



**International Conference on Islam, Law, and Society (INCOILS)
Conference Proceedings 2024**

**THE ROLE OF THE EDUCATIONAL QUALITY ASSURANCE
SYSTEM IN IMPROVING THE QUALITY OF EDUCATION IN
ISLAMIC EDUCATIONAL INSTITUTIONS**

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ABSTRACT :

The quality of education is related to whether or not national education goals are achieved as stated in Law no. 20 of 2003 concerning the National Education System. Therefore, the quality of education can be said to be good if it meets National Education Standards. Fulfillment of minimum education standards which are National Education Standards is a prerequisite for improving the quality of education, including madrasas. The emerging reality is that the quality of education in Indonesia is still quite far from expectations, especially as the quality in most madrasas still experiences many problems. Many madrasas do not meet the National Education Standards, such as teaching and education staff who do not meet standardized qualifications and competencies, as well as inadequate facilities and infrastructure. This research uses a qualitative library study method, which is a type of qualitative research carried out by collecting data from written sources such as books, journals and scientific articles. The results of the research are facts regarding the importance of the role of the education quality assurance system in improving the quality of education in Islamic Education Institutions.

Keywords: *Quality of Education, National Educational Standards, Islamic Education Institutions.*

INTRODUCTION

Education has an undeniable role in shaping individuals and society. In the context of Islamic education, its main objective is not only limited to providing knowledge and skills, but also to forming characters in accordance with religious values. However, to achieve the desired standard of education quality, a system is needed that is able to measure, monitor, and ensure that the education process takes place in accordance with the established standards.

The education quality assurance system (SPMP) is an important mechanism in ensuring the quality of education. With the SPMP, educational institutions can identify their strengths and weaknesses, formulate improvement steps, and ensure that the learning process takes place effectively and efficiently. In the context of Islamic education, SPMP becomes increasingly relevant because of the importance of maintaining the authenticity and integrity of religious teachings in the education process.

Efforts to improve the quality of education in this country have long been attempted. Since Indonesia's independence until the current information era, improving the quality of education has been one of the priorities for development in the field of education. Various innovations and education programs have also been taken. Improvement of the curriculum, provision of teaching materials, textbooks, provision of facilities, and including improving the quality of teachers.

These efforts are made because quality education is the hope for this nation. Education is expected to produce a complete Indonesian person, as stated in the applicable laws. Quality education must be provided through the channels, types, and levels in our education system, including madrasah education. Quality education can be provided with a joint commitment between the government, society, and family. Quality education at every type, level, and path of education must be accessible to all Indonesian citizens.

The quality of education is related to whether or not the national education goals are achieved as stated in Law No. 20 of 2003 concerning the National Education System. In addition, the quality of education can be said to be good if it meets the National Education Standards. The fulfillment of minimum education standards which are the National Education Standards is a prerequisite for improving the quality of education including madrasahs (Syukran, 2010: 43).

Since the birth of Law No. 20 of 2003 which was followed by PP No. 19 of 2005, Madrasahs have the same position as public schools. Therefore, improving the quality of madrasahs must be carried out in line with the Laws and Government Regulations. This is because the role of madrasah is very large and has contributed to national education in Indonesia. It continues to exist amidst limitations and has participated in educating the nation. As one of the Islamic educational institutions rooted in society, madrasah is a manifestation of Indonesian culture that must be maintained and developed. Because it cannot be denied that this institution has made a great contribution, especially in educating the life of the Indonesian nation. Madrasah has also produced true nationalists who actively fight for the nation's independence from the shackles of colonialism that has colonized this country for centuries (Makmur, 2013: 11).

METHODS

The research method used in this writing is qualitative literature study which is one type of qualitative research conducted by collecting data from written sources such as books, journals, and scientific articles. This research is conducted by reading, understanding, and analyzing these sources to obtain the information needed. The research approach used in the qualitative literature study research method is a descriptive approach. This approach is used to describe the phenomenon being studied in detail and in depth. The type of data used in the qualitative literature study research method is qualitative data. Qualitative data is data in the form of words and is more identical to properties or characteristics rather than numerical variables. This causes this data to not be able to be measured and calculated with certainty. The data collection technique used is by reading, understanding, and analyzing written sources such as books, journals, and scientific articles. Data analysis in the qualitative literature study research method is carried out by reading, understanding, and analyzing written sources such as books.

