



## The Concept of Internal Quality Assurance in Madrasah Diniyah PP. Al-Hidayah Tanggulangin Sidoarjo

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### ABSTRACT

**Background.** Madrasah diniyah education develops with the pesantren policy to open up about a systematic and structured formal education system.

**Purpose.** Because of this, madrasah diniyah education also requires a guarantee system which is the focus of the efforts carried out by the internal madrasah itself so that it can be more transformative, inclusive, and open to change in the public interest.

**Method.** The method used is Qualitative with the Field Research model with interviews and direct observation of the research object. This research focuses on the concept of an internal quality assurance system offered to Madrasah Diniyah Education units. Al-Hidayah as an effort to implement SPMI in related education units.

**Results.** The concept offered by the researcher is the eight principles of quality assurance of the International Standard Organization (ISO) version, and the concept of the quality assurance framework version of Umaedi's MPMBs carried out with EDS (School Self-Evaluation), which in the view of researchers can be implemented in the Madrasah Diniyah Education unit PP. Al-Hidayah

**Conclusion.** Internal quality assurance in madrasah Diniyah PP. Al-Hidayah is very doable regarding the ISO version of the quality assurance concept regarding the eight principles of internal quality assurance, Internal quality assurance in madrasah diniyah PP. Al-Hidayah can also be pursued by adjusting the MPMBs concept, namely school-based quality improvement management conceptualized by Umaedi with four frameworks: resources, accountability, curriculum, and school personnel.

### KEYWORDS

Madrasah Diniyah, Pesantren, Quality Assurance

### INTRODUCTION

Madrasah is a formal institution not for profit and contains an integrated and systematic learning system. Madrasahs are synonymous with educational institutions that contain the content of the Islamic religious curriculum as a whole (Furuya-Kanamori dkk., 2021; Kurz dkk., 2020; LoPresti dkk., 2019). The above theory describes more about madrasahs as formal educational institutions which contain 75 percent of Islamic religious education material, which is recognized by the government as a variant form other than formal education institutions,

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both public and private, starting from the early childhood education level (RA), elementary level (MI), middle level (MTs), final level (MA), and even college level (IAIN/STAI).

From the terminology above, one institution is related but non-formal, namely Madrasah Diniyah (Le dkk., 2019; Stadter dkk., 2019), which started from the transformation of the model of providing Islamic boarding school education, which is more systematic with classifications and levels. Today madrasah diniyah is held in Islamic boarding schools, villages, and even cities. Inspired by the beginning of the emergence of madrasah from the forerunner to the change in the pesantren education model, in reality, the pesantren itself still maintains its classical methods, such as sorogan, bandongan, reasoning, memorization, and deliberation (Kuhring dkk., 2020; Sundquist & Melander, 2021). The essentials of madrasah diniyah, which are the topic of discussion for the researchers, are those under the auspices of the pesantren.

The juridical basis for the establishment of pesantren and madrasah has been regulated in the fundamental law on Education and teaching no. 4 of 1950, which is still relevant today that learning in religious schools that have received recognition from the Minister of Religion is considered to have fulfilled the obligation to study (Gabriela dkk., 2022; Kartel dkk., 2022; Qureshi dkk., 2022). Then it was strengthened by the Joint Decree (SKB) of 3 Ministers in 1975, which was signed by Prof. Dr. Mukti Ali as Minister of Religion, Lt. Gen. TNI Dr. Teuku Syarif Thayeb as Minister of Education and Culture, and Gen. Retired TNI. Amir Machmud, Minister of Home Affairs, regarding the equality of MI, MTs, and MA-level madrasahs, who are given formal legal rights to continue their Education to the next level (Dewi S dkk., 2022; Keshav dkk., 2022). Then it was strengthened by the SKB 2 Ministers, namely the Minister of Education and Culture and the Minister of Religion No. 0299 of 1984 (DIKBUD); 045/1986 (Menag) of 1984 concerning arrangements for bookkeeping of the general school curriculum and the madrasah curriculum, the contents of which include equalizing the quality of madrasah graduates who can continue their Education to higher schools.

