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QUALITY IMPROVEMENT STRATEGY FOR ACHIEVEMENT EDUCATION INSTITUTION

(Multi-case Study in Islamic State Senior High School and Islamic Senior High School "Ma'arif" Nahdlatul Ulama in Blitar, East Java, Indonesia)

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Abstract

This research is motivated by the importance of strategies for developing curriculum and teacher quality in education units. The research was carried out to study the education unit's strategy to become an achiever institution, as well as to maintain and develop it. This research conducted in Islamic State Senior High Scool (MAN) and Islamic Senior High School (MA) "Ma'arif" NahdlatulUlama. The research is a qualitative research with a phenomenological approach. Data was collected through in-depth interviews, participatory observation, document review, andFocus Group Discussion (FGD). Data were analyzed using individual and cross-case analysis, carried out during data collection and afterwards. The results of the study show that strategies for improving curriculum and teacher quality are carried out by developing integrated curriculum, developing contextual curriculum, forming curriculum development teams, integrating extracurricular and ma'had programs also developing strategic extracurricular activities.The strategy to improve the educators' quality is carried out by strengthening the system and implementing supervision, strengthening the integrated competency development system and implementing PKB and

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PKKS/M.In its implementation, it was found some differences in the character of the development of strategies regarding the rules and system of managing educational institutions organized by the government and the community.

Keywords: *Quality, Achievement, Strategy, Curriculum. Teacher.*

A. Introduction

The education system in all channels, both formal and informal at all levels, both pre-school, elementary, secondary and high; demanded to always make improvements in all aspects. Madrasa education unit as an education unit characterized by Islam carrying out educational activities based on the Al-Quran and Hadith developed in form*qiyassyar'i,* recognized *ijma'*, *ijtihad*andcorrect interpretation in the form of a comprehensive and integrated thinking. The application of this principle appears in all aspects, starting from aspects that appear formally in the rules and regulations of the institution, as well as those that do not appear in formal rules and regulations of the institution.

On the other side, the world is currently experiencing a disruption era characterized by the emergence of demonetization, dematerialization, and democratization.Demonetization is understood as the presentation of the work or role of money which is also known asSociety of Free, people who get it for free, but at the same time have to show through their business model that the free ones turn out to be the most profitable companies. Dematerialization means the destruction of goods or services, from the old to the new, for example from film rolls to digital cameras. While democratization is understood as a condition when all things become easy and cheap. All prices are down and making things more available and affordable to meet everyone's needs. [1]

The disruption era is also characterized by rapid and very basic changes by changing the pattern of the old order and then creating a new pattern of order. Disruption in this case is able to bring up a new activity model with a more innovative and disruptive strategy. The disruption era that is symptomatic of all facets of life, has also expanded into the world of education. In this case, disruption will inspire a variety of innovations in the world of education, among others through the digitization of the education system.

Learning activities change because learning interactions are no longer bound by time and space. This certainly will have a big influence on the existence of teachers. Teachers must be able to position themselves to provide learning

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[1]Rhenald Kasali, *Disruption :Tak Ada yang TakBisa Diubah sebelum Dihadapi Motivasi saja tidak Cukup* (Jakarta : PT Gramedia Pustaka Utama, 2017), 165-166.

activities that are not just doingtransfer of learning, but also dotransfer of value, implement information contextualization and provide guidance to students in the practical use of online discussions.

In line with the conditions above, efforts to develop quality in madrasa must be carried out among others by developing students' potentials more comprehensively. This is done by fulfilling the criteria of outstanding educational institutions determined by achieving quality in meeting National Education Standards so that the education unit is able to become an institution that meets quality standards that are understood as conformity to the objectives indicated by dynamic standards according to environmental changes and satisfaction so that this institution is able to produce various achievements.

The current facts show that the condition of education in madrasa always opens opportunities for quality improvement. The aspects that greatly determine the quality of education are the curriculum and teacher aspects which are part of the eight National Education Standards (SNP), as determined by the National Education Standards Agency (BSNP) which includes Graduates Competency Standards, Content Standards, Process Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Education Financing Standards, and Assessment Standards. In line with this, education management must be managed by relying on providing satisfactory services to customers (customer oriented), as found in the Total Quality Management concept, start from the vision and mission to the ability of the education unit to provide adequate investment in the field of education management. [2]

B. Research Method

This research is a research with a qualitative approach with the thinking of researchers desirous of understanding the world of research subject meaning in a fundamental and in-depth manner. This type of research used in this study is a case study that is understood as a research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals.