RESULT AND DISCUSSION

The Nature of Educational Quality Assurance

In general, quality can be interpreted as a comprehensive description and characteristics of goods or services that show their ability to satisfy expected or implied needs. In the context of education, the concept of quality includes input, process, and output of education (Mulyasa, 2012:157).

Today, all educational institutions, including madrasahs, are oriented towards quality. An educational institution is said to be "quality" if its input, process and output can meet the requirements demanded by users of educational services. If its performance can exceed the

requirements demanded by stakeholders (users), then a new educational institution can be said to be superior. Because the demands of quality requirements desired by users continue to change and develop, the concept of quality is also dynamic and continues to develop (Qomar, 2009: 206).

Quality is the ability possessed by a product or service unit, which can meet the needs or expectations of satisfaction, customers. In the world of education, customers are grouped into two, namely internal customers and external customers. Internal customers are students as learners, and external customers are the community and the industrial world.

Quality is not born and stands alone, but involves many factors for its birth. Among those involved is the quality assurance system (Quality Assurance System). This system will oversee the quality of educational institutions, including education in Madrasahs. And this system will also be responsible for distributing the output of educational institutions.

Quality assurance is a term used to represent monitoring, evaluation, or quality review activities. Quality assurance activities are focused on the process of building trust, by fulfilling minimum requirements or standards on input components, process components, and results or outcomes, in accordance with what is expected by stakeholders. In the field of education, quality assurance is a way of managing all educational activities and resources that are directed at customer satisfaction (Mahmud, 2012: 13).

Quality assurance has two forms, namely, first, the design of continuous quality improvement and development process activities (continuous quality culture). It contains values that are the beliefs of education stakeholders, as well as the principles and principles that are adopted. Thus, quality assurance as a system contains values and principles in the process of change, improvement and continuous quality improvement.

Quality assurance of education is regulated in the Regulation of the Minister of National Education Number 63 of 2009 concerning the Education Quality Assurance System. Quality assurance, in this regulation, is defined as a systemic and integrated activity in the implementation of education to increase the level of intelligence of the nation's life. The integrated systemic activity is carried out by education units or programs, organizers of education units/programs, local governments, governments, communities, and involves the business world.

To create quality education as expected by many people or the community is not only the responsibility of the school, but is the responsibility of all parties, including parents and the business world as internal and external customers of an educational institution. Arcaro S Jerome as quoted by (Rivai, 2016:118) stated that there are five characteristics of quality schools, namely: Customer focus, total involvement, measurement, commitment and continuous improvement

The implementation of education quality assurance is mainly in the education unit/program. The organizer of the education program unit is obliged to provide and provide assistance in meeting standards. The district/city government, provincial government, supervises, evaluates, facilitates, provides advice, direction and/or guidance to the education unit/program. The interrelationship between these components requires a clear design. A design that explains the duties and authorities between components, for education quality assurance. This grand design is prepared based on input from various education stakeholders which are then determined as quality standards.

Education Quality Assurance Strategy

The education quality assurance system (SPMP) is used as an elaboration or combination of Law No. 20 of 2003 concerning the national education system. SPMP is a systematic process

and conscious and consistent effort that runs continuously in determining the achievement of education management standards that are believed to be able to satisfy students, parents, education resources and education stakeholders (I Made Alit Mariana, 2013). Where education management standards refer to eight national education standards as stated in government regulation (PP) No. 1 of 2005.

Then why is SPMP a necessity in education management? First, SPMP is used as a reference in mapping the quality of education management both at the regional and national levels. Second, the SPMP process and products can answer and convince that education is able to provide satisfaction to education stakeholders. Third, SPM is used to determine the model for facilitating school performance improvement which includes learning systems, school-based management, and empowerment of the education community and the wider community in managing education in schools.

Education management cannot actually stop operating even for a moment, because it is only waiting for a perfect system, facilities, programs, resources. Efforts to improve quality must continue even though it is step by step. Given that educational issues are very complex and the demands of the times with rapid technological developments, education must be ready to answer these problems. In every process, education management must always have a progressive view of the future. Drucker conveyed the message that the importance of change for future preparation based on current conditions, even quality has changed along with the development of science and knowledge and the dynamic needs of society. What Drucker said suggests that quality and programs to achieve quality are seen as something dynamic, so that in its journey it requires systematic preparation and planning efforts.

