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The role of Quality Control in improving the Quality of Learning with competitive advantage at MTs Darul Hikmah Tulungagung and MTs Maarif NU 2 Sutojayan Blitar

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Abstract. Quality learning is the main factor in encouraging educational progress. Quality education will be chosen by the community. Learning quality control is important in managing and improving the quality of learning so that better output is produced at the institution. MTs Darul Hikmah Tulungagung and MTs Ma'arif NU 2 Sutojayan Blitar are able to provide quality learning services by increasing quality control in learning to meet the needs and demands of stakeholders so that they are able to have achievements, have advantages, and have trust in the community.

Keywords. Quality Control, Quality Learning, competitive adventage

1. Introduction

The quality of learning is often questioned by various groups. Starting from the low quality of learning is also the low moral character of students. This is influenced by the ineffectiveness of schools in managing education, causing a low level of institutional competitiveness. Even though all admit that quality education and superior culture will be in demand by everyone. research findings from Peter Newby, [1] Mutohar,[2] Blaskova,[3] Quality is at the core of educational processes and goals.

Educational institutions (schools) are believed to function to develop the overall potential possessed by students. Parents will look for schools that are seen as being able to provide more value to their children spiritually, morally, intellectually and socially as well as skilled. Quality educational institutions like this are seen as ideal institutions and become the determinants of people's choices. This educational institution is also said to be an effective educational institution.

Effective educational institutions will always look for forms in improving their quality and quality. The quality in question is in accordance with the requirements and standards.[4] In *the global competitiveness framework,* it is stated that there are 12 pillars to see the achievement of a country's competitive position globally. Associated with a supportive environment, human resources in which there are institutional pillars and an innovation ecosystem can enter the realm of educational competitiveness. Also in the SDGs (Sustainable *Development Goals),* the sustainable development agenda contains the 4th goal of the SDGs, which is quality education. So that to become an effective educational institution, it must be

able to compete in terms of institutional management, ability to innovate and quality. The public's desire for educational institutions must be the main concern that must be realized by managing existing educational institutions. Institutional decisions taken by the leadership in improving the quality of internal and external services have a significant contribution to the process of improving the quality and competitiveness of this educational institution.[5] The ability of schools to provide provisions to students so that they have skills and carry out useful activities for their future lives, both economically, socially and culturally. Schools are able to transmit and transform culture, whether community culture is transformed into schools or vice versa, school culture is transformed into community culture.

Muhaimin explained that the characteristics of educational institutions that have advantages can be seen from the advantages of input, process advantages, and the advantages of the institution's output / *outcome*.[6] As stated by Mutohar, what are meant by quality are input, process, output and outcome. Quality input if it is ready to process in standards that have been determined locally, nationally and internationally. The process is said to be of high quality if it creates an active, creative, innovative and fun learning atmosphere. Outcomes are declared qualified if graduates are quickly absorbed in the world of work or institutions that need these graduates and are satisfied with graduates from these educational institutions.[7]

Society wants educational institutions that are able to meet all the needs of their students. Emotional factors and primordialism are no longer the reasons why people choose educational institutions, but also people are more rational and consider the future prospects of both students and educational institutions. Quality educational institutions that are seen as ideal, will be the determination of people's choices. The educational institution is considered ideal if the spiritual and moral aspects of students, intellectual aspects, and the social potential and skills of their students can be developed by educational institutions.[8]

Schools that have succeeded in developing a superior culture in their education are said to be effective schools. Research conducted by Mary Rose Montano[9] Anastaisou[10] suggested that the effective school variable is the priority scale of effective school management. One of the keys to the success of an effective school is effective learning as well.

In designing competitive advantage, it is inseparable from improving the quality of existing products and certain advantages they have. Designing it can be started from designing a good quality of learning. By trying to make the learning process run well, it will measure the achievement of goals by students and encourage teachers to develop and continuously improve their learning strategies.[11]

Excellent madrasas develop management that focuses on improving quality culture, learning opportunities development strategies, quality control *strategies,* power strategies, knowledge and information efficiently.[12] Superior schools are schools that were developed to increase the excellence produced (output*)* from their education. This means that superior schools are developed like other conventional schools that have developed so far by providing standard treatment to all students [13]

The Madrasah Tsanawiyah Darul Hikmah and Maarif NU 2 Sutojayan are geographically located in the southern district of East Java. Both have students from all over Indonesia. The existence of madrasas that are side by side with Islamic boarding schools provides its own bargaining value for community members to enter their students into these two tsanawiyah madrasas. If the Madrasah Tsanawiyah Darul Hikmah is on Jl. KH. Abu Mansur I, Tawangsari, Kedungwaru, Tulungagung, East Java, while MTs Maarif NU 2 Sutojayan is on Jl. Diponegoro 105 Kedungbunder Sutojayan Blitar. These two institutions have a large number

of students, even having to close registration since January long before the official registration process from the government.