The research design was developed openly from various changes needed in accordance with field conditions. This is important to explain because qualitative research is research that is designed in natural conditions and situations (naturalistic) so that truth can be found in its natural form, without experiencing distortion caused by instruments and research designs.

[2]Abuddin Nata, *Perspektif Islam tentangStrategiPembelajaran* (Jakarta : KencanaPrenada Media Grup, 2009), 24

The key instrument of this research is the researcher itself, the researcher builds familiarity with the informants by being at the location to conduct observations, review the data obtained through observations, documentation, and interview results.The research location was determined using the purposive sampling method, in Islamic State Senior High School of Blitar (MAN Blitar) and Islamic Senior High School of Ma'arif NU Kota Blitar (MA "Ma'arif" NU Blitar City).

The data source used in this study consisted of the Head of Religion Ministry Blitar City, the Head of Madrasa(MAN Blitar Citydan MA "Ma'arif"NU Blitar City), Directorate of Educational Institution "NurulUlum" Blitar City, Chief Committee, teachers, head of administration of MAN Blitar City dan MA "Ma'arif"NU Blitar Cityand some documents. Data collection techniques used in this study were in-depth interviews, observations / observations, documentary review and Focus Group Discussion (FGD). The case study research process refers to Yin's opinion including (a) defining and designing research, (b) preparing, collecting, and analyzing data and (c) concluding. [3]In general, the flow of activities in this study can be described as follows.
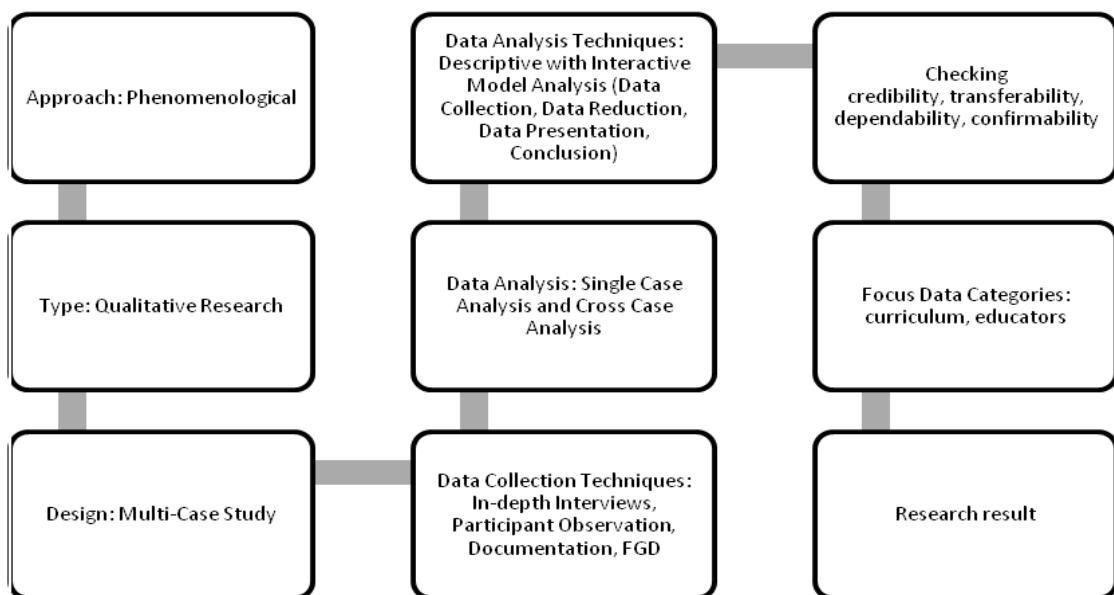
The research phase refers to Moleong's opinion, including the pre-field stage, the field work stage, the data analysis stage.

