

Quality Management in Developing Student Competencies in Madrasas/Schools

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ABSTRACT

Education is a form of human culture that develops and changes through teaching and training. This education coexists with changes occurring in the culture of life. Religious education taught in madrasas/schools may not necessarily inspire harmonious change in life. Teachers are required to monitor the quality of learning and implement quality management that impacts students. Quality management is a system that can transform the quality of an organization, thereby creating member satisfaction and improving organizational performance. To improve the quality of madrasas/schools, the primary focus is improving the quality of learning within the institution itself. Law No. 20 of 2003 states that learning is the process of interaction between students, teachers, and learning resources in a learning environment. The author's data analysis focused on library research, utilizing library sources including books, scientific articles, journals, e-books, and other documents relevant to the research being studied.

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1. Introduction

Education is a manifestation of human culture that develops and changes through teaching and training. This form of education progresses alongside changes occurring within the culture of life. Religious education taught in madrasas/schools does not necessarily serve as an inspiration for harmonious change in life. Therefore, it would be unfair if unmet expectations were to lead to negative stigmas being attached to religious education in madrasas/schools. In reality, it is not only education that shapes students' personalities, but also the role of the educator, which is highly influential in character formation.

An educator is expected to provide high-quality instruction in the educational environment. Educators are required to monitor the quality of learning and to implement quality

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management that positively impacts students. This means that every educational institution is urged to improve the quality of education, including madrasa-based institutions. Quality management is a strategy used to enhance customer satisfaction and enable continuous improvement (Umam, 2020: 61). It is a system that can transform the quality of an organization, leading to member satisfaction and improved organizational performance.

Creating high-quality educational institutions in line with public expectations is a shared responsibility among all stakeholders, not solely the institution itself. This is because quality education will produce high-quality human resources. Educators and education personnel play a strategic role in shaping the character of the nation's future generations by developing the desired values and personality traits. The low quality of education is caused by multiple factors, one of which is the inability of the learning process to create a truly quality learning experience.

To improve the quality of madrasas/schools, one key area to address is the quality of learning within the institutions themselves. According to Law No. 20 of 2003, learning is defined as the process of interaction between students, teachers, and learning resources within a learning environment (Sadat, 2020: 16). The success of education in an institution is determined by the competencies mastered by the educators, including their professional competence, commonly referred to as professionalism. Therefore, teachers' professional competencies must be further enhanced through various teacher professionalism development programs as part of ongoing efforts to improve the quality of learning, which thus far has not been optimal (Radiana et al., 2022: 59).

2. Research Methods

This study uses a qualitative research method, in which the author describes or explains the observed data through written words. The qualitative approach is employed to analyze Quality Management in Developing Student Competencies in Madrasas/Schools. Therefore, the data analysis is focused on Library Research, which involves utilizing library sources such as literature books, scientific articles, academic journals, e-books, and other relevant documents related to the topic being studied. In Library Research, the researcher does not need to conduct fieldwork but instead engages in reviewing and analyzing library-based literature.

3. Result and Discussion

Learning Quality Management

Management is the art of effectively and efficiently organizing the use of human and other resources to achieve desired goals (Kuntoro, 2019: 86). Management is a strategically structured approach to utilizing organizational resources with the aim of achieving specific organizational objectives. Management involves several key processes, including planning, organizing, directing, and controlling—all of which are crucial for an institution.

Quality refers to the degree of excellence, value, or merit. It reflects the level of an organization's efforts in achieving success. With good quality in education, the quality of learning will also improve. Learning is the process carried out by educators in their effort to deliver knowledge and instruction to students. As such, learning is essential for fostering human intelligence—without learning, students would not acquire knowledge or be able to develop their skills and psychomotor potential.

Learning quality management is a strategy designed by an educational institution to provide quality services to students, with the aim of producing competent and high-quality learners in the future.