MTs Darul Hikmah Tulungagung and MTs Maarif NU 2 Sutojayan Blitar were able to survive in the community influenced by the flagship program in the madrasa. These two madrasas have excellent programs that can improve students' cognitive, affective and psychomotor aspects. Both madrasas apply the 2013 curriculum, and the Islamic boarding school curriculum which includes bilingualism (Arabic and English). In the psychometric aspect, both institutions implement extracurricular activities through various types of activities, including arts, sports, and other extracurricular activities. In addition, the two institutions also apply the habit of worship, both praying and reading or reading the Qur'an and Tahfidzul Qur'an.

The institutions of MTs Darul Hikmah Tulungagung and MTs Maarif NU 2 Sutojayan are institutions established in the cities of Tulungagung and Blitar Regencies which are basically agrarian. MTs Darul Hikmah Tulungagung was founded in 1996 by the Alumni Association of Pondok Gontor in Tulungagung, Meanwhile, the forerunner of MTs Maarif NU 2 Sutojayan Blitar was founded by a prominent preacher, preacher Mr. KH. Agus Muadzin in response to public demand for Islamic education.

The community trusts MTs Darul Hikmah Tulungagung to educate their children, for at least 8 reasons. The eight things include: a) MTs Darul Hikmah Tulungagung applies a *correlated curriculum* ; b) MTs Darul Hikmah Tulungagung has adequate teacher resources and education personnel; c) MTs Darul Hikmah Tulungagung has representative learning facilities; d) MTs Darul Hikmah Tulungagung pays attention to the development of students' talents, interests, and achievements; e) MTs Darul Hikmah Tulungagung has excellent programs that are oriented to the formation of student character; f) MTs Darul Hikmah Tulungagung as an exemplary and national reference school that has a wide network of cooperation; g) MTs Darul Hikmah Tulungagung received recognition from external parties in the form of various awards and brilliant achievements; and h) MTs Darul Hikmah Tulungagung is a one-roof madrasa with a boarding school that is child and parent friendly

The head of MTs Maarif NU 2, Sutojayan Blitar, expressed the same opinion as the head of MTs Darul Hikmah Tulungagung, that the public has more confidence in formal education which is also under the auspices of Islamic boarding schools because of 24-hour supervision. Reduce their worries about children who are starting puberty and today's increasingly free association. The strong Islamic character of the students has won many achievements in the field of Islamic Religious Education.

Based on the description above, research related to the quality of learning in increasing competitive advantage is very important for several reasons. First, the condition of educational institutions that have good learning and have a competitive advantage is the hope of all parties. Second, learning is the core of activities in educational institutions. For this reason, it is necessary to be careful in managing learning to increase competitive advantage. Third, this research was conducted at MTs Darul Hikmah Tulungagung and MTs Maarif NU 2 Sutojayan Blitar because these two institutions are institutions that are able to rise up with their focus and differentiation so that they have a competitive advantage compared to other institutions.

2. Data analysis methods and techniques

The type of research used is qualitative. Researchers examine problems that will produce detailed and in-depth data. Qualitative research was chosen because the field situation is natural, natural or as it is, without being manipulated and not regulated by experiments or test

equipment. This qualitative research emphasizes the selection of a natural setting, because the phenomenon being studied, whatever its form has an essential meaning if it is in an original or natural context.

Researchers observe and investigate a typical phenomenon that occurs in the management of learning applied by educational institutions at the MTs level in increasing their competitive advantage.

This research is a multi-site research because the two sites have the same character; both develop the vision of Islamic education (madrasah) both are managed with Islamic management principles, with the characteristics of pesantren. In connection with this multi-site research design, the steps that will be taken by researchers are as follows: (1) collecting data at the first Madrasah Tsanawiyah, namely at MTs Darul Hikmah, Tulungagung Regency (2) collecting data at the second madrasa, namely MTs Maarif NU 2 Sutojayan Blitar. Based on the conceptual findings from the two institutions, a constant comparative analysis and conceptual development were then carried out to obtain an abstraction about curriculum management and learning in increasing competitive advantage in each institution.

1.   *Data collection technique*

Researchers as the main instrument directly go to the field to conduct observations, interviews, and documentation with the following stages:

a. *In -depth interview* : Interviews were conducted by researchers to obtain information about the management of students, starting from the acceptance of new students (*input*), student management (*process*) and graduates (*output*) that have been produced by the three schools. Interview activities were carried out using interview guidelines that emphasized factual conditions in accordance with the focus of research in the form of quality control in improving learning.

b. *Participant observation* : Researchers came to the location to make observations and at the same time be involved in several activities that took place at MTs Darul Hikmah, Tulungagung Regency and MTs Maarif NU 2 Sutojayan Blitar, to obtain direct information about the management of learning quality at MTs Darul Hikmah, Tulungagung Regency and MTs Maarif. NU 2 Sutojayan Blitar.

c. *Documentation:* Documentation study is
a technique of collecting data by searching and analyzing documents, important and related records and can provide data to solve research problems.

