

QUALITY IMPROVEMENT OF MIN 1 YOGYAKARTA

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Abstract: This study examines strategies for improving the quality of schools in MIN 1 Jogja. The focus of discussion in this research is what is meant by the quality of education, what is the quality standard of education in Indonesia, and how is the quality improvement strategy in MIN 1 Yogyakarta. This research uses a qualitative research approach, with research methods in the field study. The results of this study indicate that the strategy of improving quality in MIN 1 Yogyakarta as a whole is trying as much as possible to carry out all the process activities in MIN 1 Yogyakarta in accordance with UU No. 20 of 2003 concerning the National Education System in Chapter IX, namely 8 quality standards of education and additional programs in the form of five achievements, wherein the quality improvement will be carried out gradually but continuously.

Keywords: Quality ,Improvement, MIN 1 Yogyakarta

INTRODUCTION

Education is an aspect that supports the success of a nation. With education, quality human resources will be created, both in terms of character and knowledge. Therefore it is necessary to improve the quality of education itself in order to facilitate the creation of quality human beings. Improving the quality of education must be done in various aspects. Madrasah Ibtidaiyah is an educational institution that can be used as a place to improve the quality of Indonesian education.

One of the Islamic education institutions in Indonesia is Maadrasah Ibtidaiyah which is equivalent to the level of elementary school. The development of science requires various Islamic educational institutions in Indonesia to continue to improve its quality. This is an effort to improve the quality of education in Indonesia so that it can be aligned with other countries in Indonesia. Therefore Madsarah Ibtidaiyah in Indonesia needs to make updates in various aspects that exist and are carried out on an ongoing basis. To improve this quality, strategies are needed to improve the quality of education. One of the madrasa that has good quality education, as evidenced by having an Accreditation with an A grade is MIN 1 Yogyakarta.

MIN 1 Yogyakarta is a formal educational institution which has Islamic characteristics and is under the auspices of the ministry of religion. As one of the educational institutions in Indonesia, MIN 1 Yogyakarta has the same obligations as other educational institutions, which are oriented towards the goals of Indonesian education as stated in Law No. 20 of 2003 concerning the National Education System article that is developing the ability of students so that humans are formed who have good scientific and technological abilities and have good character as well.

MIN 1 Yogyakarta is located in Mendungan Village, Kelurahan Giwangan, Umbulharjo District, Daerah Istimewa Yogyakarta. Based on the Decree of the National Accreditation Agency Number: 10-02 / BAP-SM / TU / XI / 20127 regarding the Determination of School / Madrasah Accreditation Results, MIN 1 Yogyakarta obtains accreditation A with a value of 93. Generally based on the accreditation results MIN 1 Yogyakarta is one of the madrasahs which has very good quality. From this background, a research study was carried out on quality improvement strategies at MIN 1 Yogyakarta. As for what will be examined are what is meant by the quality of education, what is the quality standard of education in Indonesia, and how is the quality improvement strategy in MIN 1 Yogyakarta.

RESEARCH METHODS

This research uses a field study method with a qualitative approach. This research uses a qualitative approach. A qualitative approach is research that examines natural study objects, with the researcher as the key instrument of the study.

In this study there are 2 types of data used, namely primary data and secondary data. Primary data is data obtained from informants related to the strategy to improve the quality of education in MIN 1 Yogyakarta. The informant in this study was the head of MIN 1 Yogyakarta, namely Mr. Ali Sofha, S.Ag. Data collection techniques used to obtain primary data are as follows: (1) Interview, In order to obtain real data, interviews are conducted in an unsupervised manner or commonly referred to spontaneously, but still focus on questions that are relevant to research. The researcher asked a number of questions to the headmaster of madrasahs regarding the quality improvement strategy at MIN 1. (2) Documentation, In order to obtain data in the form of documents, archives and others, the researchers conducted documentation. The documentation in this study was obtained in the form of a school profile.

