Identification of Operational Risks in Improving the Quality of Education

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Abstract
The main discussion of this research is identifying operational risks in improving the quality of education at Madrasah Tsanawiyah as well as how to control and evaluate these risks. Madrasah or other educational institutions that have the same eligibility requirements as any organization. Operational risk control is a way of managing risk that goes hand in hand with various aspects of the company, where risks can be managed or reduced until the amount of risk cannot be completely eliminated. This research uses qualitative research methods through a descriptive approach. This research aims to determine and describe operational risks in improving the quality of education at Madrasah Tsanawiyah, as the results of the author's research conclude that there are several operational risks identified and the institution already knows how to control and evaluate to follow up on these matters.

INTRODUCTION

Education is the most important sector in building a nation (Aluede et al., 2020; Awgichew & Ademe, 2022; Wan & Wang, 2023). Likewise, madrasah as educational institutions have a significant role in building character and providing quality education. However, in an effort to improve the quality of education, madrasas are faced with various operational challenges and complexities. Madrasah is an educational institution whose function is to transfer knowledge to students only, but has the function of forming commendable morals or personalities for students (Tidjani, 2017).

Investing in risk management should be carried out by every organization and risk management should have an important role in all types of organizations. Losses due to decreased performance can be reduced by understanding and managing risks well, and at the same time achieving the goals that have been set so that the organization can make decisions and allocate resources more appropriately (Xuehui, 2018; Yun et al., 2017; Yunshan, 2019). Risk is a variation in things that may occur naturally or the possibility of an unexpected event occurring which constitutes a threat to property and financial gain due to the danger that occurs.

Madrasah or other educational institutions that have the same eligibility requirements as any organization, will never be free from potential dangers that might interfere with the organization's ability to continue to achieve its goals in the future. Because having efficient administration is very important for every educational institution (Cheng & Zhu, 2021; Li et al., 2021; Wu & Li, 2022). Finding and implementing an efficient risk management system throughout the management process is one of the priorities in the education sector so that it can result in efficient decision making.

Operational risk control is a way of managing risk that goes hand in hand with various aspects of the company, where risks can be managed or reduced until the number of risks cannot be completely eliminated, so systematic threat management is needed in order to survive and increase (Bin et al., 2021; Qi & Mingkun, 2019; Zhu & Liu, 2023). Many factors must be studied properly so that hazards can be managed effectively and successfully.

Education needs to continue to get better as the world changes in serving its customers, most of whom are students. Providing quality assurance is one way that madrasas and schools can improve the standards of teaching they offer (M. Nugroho Adi Saputro, 2022; Nurlindah et al., 2020; Roziqin & Rozaq, 2018). Quality can be said to be good if a service meets existing specifications. Quality as an instrument for assessing whether a product meets standards or not is still relative and not exclusive. Good madrasah leadership will encourage creativity in madrasa management in achieving goals. As the leader of an educational institution, the madrasa head must understand the main organizational tactics and management, which are connected to the main activities that will later be carried out by teachers and personnel.

In order to create quality assessments that serve as a benchmark for achieving educational quality, the implementation of this program aims to improve the quality of academic standards (Graduate Competency Standards, Content Standards, Process Standards and Assessment Standards). Conversations about teaching teachers how to create or complete lesson plans, introducing students to the concepts of active learning and clean living, training teachers to fulfill the learning process, and emphasizing the importance of evaluating each assignment for staff members and teachers are all part of this. This research aims to provide an explanation of operational risks in increasing training satisfaction at Madrasah Tsanawiyah. This research also discusses operational risks in improving the quality of education at Madrasah Tsanawiyah which can be useful both practically and theoretically. One of the benefits is developing Islamic education control theories, especially those related to operational risk control in improving the quality of education whether structurally, culturally or communally, especially operational risk control which plays an important role in improving the quality of education.

