



Implementation of the Institutional Strengthening Program to Improve the Quality of Education at MTs Miftahul falah

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Abstract

Implementation of institutional strengthening program to improve the quality of education consisting of, formulating institutional strengthening program, implementing institutional strengthening program, and obstacles faced when implementing institutional strengthening program. The purpose of this study is to describe the implementation of institutional strengthening program and challenges and solutions faced in implementing institutional strengthening program in improving the quality of education. This study uses qualitative method because it aims to understand the phenomenon deeply and holistically in a natural context, while for data collection observation and interview. The results of the study indicate that the sustainability of institutional strengthening program through several strategies, careful planning, strengthening human resource competency, evaluation and monitoring, community involvement, development of relevant curriculum, utilization of technology, sustainable funding. Implementation of institutional strengthening program in improving the quality of education aims to increase the independence of the institution, ensure the improvement of education quality in the institution, development of institutional organization that is right function and size (right size). Challenges in institutional strengthening program in improving the quality of education are limited resources, lack of commitment and motivation, lack of technical ability.

INTRODUCTION

Education is the most important element in enhancing and improving the quality of life of the community and is the key to improving the quality of human resources, therefore, education must be of high quality.

Educational quality is a condition in which all educational systems are effectively managed and directed to increase the value of educational input factors to produce optimal output results (Sagala, 2009). If madrasas merely stagnate in their institutional quality management, they will lose their customers. Madrasas should be the primary choice for Muslims in educating their children. The community's primary choice is schools that produce quality graduates with high national exam scores and the ability to continue their education at top schools. If madrasas are unable to compete with public schools, they will be abandoned by their customers (Warso, 2017). Therefore, the quality of education in religious educational institutions (madrasas) must be improved, so that they can produce a generation that will act as leaders of the community, society, and nation. This will enhance the role of madrasas in national development (Ari Prayoga, 2020).

The challenges facing the current education system are certainly diverse. There are several fundamental problems facing education today. First, education is often late in formulating itself or failing to develop predictive skills to respond to changes and trends in society today and in the future. This statement means that current educational patterns still tend to stagnate, not being dynamic enough to adapt and keep pace with current developments. This may be due to the education system's tendency to be highly textual, applying existing patterns without any changes or contextualization to suit current societal needs. The second problem faced is that the Islamic education system in this era still prioritizes the social sciences over the exact sciences such as physics, biology, mathematics, chemistry, and information and communication technology. This means that the education system is considered unbalanced in developing curriculum and learning strategies. The third problem is that the Islamic education system in Indonesia still implements policies that are less relevant in the current era, such as prohibiting the use of electronic devices, such as laptops, even though mastery of information and communication technology has become crucial for individuals to compete globally. Madrasas tend to view laptops from a past perspective, believing that laptops are less important and more detrimental, without truly considering the needs of today's students. The fourth problem facing education today is increasingly diverse, such as the emergence of moral degradation within educational institutions themselves (Wantari, 2016).

Based on the challenges currently faced by the education system, it is necessary to strengthen the institutional programs of madrasahs in order to improve the quality of education. Madrasahs serve as educational institutions that provide both worldly and spiritual education, aiming to produce graduates who are knowledgeable and devoted to God. To achieve this goal, it is essential to implement institutional strengthening programs by formulating madrasah policies that are aligned with the institution's specific context and conditions, while remaining consistent with its core mission.

METHODS

This study employs a qualitative method because it aims to understand phenomena in a deep and holistic manner within their natural context. According to Murdianto, qualitative research is a type of study that produces findings that cannot be obtained through statistical procedures or other forms of quantification (Murdianto, 2020). Data collection techniques used in this study include observation, interviews, and documentation. The data analysis techniques applied consist of data reduction, data presentation, and drawing conclusions.

In this research, using the descriptive method, the author investigates the conditions at MTs. Miftahulfalah directly. The descriptive method is employed to address problems by presenting or portraying the research findings as they are. This approach is used to examine and describe issues that are currently occurring or ongoing.

RESULTS AND DISCUSSION

The implementation of institutional strengthening programs to improve the quality of education at MTs. Miftahulfalah aims to enhance independence by reducing reliance on external resources and improving the institution's capacity in management and fundraising. This ensures the improvement of educational quality to meet academic standards comparable to other formal educational institutions, including aspects such as the quality of teachers and staff, facilities and infrastructure, relevant curricula, and graduate competencies. Additionally, it focuses on developing an organization that is appropriately structured and sized ("right size") so that it can operate efficiently (Sugian, 2006).

MTs. Miftahulfalah ensures the sustainability of its institutional strengthening programs through several planned and systematic strategies aimed at achieving its objectives.

Thorough Planning: The school develops a strategic plan that includes both short-term and long-term goals for institutional strengthening. This plan involves all stakeholders, including teachers, the madrasah committee, and parents, to ensure a shared understanding of the institution's vision and mission.

Human Resource Competency Development: Continuous education and training for teachers and administrative staff are prioritized. Through seminars, workshops, and technical guidance, the school seeks to enhance professional competencies, which not only improve teaching quality but also foster motivation and commitment to the institution.

Regular Evaluation and Monitoring: Routine evaluations are conducted to assess the effectiveness of the institutional strengthening programs. A monitoring system involving educational supervisors is implemented to provide constructive feedback and make necessary improvements.