C. Research Result and Discussion
1. Result

3*Ibid.* 67

Based on the research result, strategies for improving curriculum quality in MAN Blitar City can be described in the following table

ACTIVITIES	CURRICULUM		
	CORE	EXTRA	*MA'HAD*
PLAN	GOAL Improving the quality of main teacher teaching tools PROCESS The main teaching equipment of teachers is not complete, even if there is not yet loaded material, methods, and good assessments for the achiever madrasa SOLUTION Carry out curriculum surgery activities, carry out national curriculum adjustments to the learning context	GOAL Peningkatanmutu pro-gram ekstrakurikuler PROCESS The extracurricular program is not yet complete, it has not yet technically broken down the types of activities, time allocation, division of tasks, materials, methods and assessments that are good for the performance of madrasa SOLUTION Implement innovation activities, adjust to the curriculum, accommodate the needs and context of learning	GOAL Peningkatanmut uperangkatmeng ajarinti guru ma'had PROCESS The main teaching equipment of the teacher is not complete, even if there is not yet loaded material, methods, and good assessments for the standard of achievement ma'had madrasa SOLUTION Carry out surgical operations on ma'had curriculum discussion and carry out adjustments to

			the ma'had curriculum with learning contexts
DO	Curriculum review is carried out with workshops, inviting experts and developing curriculum in accordance with the context of learning in madrasa	Adjusting extra programs with workshops, inviting experts and developing material in accordance with the context of learning and activities that are formally contested	Ma'had curriculum development with workshops, inviting experts and developing curriculum in accordance with the context of learning in madrasa
CHEK/ STUDY	Curriculum material is too fixated on books and lacks contextual programming, methods are too verbalistic and artificial, assessment is too focused on cognitive aspects; conclusion: there is a gap between planning (plan) and implementation (do)	Extracurricular programs do not fully accommodate the needs and potential of students	The ma'had curriculum is less synchronous with the core activities of the madrasa, less contextual, too texbook
ACT	Improving the curriculum in terms of learning tools according to the needs and context of the current education; TPKM development to breakdown national	Completion of extracurricular programs according to current educational needs and contexts; schedule improvement, supervisors,	Completion of the curriculum in terms of the material and process of teaching and learning activities in accordance with

curriculum material into teacher learning tools	supervision of the implementation of activities, improvement of facilities	the needs and the current educational context;

While the strategy to improve curriculum quality in the MA "Ma'arif" NU Blitar City can be described in the following table

ACTIVITIES	CURRICULUM		
	CORE	EXTRA	*MA'HAD*
PLAN	GOAL Improving the quality of teacher teaching devices PROCESS The teaching device of the teacher has not been arranged completely and integratively with ma'had education. Not all instruments are arranged that contain material, methods, and assessments that are appropriate to the context of the system in the education unit. SOLUTION Carry out	GOAL Improving the quality of materials and extracurricular activities PROCESS Extracurricular teaching devices have not been arranged in a complete and integrative way. Not all devices are arranged that contain material, methods, which are in accordance with the needs and context of the system in the education unit. SOLUTION Carry out the orientation of the	GOAL Improving the quality of teaching equipment in ma'had activities PROCESS Teaching tools for ma'had / diniyah teachers are not yet complete and integrated with formal education. Not all instruments contain materials, methods, and assessments that are appropriate to the context of the education system. SOLUTION Carry out more material understanding of

	curriculum surgery activities both the national curriculum and the diniyah curriculum, implement integration and adaptation of the national curriculum with the diniyah curriculum and learning context	needs and potential of students for extracurricular activities combined with the *diniyah* curriculum and learning context	*diniyah* activities, carry out integration and adaptation to the formal curriculum and learning context
DO	Curriculum review is carried out with workshops, inviting experts and developing curriculum in accordance with the learning context in madrasa	Identification of extracurricular activities through workshops, inviting experts and developing activities according to the context of learning in madrasa	Ma'had curriculum review with workshops, inviting experts and developing and integrating curriculum in accordance with the context of learning in madrasa
CHEK/ STUDY	Curriculum material is too textbook and lack contextual, methods are too verbalistic and artificial, assessment is too focused on cognitive aspects; conclusion: there is a gap between planning (plan) and implementation	Extracurricular activities are less systematic in terms of materials, schedules and trainers. The material also lacks practical orientation on formal competitions, and is less synchronous with the core material. There is a gap between core	Ma'hadmaterial is too textbook, less contextual, the method is less varied and too verbalistic and artificial, assessment is too focused on cognitive aspects; there is a gap between the planning of the core material and the ma'had

