

Research Article

Quality Improvement Management at MTSN 1 Ogan Komering Ilir

Muhammad Sobari ^{1*}, Ahmad Zainuri ², Muslim Gani Yasir ³

¹ Islamic Education Management Study Program ; Faculty of Islamic Education and Teacher Training ; Raden Fatah State Islamic University of Palembang ; Indonesia; Email: muhammadsobari010183@gmail.com

² Islamic Education Management Study Program ; Faculty of Islamic Education and Teacher Training ; Raden Fatah State Islamic University of Palembang ; Indonesia; Email: ahmadzainuri_uin@radenfatah.ac.id

³ Islamic Education Management Study Program ; Faculty of Islamic Education and Teacher Training ; Raden Fatah State Islamic University of Palembang ; Indonesia; Email: yasirmuslimgani@gmail.com

*Corresponding author : Muhammad Sobari

Abstract: Improving the quality of education is a strategic demand in responding to global dynamics and community demands for the quality of educational institutions, including madrasahs. MTsN 1 Ogan Komering Ilir as one of the formal Islamic educational institutions strives to build a structured quality management system to improve the academic quality and character of students. This study aims to analyze the implementation strategy of quality improvement management at MTsN 1 Ogan Komering Ilir, identify the obstacles faced, and explore strategic opportunities that can be utilized in the quality improvement process. This study uses a descriptive qualitative method with a case study approach, and data were collected through observation, documentation studies, and in-depth interviews with four main informants. The results of the study indicate that madrasahs have implemented quality management strategies through data-based planning, implementation of teacher capacity building programs, strengthening learning, and periodic quality evaluations. However, there are still obstacles such as limited human resources, lack of quality literacy, and limited use of information technology. On the other hand, there are opportunities such as support from national policies, commitment from madrasah leaders, and stakeholder participation that can be maximized to strengthen the quality system in a sustainable manner.

Keywords: Quality Management, Quality Improvement Strategy, Islamic Education.

1. Introduction

In context globalization and the era of revolution industry 4.0 demands transformation in various sector , world of education sued For capable manage and improve quality in a way sustainable so as not to left behind in face challenges of the times. Education is not only viewed as means of transferring knowledge knowledge , but also as the main motor development character a quality , adaptive and innovative nation [1] . Within the framework said , management improvement quality become a main pillar in realize institution superior education . Management quality education is a approach systemic and systematic which includes planning , implementation , evaluation , and repair sustainable to the entire educational process to be able to produce appropriate output and outcomes with standard quality standards . The improvement process quality is not activity for a moment , but A cycle managerial that must be Keep going done For respond internal dynamics and external institution education . Madrasah education, as institution formal education is characterized by typical of Islam, also not let go from demands This . In its implementation , madrasahs are required For develop system management quality that is not only based on achievement academic , but also reflective values religious , integrity , and professionalism all over component organizer education .

However in the reality implementation management improvement quality in a number of madrasahs is still face diverse complex issues , starting from from weakness planning strategic , limitations competence managerial head school , low teacher involvement in quality

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programs, up to weak monitoring and evaluation that should become the foundation for taking data-based decisions. This phenomenon can be observed in various levels of education, both in the city and in remote areas, including at the junior high school level [2]. Many educational institutions are experiencing stagnation in quality because of management that is only oriented towards routine administrative activities, not on transformation. Management is focused on improving the quality of learning and educational services. In fact, the increase in quality is often interpreted in a very narrow way as an improvement in academic marks solely, without considering other strategic aspects like strengthening culture, work, involvement of stakeholders' interests, innovation in learning, and efficiency in school administration. This is of course a warning that the importance of a repositioning approach capable of building a managerial ecosystem for overall quality, not just partial.

Data from the Indonesian Ministry of Religion in 2023 recorded that from around 24,000 junior high madrasas spread throughout Indonesia, only about 34% stated that their implementation of management quality meets the standard of National Education [3]. Most madrasas, especially those in the regions with limitations in source power, still face constraints in compiling documents for planning quality like Madrasah Work Plan (RKM) and Madrasah Activity and Budget Plan (RKAM) that are appropriate with principle management based on quality. In addition, based on results of evaluation from Directorate of Madrasah KSKK in 2022, it was found that around 42% of madrasah principals have not followed training for management improvement quality in a sustainable way, and 39% of teachers in madrasas have not understood the indicator of quality education in a comprehensive way [4]. In Ogan Komering Ilir Regency, even though there are some madrasas that show good performance, in general there is a challenge in management quality. Still, enough is dominant, especially in the aspect of documentation quality, implementation of coaching programs for educators, and the low involvement of the public in madrasah development.