Quality for a company engaged in services or manufacturing including educational institutions, providers of quality products have become a demand in competition (Banks, 1989). The increasing demand from consumers demands a product to maintain its quality, therefore there needs to be a standardization or quality assurance. Quality assurance is the process of establishing and fulfilling quality standards consistently and continuously so that consumers, producers and other interested parties are satisfied (Nurhuda, 2018). On this basis, in the management of education, quality standards are needed, so that stakeholders are satisfied.

Madrasah as an Islamic Educational Institution

Madrasah linguistically comes from the Arabic root word "darasa" which means to study. While madrasah itself means a place of study or formal school. The definition that lay people usually use for Madrasah is an Islamic educational institution at the elementary and secondary levels, either teaching Islamic religious knowledge only, a combination of Islamic religious knowledge and general knowledge, or general knowledge based on Islamic teachings (Nata, 2012:204).

As an Islamic educational institution in Indonesia, Madrasah emerged and developed along with the entry and development of Islam in Indonesia. Along with the development of the Indonesian nation, Madrasah has experienced development, both in terms of level and type since the sultanate, colonial period, and independence period.

The growth and development of Madrasah in Indonesia was influenced by the tradition of Madrasah in the modern Middle East which taught religious and general knowledge. Before the 20th century, the tradition of Islamic education in Indonesia did not yet know the term Madrasah, there were only Al-Qur'an studies in mosques, prayer rooms, Islamic boarding schools, surau, and

langgar. The term Madrasah only became a phenomenon in the early 20th century, when in several regions, especially in Java and Sumatra, Madrasahs were established.

In addition to being influenced by the idea of Madrasahs in the Middle East, Madrasahs also adopted the Dutch colonial education system. In the early days, madrasahs were established by modernist Islamic organizations. For example, Jami'at Khoir, Al-Irsyad and Muhammadiyah. In line with that, Muhammadiyah adopted the Dutch educational institutional system consistently and comprehensively, by establishing public schools in the Dutch model. However, religious education (Muhammadiyah's term for the Qur'an method) was included in its curriculum.

The growth of madrasahs showed a progressive and defensive response from Muslims. Progressive in responding to the progress of the organization and implementation of education, and defensive against the education policies of the Dutch East Indies at that time. After Indonesia's independence, attention to Madrasahs or Islamic education continued. This is evidenced by the announcement of the Working Body of the Central Indonesian National Committee (BPKNIP), dated December 22, 1945 (RI News year II No. 4 and 5 page 20 column 1). In it there is an affirmation that "In advancing education and teaching, at least it is recommended that teaching in langgar, surau, mosques and Madrasahs continue and be improved" (Umar, 2016: 65).

As a follow-up to the above information, on December 27, 1945, BPKNIP recommended that Madrasahs receive attention and material assistance from the government. Because Madrasahs are essentially one of the tools and sources of education and intelligence of the people that have taken root in society.

The government's attention to Madrasahs is increasing. This is evidenced by the establishment of the Ministry of Religion (Kemenag) which was officially established on January 3, 1946. In the organizational structure of Kemenag, there is a section C, namely the education section with the main task of managing religious education issues in public schools, and religious education in religious schools (Madrasahs and Islamic boarding schools).

In the early days of the New Order, policies regarding Madrasahs were basically to continue and strengthen old policies. At this stage, Madrasahs were not yet viewed as part of the national education system, but were educational institutions under the Minister of Religion. The reason was that Madrasah education was more dominated by religious content, and its structure was not uniform, and its management was still weak.

Efforts to include Madrasahs in the national education system went through a long and winding road. The challenges came from within and outside Islam. The external challenge was the attempt at congruence which stated that Madrasahs must be managed by the Ministry of Education and Culture, as the only department responsible for organizing national education. This was rejected by Muslims who preferred Madrasahs to be under the Ministry of Religion.

