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**Ensuring the Quality of Islamic Education Through the Development of Quality Standards at MAN 1 Trenggalek**

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**ABSTRACT :**

State Islamic Senior High School Trenggalek (MAN) as a formal Islamic education institution plays a significant role in fostering young generations who are faithful, knowledgeable, and morally upright. Efforts to achieve these goals need to be carried out through the development of comprehensive and sustainable education quality standards. This research aims to: (1) analyze the current condition of education quality standards in MAN, (2) identify factors influencing the development of quality standards, and (3) formulate an effective and contextual model for the development of quality standards. The research method employed is a qualitative model with a case study approach. Data were collected through in-depth interviews, participatory observation, and documentation. Data analysis was conducted using the interactive analysis technique by Miles and Huberman. The research results are expected to provide theoretical and practical contributions to the development of Islamic educational quality standards. The resulting model is expected to enhance the quality of Islamic education and prepare young generations to excel in facing the era of globalization.

**Key words:** *Education Quality Standards, Quality Development, Islamic Education Quality*

## INTRODUCTION

Education is the main foundation for the advancement of a nation. In the context of this research, Madrasah Aliyah Negeri 1 Trenggalek (MAN) plays a significant role in providing formal education with an Islamic approach. MAN is responsible not only for delivering academic knowledge to students but also for shaping strong character and good morals. Thus, MAN plays a crucial role in forming a young generation that is faithful, knowledgeable, and of noble character, which is the primary asset for the nation's progress.

The development of education quality standards is a structured and systematic effort to ensure that all learning processes and outcomes reach an optimal level (Alfian, 2019:23). At Madrasah Aliyah Negeri 1 Trenggalek (MAN), the quality standards of education encompass eight essential aspects. First, there is the content standard, which refers to the curriculum and subject matter applied at MAN. Second, there is the process standard, which focuses on the teaching methods and approaches used in the learning process. Third, there is the graduate competency standard, which sets the achievement criteria expected of students after completing their education at MAN.

Fourth, there is the standard for educational staff, which includes the qualifications, competencies, and professionalism of educators and educational staff at MAN. Fifth, there is the standard for facilities and infrastructure, which refers to the availability and quality of physical and non-physical facilities that support the learning process. Sixth, there is the management standard, which concerns the overall governance and management of the school, including the planning, implementation, and evaluation of educational programs. Seventh, there is the financing standard,

which covers budget allocation and financial resource management to support the operation of MAN. Finally, there is the assessment standard, which governs the evaluation process and assessment of students' learning progress as well as the effectiveness of the overall educational program (Arifudin et al., 2019:39).

Although MAN has a very important role, it faces various challenges in improving the quality of its education. One of the main challenges is the development of comprehensive and sustainable education quality standards. This is due to the lack of consistency in determining educational quality standards, resulting in variations in the quality of education between MAN schools in different regions.

Therefore, serious efforts are needed to optimize the development of education quality standards at MAN. The first step that needs to be taken is to formulate clear and comprehensive education quality standards that encompass academic aspects, character, and skills. Well-defined quality standards will provide clear guidelines for teachers in designing relevant curricula and effective teaching methods.

In addition, it is also important to conduct regular monitoring and evaluation of the implementation of education quality standards at MAN. Continuous evaluation will help identify weaknesses and strengths in the education process and provide a basis for better decision-making in improving the quality of education. With an ongoing evaluation cycle, MAN can proactively adjust to changes in educational needs and environmental dynamics (Masrokan et al., 2023:18).

Thus, the development of comprehensive and sustainable education quality standards becomes key in overcoming the challenges of improving the quality of education at Madrasah Aliyah Negeri 1 Trenggalek. Through collaborative efforts between the government, the community, and educational institutions, it is hoped that MAN can continue to be an effective educational institution in producing a quality, faithful, and noble young generation, which will be an important asset for the nation's future progress.

## **METHODS**

This research adopts a qualitative approach using the case study method. In this context, the researcher conducts an in-depth analysis of the specific case that is the focus of the study. This method allows the researcher to understand the complex and deep context of the phenomenon being investigated. Data for this study were obtained through three main techniques: in-depth interviews, participatory observation, and documentation.

First, in-depth interviews were used to gain direct insights from key informants related to the case being studied. Through these interviews, the researcher can gain a deep understanding of the views, experiences, and perspectives of the informants on the research topic. Next, participatory observation was conducted to directly observe and engage in activities or situations related to the case study. By directly participating in the context being studied, the researcher can gain a more holistic and in-depth understanding of the dynamics, interactions, and context that influence the phenomenon under investigation. Finally, documentation also serves as an important data source in this research. Relevant documents such as reports, notes, and other supporting materials were used to complement and enrich the data obtained from interviews and observations.

Data analysis was carried out using Miles and Huberman's interactive analysis technique. This method involves a series of systematic analysis steps, including data grouping, condensation, presentation, and conclusion drawing from the collected data (Saeful Bahri et al., 2021:32).

Through this approach, the researcher can identify relevant patterns, themes, and relationships in the data, allowing for a deep and detailed understanding of the case study being investigated.