Various previous studies have discussed the problem of management quality education from diverse perspectives. Research from [5] highlights the importance of leadership of the head of school in building culture quality in the madrasah environment and concludes that success in improving quality is greatly influenced by the ability of the head of madrasah to build a vision together. A study by [6] researched the role of teachers in the implementation of educational process standards and concluded that the active involvement of teachers in planning and implementation of quality programs can increase the results of student studies in a significant way. Another study by [7] focuses on aspects of internal quality evaluation and finds that a good system for monitoring achievement indicators for academic and non-academic quality. From the third study, it looks like the main attention is still element-centered individual like the head of school or teacher, as well as on general aspects of quality education, but not yet touching in a specific way how management improves quality implemented in a comprehensive and sustainable framework in madrasah institutions.

Based on the study above, it seems that the main focus of researchers is still dwelling on dimensions of partial management quality like leadership of the head of school or teacher competence, and less highlighting in a way of integrative institutional strategy in improving the quality of madrasahs as one whole system. Researches generally do not yet touch the aspect of synergy between planning, implementation, monitoring and evaluation of quality programs in a way that is simultaneous in the madrasah context. So from that, to fill the gap, research will more focus on analysis of systemic management improvement quality of madrasahs, with an approach that emphasizes interconnection between component management as well as context of local institutional. *Novelty* in this study is an approach that is evaluative to practice management quality that is not only based on administrative indicators, but also emphasizes strategic innovation, program sustainability, and strengthening the role of actors in education at the madrasah level in the frame of Ministry of Religion policy.

This problem looks evident at MTsN 1 Ogan Komering Ilir, a state madrasah which has potential in the field of academic and coaching character, but in practice still faces various challenges in the effort to systematically increase the quality of education. Some problems that arise such as weakness of coordination between work units in compiling planning quality, not yet optimal utilization of evaluation data in taking strategic decisions, and not yet existence of strengthening culture institutionalized quality in daily life practice of management and pedagogical. Although it has done various efforts like training to improve teacher competence and preparation of Madrasah Work Plan, however achievement of educational output and outcomes has not yet shown significant improvement. In the context of this, analysis of management improvement quality becomes important to identify constraints, assess the effectiveness of the strategy that has been executed, and formulate recommendations to repair relevant sustainability with characteristics and challenges of local madrasah.

The purpose of study This is For analyze in a way comprehensive How management improvement quality implemented at MTsN 1 Ogan Komerang Ilir, with focus on aspects planning quality , implementation of improvement programs quality , as well as monitoring and evaluation quality Education . Research this also aims For identify factors supporters and inhibitors in the management process quality , and presenting effective strategies that can applied in the context of state madrasahs in the region . Through approach qualitative descriptive , research This expected capable give description real about dynamics management quality in the field , at the same time donate recommendation applicable policies For strengthening the quality of madrasahs in general systemic and sustainable .

2. Literature Review

Concept of Improving Educational Quality Management

Management improvement quality education is a an approach that emphasizes improvement sustainable in all over aspect organization education . According to [8] , management quality in context education must viewed as a system integrated which includes input, process, output, and educational outcomes . This process No only limited to improvement performance academic , but also concerns strengthening culture organization , improvement quality services , as well as efficiency managerial . Concept quality education That Alone is multidimensional, encompassing quality curriculum , competency educators , governance school , and satisfaction participant students and parents . Therefore that , management quality No can done in a way partial , but rather must designed through planning strategic , program implementation systemic , as well as evaluation periodic For ensure achievement objective .

In practice management quality education referring to the principles base like visionary leadership , involvement all over inhabitant school , taking decision data- based , as well as existence culture reflection and innovation . The Total Quality Management (TQM) model is one of the framework popularly used For apply management quality in schools or madrasah. This model emphasize the importance of focus customer (in matter This participant education and society), improvement quality service , and commitment to repair sustainable . In the context of madrasahs, the values Islam also becomes factor important in coloring implementation management quality . Therefore that , every madrasah needs develop system contextual quality , based on values local and characteristics participant his education . With Thus , management quality No only become tool administrative , but also become spirit change institutional that encourages transformation of madrasahs towards institution superior and character- based education .