	(do)	and extra programs	
ACT	Improving the curriculum in the sense of learning tools according to the needs and context of the current education including by integrating the formal madrasa curriculum with diniyah; TPKM development to breakdown the national curriculum material into teacher learning tools	Improvement of extracurricular materials by orienting learning activities according to the needs and context of education when including by integrating with the formal curriculum; optimize the role of the TPKM to synchronize core and extra activities.	Completion of ma'had curriculum by adjusting the learning tools to the needs and context of education including by integrating the formal madrasa curriculum; optimizing the role of the TPKM to integrate formal and ma'had curriculum

The results showed that the strategy to improve teacher quality in MAN of Blitar City can be described as follows

ACTIVITIES	TEACHER		
	PLANNING	IMPLEMENTATION	ASSESSMENT
PLAN	GOAL The teacher has the ability to apply standard processes PROCESS Not all teachers have adequate skills related to meeting process standards	GOAL The teacher has the ability to carry out the learning process in class PROCESS Not all teachers have adequate abilities related to the implementation of standard processes in the classroom	GOAL The teacher has the ability to apply well assessments PROCESS Not all teachers have adequate skills related to a good grading system

	SOLUTION Increasing the effectiveness and efficiency of supervision by the headmaster and supervisors, as well as increasing teacher competence	SOLUTION Increasing the effectiveness and efficiency of training and micro-teaching in the context of the supervision of madrasah principals and supervisors	SOLUTION Increased effectiveness and efficiency related to the evaluation system in the form of supervision by the madrasa head and supervisor
DO	Supervision is carried out by checking learning devices, supervision by the madrasa headmaster and supervisors; Improving teacher competency through education and training activities, KKG / MGMP, PKB, PKG, APKG	Supervision is carried out by checking the implementation of learning in the classroom in the form of classroom supervision by the madrasa head and supervisor	Supervision is carried out by checking the appraisal apparatus, conducting the appraisal, and supervising related to the follow up of the appraisal results
CHEK/ STUDY	Not all teachers are able to develop up-to-date and contextual learning tools so that the learning	Not all teachers are able to apply up-to-date and contextual learning tools in class so that the learning process has not been able to optimize	Not all teachers are able to develop an accurate assessment system to measure student learning outcomes and follow it up in

	process has not been able to optimize student learning potential; not all gutu are able to translate national curriculum in a learning tool that is innovative and fun	student learning potential; not all teachers are able to translate the national curriculum in the learning process in the classroom in innovative and fun learning activities	developing the next learning system, not all teachers are able to implement an assessment system according to the national curriculum in a good assessment process.
ACT	Increased commitment, loyalty, and competence of teachers through supervision, education and optimization of professional organizations such as KKG / MGMP	Increasing the application of commitment, loyalty, and competence of teachers in classroom learning activities through supervision activities, education, and optimization of professional organizations such as KKG / MGMP	Increasing the commitment, loyalty, and competence of teachers to improve the quality of the assessment process and learning outcomes through super-vision, education and optimization of professional organizations such as KKG / MGMP

While the strategy to improve the quality of teachers in MA "Ma'arif" NU Blitar City can be described as follows

ACTIVITIES	TEACHER		
	PLANNING	IMPLEMENTATION	ASSESSMENT
PLAN	GOAL The teacher has the ability to apply standard processes and	GOAL The teacher has the ability to carry out the learning process in the classroom	GOAL The teacher has the ability to apply assessments well

	the integration of the national ma-drasah curriculum with the ma'had curriculum PROCESS Not all teachers have adequate skills related to mastery of curriculum review, curriculum integration, and fulfillment of process standards SOLUTION Increasing the effectiveness and efficiency of supervision by education providers, madrasah principals (formal and non-formal), and supervisors, as well as increasing teacher competency	integrated with the ma'had curriculum PROCESS The teacher has adequate skills related to curriculum review, curriculum integration, and the implementation of standard processes in the classroom SOLUTION Increasing the effectiveness and efficiency of training and micro teaching in the context of supervision of education providers, madrasa principals and supervisors	integrated with the ma'had program PROCESS Not all teachers have adequate abilities related to a good grading system integrated between formal curriculum and ma'had SOLUTION Increased effectiveness and efficiency related to the assessment system with HOTS principles in the form of super-vision by education providers, madrasa principals and supervisors
DO	Supervision is carried out by checking	Supervision is carried out by checking the implementation of	Supervision is carried out by checking the