## **RESULT AND DISCUSSION**

### **The Development of Quality Standards in Islamic Education**

The development of quality standards in education is a systematic effort to ensure that the learning processes and outcomes reach an optimal level. At Madrasah Aliyah Negeri 1 Trenggalek, the quality standards of education encompass eight essential aspects that holistically form the foundation of a comprehensive education quality framework. First, there is the content standard, which refers to the curriculum and teaching materials applied at MAN. This standard ensures that the learning materials cover all essential aspects and meet the needs of students as well as national standards (Syahrani, 2021:26).

Second, there is the process standard, which includes teaching methods, learning approaches, and the interaction between teachers and students. This standard ensures that the learning process at MAN is conducted effectively and in line with the best educational principles. Third, there is the graduate competency standard, which specifies the abilities and skills that students are expected to possess after completing their education at MAN. This standard serves as a benchmark for evaluating the success of the education program at MAN.

Fourth, there is the standard for educational personnel, which includes the qualifications, competencies, and professionalism of the educators and staff at MAN. This standard is crucial to ensure that the human resources involved in the education process have adequate abilities to provide quality education (Syahrani, 2021:31). Fifth, there is the standard for facilities and infrastructure, which refers to the availability and quality of physical and non-physical facilities that support the learning process at MAN.

Sixth, there is the management standard, which includes the overall governance and management of the school, including planning, implementation, and evaluation of educational programs. This standard ensures that MAN is managed efficiently and effectively to achieve the set educational goals. Seventh, there is the financing standard, which covers budget allocation and financial resource management to support the operations of MAN. This standard is crucial to ensure that MAN has adequate financial resources to run its education programs effectively (Annisa et al., 2012:84).

Finally, there is the assessment standard, which governs the evaluation and assessment processes of students' learning progress and the overall effectiveness of the education program. This standard is important to ensure that evaluations are conducted objectively and accurately, providing useful information for improving the quality of education at MAN. With these eight comprehensive aspects of education quality standards, it is hoped that MAN can better achieve its educational objectives and provide quality education for the young generation of Indonesia.

### **Factors in the Development of Quality Standards**

Field case studies have shown that the current quality standards in education at Madrasah Aliyah Negeri 1 Trenggalek (MAN) still require improvement. Despite efforts to enhance educational quality, several factors continue to influence the development of these quality standards. One key factor is the commitment and leadership of the madrasah principal. A principal with a strong commitment to improving educational quality will encourage all stakeholders at MAN to actively participate in the development of quality standards.

In addition, teacher competence is also a crucial factor in the development of educational quality standards. Teachers with good qualifications and competencies will be able to deliver quality teaching and support the achievement of the established quality standards (Hanafiah, 2021:14). However, if teacher competence is still lacking, this can become a barrier to efforts to improve educational quality standards at MAN.

The availability of facilities and infrastructure also affects the development of educational quality standards at MAN. Adequate facilities and infrastructure will create a conducive learning environment for students and support an effective learning process. Conversely, if facilities and infrastructure are inadequate, this can hinder the achievement of desired educational quality standards (Rahmatullah et al., 2022:56).

Financial support is another important factor in the development of educational quality standards at MAN. Without sufficient financial support, it is difficult for MAN to undertake various efforts to improve educational quality, such as curriculum development, teacher training, or the improvement of facilities and infrastructure.

Moreover, the culture of quality at MAN significantly influences the development of educational quality standards. A strong culture of quality will drive all members of MAN to continuously strive to improve the quality of education, both academically and non-academically (Baharun et al., 2018:23). On the other hand, if the culture of quality is weak, this can hinder efforts to develop educational quality standards at MAN.

Addressing these challenges requires the collective efforts of all stakeholders at MAN. The principal needs to play an active role in leading and coordinating efforts to improve educational quality. Teachers need to continually enhance their competencies through ongoing training and professional development (Baharun et al., 2018:24).

The government also plays a crucial role in providing adequate financial support to MAN, as well as creating policies and regulations that support the development of educational quality standards. Additionally, there is a need for the development and maintenance of facilities and infrastructure that meet the needs of MAN (Rahmatullah et al., 2022:93).

Strengthening the culture of quality is vital in efforts to improve educational quality standards at Madrasah Aliyah Negeri 1 Trenggalek (MAN). This not only includes the consistent implementation of standard operating procedures but also involves fostering and building awareness of the importance of educational quality among all members of MAN. In this context, training and coaching activities focused on developing attitudes and behaviors that support the improvement of educational quality are necessary.

Through such coaching and awareness-building, it is hoped that all members of MAN, from the principal, teachers, and staff to students, will understand the importance of educational quality standards and be committed to contributing to their improvement. In this way, an organizational culture oriented towards enhancing educational quality will be created, strengthening collaboration and communication among all stakeholders.

Encouraging active participation from all members of MAN in efforts to improve educational quality is also key to strengthening the culture of quality. This active participation can be realized through various activities, such as group discussions, seminars, workshops, or joint projects aimed at increasing understanding of educational quality standards and developing innovative solutions to address the challenges faced (Syahrani, 2021:52).