2.   *Data Analysis Techniques*

Researchers used a multi-site study design in this study. The analysis used by the researcher has 2 stages, namely the analysis of individual site data (individual *site)*, and cross-site data analysis (cross *site analysis)*

1. Single Site Analysis: This type of qualitative research in this study uses a single site analysis whose data analysis consists of; 1. Data Condensation, 2. Data Presentation, and 3. Conclusion Drawing.

2. Cross Site Analysis: Cross-site analysis is intended as a process of comparing the findings obtained from each site. At this stage, the researcher uses constant comparative data analysis, which is a comparative data technique that compares events that occur when the researcher analyses events and is carried out continuously as long as the researcher conducts research.

3. Discussion

Quality control is one of the functions of management. This control is an activity of assessing and providing input on the performance or tasks carried out by students when in learning to ensure that these activities are carried out according to the plan. In the control system there are four components that must be present, namely: first, an observation tool, a second assessment tool, a third modification tool and the fourth is a tool for disseminating information.

Based on the data in the field, the following describes the quality control of learning in increasing competitive advantage at MTs Darul Hikmah Tulungangung and MTs NU 2 Sutojayan Biltar including: 1) controlling religious learning; 2) control of academic learning; and 3) non-academic learning control.

1.   Religious learning control

In control, it is carried out by assessing the process, namely by observing, performance, product, and portfolio. Control of religious learning at MTs Darul Hikmah is carried out through curriculum implementation realized by the existence of Islamic religious education subjects and Arabic language plus the existing curriculum at KMI namely *Qira'ah, Amaliyah Worship, Qauliyah, Tajwid* and *Muhadatsah*.

MTs Darul Hikmah carries out istiqomah religious learning by means of continuous and consistent learning. As in Al-Qur'an learning and other learning that is habitual in nature and changing children's culture which was not yet religious into a religious culture, it is carried out in an istiqomah and sustainable way.

MTs Darul Wisdom is a madrasa that has the characteristics of a modern pesantren that adopts the Gontor learning system. In religious learning can be seen from learning the Qur'an, Tahfidz al-Qur'an. Al-Qur'an learning and other learning that is habitual in nature and changes children's culture from not being religious to a religious culture is carried out in an istiqomah and sustainable way.

By being the emphasis is on the lessons of the Qur'an Hadith, Arabic and English. Because in these lessons, the main key is that children can improve their language competence and global competence.

The hope of MTs Darul Hikmah is that children have an internal religious culture within them. According to Purwanto, religious culture is a noble character according to the word of God in QS. Al Maidah verse 3. The prophet Muhammad was ordered by God to improve morals. Absolute moral improvement is carried out continuously for both teachers and students.

The formation of religious character is very important and we always monitor it. The characters of *Amanah, Siddiq, Tabligh, Fatonah* we always chant and we practice so that it is not only in the mouth, but becomes a culture for students. Improvements in learning are carried out directly in learning in madrasas through the assessment of KI I and interactions among students in Islamic boarding schools.

Improving the quality of learning is in line with KMA No. 165 of 2014 concerning the Islamic Education curriculum and Arabic. The essence of this religious learning is the formation of students' character. Students are ultimately expected to become children of the nation who are faithful, pious and have noble character as can be seen from the vision of MTs Darul Hikmah, The realization of children of the nation who are faithful, devoted, have noble character, have knowledge and skills and are able to actualize themselves in people's lives.

2.   Academic learning control

Learning control at MTs Darul Hikmah Tulungagung and MTs NU 2 Sutojayan Blitar is carried out by monitoring activities by the principal as the person in charge of these MTs. This monitoring activity is carried out continuously and continuously from the beginning of the learning process to the final exam. This is intended to help the difficulties and problems that occur in the middle of the process of running activities at the madrasa during the academic year. This learning control activity has the first stage : evaluating the suitability of KI and KD from subjects, teaching materials and learning steps, as well as the accuracy of methods, approaches and assessments carried out by teachers. Second: evaluating and perfecting the annual program, semester and counseling program for students. Guidance and improvement to the Learning Implementation Plan (RPP), analysis of subject matter, media, textbooks and formative and summative evaluation plans, to the final stage of learning evaluation. Third: evaluating and perfecting the learning implementation program in the form of monitoring and supervising classroom teaching practices, practicum teaching, studying in the library and learning outside the room or outside the classroom. Fourth : evaluate and refine the implementation of the assessment by looking at the daily/weekly assessment documents, semester assessment results and student final assessment results.