METHODS

This research combines descriptive and qualitative methodologies. Because the aim of research is to investigate and understand the meaning given to social or humanitarian situations, qualitative techniques are used. Important steps in this qualitative research method include formulating questions, collecting specific data from participants, carrying out inductive analysis of the data that moves from specific themes to broad themes, and interpreting their meaning. Donald Ary emphasized that there are three data collection strategies when using qualitative methodology, namely by observation, interviews, and documentation studies. Therefore, research instruments are tools that facilitate data collection (Liu et al., 2022; Xu et al., 2022). Trustworthiness, transferability, dependability, and certainty are used to test the validity of the data in this research. This is as stated by Satori and Komariah. The Milles and Huberman paradigm believes that activities in qualitative research are

carried out interactively and continuously at every stage of the research until completed, followed by data analysis for this research. Data reduction, display, and retrieval/verification are examples of data analysis tasks (Febriani et al., 2022; Putri et al., 2021; Rahmi et al., 2021).

RESULT AND DISCUSSION
Operational Risk Concept

Operational risk management is an important aspect in running educational institutions today, and the increasingly complex operations of educational institutions can increase the degree of operational risk faced by educational institutions. Determining potential losses throughout the process of improving quality in educational organizations is the main objective of identifying operational risks in educational institutions. To ensure that educational institutions receive the best results from a functioning system, management measures are used together with improving the quality of education through identified operational risks in Madrasah Tsanawiyah.

The risk identification process involves examining and observing internal and external variables. Risk determination influences alternative risk strategies to address these risks and reduce them based on research findings. Furthermore, Madrasah Tsanawiyah also grouped losses from operational risk elements that emerged during the identification process.

The internal risks identified are related to the madrasah curriculum which still uses the 2013 curriculum, whereas the country's Madrasahs already use the independent curriculum which is currently used in almost all educational institutions from primary to secondary levels, even universities.

First, operational risk measurement. Risk measurement is an attempt to determine how large or small the risk will occur (Xuqing, 2019; Zhang & Zheng, 2020). This seeks to quantify the operational risks faced by educational institutions, assess the impact of these risks on business performance, and at the same time be able to carry out a risk mapping scale to determine which risks are the most influential and which are less influential but often occur. After implementing the risk identification system, the next step is risk measurement. This is done with the aim of determining the most significant risks and obtaining information that will assist in selecting the best combination of operational risk management solutions to overcome them.

Second, operational risk control strategy. In carrying out control, you must definitely use strategies to achieve the goals that have been created (Haryani & Risnawati, 2018; Nengsih & Meidani, 2021; Nurapiah, 2019). The operational risk control strategy at Madrasah Tsanawiyah is carried out in the implementation of developing the quality of education, which of course will have obstacles or challenges that cause risks to arise. Risk control here includes efforts to look at options that can be made to reduce or even say negative risks. The risk control process at Madrasah Tsanawiyah is an iterative process, starting from doing assessment towards a risk treatment to estimate whether the level of risk is acceptable or not by the madrasah. Then the control process is carried out by holding a workshop or seminar conducted by the supervisor and the teaching and education staff at the madrasah. This workshop is held at least twice a year, namely in odd and even semesters. Until the results of implementing these controls produce a low level of risk and can be accepted by Madrasah Tsanawiyah. The operational risk control strategy process is carried out by implementing and implementing programs which are carried out by supervising the head of the madrasah over all teaching and education staff, then by applying the results of seminars or workshops held regularly at the madrasah. When

there are deficiencies or errors, an evaluation will be carried out according to a predetermined timeline.

Third, Risk Evaluation. Madrasah Tsanawiyah conducts risk reviews involving many meetings to monitor the implementation of educational programs and identify potential dangers. The assessments carried out include management review meetings, educational unit meetings, internal and external quality audits, as well as customer service or madrasah user satisfaction surveys.

A good system is implemented to minimize the occurrence of risks, because every organization will experience risks. Risk is always inherent in an organization, not only in the business world, educational institutions definitely have their own risks (Muhaimin, 2022; Munir et al., 2022; Novita, 2019). Educational institutions, like other organizations and agencies, will always be faced with change, whether changes originating from within or outside the educational institution, because there is no truly successful story without proper handling of the many risks faced.