Quality Management Implementation Strategy in Madrasah

Implementation management improvement quality in madrasahs requires approach customized strategic with characteristics institutions and resources power possessed . According to [9] , improvement strategy quality education in schools and madrasahs can done through strengthening vision and mission institutions , work program planning based on evaluation data , improvement teacher competence through training sustainable , as well as involvement active public in development education . Integration between planning term long , program implementation consistent , and objective evaluation is key main in ensure effectiveness of management strategy quality . In madrasahs, strengthening values Islam must also walk in harmony with improvement quality academics to create graduates who do not only superior in a way intellectual , but also has moral integrity .

On the other hand , the implementation of management strategies Quality in madrasahs often faces challenges like limitations budget , low literacy quality among power educators , as well as weakness monitoring and supervision system . For overcome matter this , various approach innovative can applied , such as use digital system in planning and reporting quality , formation team the internal quality of the madrasah, as well as strengthening role head of madrasah as leader transformational . In the context of MTsN 1 Ogan Komerang Ilir, success implementation of management strategy quality is very dependent on ability madrasah management in map strengths and weaknesses institutions , as well as formulate a measurable and sustainable improvement strategy . Therefore that , approach management adaptive and responsive quality to dynamics local need developed so that every policies and programs are truly impact on increasing quality education in a way real .

3. Method

Research methods used in study This is method qualitative descriptive , which aims to For describe in a way deep and comprehensive about practice management improvement quality at MTsN 1 Ogan Komerling Ilir [10] . Approach This chosen Because in accordance For dig phenomenon complex and contextual social , such as how to improve strategy quality run by an institution education based on religion in a distinctive environment [11] . Research qualitative descriptive allow researcher For understand processes, dynamics , and interactions inter-actor education involved direct in effort improvement quality . Research This No aiming For test hypothesis , but more on exploring and interpreting meaning from the data obtained in a way naturalistic in the field [12] . With Thus , the approach This relevant For to browse How management quality designed , implemented and evaluated by the madrasah in context reality everyday that they face it [13] .

Data sources used in study This includes primary data and secondary data . Primary data is obtained in a way direct from results interview deep with informants key , while secondary data obtained from documents official madrasah such as Madrasah Work Plan (RKM), Madrasah Activity and Budget Plan (RKAM), reports evaluation internal quality , as well as archive activity teacher development and implementation supervision . Informant in study This consists of from four people were chosen in a way purposive Because considered own knowledge and involvement direct in the management process quality in madrasah, namely : (1) Head of Madrasah as taker policy main in planning and implementation of quality programs , (2) Deputy Head of Madrasah for Curriculum as executor technical in improving the learning process , (3) Head of the Internal Quality Assurance Team as coordinator evaluation and action carry on improvement quality , and (4) Senior teachers as representation executor activity quality at the level class [14] . Data collection techniques were carried out through interview in-depth , observation participatory , and study documentation . Data analysis techniques used in study This is an interactive model from Miles and Huberman which includes three stages , namely data reduction , data presentation , and extraction conclusion / verification [15] . This process done in a way simultaneous and continuous continuously until found complete pattern and meaning from the entire data collected , so capable give valid and reliable picture about implementation management improvement quality at MTsN 1 Ogan Komerling Ilir [16] .

4. Results and Discussion

MTsN 1 Ogan Komerling Ilir is one of the state junior high schools under the auspices of under the auspices of the Ministry of Religion of the Republic of Indonesia and is located in Ogan Komerling Ilir Regency , South Sumatra Province . This madrasah own location strategic geography Because be in a fairly area developing , with access adequate transportation as well as support infrastructure education from government area . As institution education based on Islam, MTsN 1 Ogan Komerling Ilir organizes formal education at the level intermediate first equal with junior high school, with curriculum that integrates between curriculum national and curriculum religious . In addition , this madrasah is also known own tradition good academic , with a number of performance students in the fields of science, religion, and arts who are successful achieved at the level regency and province . The existence of MTsN 1 Ogan Komerling Ilir has become center important islamic education for public around , especially in educate generation young to have competence academic at a time character religious .