Furthermore, secondary data is obtained from the relevant literature with the research of education quality improvement strategies at MIN 1 Yogyakarta. From the primary data and secondary data obtained, an analysis is then performed. The data analysis techniques used in this study were analyzed qualitatively with 3 stages, namely: Data Analysis Techniques on strategies to improve the quality of education in MIN 1 Yogyakarta were collected and then analyzed qualitatively with the following stages:¹ (1) Data reduction, which summarizes the data that has been obtained, and is focused according to the formulation of problems that have been made previously. (2) Data Presentation, which presents data in the form of abbreviated description in accordance with the data acquisition from the research that has been carried out. (3) Verification, which is drawing conclusions from data that has been obtained

FIND AND DISCUSSION

Quality of Education

The quality of education is a familiar sentence in the world of education. The quality of education consists of 2 words, namely quality and education. Quality is a measure of good or bad assembly and the level and degree of a thing.² Education itself is interpreted as an effort that is consciously carried out to create a Susana learning and learning process so that students can be active so that their potential can develop so that they have the strengths needed later for the students themselves, the nation and the state.³ Based on the understanding of the 2 words, the quality of education is defined as a measure of good and bad business education that is consciously carried out in order to create a learning environment and learning process so that students can be active so that their potential can develop so that they have the strengths needed later for the students itself, nation and state

The quality of education is also interpreted as something that is related to the ability to streamline inputs, and processes so as to produce maximum output.⁴ So basically the quality of education is related to the size of the good and bad implementation of education itself. The context of the quality of education includes the inputs, processes and outputs of education itself. Input referred to is

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2015), 257.

² Lukman Ali, *Kamus Besar Bahasa Indonesia*, 4th ed. (Jakarta: Balai Pustaka, 1995), 677.

³ Tim Redaksi Sinar Grafika, *Undang-Undang Sisdiknas 2003* (Jakarta: Sinar Grafika, 2007), 2.

⁴ H.A.R Tilaar Ace Suryadi, *Analisis Kebijakan Suatu Pengantar* (Bandung: Youth Rosdakarya, 1995), 108.

everything that needs to be needed for the process to take place, while the process in question is the change of something into something else, and the output that refers to the performance of the school in the form of the prestige of the school itself.⁵ So the main orientation of the quality of education is student success. This success is not only in cognitive aspects, but also in other aspects, namely affective and psychomotor.

Education Quality Standards

According to UU No. 20 of 2003 concerning the National Education System, precisely in Chapter IX explains that the quality standards of national education consist of:

1. Content Standards

The content standard relates to the study of the material and the level of competency in order to achieve graduate competency. Content standards consist of curriculum, basic framework and structure of the curriculum, student learning load, and educational calendar. An education unit is said to be of quality if all aspects that exist in the content standards are implemented in accordance with government regulations that are adjusted to the level of education.

2. Process Standards

Process standards relating to the implementation of learning carried out at an educational institution in order to achieve the competency level of graduates that have been carried out by the government. An education unit is said to be of high quality if students in the education unit experience meaningful learning processes with effective processes so that learning outcomes obtained by these students in terms of cognitive, affective and psychomotor maximum.

3. Graduate competence standard

Graduates 'competency standards are related to qualifications of graduates' abilities in cognitive, affective and psychomotor aspects. An education unit, specifically elementary / MI primary education is said to be of quality if:

- a. In terms of cognitive that is related to the ability of students in the scope of knowledge, namely metacognitive, factual, conceptual, and procedural at the basic stage with regard to science and technology, as well as arts and culture. In addition students are formed to be able to

⁵ Aminatul Zahroh, *Total Quality Management: Teori & Praktek Manajemen Dalam Mendongkrak Mutu Pendiidkan* (Yogyakarta: Ar-ruzz Media, 2014), 28.

link the above knowledge within the scope of the students themselves, family, school, community, natural environment, nation and state.

- b. In terms of affective that is related to the attitudes held by students, which includes an attitude of faith and piety to God Almighty, honest, responsible caring, lifelong true learners, character and healthy physical and spiritual. All of these attitudes are adjusted to the development of students themselves in the school environment, family, community, nature, nation and country.
- c. In terms of psychomotor which is related to the skills possessed by students, such as creative, productive, critical, independent, collaborative, and communicative thinking and acting skills by using scientific approaches that are adapted to the development of students.