	learning devices, supervision by the madrasa headmaster and supervisors; improvement of teacher competency through education and training activities, KKG / MGMP, PKB, PKG, APKG	learning in the classroom in the form of classroom supervision by the madrasa head and supervisor in coordination with the education provider	appraisal apparatus, conducting the appraisal using the HOTS principle, and supervising related to the follow-up of the appraisal results
CHEK/ STUDY	Not all teachers are able to develop learning tools that are up to date and contextual so that the learning process has not been able to optimize the learning potential of students; not all teachers have been able to translate national curriculum into learning tools and innovative and fun learning activities	Not all teachers are able to apply up-to-date and contextual learning tools in class so that the learning process has not been able to optimize student learning potential; not all teachers are able to translate the national curriculum into an integrated learning process in the classroom in innovative and fun learning activities	Not all teachers have been able to develop an accurate assessment system with HOTS principles to measure student learning outcomes and follow up in developing the next learning system, not all teachers have been able to implement an assessment system in an integrated curriculum according to national curriculum in the assessment

			process that is good.
ACT	Increased commitment, loyalty, and competence of teachers through supervision activities, education, and optimization of professional organizations such as KKG / MGMP	Increasing the implementation of commitment, loyalty, and teacher competence in integrated classroom learning activities through supervision, education, and optimization of professional organizations such as KKG / MGMP	Increasing the commitment, loyalty, and competence of teachers to improve the quality of the assessment process and learning outcomes through supervision activities, education related to HOTS, and the optimization of professional organizations such as KKG / MGMP

1. Discussion

The challenges of education today are even greater, especially with the emergence of various kinds of social problems that have penetrated various aspects of life. The social dynamics are developing so rapidly. It is necessary to develop the concept of educational transformation which emphasizes that education is not merely focused on students, but students in their cultural habitus who "continuously". HarunNasution stated that education is not only aimed at filling students with knowledge and developing their skills, but also developing moral and religious aspects. This is in accordance with the concept of human existence which is composed of body, mind and conscience. [4]From this aspect, religious education is characterized by being well-managed, gaining a special place in society; and on the other hand conventional educational institutions that are

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4Harun Nasution, *Islam Rasional :Gagasan dan Pemikiran* (Jakarta : Penerbit Mizan, 1995), 407.

unable to adjust to the development and demands of society, are gradually being abandoned by the community.

The transformation of education is marked by a change (transformation) from authoritarian education to democratic education, from centralized education to decentralized education and from education that prioritizes elitism to education for all and more humanist by paying attention to regional wisdom as capital and social culture. [5]This is carried out with three aspects, first, a technological revolution by utilizing advances in information technology aspects that open up opportunities for the effects of space and time compression, without turning education practitioners into robots; second, personal change by means of an adjustment process between the person and the environment that develops in the global flow so that mutually beneficial interactions occur in order to support the educational process; and third, changes in the organization by implementing an organizational performance optimization system that has structure, functions, and leadership, so as to be able to answer the needs of the society. [6]

Outstanding educational institutions are able to read the demands of society and transform education in their educational institutions by implementing the principles of democratic, decentralized education management, accommodating local cultural wisdom. This educational institution is able to take advantage of advances in information technology aspects, implement open management systems, and develop organizational work procedures in accordance with professional management principles.