At MTs Darul Hikmah Tulungagung learning control is more emphasized on the learning process, if technically the implementation is described the principal is responsible for the implementation of controlling the learning process. The deputy head of the curriculum is responsible for coordinating the implementation of controlling the learning process by preparing the necessary tools such as teacher teaching schedules, grade lists, KI/KD, syllabus, lesson plans format, academic calendar, and learning evaluation format.

Learning control is also known as evaluation or assessment. This assessment is carried out by several elements. The first is carried out by the educator element during the learning process, the second is carried out by the madrasah and the third is carried out by the ministry of religion and BNSP. Assessment of learning in the form of assessment and formative summative carried out by teachers, and education units in assessing the achievement of SKL. As a quality controller, the class IX exam is carried out by the government.

The findings at MTs Darul Hikmah Tulungagung, academic control for students at MTs Darul Hikmah is different from madrasas in general, namely that they do an assessment divided by oral assessment (*syafahi*), written assessment (*tahriri*). The oral exam (*syafahi*) is a test that has an important role in measuring the ability of the students. The teacher council can easily see first-hand the extent to which the students have mastered the lessons that have been studied for one semester and how ready the students are to face the written test (tahriri) later. In this exam, not all subjects are tested; the lessons are language development and fiqh problems which are divided into Arabic, English and Al-Quran.

Arabic material includes ma*hfudzot, mutholaah, durusullughoh, nahwu, shorof, balahgoh* . English material includes dictation, grammar, translation, reading . Al-Quran material includes Qiroah, recitation , amaliyah worship, qouliyah worship , memorizing juz amma, fiqh .

The Written Exam (Tahriri) is a series of written exams held at Darul Hikmah Modern Pondok after the oral exam, this exam is held simultaneously from grades 1 to 6 KMI, Darul Hikmah Modern Pondok Tawangsari, Tulungagung. This written exam is a test of strengthening of the oral exam, from here the students know and can take lessons that have been obtained from the previously held oral exam, the written exam at the Darul Hikmah Tulungagung Modern Boarding School focuses on the honesty of the students, there is no word cheating, even

cheating will get a witness and that's what the cottage did not expect, instilling honesty into each individual student starting from the smallest things.

3.   Control and improvement of non-academic learning

Controlling the quality of non-academic learning here is the evaluation of extracurricular activities at MTs Darul Hikmah Tulungagung consisting of national compulsory extracurricular activities, compulsory school extracurricular activities, and selected extracurricular activities. The national mandatory extracurricular activity is scouting. The scouting learning process is held in the school environment and outside the school in the form of routine and other exercises. Scouting activities are carried out every Saturday from 08.00 to 09.00 WIB. While elective extracurricular activities can be carried out on Saturdays and some are carried out after class hours are over.

Outside of extracurricular lessons in the form of Arabic and English Speeches, Language Debates, and Language Love Week, Youth Red Cross (PMR), Skills and Entrepreneurship (Culinary, Fashion, Handicrafts, Khot, Murals, and Gravity), Scientific Works This youth (KIR), Qiro'ah, Arts (Hadrah and Saman) went well, apart from sports such as volleyball, futsal, running, badminton and so on.

Control of non-academic learning or the talents and interests of MTs Darul Hikmah and MTs NU 2 Sutojayan Blitar students is packaged into various activities, including routine activities, extracurricular activities, spontaneous activities and exemplary activities. This activity aims to provide reinforcement and self-development and the potential possessed by students at MTs Darul Hikmah. Therefore, this has an impact on institutional progress. The activities carried out at MTs Darul Hikmah are of course expected to provide benefits for institutions and the community. With various activities that are highly accepted by students and their parents, this has become word of mouth marketing to broadcast this institution.

Non-academic learning services in schools are able to provide institutional implications. This is supported by the role of the community in conveying the positive information achieved by MTs Darul Hikmah Tulungagung. The public's trust in the school makes the students' interest in entering MTs Darul Hikmah Tulungagung higher. In addition, the development of quality, whether religious, academic, and talent and interest in MTs, is directly or indirectly able to have a good impact on the institution. This raises a good impression for Islamic educational institutions that community-run educational institutions (private status) are able to compete with other institutions.

4. Conclusion

In controlling the quality of learning management at MTs Darul Hikmah Tulungagung and MTs Maarif NU 2 Sutojayan Blitar, implement process control and result control. Religious quality control is in the form of academic quality control in the form of implementing processes in learning using *authentic* assessments and results assessments by carrying out daily tests, mid-semester tests, end-of-semester tests, practical exams and national exams and assigning assignments to students. *The Syafahi* and *Tahriri exams* are the differentiation that distinguishes this madrasa. And non-academic quality control in the form of Control of non-academic learning or the talents and interests of MTs Darul Hikmah and MTs NU 2 Sutojayan Blitar students is packaged into various activities, including routine activities, extracurricular activities, spontaneous activities and exemplary activities.

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