4. Educator and Educational Staff Standards

Educators and educational staff standards, that is, related to academic qualifications possessed by educators and educators in the school. An educational unit, especially basic education, SD / MI, is said to be of quality if:

- a. Minimum education of DIV or Si and its equivalent.
- b. With a background in tertiary education in elementary or MI education, other education relevant to primary school or MI, and psychology tailored to their respective assignments.
- c. Have a certificate of professional teaching specifically elementary or MI

5. Facilities and Infrastructure Standards

Recommendations and infrastructure standards refer to the minimum availability of student learning spaces adjusted to the number of students, laboratory, reading rooms or libraries, sports venues, places of worship, libraries, work spaces, places to play, places to be creative and recreation, as well as learning resources others needed to support the learning process and information and communication technology. An educational institution is said to be of quality if the existing facilities and infrastructure are in accordance with the provisions that have been developed by BSNP and those stipulated by the Decree of the Minister of National Education

6. Management standard

Management standards relating to the management of an educational unit that includes planning, implementation, and supervision of activities at the institution in the aspects of the educational and academic calendar,

curriculum and syllabus, organizational structure of the education unit, the division of tasks of educators and education personnel, regulations, educators, education personnel and students, the use and maintenance of facilities and infrastructure, the code of ethics of relationships between citizens in the educational environment and the relationship of education citizens with the surrounding community, as well as the operational costs of education units. An education unit is said to be of quality if all aspects that are managed are managed properly so that efficiency and effectiveness in the delivery of education can be achieved.

7. Financing Standards

Financing standard is a standard that regulates the components and the amount of operating costs of education units that are valid for one year. Financing standards consist of investment costs, operational costs, and personal costs. An education unit is said to be of quality if all components of the financing standard are carried out in accordance with the provisions that have been made and developed by the BSNP and as approved by the Minister of National Education

8. Assessment Standards

Assessment standards relate to assessments conducted at an educational institution, including procedures, and all instruments used to assess student learning outcomes. An education unit is said to be of quality if the mechanism, procedure and instrument of student learning outcomes are made in accordance with the provisions that have been made and developed by BSNP as well as those approved by the Decree of the Minister of National Education

In general, an education unit is said to be of high quality if the 8 standards listed above are implemented in accordance with the conditions set and regulated by the government.

MIN 1 Yogyakarta Quality Improvement Strategy

From the results of interviews with the Head of MIN 1 Yogyakarta, namely Ali Sofha, S. Ag the strategy undertaken to improve the quality of MIN 1 Yogyakarta, which is trying as much as possible to carry out all the process activities in MIN 1 Yogyakarta in accordance with 8 quality standards of education that have been governed by the government in Law No. 20 of 2003 concerning the National Education System in Chapter IX. The following is a description of the MIN 1 Yogyakarta quality improvement strategy:

1. Content standard

MIN 1 Yogyakarta uses the 2013 curriculum from grade 1 to grade 6 with learning hours adjusted to class levels, namely:

Class 1	06:30 -07.40 (BTQ, i.e. Reading and writing the Qur'an) 7:40 a.m. - 11:30 p.m.
Grade 2	7:00 - 11:30
Grade 3	7 a.m. - 1:30 p.m.
Grade 4	7:00 - 13.40
Grade 5	7:00 - 13.40
Grade 6	06.45 - 14.30.

The implementation of the learning process is adjusted to the education keleran issued by the Ministry of Religion.

2. Process Standards

Implementation of the learning process in MIN 1 Yogyakarta as much as possible endeavored to use learning strategies that enable students, as well as using contextual media so that learning objectives are achieved effectively and efficiently.

