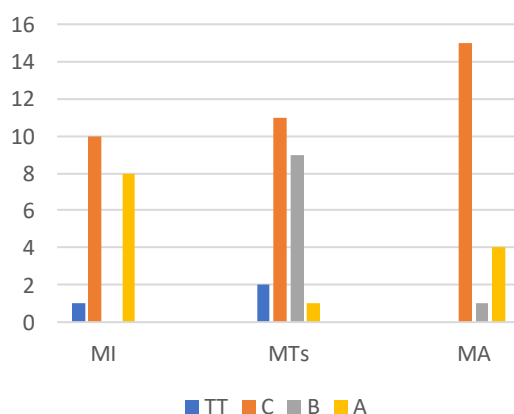


Figure 2. Percentage of Madrasah Accreditation in West Sulawesi

If viewed through the pie chart showing percentage data, the majority of madrasahs in West Sulawesi fall into the C Accredited category, accounting for 58%. This indicates that most madrasahs in the area have met the minimum accreditation standards but still need improvement in quality. Approximately 16% of madrasahs have achieved B Accreditation status, reflecting a number of madrasahs with moderate quality, showing potential for further improvement. On the other hand, 21% of madrasahs have obtained A Accreditation status, indicating madrasahs with excellent quality in management, facilities, and educational outcomes. However, 5% of madrasahs are unaccredited, requiring special attention to ensure that all madrasahs meet appropriate educational standards. This chart reflects the need for efforts to improve the quality of madrasahs in West Sulawesi, especially for those in the C category, which dominates, in order to elevate their accreditation to higher levels and expedite accreditation for the unaccredited madrasahs.



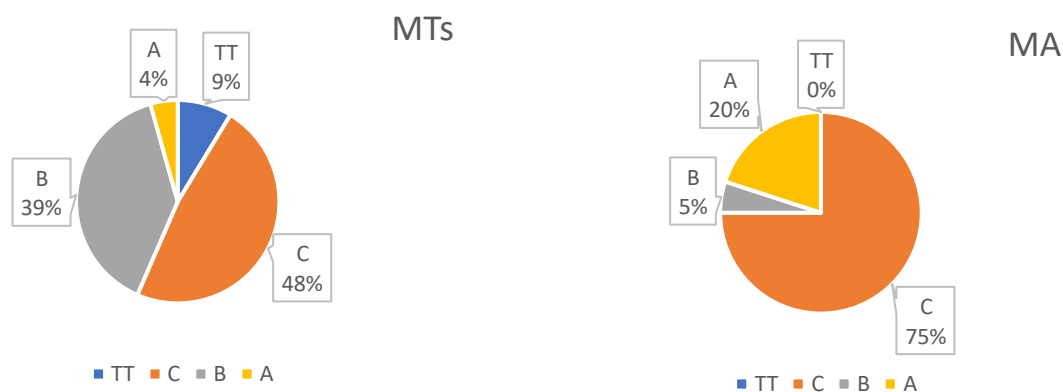


Figure 3. Madrasah Accreditation Status by Level

This pie chart also shows the distribution of accreditation status based on educational levels: MI (Madrasah Ibtidaiyah), MTs (Madrasah Tsanawiyah), and MA (Madrasah Aliyah). At the MI level, the majority of madrasahs are in the C C-accredited category, with 53%. Approximately 42% of madrasahs have reached A Accreditation status, indicating good quality in most madrasahs at this level. However, 5% are unaccredited (TT), and there are no madrasahs in the B Accredited category. At the MTs level, the distribution is more varied. 48% of madrasahs are in the C Accredited category, while 39% are in the B Accredited category. Only 4% of madrasahs have achieved A Accreditation status, indicating that top-quality madrasahs at this level are still few. Additionally, 9% of madrasahs are unaccredited, the highest percentage compared to other levels. At the MA level, madrasahs in the C Accredited category dominate, accounting for 75%, far greater than in other categories. Only 20% of madrasahs have achieved A Accreditation status, and 5% are in the B Accredited category. No madrasahs are unaccredited (TT) at this level.