Then came the national education system law, which emphasized the juridical basis for the development of pesantren and madrasah diniyah 2003 No. 20 article 30 paragraph 4 that 'Religious education takes the form of education in diniyah, pesantren, panorama, pabhaja samanera, and other forms (Anoum dkk., 2022; Demina dkk., 2022; Hikmah dkk., 2022). This law also states that (1) the government and religious community groups organize Religious Education following statutory regulations. (2) Religious Education functions to prepare students to become members of society who understand and practice the values of their religious teachings and become experts in religious knowledge. (3) Religious Education can be held through formal, non-formal, and informal Education.

The urgency within the body of the pesantren is the curriculum of the pesantren itself, as expressed by many education practitioners that the spirit within the institution of Education is the curriculum of the institution itself (Firman dkk., 2022; Ilham dkk., 2022). In the opinion of Prof. Zamakhsyari Dhofier about the essential elements of Islamic boarding schools, one of which is the study of the book of the Salaf. so the focus of attention on Islamic boarding schools in the study of Islamic boarding schools is not an unimportant matter, in addition to researching the teaching and learning procurement system or what is termed the Koran outside the formal activities of Islamic boarding schools is no less important because the contribution of the madrasah diniyah system in Islamic boarding schools is significantly bringing its color and characteristics that reflect the quality of the pesantren itself.

Al-Hidayah Islamic Boarding School has a teaching system that varies from formal to middle, graduate, and vocational levels (Hartini dkk., 2022; Nopiana dkk., 2022; Safitri dkk., 2022). And non-formal within the madrasah diniyah frame. Located in Ketegan village, Tanggulangin sub-district, Sidarjo district, East Java, this pesantren is a large pesantren among the pesantren community in Sidarjo with a total number of students of around 1,300 both male and female, ranging from those who are still required to study to those who have entered tertiary institutions, and those who pure boarding school and Tabarukan as Ndalem students and was founded about 46 years ago when this research was written.

As a madrasah diniyah under the auspices of a pesantren located in the Urban Environment, it is not easy to maintain its existence against the current paradigm of society that is less aware of the emergency of Islamic religious, moral Education, and the deepening of Islamic Sharia discourse where they are more concerned with the level of Education that can guarantee children his children to be able to stay alive with the flow of economic globalization (Dianovi dkk., 2022; Najeed dkk., 2022; Rohmalimna dkk., 2022). So there is a need for an evaluation to suppress.

## RESEARCH METHODOLOGY

Infiltration galleries are one of the sand water filter models that are often used, namely for groundwater extraction with areas adjacent to river water flow. Infiltration galleries can be applied in situations where the water-giving layer is thin, to get more water. If the water layer contains poor parameters, then infiltration galleries can produce relatively better water filter results. Based on the results of research that has been conducted by Alvaro Camacho, utilizing the gallery infiltration method can remove up to approximately 90% turbidity, suspended solids, and colors. Infiltration galleries can provide drinking water in almost stable quality and quantity throughout the year with very minimal environmental effects. Because this method utilizes a natural filtration process so that it can reduce expenses for operational and maintenance processes. The next advantage is that its location on the surface makes it easy to pick up and process. The processing technique is relatively simple so it does not require too much processing plant costs.

## RESULT AND DISCUSSION

### Basic Concepts of Internal Education Quality Assurance

According to Syaiful Sagala, Quality is related to the fulfillment of a specific product's assessment criteria, standards, and references. If juxtaposed with the terms of Education, according to him, the quality of Education is a universal characteristic of internal and external Education services that can satisfy the needs desired by Education consumers or implied from the Education platform, including input, process, and output of Education (Rahmah dkk., 2022). Education quality management is focused on more than just the quality standards of Education products. But it is more about a good production procedural process to produce a good Education product. According to Hanun Asrohah, Education quality management is an effort of integrity and comprehensive management of Educational Institutions to fulfill consumer needs consistently and tends to increase in all lines of activities of Educational institutions.