Community Engagement: Active participation from parents and the surrounding community is encouraged in various madrasah activities, such as socialization events and fundraising. This involvement helps create a sense of ownership of the educational institution and enhances moral and financial support for program sustainability.

Relevant Curriculum Development: The curriculum is continuously updated to meet students' needs and respond to contemporary developments. By integrating religious values and 21st-century skills, the madrasah aims to produce graduates who are not only academically competent but also possess strong character.

Utilization of Technology: In today's digital era, information technology is leveraged to support teaching, learning, and school administration. The use of online learning platforms and educational management applications, such as e-RKAM, EDM, and EMIS, facilitates communication among teachers, students, and parents.

Sustainable Funding: Transparent and accountable financial management is key to ensuring program sustainability. The school prepares a School Budget Plan (RAPBS) involving all relevant parties, ensuring that fund allocation aligns with institutional priorities and needs.

MTs. Miftahulfalah measures the effectiveness of its institutional strengthening programs through several systematic methods and approaches.

Data Collection Through Observation: Direct observation of program implementation is one of the primary methods for assessing effectiveness. The evaluation team observes teaching and learning activities, interactions between teachers and students, and curriculum implementation. This provides an accurate picture of how the program operates in practice.

Stakeholder Interviews: Interviews are conducted with various stakeholders, including the head of the madrasah, teachers, and students. These interviews aim to gather in-depth information regarding their perceptions of the institutional strengthening programs and their impact on educational quality. The insights obtained help identify areas that require improvement or enhancement.

Document Analysis: MTs. Miftahulfalah also analyzes key documents such as work plans, activity reports, and previous evaluation results. This analysis allows the institution to assess whether the programs are implemented according to the planned objectives and strategies.

Student Learning Evaluation: One of the main indicators of program effectiveness is students' learning outcomes. The madrasah measures academic progress through examinations and periodic assessments to determine whether there is an improvement in student performance following the implementation of the institutional strengthening program.

Feedback from the Madrasah Committee and Parents: Involving the madrasah committee and parents in the evaluation process provides additional perspectives on program effectiveness. Their feedback offers insights into community satisfaction with the quality of education provided by the madrasah.

CIPP Evaluation Model: MTs. Miftahulfalah can apply the CIPP (Context, Input, Process, Product) evaluation model to comprehensively assess program effectiveness:

- **Context:** Evaluates the needs and conditions of the educational environment.
- **Input:** Identifies the resources used in program implementation.
- **Process:** Assesses how the program is carried out.
- **Product:** Measures the final outcomes of the program, including student achievements and the overall impact on the institution.

The challenges faced by MTs. Miftahulfalah in implementing the Institutional Strengthening Program to improve the quality of education can be categorized into **internal** and **external** challenges.

Internal Challenges:

- a) **Limited Resources:** The madrasah may face constraints in resources, such as funding, teaching staff, and facilities.
- b) **Lack of Commitment and Motivation:** Some teachers and staff may show insufficient commitment and motivation in carrying out the institutional strengthening program.
- c) **Limited Technical Skills:** Certain teachers and staff may lack the technical skills necessary to implement the program effectively, including the use of educational technology or curriculum development.

External Challenges:

- a) **Changing Workforce Needs:** Rapid changes in workforce requirements demand that the school continually adapt and develop a relevant curriculum.
- b) **Pressure of Globalization:** Globalization significantly affects education, including competition among educational institutions and the need to keep up with technological advancements.
- c) **Limited Community Support:** Insufficient community support for institutional strengthening programs can hinder their effective implementation.

To address these challenges, MTs. Miftahul Falah implements appropriate solutions, categorized into internal and external strategies.

Internal Solutions:

- a) **Resource Enhancement:** Efforts are made to improve resources by seeking funding from various sources, providing training for teachers and staff, and upgrading facilities.
- b) **Technical Skill Development:** Teachers and staff receive professional training and development to enhance their technical skills in implementing the institutional strengthening program.

External Solutions:

- a) **Collaboration with the Workforce:** Establishing partnerships with the professional sector to gain up-to-date information on workforce needs and to develop a relevant curriculum.
- b) **Educational Technology Development:** Advancing educational technologies to improve the quality of learning and keep pace with technological developments.
- c) **Community Outreach and Advocacy:** Conducting outreach and advocacy programs to inform the community about the importance of institutional strengthening programs in enhancing educational quality.

CONCLUSION

The implementation of the institutional strengthening program to improve the quality of education at MTs. Miftahul Falah aims to **enhance the institution's independence, ensure the improvement of educational quality, and develop an organization that is appropriately structured and sized ("right size") to operate efficiently.** The sustainability of the program is ensured through several planned and systematic strategies, including: strategic planning with short-term and long-term goals, human resource competency development, regular evaluation and monitoring,

community involvement, relevant curriculum development, utilization of technology, and sustainable funding.

The program faces various **challenges and has corresponding solutions:**

1. **Internal Challenges:** Limited resources, lack of commitment and motivation, insufficient technical skills, and ineffective leadership, which may hinder program implementation.
2. **Internal Solutions:** Resource enhancement, improving commitment and motivation, technical skill development, and leadership improvement.
3. **External Challenges:** Changing workforce needs, the pressures of globalization, and limited community support.
4. **External Solutions:** Collaboration with the professional sector, development of educational technology, and community outreach and advocacy.

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