The data indicates that the C Accredited category dominates across all education levels, especially at the MA level. The MI level performs best, with a higher percentage of A-accredited madrasahs, while the MTs level has a more balanced accreditation distribution. Efforts are needed to improve accreditation at the MA level and reduce unaccredited madrasahs at the MTs level. This section explores the correlation between madrasah performance and four key components—student quality, learning process, teacher quality, and school management—through correlation analysis to determine their impact.

Table 1. Correlation between Madrasah Performance and All Independent Variables

		Madrasah Performance	Student Quality	Learning Process	Teacher Quality	School Management
Madrasah Performance	Pearson Correlation	1				
Student Quality	Sig. 2 (2-tailed)					
	Pearson Correlation	.879**	1			
Learning Process	Sig. 2 (2-tailed)	.000				
Teacher Quality	Pearson Correlation	.870**	.702**			
	Sig. 2 (2-tailed)	.000	.000			
School Management	Pearson Correlation	.825**	.746**	.686**		
	Sig. 2 (2-tailed)	.000	.000	.000		
	Pearson Correlation	.854**	.747**	.683**	.718**	1
	Sig. 2 (2-tailed)	.000	.000	.000	.000	
	N	62	62	62	62	62

**Correlation is significant at the 0.01 level (2-tailed)

Quality has the lowest correlation among the independent variables. Overall, the findings confirm that improvements in student quality, learning processes, teacher quality, and school management positively impact madrasah performance, with student quality being the most influential factor.

Teacher Quality also shows a strong correlation with Madrasah Performance ($r=0.825$, $p=0.000$), indicating its significant role in enhancing performance. Similarly, School Management ($r=0.854$, $p=0.000$) contributes substantially to madrasah success. Overall, these findings confirm that Student Quality, Learning Process, Teacher Quality, and School Management positively influence madrasah performance, with Student Quality having the strongest impact and Teacher Quality the lowest among the independent variables.

School Management and Student Quality exhibit the strongest correlation ($r=0.747$), indicating a strong reciprocal relationship where effective school management enhances student quality, and the quality of students positively impacts management effectiveness. Similarly, Teacher Quality and Student Quality show a high correlation ($r=0.746$), suggesting that well-qualified teachers play a crucial role in guiding students to achieve their potential, fostering a positive educational cycle.

The correlation between Teacher Quality and School Management with the Learning Process shows a very important relationship. Teacher Quality has a correlation of $r=0.686$ with the Learning Process, meaning that the quality of teachers plays a crucial role in determining the

success of the learning process. A qualified teacher not only understands the material but also has good pedagogical skills in delivering lessons, managing the class, and adapting teaching methods according to the needs of the students. These skills enhance the overall effectiveness of the learning process.

School Management and Student Quality exhibit the strongest correlation ($r=0.747$), indicating a strong reciprocal relationship where effective school management enhances student quality, and the quality of students positively impacts management effectiveness. Similarly, Teacher Quality and Student Quality show a high correlation ($r=0.746$), suggesting that well-qualified teachers play a crucial role in guiding students to achieve their potential, fostering a positive educational cycle.

This section aims to determine the factor that most influences madrasah performance in West Sulawesi among the four accreditation components of IASP 2020. The madrasah performance data is obtained from accreditation scores. The quantitative analysis used is regression analysis to identify the determinants in the model.

Table 2. Regression Analysis of Madrasah Performance and 4 Accreditation Components

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.971 ^a	.943	.939	2.75237	.943	234.722	4	57	.000

a. Predictors: (Constant), Manajemen Sekolah, Proses Pembelajaran, Mutu Guru, Mutu Peserta Didik

b. Dependent Variable: Kinerja Madrasah

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Correlations			
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	14.164	2.264		6.256	.000			
	Student Quality	5.561	.980	.315	5.675	.000	.879	.601	.180
	Learning Process	7.124	.943	.369	7.558	.000	.870	.707	.239
	Teacher Quality	3.162	1.099	.152	2.878	.006	.825	.356	.091
	School Management	4.028	.824	.258	4.885	.000	.854	.543	.155

a. Dependent Variable: Kinerja Madrasah

Based on the results of the multiple linear regression analysis, the Model Summary table shows that this model has an R-value of 0.971, indicating a very strong relationship between the independent variables (Student Quality, Learning Process, Teacher Quality, and School Management) and the dependent variable (Madrasah Performance). The R Square value of 0.943

indicates that 94.3% of the variability in Madrasah Performance can be explained by the independent variables in this model, while the remaining 5.7% is influenced by other factors outside the model. The Adjusted R Square value of 0.939 indicates that the model remains stable after considering the number of predictor variables and sample size. The significance of the F Change value of 0.000 ensures that this model is statistically significant.