3. Graduate competence standard

One strategy to improve the quality of graduate competency standards at MIN 1 Yogyakarta is to provide meaningful learning using learning resources and media that provide learning experiences for students (specifically for grade 6 who will take the national exam will be given additional learning in the form of tutoring conducted starting from the 6th grade students entering the first semester), applying habits that shape the character of students such as habituation to give greetings when meeting the teacher and habituation to do dhuha prayer directing students to follow extracurricular activities at school. It was familiarized from the low class to the high class so that later it would create quality graduates from cognitive, affective, and psychomotor aspects, because according to the Head of MIN 1 Yogyakarta qualified graduates cannot be created only by maximizing all aspects that will be achieved at the 6th grade level, but must begin to be formed from the first time students enter the school. One achievement that has been carried out by MIN 1 Yogyakarta is by obtaining an average National Examination score of 8 and as much as possible will continue to be improved.

4. Educator and Educational Staff Standards

One strategy to improve the quality of the standards of educators and education personnel in MIN 1 Yogyakarta is to direct educators to teach in accordance with the qualifications and educational background and at least

S1. For example, class teachers must graduate from PGMI / PGSD, and MIN 1 Yogyakarta seeks special teachers for religious subjects, such as specializing teachers with educational background in Islamic Cultural History specifically for Islamic Cultural History education, and will endeavor to do so in subjects other. In MIN 1 Yogyakarta there are 29 teachers consisting of 21 PNS teachers, and 8 non-permanent teachers who all have the qualifications and educational background of S1 in accordance with the subjects they are in. In addition, in MIN 1, Yogyakarta also has 11 excellent staffs, all of whom have backgrounds based on their positions. In addition to improving the quality of the standards of educators and education personnel is to provide training in the form of workshops, seminars and others both the cost of the school and the independent costs of the parties concerned. Such training is routinely carried out routinely at least once every 2 months.

5. Facilities and Infrastructure Standards

One way to improve the quality of facilities and infrastructure standards in MIN 1 Yogyakarta is to gradually complete the existing facilities and infrastructure as needed. In MIN 1, Yogyakarta has so far had:

Table.1 facilities and infrastructure

	Facilities
Classroom	18 spaces
Library room	1 space
Office space consisting of :	
Principal's Room, and TU	1 space
Teacher's room	1 space
UKS Room	
Cooperative / Canteen	
Warehouse	
Praying Room (Mosque & Mosque)	
Bathroom / WC.	13 rooms (still lacking that should 26 KM)
Guard Room	
Computer lab	
Lab. Indonesian	
Land Land 909 M2	
Educational Park (in the process of improvement)	
Classroom	

6. Management standard

The strategy to improve the quality of management standards in MIN 1 Yogyakarta is to conduct periodic checks at least at the beginning of each year by the school principal regarding school management, such as planning, implementation, and supervision of activities at the institution on aspects of the educational and academic calendar, curriculum and syllabus, organizational structure of education units, division of tasks of educators and education personnel, regulations, rules of conduct of educators, education staff and students, use and maintenance of facilities and infrastructure, code of ethics of relationships among citizens in the educational environment and the relationship of education citizens with surrounding communities, as well operational costs of education units. Periodic checks will minimize deficiencies or mistakes made in management in all aspects,

7. Financing standard

One strategy to improve the quality of financing standards in MIN 1 Yogyakarta is to prioritize existing funds in accordance with government regulations. Such as investment costs for the provision of school infrastructure, human resource development, and permanent working capital. Furthermore, operational costs in the form of costs that must be paid by students in order to be able to participate in the learning process, but in this section MIN 1 Yogyakarta does not charge fees from students, because of the existence of BOS (School Operational Costs). While operational costs to pay the salaries of educators and education personnel as well as benefits, consumables and other costs such as electricity, water, telecommunications, routine maintenance for facilities and infrastructure, overtime pay, transportation, consumption, insurance, taxes, etc. .

8. Assessment Standards

One strategy to improve the quality of assessment standards in MIN 1 Yogyakarta is to conduct assessments in accordance with the mechanisms, procedures, and instruments for assessing student learning outcomes in accordance with government regulations and conducting comprehensive assessments that not only assess cognitive aspects but also affective aspects and psychomotor. In addition, in MIN 1 Yogyakarta also increases the value of KKM from year to year, and currently the KKM in each subject is 7.5.