The quality of a selling product is sometimes also determined unilaterally through the consideration of the producer, who is absolute without bargaining as the best measure that cannot be surpassed by other products to satisfy the consumer in this regard, according to Edward Sallis called it as Quality as an Absolute (Amado-Alonso dkk., 2019). As for the quality that is determined according to the will of the consumer, he termed it The Relative Nation of Quality, and from this definition, it implies that the quality of the product or service must follow the specifications through internal regulations of the organization and also following the interest and prioritizing consumer satisfaction.

Dani Koswara and Cepi Triatna define quality management as an applicative concept of quality in the assurance of a product or service that has quality specifications that have been set, including input, process, output, and outcome, and actualized continuously in daily performance efforts. There are three terms in the study of quality management of Education that are interrelated and have different understandings that are very important to understand, namely:

1. Education Quality Assurance (Quality Assurance)

Quality assurance is an action that is implemented in the quality system systematically and planned as a form of quality improvement that focuses on preventive actions and solving related problems to produce products that conform to the specifications that have been set and are free of

errors. It can be understood that quality assurance is a system that is used to realize the best quality and that meets the standards that have been set.

## 2. Quality Control (Quality Control)

Quality control is a process of monitoring and actions that improve the system and performance related to quality to achieve the desired results that are done in a long-term and efficient manner. The control activity includes assessment and improvement to the target and technical plan of the activity itself.

## 3. Quality Improvement

Quality improvement is a process that identifies and monitors quality service indicators and measures the results of quality indicators that lead to the achievement of impact (outcome) and the improvement of quality processes to achieve maximum improvement. This is done after forming a quality assurance process and also accompanied by quality control to improve the low quality to be proactive and continuous.

A quality assurance system is one of the three discourses that become a subsystem in the national education system in Permendiknas No. 63 of 2009. SPM or Quality Assurance System is a process of setting and meeting quality management standards consistently and continuously to be able to meet the standards of the idealism of related agencies and Stakeholders' satisfaction, which consists of planned and systematic efforts to meet the customer's desire for services and products or services available.

The quality assurance system has two types, internal and external, by RI Government Regulation No. 19 of 2005 regarding the obligation for both formal and non-formal Education units to meet the national standard of Education. Internal quality assurance by the Education unit is a form of self-evaluation carried out by the Education unit to improve the performance of the internal quality assurance members of the Education unit that focuses on Stakeholders, teachers, students, leaders, and employees. Self-evaluation is done after evaluating and reporting public accountability and quality control to superiors to realize a significant improvement in quality.

The details of the internal quality assurance system in the government regulations are as follows the management of education units at the primary and secondary education levels applies school/madrasah-based management that is demonstrated by independence, partnership, participation, openness, and accountability [Government Regulation Number 19 Tahu

## CONCLUSION

Internal quality assurance in madrasah Diniyah PP. Al-Hidayah is very doable concerning the ISO version of the quality assurance concept regarding the eight principles of internal quality assurance, namely: (1) customer-focused organization, (2) leadership, (3) involvement of people, (4) focused approach, (5) system approach to management, (6) continual improvement, (7) factual approach to decision, (8) mutually beneficial supplier relationship.

Internal quality assurance in madrasah Diniyah PP. Al-Hidayah can also be pursued by adapting the MPMBS concept, namely school-based quality improvement management conceptualized by Umaedi with four frameworks, namely: (1) resources, (2) accountability, (3) curriculum, and (4) school personnel.

The two concepts of internal quality assurance are offered to Madrasah Diniyah PP. The Al-Hidayah must seek to conduct a self-evaluation of the madrasah diniyah first, covering administrative and internal managerial aspects of the madrasah diniyah, resources, competence of teaching staff, staff and related persons, and competence of students.

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**AUTHORS' CONTRIBUTION**

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

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