The ANOVA results confirm that the overall regression model is highly significant ($p=0.000$, $F=234.722$), demonstrating that the independent variables significantly influence Madrasah Performance. The Coefficients table shows that for every one-unit increase, Madrasah Performance improves by 5.561 (Student Quality), 7.124 (Learning Process), 3.162 (Teacher Quality), and 4.028 (School Management), assuming other factors remain constant. With significance values ($p < 0.05$) for all variables, the analysis confirms their strong statistical impact on Madrasah Performance.

The regression model is significant, with all four variables—Learning Process, Student Quality, School Management, and Teacher Quality—contributing to Madrasah Performance. The Learning Process has the greatest impact ($\text{Beta}=0.369$), followed by Student Quality ($\text{Beta}=0.315$). Strong relationships are seen between Madrasah Performance and both Student Quality ($r=0.879$) and the Learning Process ($r=0.870$). These findings suggest that improving the learning process and student quality should be the focus to enhance Madrasah Performance.

This chapter presents a thematic analysis of interviews with students, teachers, and principals from three low-accredited madrasahs in West Sulawesi. The study examines the factors behind low madrasah performance, focusing on school management and teacher quality. Key themes emerged through open, axial, and selective coding, including limited facilities, low student motivation, ineffective learning processes, inadequate teacher quality, and weak school management. Students reported lacking resources like computers and textbooks, while principals faced challenges in providing proper infrastructure. Low student motivation was linked to an irrelevant curriculum, overemphasis on memorization, and socio-economic factors influencing priorities.

The study identified key issues affecting madrasah performance: Ineffective Learning Processes due to monotonous lectures and lack of student participation, Inadequate Teacher Quality from outdated methods and limited training, and Ineffective School Management

caused by unclear guidance, poor resource management, and unresponsive leadership. Students reported poor facilities, disorganized schedules, and limited extracurricular activities.

Discussion

The results of the multiple linear regression analysis indicate a very strong relationship between the independent variables—Student Quality, Learning Process, Teacher Quality, and School Management—and the dependent variable, Madrasah Performance. This is supported by research showing that improvements in student quality, facilitated through effective learning processes, can significantly impact institutional performance. For instance, the study by (Guo; et al, 2023) highlights that teacher quality, including classroom management and in-service training, positively correlates with student outcomes, emphasizing the critical role of qualified and well-trained teachers in fostering performance.

Similarly, the article by (Azar, 2023) "The Impact of Teacher Quality Management on Student Performance in the Education Sector: Literature Review" highlights that teacher quality management through classroom management supervision, teacher qualifications, and in-service training has a significant relationship with student performance. These findings align with our research, which emphasizes the importance of teacher quality in enhancing madrasah performance.

Furthermore, the article written by (Nawas, 2024), "Sekolah versus Madrasah: Navigating the Varied Effects of Multilevel Factors on Indonesian Student Performances," explores the multilevel factors influencing student performance in schools and madrasahs in Indonesia. The findings indicate that factors such as student quality and the learning process have a significant impact on student performance, supporting the results of this study.

Furthermore, the article was written by (Martani, 2023) "Improving the Quality of Madrasah Education through Madrasah Resource Management" reveals that effective madrasah resource management, including curriculum management, students, educators, and educational staff, contributes to improving the quality of education. This supports the researcher's findings on the importance of school management in madrasah performance.

Furthermore, the variability in Madrasah Performance is explained by these predictors, underscoring the effectiveness of a systemic approach to managing educational inputs. Fernández Cruz et al. provide evidence that implementing quality management systems in education, including improved learning processes, contributes to organizational change and student performance (Cruz, 2016).