Another challenge was the birth of Presidential Decree Number 34 of 1972, which was strengthened by Presidential Instruction Number 15 of 1974. Its contents were considered to weaken and alienate Madrasahs from the national education system. Some Muslims viewed the Presidential Decree and Presidential Instruction as a maneuver to ignore the role and benefits of Madrasahs which had been organized by Muslims since the colonial era. This situation inevitably caused a strong reaction from Muslims, especially those who wanted madrasahs to be part of the national education system. The emergence of this strong reaction from Muslims was realized by the New Order government. In relation to Presidential Decree 34/1972 and Presidential Instruction 15/1974, the government then took a friendlier policy related to the existence of madrasahs through "guidance of Madrasah education quality".

In line with efforts to improve the quality of Madrasah education, a Joint Decree (SKB) of three ministers was born on March 24, 1975, signed by the Minister of Religion, the Minister of Education and Culture and the Minister of Home Affairs. The birth of the SKB of the Three Ministers, among other things, was to address the concerns and anxieties of Muslims, that the Madrasah education system would be eliminated as a consequence of the Presidential Decree and Presidential Instruction above.

The birth of the SKB of the Three Ministers can be seen as a dual solution model. On the one hand as an acknowledgment of the existence of Madrasah, and on the other hand providing certainty of the continuation of the formation of an integrative national education system.

However, this does not mean that the SKB of the Three Ministers is without problems. The increase in the curriculum burden is one of them. This is a consequence of the composition of the Madrasah curriculum having to be the same as public schools, then added with many and varied Islamic Religious subjects. Whereas on the one hand, Madrasahs must improve the quality of their general education to be on par with the standards applicable in schools. On the other hand, Madrasahs as Islamic educational institutions must maintain the quality of their religious education.

Quality Assurance in Islamic Educational Institutions

Various efforts have been made by the government to improve the quality of education. The government, in this case the Minister of Education, has launched the "Education Quality Improvement Movement" on May 2, 2002, and has become more focused after the enactment of Law No. 20 of 2003 article 35 and PP No. 19 of 2005 concerning National Education Standards (Hidayah, 2016: 43).

The birth of Law Number 20 of 2003 concerning the National Education System, places Madrasahs on a par with other educational institutions. Not only is its position recognized, but the role of ensuring the quality of education is also assigned to Madrasahs. This is clear in the mandate of Chapter IV Article 5, for example. In this chapter and article, it is explained that "Every citizen has the same right to obtain quality education" (UUSPN, 2006: 77).

The law is strengthened by Government Regulation Number 19 of 2005 concerning National Education Standards. In Chapter XV Article 91 it is emphasized that "Every educational unit on formal and non-formal paths is required to carry out quality assurance of education". The quality assurance of education as referred to, aims to meet or exceed the National Education Standards (Compilation of Education Laws, 2009: 228).

The birth of this legal product has given fresh hope to the managers and organizers of education in Madrasahs. Madrasahs led by the Ministry of Religion have the same opportunities and chances as educational institutions managed by the Ministry of Education. Like other educational institutions, Madrasahs also aim to provide quality education services in order to build Indonesian Human Resources who have spiritual, intellectual, emotional, aesthetic, kinesthetic, and social intelligence.

The birth of PP Number 17 of 2010 concerning Education Management, and PP Number 55 of 2007 concerning Religious and Religious Education, provides a great opportunity for the Ministry of Religion to optimize the potential and resources of Madrasahs. In addition, it cannot be denied that public trust in Madrasahs is quite high. This is not only because of its function in the intellectual development of students, but the expectation lies in the instillation of religious values.

However, this trust is not fully proportional to the quality of service provided by the Madrasah. In general, Madrasahs are still faced with several obstacles that affect the quality of the process and the quality of educational outcomes. The background of students and their families, support from various educational sources and teacher education qualifications are some of these obstacles.

Many factors are thought to be the cause of the need to improve the quality of Madrasahs. For example, the problem of madrasah leadership management, the learning process, the quality of graduates, and the inadequacy of educational facilities and infrastructure in Madrasahs. Various efforts that have been made by the government to improve the quality of education until now still face many challenges and have not been very encouraging, and there are still many failures. This is caused by, among others: problems of inappropriate education management, placement of personnel who are not in accordance with their fields of expertise (including the appointment of unprofessional school/Madrasah principals), lack of equal opportunities and limited budget available, so that the goal of national education to educate the nation's life through improving quality at every type and level of education has not been able to be realized significantly (Rivai, 2016: 118).

Efforts to maintain the quality of education are difficult to separate from quality management. In quality management, all management functions carried out by education managers in Madrasahs are directed so that all educational services provided are as optimal as possible in accordance with or exceed customer expectations.