Public demands in the field of education are getting higher. The education unit needs to make various efforts to answer these demands by developing the concept of quality madrasa. Quality madrasa is madrasa in accordance with the requirements. In the context of the national education system, this standard requirement refers to the National education system. On the other hand, quality madrasa can also be interpreted as a madrasa that is able to meet the needs and be able to provide satisfaction to the community in terms of educational services. In the context of the current education system, this quality madrasa involves the quality of outputs, educators and education personnel, processes, and community support related to the implementation of the education system. With the fulfillment of these quality standards, various achievements can be obtained by the education unit so that they are eligible for the achievement of madrasa. Formal

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5Arif Unwanullah, *Transformasi Pendidikan untuk Mengatasi Konflik Masyarakat dalam Perspektif Multikultural* .(Jurnal Pembangunan Pendidikan: Fondasidan Aplikasi Volume 1, Nomor 1, Juni 2012)

6 H.A.R. Tilaar, *Manifesto Pendidikan Nasional : Tinjauan dari Perspektif Postmodernisme dan Studi Kultural* (Jakarta : Penerbit Buku Kompas, 2015), 93

indicators of the achievement of educational unit achievements are measured, among others, from the success of accreditation, achievement in various academic and non-academic competitions, which results in an increase in the interest in registering new students at the educational institution.

These various efforts are based on an understanding of the nature of educational goals that are not merely based on cognitive aspects (to know), but are accompanied by to predict (to do), internalize (to be), and use them for the benefit of society (to life together). In line with this, the teaching and learning process is carried out interactively, inspirational, fun, challenging, motivating students to actively participate, providing sufficient space for initiative, creativity, and independence according to the talents, interests, and potential of students. The principle of learning is no longer teacher-centered, but student-centered. The main supporting factors include environmental factors. The environment that influences the learning process in this case is not only limited to aspects of the classroom; but also includes a global environment that can be accessed through information technology devices. All of which have implications for the provision of a learning environment that is able to optimize the development of potential learner.

Concrete efforts undertaken by outstanding educational institutions to improve the quality of their education are by (1) applying the principles of school-based quality improvement management in which schools are given proportional authority to plan, work for and account for the overall quality improvement efforts themselves; (2) implementing education based on community participation where positive interactions occur between schools and the community, schools as community learning centers; and (3) using a learning paradigm that will turn students into empowered human beings.

In line with this it is necessary to apply the concept of Total Quality Management (TQM) which is an approach in an effort to maximize competitiveness through a process of continuous improvement of services, people, processes, and the environment. With the application of the TQM principle, the education unit is expected to be able to recognize its strengths, strengths, and weaknesses. Implementation of TQM in quality education is characterized by, among other things, the high quality of output in the education unit. This is implemented among others by improving all aspects of the curriculum, completeness / infrastructure, teacher professionalism, and other management system support that will lead to an increase in graduate quality (output).[7]

7Aminatul Zahroh, *Total Quality Management :Capaian Kualitas Output Melalui Sistem Kontrol Mutu Sekolah* (Jurnal Cendekia Volume 9 Nomor 1 Apri 2015), 80.

The strategy for improving the quality of schools / madrasa in Indonesia is implemented by referring to eight National Education Standards which include Graduates Competency Standards (SKL), Content Standards (SI), Process Standards, Educators and Education Workforce Standards, Infrastructure Standards, Management Standards, Financing Standards. Achieving the stages as an educational unit of achievement requires a long series of processes. The quality improvement strategy cannot be separated from various related factors. The main factor in this case is in the planning system. In line with this, quoting Bryson's, Virgana and Merry Lapasauopinionemphasized the ten stages of setting a strategic plan including setting a strategic plan, identifying the organization's mandate, setting the organization's vision and values. External and internal studies related to SWOT analysis, identification of strategic issues, setting strategy management issues, setting strategic plans, formulating strategic locations to manage issues, developing effective implementation processes, evaluating strategic plans and processes.[8]

The two main components related to the quality improvement strategy are the curriculum quality improvement strategy which includes Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards; and the strategy to improve the quality of educators who are part of the Educator and Education Personnel Standards.

  a. Quality Improvement Curriculum Strategy

Quality education units, among others, marked by the existence of success in the context of teaching and learning. Success in this regard is understood as positive change during and after the teaching and learning process is carried out. This success can be seen from the active involvement of students in the learning process and the positive changes that result from the teaching and learning process. The success of teaching and learning can also be seen from the accuracy of the teacher in choosing teaching materials, media and teaching tools, as well as the ability to use them in the learning process.Education is a conscious and planned effort to create a learning atmosphere and a good learning process so that students are actively able to develop their potential. In relation to religious education institutions, the character is strengthened by various efforts so that students have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and country.