From the side institutional MTsN 1 Ogan Komerling Ilir has structure complete organization , starting from from head of madrasah, deputy head of madrasah, coordinator fields academic , teacher, to power education others who play a role in operate wheel education . This madrasah has also apply a number of strengthening programs quality education , such as improvement teacher competency through workshops and training , development of learning media , as well as formation team guarantee internal quality . However Thus , in the implementation process management quality , this madrasah Still face various challenge like limitations source Power a human being who understands draft management quality in a way comprehensive , not yet optimal teacher involvement in compilation document quality , and weakness system evaluation and action Continue the improvement program quality . Therefore that , MTsN 1 Ogan Komerling Ilir became relevant location For investigated in frame evaluate and understand How management improvement quality run in a way current in state madrasah environment in the region .

Management improvement quality education at MTsN 1 Ogan Komerling Ilir is a process that is carried out in a way sustainable and involving all over madrasah components, both leadership, power educators, human resources education, as well as participant educate. Research results show that management quality in this madrasah has experience development from aspect structure and system, although Still face a number of challenge fundamental in its implementation. There is three aspect main thing that can outlined in a way deep based on results interviews, namely: (1) planning quality, (2) implementation of improvement programs quality, and (3) evaluation as well as act carry on quality education.

In the aspect planning MTsN 1 Ogan Komerling Ilir has compile Madrasah Work Plan (RKM) and Madrasah Activity and Budget Plan (RKAM) every the year as guidelines operational in running quality programs. Planning This involving element leadership and team guarantee internal quality, although teacher participation is still Not yet fully optimal. The Head of Madrasah conveyed that:

"We prepared the RKM based on meeting Work yearly. Usually the team guarantee quality and the deputy principals of our madrasahs are involved, but of course need improved Again teacher involvement in active for the plan more touch need field." (Interview, Informant 1)

Planning quality also refers to achievement National Education Standards (SNP), such as standard competence graduates, standards content, process, and assessment. However, in in practice, documents planning Still Not yet fully run in a way systematic. According to the Head of the Internal Quality Assurance Team:

"We already have indicators quality, but sometimes in implementation, no all indicator measurable with Good Because limitations time and resources power. Ideally, each activity refers to the indicator that, but reality on the ground often makes us have to adjust." (Interview, Informant 3)

Implementation of improvement programs Quality at MTsN 1 Ogan Komerling Ilir focuses on two directions main: strengthening teacher competence and improvement quality of the learning process. Madrasah routinely implements in-house training (IHT) programs, supervision academic, as well as digitalization programs learning. The Deputy Head of Madrasah for Curriculum explained that:

"We tried touch improvement quality from side strengthening learning. Year we created this training program use of Google Classroom and e-learning, as well supervision class For evaluate whether method learning Already in accordance with curriculum independence." (Interview, Informant 2)

Teachers are also directed For more active in compile innovative teaching tools, such as module learning based on projects and assessments digital formative. Although so, no all teachers have equivalent capacity in adopt technology. Senior teacher who became informant convey matter the:

"For teachers who have used to with technology, improvement program quality This is very helpful. But for part others, still need mentoring. Sometimes we learn from fellow teachers so they can follow online training or make content interactive." (Interview, Informant 4)

In addition to the improvements learning, coaching programs character and religion also continue developed. Activities like prayer dhuha congregation, Al-Quran literacy, and tahfidz program become part from quality religious maintained by the madrasah. Balance between quality academic and spiritual become principle important in implementation of quality programs.

Quality evaluation done in a way periodic through system guarantee internal quality (SPMI) which refers to the PPEPP cycle (Planning, Implementation, Evaluation, Control, and Improvement). This evaluation No only involving internal parties of the madrasah, but also the madrasah supervisor from the Office of the Ministry of Religious Affairs of the Regency. The Head of the Quality Assurance Team explained that evaluation done through instrument certain, but act he continued Still Not yet consistent.

"We did evaluation at least twice in a year, using instrument from Ministry of Religion. But sometimes results evaluation Not yet fully followed up, because busyness or Not yet There is meeting act he continued." (Interview, Informant 3)

The Head of Madrasah also said that There is limitations in matter time and human resources for follow up all recommendation evaluation:

"We already know which one to fixed, but its implementation gradually. Ca n't at the same time, because teachers also have a burden teach. So we created a scale priority For act continue per semester." (Interview, Informant 1)

However thus evaluation to quality academic participant educate show results positive . Indicator like average value madrasah assessment , participation in competitions academic and non- academic , as well success graduate of continue to higher level tall become reject measuring success of quality program so far This . Use digital instruments such as Google Forms in evaluation learning and satisfaction student start applied in a way slowly as effort digitalization quality .