Quality education, in the sense of producing graduates in accordance with community expectations, both in personal quality, morals, knowledge and work competencies, is an absolute requirement in the life of a global society that continues to develop today and in the future. In realizing quality education, it is required to implement quality programs that focus on efforts to improve the quality of all components and educational activities.

Quality assurance in the world of education must indeed be improved considering that the quality of education in Indonesia in particular is far from what is expected. We also acknowledge that schools, both from the middle and high levels, regarding the condition of facilities and infrastructure and the learning process are still less than satisfactory, so that quality assurance of education is a primary program and is very important for the Minister of Education and of course for the government.

Quality assurance of education itself is an independent activity by certain educational institutions, therefore it must be compiled, designed, and implemented independently. One of the efforts to realize this quality assurance can be carried out in stages by the Madrasah, namely by conducting self-evaluation, then followed up with monitoring of the Madrasah by the local government, so that the quality assurance of education can be carried out properly.

Madrasahs use a variety of quality assurance systems, namely external, namely the National School/Madrasah Accreditation Agency and internal. This is based on the results of a survey that in accordance with government regulations, every madrasah must be accredited so that it must use BAN-S/M (National School/Madrasah Accreditation Agency). The BAN-S/M accreditation model is considered by the madrasah community as a system that will guarantee the quality of madrasahs.

The Provincial School/Madrasah Accreditation Agency, hereinafter referred to as BAN-S/M, is an independent evaluation body that determines the eligibility of programs and/or

educational units at the elementary and secondary levels of formal education by referring to national standards.

BAN-S/M has the task of formulating operational policies, disseminating policies, and implementing School/Madrasah accreditation. BANS/M has the function to:

- a. Formulate policies and determine school/madrasah accreditation
- b. Formulate criteria and school/madrasah accreditation tools to be proposed to the Minister
- c. Implement dissemination of school/madrasah accreditation policies, criteria, and tools
- d. Implementing school/madrasah accreditation
- e. Evaluating the implementation and results of school/madrasah accreditation
- f. Providing recommendations on follow-up to accreditation results
- g. Announcing the results of school/madrasah accreditation nationally
- h. Reporting the results of school/madrasah accreditation to the Minister
- i. Implementing the administration of BAN-S/M.

Conceptually, the Government has set reference standards for improving the quality of madrasah education. These standards consist of the organization's vision and mission, principles, objectives, quality policies, quality costs, evaluation, and follow-up. Therefore, madrasahs are required to take steps to continue to be able to survive. These steps include developing and implementing quality madrasah management, which includes strategic planning, so that madrasahs are competitive with public schools.

Facing globalization, madrasahs are also required to always read opportunities and improve quality. How can madrasahs prepare graduates who have competitive advantages, are able to lead, are involved in renewal and improvement. If this can be realized by the madrasah, then it will become the identity of the madrasah educational institution. The community as the basis of the madrasah sets high expectations for it. In addition to working on the intellectual realm, at the same time, the moral aspect is something that is attached to the role and function of the madrasah as an educational institution built on the basis of Islamic values.

Improving the Quality of Education in Islamic Educational Institutions

All management of education components must always be oriented towards improving and achieving quality. All educational programs and activities and learning in educational institutions, including Madrasahs, must essentially be directed towards achieving quality. The problem of quality in Islamic educational institutions (Madrasahs) is the most serious and complex problem. Therefore, it is necessary to mobilize all thoughts, energy, and strategies to realize the quality of education.

Various efforts have been made by the managers of Islamic educational institutions (Madrasahs) in order to improve the quality of education in their institutions through various ways, methods, approaches, strategies, and policies. In terms of improving quality, evaluation and analysis of the results of joint evaluations are needed routinely and continuously. Various deficiencies are immediately corrected and then the managerial function should be implemented properly.

It is suspected by the World Bank report that one of the causes of the declining quality of school education in Indonesia is the lack of professionalism of school principals as education managers at the field level (Mulyasa, 2002: 12). The signal of this element, although it needs further proof, seems to be true because the principal as the controller, is the figure responsible for raising the awareness of all parties in the school environment, learning strategies, conditioning the learning

environment and so on. When these elements do not develop, then usually the principal is blamed, even though it is actually a shared responsibility.