Similarly, the article by (Rohmat, 2024) "Effectiveness of Management to Improve Madrasa Quality" emphasizes that well-directed and systematic governance is essential for advancing educational institutions. These findings align with your research, which highlights the role of school management in improving madrasa performance. The Learning Process and Student Quality have the greatest impact on Madrasah Performance, followed by School Management and Teacher Quality. This aligns with findings by Darling-Hammond et al., highlighting the role of structured professional development in improving teaching practices and student outcomes (Hammond, 2017). (Rahman, 2024), in his article "Madrasah Education Quality Reform: Improving Teacher Quality Post-Pandemic in Indonesia," highlights the agenda of Madrasah education quality reform through the improvement of teacher quality after the pandemic, aligning with your research focus on teacher quality.

The study's multiple linear regression analysis found that school management and teacher quality have less impact on school performance than student quality and the learning process. Although this may seem surprising, recent research provides insights into the complexity of these relationships. School management systems significantly influence school performance by providing an enabling environment and improving organizational structures. However, their direct impact on accreditation outcomes can be limited. For example, Fernández-Cruz et al. noted that while quality management systems (e.g., ISO:9001) improve communication and administrative processes, they do not necessarily translate into measurable outcomes like improved school performance indicators (Cruz, 2016). Similarly, Díez et al. highlighted that even robust quality management frameworks like EFQM have an indirect effect, emphasizing administrative efficiency and long-term planning over direct performance metrics (F Díez, 2020).

Furthermore, Mattar found that the leadership style of school principals plays a pivotal role in shaping school performance. However, its impact is mediated through teacher motivation, quality of the working environment, and other organizational factors (Mattar, 2012). This aligns with our findings that school management has an indirect but vital supportive function, enhancing other drivers of school accreditation, such as learning processes.

Furthermore (Susanto; at al, 2023) In their article "The Demands of Madrasah Management Transformation: Strategies to Realize Quality Madrasah Climate," they explore madrasah

management transformation strategies to create a quality madrasah climate, aligning with the focus on improving education quality through effective management.

(Haddade et al., 2024), in their article "Madrasah Management Strategies through Madrasah Reform Program: An Evidence from Indonesia," found that the Madrasah Reform Program had a positive impact, particularly in improving the quality of learning through digitalization and educational innovation. The active participation of madrasah principals, teachers, and students in this program contributed to the improvement of madrasah governance.

Similarly, the article written by Parveen, "The Contribution of Quality Management Practices to Student Performance in Public Secondary Schools," found that this study demonstrates a positive relationship between quality management practices and student performance in secondary schools, supporting the importance of quality management in education (Parveen et al., 2024).

Usman Fahmy's study found that madrasah leadership in Jambi effectively manages non-instructional activities, boosts teacher performance, and creates a supportive environment that enhances motivation and professional development, improving education quality (Fahmy, 2021). Muammar Asykur's article highlights key leadership traits of madrasah principals — decision-making, motivation, communication, and subordinate management — that contribute to improving education quality (Asykur & Sitti Muthmainnah, 2024).

Teacher quality remains an essential component of school success, yet its effect on accreditation can often be less pronounced than expected. Research by Guo et al. demonstrated that while teacher training and classroom management are critical for student outcomes, their impact on school-wide accreditation outcomes tends to be mediated by the robustness of the learning process (Guo; et al, 2023). Moreover, Hasbay and Altindag emphasized that teacher performance is more significantly influenced by management support and working conditions than by teacher qualifications alone (Hasbay, T; Altindag, 2018).

Irawan, in his article "Teacher Performance Management in Madrasa," analyzes teacher performance management in madrasahs, emphasizing the importance of planning and supervision in improving teacher performance and the quality of education (Irawan et al., 2023). Mutamainnah Zaini et al. emphasize in their article that madrasah principal leadership plays a crucial role in improving teacher performance and education quality, aligning with the focus on management and teacher quality (Zaini, 2023).