Although has show various progress , implementation management the quality at MTsN 1 Ogan Komeri Ilir is not off from a number of constraints . Some challenge main issues faced is limitations training sustainable , lack of power expert in management quality , resistance some teachers against changes , and lack of allocation budget special for the quality program . The Deputy Head of Curriculum acknowledged that :

" Challenge main is program continuity . Sometimes only walk one semester, then stop Because No There is coaching continued . There must be a system that ensures sustainability ." (Interview , Informant 2)

Madrasah continues make an effort overcome obstacle the through various strategies, such as to form community teacher learning , involving madrasah committee in support quality programs , and perform personal approach to teachers who are lacking responsive . Improvement capacity head of madrasah and team management through training national also becomes part from the strengthening strategy institutional .

One of strength from management quality at MTsN 1 Ogan Komeri Ilir is existence synergy between stakeholders interests , including madrasah supervisors , committees , and parents . The madrasah committee is active support madrasah activities , both both materially and morally. In addition , the madrasah supervisor from Ministry of Religion do routinely supervision and assistance . This is show that management quality No only become not quite enough internal responsibility of the madrasah, but rather results Work collective from various the party that has concern to progress Islamic education .

Implementation Strategy for Quality Improvement Management at MTsN 1 Ogan Komeri Ilir

Improvement quality education in units formal education such as madrasahs is demands absolute in answer dynamics globalization , competition inter-agency education , as well as effort improvement relevance and power competition graduates of MTsN 1 Ogan Komeri Ilir, as institution formal Islamic education level medium , have not quite enough answer For Keep going do innovation systematic management in frame ensure quality education in a way comprehensive [17] . Implementation strategy management improvement quality in this madrasah implemented through planning sustainable strategic , implementation of programs based on need quality , and evaluation quality that is characteristic reflective and transformative . Implementation management the quality at MTsN 1 Ogan Komeri Ilir is not only focus on aspects academic , but also includes non- academic dimensions like strengthening character , spirituality , and integrity institution .

In general institutional MTsN 1 Ogan Komeri Ilir has build foundation relative management strong with existence structure organizations that support implementation quality in a way tiered , starting from head of madrasah as guarantor answer main , to supporting units such as the deputy head of the madrasah, the team guarantee quality , coordinator curriculum , and the teachers in charge . Structure This allow formation track coordination and distribution not quite enough clear answer in every stages implementation quality [18] . Strengthening institutionalization is also carried out through compilation vision and mission of the madrasah based on values Islam , academics , and nationality . Vision and mission This explained to in objective term medium and long term short through document planning strategic , such as Madrasah Work Plan (RKM) and Madrasah Activity and Budget Plan (RKAM), which are runway main implementation of improvement programs quality in various field .

Planning strategy quality at MTsN 1 Ogan Komeri Ilir is compiled with consider map internal strengths and weaknesses of the madrasah and challenge external faced . Planning This refers to the National Education Standards (SNP) which consist of from eight standard main , namely standard content , process, competence graduates , educators and staff education , facilities and infrastructure , management , financing , and assessment education . Every standard made into as reference For identify gap quality gap that needs to be addressed closed through intervention managerial . Approach This show that MTsN 1 Ogan Komeri Ilir adopts system management quality data -based , where every program plan is based on

results evaluation madrasah self (EDM) and mapping indicator internal quality . With Thus , planning No arranged in a way reactive , but more nature anticipatory and strategic .

Implementation of improvement strategies quality at MTsN 1 Ogan Komerling Ilir is also touching aspect strengthening competence educators and staff education . This is realized through regular training programs , both sourced from from internal madrasah initiatives and programs of the Ministry of Religion, such as Independent Curriculum Training , digital learning media training , and strengthening workshops assessment . This strategy aiming For ensure that the teachers who become the spearhead of education in the classroom own capacity adequate pedagogical and professional skills . Madrasahs also encourage teachers to do development self in a way independent through MGMP activities , online training , and publication scientific in form Classroom Action Research (CAR). Implementation This in line with Continuous Professional Development (CPD) principles that emphasize that improvement quality educator must nature sustainable and based need real in the field .