All parties involved in educational institutions, including Madrasahs, must be proactive in supporting the realization of educational quality, although the biggest role is played by the principal/Madrasah. However, this role cannot be functional if it is not supported by all parties. If other parties do not respond to the principal's invitation, then it is like clapping one hand. This means that there must be reciprocity, or interaction between the principal as a manager and his subordinates to move together synergistically in realizing educational quality.

The leadership of Islamic educational institutions (Madrasahs) must be able to read the future tendencies of society, then design new strategies related to ensuring educational quality. Improving the quality of education must be accompanied by institutional arrangements with effective and efficient management. Therefore, every educational leader is required to be able to manage their educational institution well so that it can become an advanced and quality educational institution. An advanced and quality educational institution will be able to develop well and produce quality output.

The quality of education referred to here is the ability of Islamic educational institutions (Madrasah) to utilize educational resources to improve learning abilities as optimally as possible. In the context of education, according to the Ministry of Education, the definition of quality includes input, process, and output of education (Wahjosumidjo, 2002: 82). Madrasahs that have good quality will certainly be one of the tools to accelerate the increase in the quality of education in Indonesia. A quality Madrasah will produce graduates (output) who have high competitiveness, are able to compete in the global world, which will ultimately become one of the benchmarks of a nation's progress.

Studies and research on school effectiveness and school improvement in several countries show that the quality of leadership and management is one of the most important variables to distinguish between quality and non-quality schools (Mutohar, 2016: 290). This finding shows that management cannot be considered as a static and unchangeable aspect of educational institutions. Good management will make a difference in the quality of schools/madrasahs and the quality of the educational process within them. This shows that good managerial competence must be possessed by the principal/madrasah in an effort to improve the quality of education.

Educational outcomes are considered quality if they are able to produce academic and non-academic excellence. These excellences must be the focus of improving the quality of education in Madrasahs. To create these excellences, the ability of the principal/madrasah is needed to manage schools/madrasahs with a focus on continuous quality improvement. Madrasah quality improvement management is a competence that must be possessed by the principal of a madrasah in managing the improvement of the quality of his/her madrasah.

Improving the quality of Madrasahs is a demand that must be responded to positively. Madrasahs that respond quickly will be able to improve school performance more quickly, which has implications for improving the quality of education. Improving the quality of education in Madrasahs must begin with the intention to improve the quality of education by the head of the Madrasah and all its members. A sincere and good intention in improving the quality of education will become a form of joint commitment to improve the quality of Madrasahs. The quality of Madrasahs will never be realized if a joint commitment is not built in continuously improving the quality of Madrasahs that is oriented towards the quality of education.

Quality improvement is a process that must be carried out continuously, and there is no word stop to try to improve the quality of Madrasah education. Therefore, the quality commitment built in Madrasahs will not be able to run well or can be continuously improved if it is not accompanied by quality coordination that is routinely carried out by Madrasahs.

Islamic educational institutions (Madrasahs) in the future need to have a strong system to guarantee quality that can be accounted for to stakeholders. Thus, there needs to be a balance between internal and external quality assurance systems which will gradually achieve comprehensive quality that is relevant to the development of stakeholder needs.

CONCLUSION

Quality Assurance is a term used to represent monitoring, evaluation, or quality review activities. Quality assurance activities are aimed at the process of building trust, by fulfilling minimum requirements or standards on input components, process components, and results or outcomes, in accordance with what is expected by stakeholders. So far, Madrasahs have been considered as Islamic educational institutions whose quality is lower than the quality of other educational institutions, especially public schools, although some Madrasahs are actually more advanced than public schools. However, the success of a limited number of madrasahs has not been able to erase the negative impression of "low quality schools" that has been attached for so long. Efforts to improve the quality of education in Islamic educational institutions (Madrasah) can be done by strengthening the education quality assurance system in Madrasahs, including through institutional arrangements with effective and efficient management, improving the managerial competence of Madrasah principals, improving the quality of the learning process and providing adequate educational facilities and infrastructure. Madrasahs need to have a strong system to guarantee quality that can be accounted for to stakeholders. The education quality assurance system plays a role in improving the quality of education in Madrasahs. Thus, there needs to be a balance between internal and external quality assurance systems that will gradually lead Madrasahs to become quality educational institutions like other educational institutions.

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