One form of educational institutions that is on the path of formal education and is at the level of senior secondary education with the characteristics of Islamic

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8Virgana and Merry Lapasau. *Enhancing Strategic Planning of School Program Through SWOC Analysis.* (Malaysian Online Journal of Educational Management), 2019, 9

Senior High School (MA). MA is now increasingly able to show its existence in mapping achievement at the SMA / SMK / MA level can get better public trust and have the potential to get more maximum achievements and increasingly exist to carry out educational activities that underlie higher education levels.[9]

The purpose of Islamic education is to produce a generation of experts who are *dhikir* and think this is accommodated by madrasa in the vision, mission, and goals stated in the curriculum and educational activities every day. The distinctive character of Islam appears in the formal appearance of institutions, educational activities, to the aspects of the curriculum, and other basic things. This educational unit has the same position as the General High School and Vocational School (SMA / SMK). This is in line with the Law on National Education System article 18 paragraph 2 which emphasizes that secondary education takes the form of Senior High Schools (SMA), Madrasah Aliyah (MA), Vocational High Schools (SMK), and Vocational Aliyah Madrasahs (MAK), or other forms of equals.[10]

One of the main keys to achieving educational unit achievements is the success of curriculum management. In line with this, the curriculum is essential in the administration of education because it contains everything that must be known, absorbed, and lived by students, which certainly must be accommodated and applied by educators in the education process. The curriculum can be understood as all activities in order to provide learning experiences to students through activities managed by the school both outside and in the classroom. The curriculum consists of four types of curriculum, namely the hidden curriculum which is an unwritten curriculum, an unwritten / hidden curriculum, also called the latent curriculum which gives rise to various effects of social milieu, or because of school assignments that result in unexpected effects, the actual curriculum is a real curriculum that is interpreted as students experience actually and the teacher teaches actually, a whole curriculum is an overall curriculum that includes a comprehensive school program in the context of all experiences planned and guided by the school; balanced, and coherent, the public curriculum is a curriculum based on basic and concrete needs that must be strengthened and studied by students in schools that are considered effective and meaningful to the public. [11]

The challenge was answered by educational institutions MAN Blitar City and MA "Ma'arif" NU Blitar City by carrying out the development of core curriculum,

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9Undang-Undang Nomor 20/2003 tentang *Sistem Pendidikan Nasional*
10Undang-Undang Nomor 20/2003 tentang *Sistem Pendidikan Nasional.* Diunduh pad a tanggal 14 Januari 2019
11 Oemar Hamalik. *Manajemen Pengembanga n Kurikulum.* (Bandung : UPI dan Remaja Rosdakarya, 2012), 110

extracurricular, and ma'had activities. From the core curriculum, all are based on the applicable national curriculum. In terms of extracurricular activities, each educational institution develops certain extracurricular activities that are judged according to their abilities and needs and have potential value to get achievements in certain events..

    a.   Teacher Quality Improvement Strategy

In accordance with of the National Education System Law (Sisdiknas) article 39; educators are professionals who are tasked with planning and implementing learning activities, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at tertiary institutions.[12]

The role of educators is always moving dynamically in accordance with the development of social aspects, science, and learning needs of students. In actual development, the teacher does not merely act as an agent to carry out the transfer of learning that carries out the process of transferring knowledge, but also acts as an agent to carry out the transfer of values that carries out a process of inculcating positive values in life. This role is more felt its value in this modern era where students can get learning resources that are very easy; and can do the learning process anywhere, anytime, and with anyone.

There are three keywords related to strategies for improving the quality of human resources including educators. These three keywords are training, development, and competence. Training is an important activity to develop the quality of personnel. Therefore, training must be carried out according to individual and organizational needs.[13]Training strategies must be linked to educational values, able to make them know, able to act, and apply in the form of knowledge, skills and behavior.[14]The second strategy is related to aspects of developing the quality of human resources who have an important role in relation to the strategy to improve the quality of personnel. Winterton asserted that this human resource quality development activity is closely related to training, although there are some essential differences related to both. Where the term development has broader scope and also refers to aspects of professionalism[15]the third strategy related to the development of the quality of human resources related to the development of