Beside aspect human resources development implementation strategy quality is also done through Updates system more learning participatory , contextual , and development - oriented competence 21st century . Madrasah curriculum is designed For integrate between curriculum national and cargo local Islam that becomes characteristics typical of madrasah. Learning methods directed For develop skills think critical , collaboration , communication , and creativity students . This strategy realized in practice through application of learning models active such as Problem Based Learning (PBL), Project Based Learning (PjBL), and Discovery Learning are supported with utilization digital technology as tool help . With Thus , students No only targeted For reach mark academic high , but also capable think independent , working in team , and complete problem real in a way reflective .

In support learning quality madrasahs also implement strengthening strategies service facilities and infrastructure education . Procurement room proper class , science laboratory , classroom computers , digital libraries , and stable internet network become priority For ensure creation environment conducive learning . This facility No only used For learning look at face , but also exploited For support online learning , compilation work scientific students , and training digital skills . Management strategies asset physique This become part from management quality based on facilities , where optimization source Power physique directed at improving quality of the educational process .

Management strategy quality is also directed at strengthening partnership external support achievement of quality targets . MTsN 1 Ogan Komerling Ilir in general active to weave Work The same with institution government regions , the Office of the Ministry of Religion of the Regency , the business world , as well as figure society and organization religious . Partnership This No only in form funding , but also involvement in activity coaching students , teacher training , and strengthening religious programs . For example , collaboration with local religious figures used For enrich outlook religious students , meanwhile partnership with the business world directed for skills program vocational and entrepreneurship . This strategy reflect importance multi-stakeholder role in build ecosystem inclusive and empowering quality support tall .

In order to ensure improvement programs quality walk effectively , MTsN 1 Ogan Komerling Ilir implements system systematic evaluation and monitoring through mechanism Internal Quality Assurance (PMI). Evaluation is carried out in form monitoring program implementation , assessment to achievement indicator quality , and identification obstacles and opportunities improvement . This evaluation implemented in framework PPEPP cycle (Planning , Implementation , Evaluation, Control , and Improvement) which is standard in System Education Quality Assurance (SPMP) [19] . This evaluation done in a way periodically and reported to in Madrasah Self Evaluation (EDM) document which becomes reference For repair cycle next . This strategy strengthen evidence-based management principle , where every policy quality taken based on data and findings field , not assumption solely .

Improvement strategy quality also includes strengthening culture quality in life daily life of madrasah. Culture quality This implanted through values discipline , responsibility answer , work the same , and professionalism must be become part from daily life madrasah residents . Implementation culture quality done No only through slogans or appeal , but through example real from leadership , reward and punishment systems , and habituation behavior positive in the madrasah environment . Culture strong quality will to form climate a healthy and productive organization , which in turn will push all over madrasah components for move together in realize quality superior and character- based education .

Another strategy that doesn't lost important is strengthening madrasah governance accountable and transparent . In its implementation , MTsN 1 Ogan Komerling Ilir strives in-

crease system efficient administration , record keeping neat activities , as well as reporting open finance . Management budget directed at scale supporting priorities implementation of quality programs , such as procurement book , development professional teachers, as well as maintenance facility education . Transparency and accountability in management This become indicator important in evaluation performance management , as well as increase trust public towards madrasah as institution managed education with professional [20] .

Overall implementation strategy management improvement The quality at MTsN 1 Ogan Komerling Ilir reflects existence a systematic and integrative approach . Madrasah does not only focuses on achievement mark academic as indicator quality , but also develop system management that includes strengthening capacity source Power human , innovation learning , management facilities , partnerships external , up to formation culture internal quality . Approach This show that quality No only is results end , but is an ongoing process that must be Keep going developed through collaboration all over parties involved .

Based on overall discussion This can concluded that the implementation strategy management improvement quality at MTsN 1 Ogan Komerling Ilir is effort comprehensive For lift quality madrasah education in the middle challenges of the times are increasingly complex . The success of this strategy will be largely determined by consistency implementation , strong leadership , as well willingness all over madrasah elements for involved active in cycle improvement quality in a way sustainable . Therefore that , management quality No only become the madrasa head's agenda alone , however become not quite enough answer collective all over madrasah residents in realize institution superior , religious and character-based education .

Constraints and Opportunities in Strengthening Madrasah Quality Management

Strengthening management quality in the madrasa environment is a dynamic process that requires coordination , involvement multi-party , and firmness in guard principles quality in a way sustainable . MTsN 1 Ogan Komerling Ilir as institution formal Islamic education has state status under the Ministry of Religion, center make an effort build system management responsive quality to need participant education and developments over time [21] . However , in practice implementation , efforts strengthening quality No let go from various complex constraints , both originating from from within the institution and factor external . Although thus , in the middle challenge Of these , there are also various opportunities that can maximized For strengthen effectiveness management quality and speed transformation the quality of madrasahs in general comprehensive .