Risk is defined as uncertainty caused by decisions and current situations. Because choices are made at all levels of management in the company, including by all workers in accordance with their respective authorities, risks can occur at the management level as well as in every activity or program carried out. This diversity makes it difficult to identify all risks in a company, let alone classify them.

At every level, educational institutions have risks, from elementary to high levels, they face different risks and have policies that are tailored to the institution. Where these risks are very likely to occur internally and externally to the institution, even though all programs have been designed as well as possible. Operational risk is the risk caused by human error, systems, internal and external mechanisms. Basel II, the organization that oversees international banking, lists several types of operational hazards.

External risks

This risk is closely related to events originating from outside educational institutions, usually having a high impact but low frequency, these risks include robbery, natural disasters, terrorist attacks and theft. The opinion expressed above explains the internal aspects focusing on human behavior, inadequate systems, finances, and other things. Meanwhile, external risk focuses on losses that occur outside the business. Therefore, risk management in educational institutions is very important for the smooth development of educational programs. If the educational program runs smoothly, quality education will be obtained.

Quality has now become a benchmark for the existence of educational institutions (Cheng & Zhu, 2021; Jinhui & Mengjin, 2016; Mengquan et al., 2016). The perspective of today's society has shifted from a focus on quantity to a focus on quality. It needs to be underlined that to improve quality educational institutions, a comprehensive paradigm for implementing educational institutions is needed. A comprehensive paradigm is intended to provide a holistic picture of various components in educational institutions. A healthy organization is related to the management paradigm of quality educational institutions.

Madrasah are developed in a healthy manner and there must be accountability. This accountability must be understood from the perspective of operational and financial implementation as well. Apart from responsibility, units in the organizational structure of educational institutions require autonomy (Muis & Minhaji, 2018; Yuhasnil, 2020). It is impossible to imagine that educational institutions aspire to become superior, healthy and accountable madrasas if the units within them do not have autonomy. Every implementation will certainly face risks, both large impacts and small impacts that can still be managed. Therefore, operational risk management in the education sector must be implemented to predict, manage and anticipate operational hazards

In this case, operational risk management is an important aspect of life. If judgments have to be made with inadequate knowledge, risks may exist. If the effort is successful, the risk expression may not appear. Risk management aims to ensure business continuity, profitability and development in accordance with the company's vision and goals.

Risk management is very important in educational institutions because madrasas and risk are closely related. In the field, the fact is that educational institutions have implemented operational risk management. If we compare the processes and procedures with businesses in the financial and commercial sectors, there are several differences. At Madrasah Tsanawiyah, operational risk management is implemented in accordance with foundation and madrasah policies, thereby ensuring the quality of education. The first step in the operational risk management process is identifying, measuring, controlling and assessing operational risks. These procedures should be long-term and refined procedures that align with the organization's overall plan and implementation tactics. Assessment and evaluation are also a way to determine the influence of the program on the quality of performance and quality of educators, and also serve as a reference for educators to do better.

Operational risk management needs to focus on solving problems in accordance with the procedures used by the organization in the past and in the future when carrying out its operations. The ability to respond to an organization holistically, where all leaders and employees see operational risk management as part of their job description, is critical in operational risk management. This can be achieved by translating operational risk management into strategies within technical and operational targets. Operational risk management drives operational efficiency at all levels by supporting performance assessment, incentives and responsibility (openness).

CONCLUSION

Risk management is very important in educational institutions because madrasas and risk are closely related. In the field, the fact is that educational institutions have implemented operational risk management. If we compare the processes and procedures with businesses in the financial and commercial sectors, there are several differences. At Madrasah Tsanawiyah, operational risk management is implemented in accordance with foundation and madrasah policies, thereby ensuring the quality of education. The first step in the operational risk management process is identifying, measuring, controlling and assessing operational risks.

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