This finding is consistent with the conclusion that teacher quality, while critical, often requires strong institutional support and robust learning processes to yield measurable impacts

on school accreditation. Hidayat further underscores this point by highlighting that factors such as infrastructure and management systems often amplify the effects of teacher competencies, suggesting an indirect relationship between teacher quality and performance outcomes (Hidayat, 2021)

In contrast, the learning process and student quality exhibit a more direct and measurable influence on school performance. Syukron et al. found that variables such as the quality of classroom interactions and the engagement of students have immediate effects on school accreditation metrics, often outpacing the contributions of more structural factors like management or teacher quality (Syukron, 2020). Torres further emphasizes that the socioeconomic quality of students and the overall learning environment play dominant roles in determining school performance. While teacher and management quality are essential inputs, their influence often manifests indirectly through the effectiveness of the learning process (Torres, 2018).

Carina Spreitzer and Samuel Hafner, in their article "Effects of Characteristics of School Quality on Student Performance in Secondary School: A Scoping Review," analyze the relationship between school quality characteristics and students' cognitive performance in secondary schools (Spreitzer, Carina; Hafner, 2020). In the article titled "Impact of Teaching Quality on Student Achievement: Student Evidence," Mengistu Anagaw Engida and colleagues found a positive and significant relationship with student achievement in English. This aspect includes communication with students, the use of questioning and discussion techniques, as well as teacher flexibility and responsiveness (Engida et al., 2024).

This study explored the underlying factors contributing to the low performance of madrasahs in West Sulawesi, specifically examining the roles of school management and teacher quality. Through thematic analysis of interviews with students, teachers, and school principals, several critical themes were identified, shedding light on how these elements impact madrasah performance. The findings suggest that while both school management and teacher quality are crucial to the improvement of madrasah performance, their effects are often limited by structural and contextual challenges.

The research conducted by Syamsiah, Mansyur Ramly, Salim Basalamah, and Andi Bunyamin in the article "Performance Enhancement of Madrasah Teachers': A Structural Equation Model" reveals that the improvement of teacher performance in Madrasah Aliyah is significantly

influenced by several key factors. An effective leadership style has been proven to have a significant impact on enhancing teacher performance, as inspirational leaders can create a more productive and conducive work environment. Additionally, teacher competence also positively contributes to their performance, where strong pedagogical skills and high professionalism can enhance teaching effectiveness (Syamsiah et al., 2024).

The report "Quality of Education in Madrasah: Main Study," published by the World Bank, examines the quality of education in Madrasah Tsanawiyah (MTs) in Indonesia, involving 150 madrasahs and 6,233 final-year students. This study measures student achievement using international standardized tests and analyzes factors influencing education quality, such as teaching quality, curriculum, school facilities, and management. The findings highlight how MTs compare to other schools within the national education system. This report aims to provide policy recommendations to improve the quality of madrasah education in Indonesia (Ali et al., 2011).

Effective school management is essential for creating an environment conducive to learning. However, the study revealed significant challenges in this area, with school management often failing to meet the expectations required for optimal madrasah performance. A key issue was the lack of clear planning and the absence of comprehensive guidance for teachers in designing effective lesson plans. One teacher from Madrasah A noted, "We often do not receive clear guidance on how to prepare effective lesson plans." Additionally, principals reported that resource management, task distribution, and monitoring of learning activities were inadequate, with a shortage of supporting staff to handle non-academic tasks, which diminished the focus on improving academic outcomes.

These findings align with broader research emphasizing the importance of effective management systems in educational settings. Studies show that the lack of clear organizational structures and poor resource management directly contribute to suboptimal school performance (F Diez, 2020). For instance, Fernández-Cruz et al. (2016) argue that while management systems like ISO frameworks improve organizational efficiency, they do not necessarily translate into significant improvements in academic performance if not adequately aligned with teaching and learning practices (Cruz, 2016). In the context of madrasahs, a lack of effective management and planning hampers the ability to address critical issues such as student engagement, resource allocation, and timely curriculum delivery. The study by Basri, Ridwan, Maudin, and Asykur in "Madrasah Strategic Management in Improving The Quality of Human Resources" found that strategic management at MAN 2 Makassar enhances human resource

quality through environmental analysis, quality-based strategy formulation, the internalization of Islamic values, and periodic evaluation. This approach ensures the effectiveness of madrasah management in improving the competence of educators and students (Basri et al., 2022) .