One of constraint main in strengthening management quality at MTsN 1 Ogan Komerling Ilir is low literacy quality among educators and staff education . Many teachers have not understand in a way intact draft management quality education , including principles planning data based , system guarantee internal quality , up to evaluation performance based on indicator . Low understanding This make activity quality nature ceremonial or just formality administrative , not as a reflective process oriented towards improvement sustainable . Literacy Weak quality also has an impact on low quality in compilation document planning such as RKM and RKAM, as well as report evaluation madrasah self . Teachers and staff lack of education equipped with understanding management quality tend behave passive and waiting directions from leadership , so that initiative in development quality become limited .

Limitations source Power competent human being in the field management education also becomes challenge serious . In some field strategic , such as planning , monitoring and evaluation , as well as program management based technology , madrasah not yet own power reliable supporter . This condition hinder effectiveness implementation of quality programs , especially when activity need speed execution and accuracy reporting . The limited quality of human resources is also related close with lack of training sustainable facilitated by madrasahs and government area . Without existence serious investment in development capacity individual , reinforcement management quality will walk stagnant and repetitive in old patterns that are less innovative .

Another obstacle that is quite striking is lack of integration system information management education . In the digital era like moment this , strengthening quality demand accurate , real-time, and integrated data system , which can used For taking decision in a way fast and precise . However , the reality on the ground show that part big management quality at MTsN 1 Ogan Komerling Ilir is still done manually , either in form recording evaluation , compilation reports , as well as program recap . Lack of adequate digital platform cause education data difficult accessed in a way efficient , vulnerable lost , and make it difficult in

analysis term long . This becomes inhibitor big in development system guarantee data -based quality , which should be become foundation from policy improvement quality .

Financial constraints are also a problem latent problems that often arise hinder sustainability of improvement programs quality . Allocation limited madrasah budget , especially in post budget development quality , causing a number of important programs like teacher training , procurement digital teaching tools , or strengthening means infrastructure often delayed or only implemented in a way minimalis [22] . Limited funds also hamper implementation innovation learning , because No all teachers have devices and internet access that support . Although Madrasah School Operational Assistance (BOS) funds are available , their use limited to components that have been determined , so that room madrasah movement in designing a quality program based on need current become narrow .

But behind various constraint In addition , MTsN 1 Ogan Komering Ilir also has various opportunity strategic that can utilized For strengthen management quality in a way comprehensive . One of them is support structural from the Ministry of Religion in form policy Madrasah revitalization and digitalization Islamic education . Policy This give encouragement strong for madrasahs to do digital transformation in aspect planning , learning , and assessment . The Madrasah Reform Program that was rolled out government , as well as e-RKAM and e-Planning systems , to be opportunity for madrasahs to improve governance quality based on technology information . With Taking advantage of this momentum , MTsN 1 Ogan Komering Ilir can move fast For build system information more modern , accountable and easy quality accessible to all party related .

Another very potential opportunity is commitment leadership at the madrasah level . The head of the madrasah who has vision strong to quality education can become the mover main in transformation institutional [23] . Commitment leader will influence culture Work all over madrasa residents and encourage the occurrence change behavior supportive collective strengthening quality . If the head of the madrasah can lead with give example , push collaboration team , and to design system award for initiative quality , then ecosystem quality will formed in a way natural . In addition , the formation of team guarantee active and structured internal quality also becomes opportunity important in compile policy contextual and responsive quality to dynamics field .

In context community learner MTsN 1 Ogan Komering Ilir also has opportunity big For develop community solid teacher professionalism , such as Teacher Working Group (KKG) and Subject Teachers' Conference (MGMP). Community This can put into operation as room share practice good (best practice), improvement competence pedagogical , as well as collaboration in development teaching materials and learning strategies innovative [24] . If the community This managed in a way systematic and given support institutional , then the process of increasing quality No only will come from on to bottom (top-down), but also growing from initiative lower to top (bottom-up). Approach This will strengthen the sense of belonging to the quality program and strengthen involvement all teachers are in the process of improvement quality .