In addition to carrying out all process activities in MIN 1 Yogyakarta in accordance with 8 quality standards of education that have been set by the

government, MIN 1 Yogyakarta also implements several other programs to improve the quality of education, namely the Five Achievement Program. Five achievement program is a program to improve achievement in 5 fields, namely:

1. Achievements in the Field of Noble Morals

Five achievements in the field of noble morals is a program to create a noble moral attitude of the citizens of MIN 1 Yogyakarta school by getting used to the following in all activities in MIN 1 Yogyakarta, namely:

- a. Smiling, greeting, greeting, polite, polite (5S).
- b. The habit of shaking hands according to Religious Norms.
- c. Habitual attitude of Tasamuh (tolerance), Tawasuth (moderate), Tawazun (balance) and I'tidal (fair).
- d. Creating a conducive environment, avoiding all forms of violence, vandalism, gangs, and drugs.
- e. Habit becomes independent, honest and anti-corruption

2. Achievements in the Field of Religious Sciences

Five achievements in the field of religious science are programs to create students who have good religious knowledge by getting used to the following things, namely:

- a. Cultivating Tadarus Al-Qur'an, praying in congregation, praying sunnah, praying, dhikr and prayer.
- b. Habit of Fardhu and Sunnah prayers according to existing rules.
- c. Developing tahfidzil quran, tahsinil quran and memorizing the hadith.
- d. Able to read the Koran well and correctly.
- e. Able to memorize Al-Qur'an juz 29-30 and memorize selected hadiths.
- f. Developing an integrated pattern of general education and pesantren.

3. Achievements in the Field of Science and Technology

Five achievements in the field of Science and Technology are programs to create students who have good science and technology with the following targets, namely:

- a. The highest average USBN acquisition program is jenjang MI at the provincial level.
- b. The highest average USBN grade SD / MI program is obtained at the provincial level.
- c. The average value UAMBD acquisition program ranks at the provincial level.

- d. KKM acquisition program for each subject (with an average grade of 80 in science and technology subjects).
 - e. OSN and KSM achievement achievement program (Subdistrict, Regency, Province, National).
 - f. National and international robotics achievement program
4. Achievements in Language and Culture
- Five achievements in the field of language and culture are programs to create school members who have good knowledge of good language and culture by getting used to the following matters, namely:
- a. Develops literacy in 4 languages (Indonesian, Javanese, English and Arabic).
 - b. Develop culture (hard work, smart, sincere, thorough and mutual cooperation).
 - c. Cultivating 5K (cleanliness, health, discipline, order and security).
 - d. Achievements in the field of UKS, Adiwiyata, Go Green, Madrasah were disaster response.
 - e. Madrasahs are child-friendly, clean and pleasant.
5. Achievements in Sports and Arts
- Five achievements in the field of sports and art are programs to create students who have good sports and art skills with the following achievement targets, namely:
- a. OOSN and AKSIOMA achievement program (district, provincial, national).
 - b. Art and cultural achievement acquisition program (district, district, province, national).
 - c. Accredited Scout Front Program.
 - d. The general champion acquisition program is the Alert Party (branch quartier, branch quartier, kwarda).
 - e. Developing Local Art and Islamic Art (Hadroh, Nasyid, Batik, Pencak Silat).

All programs contained in the five achievements are one of the references used as MIN 1 Yogyakarta to be continuously improved, so that a quality Madrasah Ibtidaiyah will be formed.

CONCLUSION

The quality improvement strategy in MIN 1 Yogyakarta overall tries to the maximum extent possible to carry out all the process activities in MIN 1

Yogyakarta in accordance with 8 quality standards of education that have been set by the government in Law No. 20 of 2003 concerning the National Education System in Chapter IX and made a program called achievement achievement in an effort to continuously improve the quality and all of these strategies will be carried out in stages but continuously.

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