Teachers' Professional Competence in Learning Quality Management

The teaching and learning process in the classroom plays a vital role for teachers. In this process, teachers act as managers with the following roles (Radiana, 2022: 61):

- a. Planning
Before the learning process begins, the teacher must devise a strategy to achieve the intended learning objectives.
- b. Organizing
The teacher manages all the available facilities and resources in an integrated manner to efficiently reach the learning goals.
- c. Coordinating
The teacher strives to balance various tasks and responsibilities while motivating students to ensure continuity and success in the learning process (Kuntoro, 2019: 88).
- d. Supervising
During the learning process, the teacher monitors student activities. Finally, the teacher evaluates the process to correct deficiencies and assess learning outcomes.

Therefore, to ensure the learning process runs in accordance with the predefined goals, a teacher must have a distinctive character that engages students and encourages them to follow the learning process to the end.

Learning Quality Planning

Planning is the process of implementing and utilizing existing resources to support various activities and efforts effectively and efficiently in order to achieve objectives. Learning planning is the preparation carried out by the teacher before delivering the material or instructional content in the classroom.

Planning is a critical aspect that must be considered by teachers prior to beginning the learning process. This includes not only the subject material, but also the use of learning media, infrastructure, time allocation, and the intended final outcomes. Thus, teachers must prepare thoroughly before entering the classroom by preparing lesson plans (RPP) or syllabi that contain key components: learning objectives, instructional content, teaching methods, learning resources, and assessment of learning outcomes.

The quality of learning plans can be assessed through five decision-making competencies (Sanusi Uwes, 1999: 33):

- a. Planning the organization of teaching materials
- b. Planning the management of learning activities
- c. Planning classroom management
- d. Planning the use of media and learning resources
- e. Planning student performance assessment for learning purposes

Implementation of Learning Quality

The implementation of learning is the execution of a previously established plan. The quality of learning implementation includes several components (Sanusi Uwes, 1999: 167):

- a. The teacher's presence in class to conduct learning
- b. Presentation of the lesson plan (RPP) and SAP so students understand the lesson overview
- c. Use of appropriate learning media
- d. Mastery of the teaching materials to be delivered
- e. Classroom layout and organization
- f. Evaluation of student learning outcomes
- g. Assigning homework or in-class exercises

Components of the learning process to achieve the planned objectives

- a. Opening
Upon entering the classroom, the teacher begins with a greeting, welcomes the students, recites a prayer, presents the lesson plan (RPP), and states the learning objectives.
- b. Core Activities
After presenting the RPP, the teacher initiates the learning process. This involves presenting/taking notes/reading the material, observing students' responses, opening a Q&A session, and leading a discussion based on the questions raised.
- c. Closing
Finally, the teacher summarizes the material, motivates students to review the lesson at home, gives additional exercises or homework, and closes the session with a prayer and a farewell greeting.

Evaluation of Learning Quality

Evaluation is the final stage of the learning process, during which outcomes are assessed. This activity aims to provide feedback for future improvements so that the learning process can be continuously enhanced. Evaluation refers to the assessment of students' learning outcomes over a certain period. Evaluation can take various forms. To assess material mastery, teachers may administer pop quizzes, daily tests, mid-term exams, and final exams. Meanwhile, the evaluation of students' character can be conducted by observing their day-to-day behavior and attitude.

4. Conclusion

Learning quality management is a strategy designed by an educational institution to provide quality services to students with the aim of delivering learning that results in high-quality students in the future. To ensure the learning process aligns with the initial goals, a teacher must have a distinct character to keep students interested and engaged throughout the lesson.

Lesson planning refers to the preparation made by a teacher before delivering the material or instructional content in the classroom. The implementation of learning is the result or application of the previously established plan. The components of learning implementation include opening activities, core activities, and closing activities.

Evaluation is the assessment of student learning outcomes throughout several learning periods. This evaluation can be carried out in various ways. To assess material mastery, teachers may use pop quizzes, daily tests, midterm exams, and final exams. Meanwhile, student character evaluation can be conducted by observing their behavior and attitudes in daily life.

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