Support community and madrasah committee become asset social that can utilized For strengthening quality programs . In a society that is still uphold tall values religion and morality Islamic education , madrasahs have position strategic as center education and formation Character . Active madrasa committee can play a role as partner critical in formulate policy , providing support budget alternative , and become connector between institutions and society wide . With open communication and maintained trust , madrasahs can develop network support social that strengthens implementation of quality programs in a way participatory and inclusive .

Potential source digital power and technology education also opens up opportunity big in transformation management Madrasah quality . Use of Learning Management System (LMS), application digital evaluation , and online collaboration platforms such as Google Workspace or Microsoft Teams enable madrasahs to do learning , assessment and reporting quality in a way more efficient . Although Still there is gap infrastructure and literacy technology , a global trend that leads to to digitalization education is signal positive for MTsN 1 Ogan Komering Ilir for quick do adaptation . With strengthening digital infrastructure and training literacy technology , madrasahs can become pioneer in implementation management quality based on technology in the environment Islamic education level medium .

In general overall strengthening management Madrasah quality is a process that requires time , consistency , and will collective For Keep going repair self . Obstacles like limitations of human resources, budget and systems information Still become challenge real . However , with see opportunities strategic owned MTsN 1 Ogan Komering Ilir, good from side policy

national , power community , as well as potential technology , this madrasah own strong foundation For build system superior and sustainable quality . Systematic efforts that integrate aspect structural , cultural , and digital are necessary Keep going developed for management quality No only become an administrative slogan , but become a living and ingrained work culture meat in all over practice institutional .

5. Comparison

Research result This show that the implementation strategy management improvement quality at MTsN 1 Ogan Komerling Ilir was carried out through approach structured which includes planning strategic , implementation of improvement programs capacity , as well as evaluation periodic based on PPEPP cycle . Findings This in line with study [25] which states that success management quality is greatly influenced by planning data -driven and engagement team guarantee internal quality . However , the differences striking lies in the aspect evaluation and sustainability of the program. In the study [4] Madrasahs still exist constrained in act carry on results evaluation , MTsN 1 Ogan Komerling Ilir has start apply mechanism more reporting systematic although Not yet completely optimal. This shows existence shift to direction approach more evaluative reflective and directed .

On the other hand , if compared to with study [26] which emphasizes the role of teachers as agent main change quality through development competence pedagogy and culture collaborative , MTsN 1 Ogan Komerling Ilir shows that strengthening management quality No only carried out at the teacher level, but also driven by governance madrasah institutions and leadership . In addition , different with studies [27] who found that implementation quality Lots nature reactive and based project , research This find that MTsN 1 OKI starts leading to the formation of system quality sustainable through integration planning term length and stakeholder involvement . With Thus , research This give contribution in enrich understanding that strengthening management quality No Can only rely on one actor or One field , but rather need synergy cross function in framework solid institutional .

6. Conclusion

Based on overall results and Discussion can concluded that management improvement quality at MTsN 1 Ogan Komerling Ilir has implemented through a strategy that includes planning based on National Education Standards , implementation of improvement programs competence educator , reinforcement learning , management means infrastructure , as well as evaluation quality through system guarantee internal quality . Although has show direction positive development , management process quality Still face a number of obstacles , including low literacy quality , limitations source Power human , lack of integration technology information , as well as limitations budget . However Thus , there are opportunity big that can utilized , such as support Ministry of Religion policies , visionary leadership , stakeholder participation , and potential strengthening community professional teachers who can become catalyst in to form system management better quality adaptive and sustainable .

For strengthen effectiveness management improvement quality MTsN 1 Ogan Komerling Ilir is recommended For do investment sustainable in improvement capacity source Power man through training management comprehensive quality , as well as integrate system digital information in planning and evaluation quality . Madrasahs also need build culture deep - rooted quality in all over component institutional , as well as strengthen partnership with society and institutions external use support sustainability of the quality program . In addition , it is important for madrasahs to apply PPEPP cycle in consistent and encouraging participation active all teachers and power education in every improvement process quality , so that management institution No only walk administrative but also transformational and impactful real to quality education .

Contribution : Muhammad Sobari^{1*} is responsible answer on formulation of research ideas , development design methodology , implementation data collection in the field , analysis main to implementation management improvement quality , and writing draft beginning article . Ahmad Zainuri² contributed in strengthening methodology research , validation to data interpretation , as well as give review critical to content and structure academic manuscript . Muslim Gani Yasir³ supports supervision comprehensive to the research process , ensuring conformity procedural research , as well as give contribution in management administrative

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