Teacher quality was identified as a significant factor influencing madrasah performance, but the data suggests that its impact is often indirect and mediated by other elements of the learning environment. Teachers expressed a need for better professional development, as many felt they lacked adequate training to enhance their teaching skills. One teacher from Madrasah A noted, "We often teach using outdated methods because there is no training to improve our teaching skills." This lack of professional development is compounded by the fact that some teachers continue to use traditional lecture-based methods, which do not cater to the evolving learning styles of students. Students further corroborated this, noting that many lessons failed to engage them and did not align with their preferred learning approaches.

These findings align with research indicating that while teacher quality is crucial, its impact on school performance is often contingent upon other factors, including training opportunities and the effectiveness of the teaching methods employed. For example, Guo highlights that teacher qualifications and classroom management skills are important, but their effects are amplified when supported by robust learning processes (Guo et al.. Similarly, Hasbay and Altindag argue that teacher performance is closely linked to professional development opportunities and modern teaching strategies, suggesting that inadequate training can reduce the overall impact of teacher quality on student outcomes (Hasbay, T; Altindag, 2018).

The research highlights that despite their experience, many teachers lack knowledge of modern pedagogical techniques, limiting student engagement and learning effectiveness. A school principal noted that some teachers struggle to align with current teaching methods. The study emphasizes the strong connection between school management and teacher quality, where effective management can enhance teacher development through resources and training. However, in West Sulawesi madrasahs, inadequate school management hinders teacher growth, with principals recognizing the need for better planning and professional development support. Suriyati's study on Integrated Quality Management in Islamic Education at Madrasah Aliyah highlights its role in improving education quality. Key factors include stakeholder focus, total engagement, continuous performance measurement, and commitment to improvement. These

strategies enhance teaching quality, create an effective learning environment, and strengthen an academic culture based on Islamic values. (Suriyati; Syamsudduha, St; Rama, 2023).

The study by Juliana, Murniati AR, and Bahrin highlights the importance of structured teacher performance appraisal in madrasahs through planning, implementation, and supervision. Evaluations focus on pedagogical, social, and professional competencies involving classroom management, learning media, and counseling programs. Supervision by principals and inspectors ensures professionalism, contributing to improved education quality (Juliana et al., 2022). The study by Maksum, Ramdhani, and Setiawati highlights the crucial role of school management in teachers' professional development at Madrasah Aliyah Negeri. Effective leadership, continuous training, and supportive policies enhance teacher competence while a positive school culture fosters collaboration and motivation. The synergy between strong leadership and a conducive environment is key to improving teaching quality and overall education standards in madrasahs. (Maksum et al., 2024).

A key factor in maximizing accreditation results is a deep understanding of the assessment instruments used during evaluations. Kamus et al.'s community service article, Accreditation Instrument Training for Educational Units (IASP) 2020, details a training program at SMK Negeri 5 Majene to enhance accreditation readiness and education quality. The training followed four stages: observation, preparation, implementation, and mentoring. As a result, all participants, including school leaders and teachers, gained a thorough understanding of the new accreditation instrument. (Kamus; et al., 2022).

This finding is consistent with research that demonstrates the indirect role of school management in enhancing teacher quality. Syukron et al. emphasize that while teacher quality is essential, its full potential is realized only when supported by an effective school management system that aligns resources, structures, and policies with the needs of both teachers and students (Syukron, 2020).. Without strong management, efforts to improve teacher quality may be undermined, limiting their impact on madrasah performance.

CONCLUSION

In conclusion, the study's findings are consistent with the broader body of research, which highlights that while school management and teacher quality are foundational, their impacts on school accreditation are often mediated through more immediate factors like learning processes and student quality. Improving these proximal factors can have a more

significant and measurable effect on accreditation outcomes. Furthermore, this study reveals that while both school management and teacher quality play significant roles in determining madrasah performance, their impacts are often constrained by a range of factors. Poor school management, characterized by ineffective planning, inadequate resource allocation, and lack of support for teachers, hampers the ability of madrasahs to optimize their performance. Similarly, while teacher quality is important, its effectiveness is often diminished by outdated teaching methods and a lack of professional development opportunities. The findings underscore the need for more comprehensive school management practices and targeted teacher training initiatives to improve madrasah performance in West Sulawesi. This aligns with existing literature, which highlights the importance of both management systems and teacher development in fostering school success.

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