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12Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang *Sistem Pendidikan Nasional (Sisdiknas).* Jakarta : Sinar Grafika
13Jonathan Winterton. *Training, Development, and Competence,* (Oxford : Oxford University Press, 2007),329
14Winterton. *Training....*329
15Winterton, *Trainig *331

competence which is interpreted as the ability to show the quality of work in accordance with established standards.[16]

In line with the description above, the quality assurance strategy for educators and education personnel in general is very important. Strategies that have been implemented by the government in this case include in the form of Initial Competency Test (UKA), Teacher Competency Test (UKG), Teacher Performance Assessment (PKG), Sustainable Professional Development (PKB), and Performance Evaluation of School Principal / Madrasa (PKKS / M). The activity is a procedure carried out by the government and independently in the context adapted to the conditions, abilities, and needs of components in the education system. To provide written guarantees that education planning, implementation and assessment have met the specified requirements.[17]

The purpose of these activities is to foster and develop professional teachers that are carried out from the teacher, by the teacher, and for the teacher which is carried out for mapping the competence and performance of teachers at various levels and types of education used to reflect on their duties and functions in order to provide services to the community and improve the quality of education through improving teacher performance. This is the development of teacher competence which is carried out according to needs, gradually, and continuously to improve teacher professionalism which is one of the main elements for which activities are given credit scores.

The other main element is education and learning or coaching is done for teachers in various levels and types of education up to tertiary institutions.[18]In the implementation of the Ministry of Religion, the Madrasah Teacher Competency (APKGM) Assessment has been carried out. The results of the assessment are expected to be able to be a benchmark for teacher quality and in the end can be used as a policy base for fostering and developing teacher potential. Like a diagnostic tool, the results of APKGM are expected to be used to provide the correct diagnosis as a basis for providing accurate action.

Following up on teacher quality improvement, educational institutions can implement the PDCA (Plan, Do, Check, Act) cycle, both in terms of achieving standard learning processes that include planning, implementation, and

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16Winterton, *Training ...* 334
17 *Ibid,* 48
18*Ibid,* 131

assessment; and in the context of adjustments to the broad competency development system in the form of UKA, UKG, PKB, PKM / S, and APKGM.

2. Conclusion

Referring to the research findings in MAN of Blitar City and MA "Ma'arif" NU of Blitar City in accordance with the problem formulation, the conclusions of this study are as follows:

a. Strategy to Improve Curriculum Quality

Strategies for improving curriculum quality in Islamic education units with Islamic distinctive features at senior secondary level can be carried out by developing curriculum in an integrated manner, developing contextual curriculum, forming curriculum development teams, integrating extracurricular and ma'had activities, and developing strategic extracurricular activities. . This is supported by optimizing the potential that exists within the education unit, and by optimizing the potential of related institutions outside the education unit.

b. Strategy to improve the quality of educators

The strategy to improve the quality of educators in Islamic education units with a distinctive Islamic character at the level of senior secondary education can be carried out by strengthening systems and implementing educational supervision, strengthening competency development systems in an integrated manner, and implementing PKB and PKKS / M. This strategy can be realized by optimizing the potential that exists within the education unit, as well as by optimizing the potential of related institutions, which are outside the education unit.

This research can be done to examine the education unit's strategy to achieve educational institutions that excel, maintain, and develop it. Efforts can be made internally or externally. Internally directed at the program, implementation, assessment, supervision, and follow-up which includes aspects of curriculum, staffing, infrastructure, funding, processes, and management in the internal education system. Externally related to elements outside the education system to make a contribution to improve the quality of the education unit which includes the empowerment of parents / guardians of students, community empowerment, and cross-sectoral cooperation both with government agencies and outside the government.

This research is limited to strategies for improving curriculum quality and strategies for improving teacher quality. This theme is interesting to discuss because the curriculum and the teacher are the two main aspects that determine

whether or not the quality of the educational process at a particular level and educational path. The research was carried out in Islamic State Senior High School (MAN) of Blitar City and Islamic Senior High School (MA) "Ma'arif" NU of Blitar City.

From the internal side of the education unit, it can be done by modeling the development of achievement madrasa with an emphasis on developing the components of madrasa internally to develop the achievement of madrasa. While externally, public and bureaucratic studies can be carried out related to community and government support related to the development of madrasa with achievements.

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