Through these efforts, it is hoped that MAN can overcome the various challenges in improving educational quality standards. Challenges such as limited resources, diverse student backgrounds, or changes in educational demands can be addressed through collaboration and commitment from all members of MAN in implementing best practices and driving innovation.

Additionally, by strengthening the culture of quality, MAN will be able to create an inspiring and conducive learning environment for students. This environment will encourage students to be more enthusiastic and dedicated in their studies, enabling them to reach their full potential and achieve higher academic performance (Syahrani, 2021:55).

Thus, strengthening the culture of quality is not only key to improving educational quality standards at MAN but also forms a strong foundation for achieving broader educational goals. With a holistic and sustainable approach to developing a culture of quality, it is hoped that MAN will continue to transform into an educational institution that makes a significant contribution to

the development and advancement of education in Indonesia, providing quality education for the young generation of Indonesia.

### **An Effective Model of Quality Standards for Islamic Education**

Based on research findings, an effective and contextual model for developing quality standards in Madrasah Aliyah Negeri (MAN) can be formulated. This model is designed to provide a structured guide for improving the quality of education at MAN, and it includes several key steps.

#### **1. Establishment of a Clear Vision and Mission**

The first step in the model for developing quality education standards at Madrasah Aliyah Negeri (MAN) is to establish a clear vision and mission. A clear vision and mission form the fundamental foundation that will guide all steps and activities at MAN. The vision represents an ideal picture of the desired future state, while the mission is a statement of the main goals and values to be upheld in achieving that vision (Annisa et al., 2021:86).

A clear vision and mission are crucial as they provide direction for all stakeholders at MAN, including the headmaster, teachers, staff, students, and the surrounding community. They offer guidance on what MAN aims to achieve and the values to be upheld in reaching that vision.

Moreover, a clear vision and mission also serve as the basis for developing quality education standards that align with the needs and aspirations of MAN. The quality standards established must be in line with the vision and mission of MAN, ensuring that each step taken supports the achievement of the long-term goals set.

With a clear vision and mission, MAN can effectively communicate to all stakeholders about the direction and goals to be achieved. This will create alignment and consistency in efforts to develop quality education standards and strengthen the commitment of all parties towards achieving the vision and mission (Syahrani, 2021:62).

#### **2. Development of Comprehensive Quality Standards**

After establishing a clear vision and mission, the next step in the model for developing quality education standards at Madrasah Aliyah Negeri 1 Trenggalek (MAN) is to develop comprehensive quality standards. These standards are designed to cover all relevant aspects of education necessary to achieve the established vision and mission.

First, the quality standards should include content standards, referring to the subjects and curriculum implemented at MAN. Content standards must ensure that each subject taught at MAN meets the established academic standards and is relevant to the students' needs and the demands of the job market (Arifudin, 2019:27).

Next, the quality standards should include process standards, focusing on teaching methods, learning approaches, and classroom activities. These standards must ensure that the learning process at MAN is effective, creative, and inspiring for students. The quality standards should also include graduate competency standards, which outline the expected achievements from students upon completing their education at MAN. These standards should encompass knowledge, skills, attitudes, and values expected of MAN graduates (Alfian, 2019:39).

Quality standards should also include standards for educational personnel, covering the qualifications, competencies, and professionalism of educators and staff at MAN. These standards must ensure that educators and staff have the qualifications and competencies required for modern education. Additionally, the standards should include facilities and infrastructure standards, referring to the availability and quality of physical and non-physical facilities supporting the learning process at MAN. These standards must ensure that MAN has adequate and safe facilities for students and staff.

Quality standards should also include management standards, covering the governance and overall management of the school, including planning, implementation, and evaluation of educational programs. These standards must ensure that MAN is managed effectively and efficiently to achieve the set educational goals. The standards should also include financial standards, covering budget allocation and management of financial resources to support MAN's

operations (Arifudin, 2019:54). These standards must ensure that MAN has sufficient financial resources and manages them well to support educational activities.

Finally, quality standards should include assessment standards, which regulate the evaluation and assessment process of student learning progress and the overall effectiveness of educational programs. These standards must ensure that the assessment process at MAN is fair, objective, and competency-based. By developing comprehensive quality standards covering all relevant aspects of education, MAN can ensure that every aspect of educational activity is directed towards achieving the established vision and mission. These standards will also allow MAN to conduct regular and continuous self-evaluations to improve overall educational quality.

### 3. Development of an Internal Quality Assurance System

Once the quality standards for Madrasah Aliyah Negeri 1 Trenggalek (MAN) have been developed, the next step is to establish an internal quality assurance system. This system aims to ensure that the established quality standards are consistently and effectively implemented across all activities at MAN. To achieve this, MAN needs to form a dedicated team or unit responsible for monitoring, evaluating, and continuously improving the quality of education at MAN. This team will monitor the implementation of quality standards, evaluate their effectiveness, and identify areas that require improvement (Arifudin, 2019:29).

### 4. Monitoring and Evaluation

The model for developing quality education standards at MAN includes regular monitoring and evaluation of the implementation of quality standards. Monitoring and evaluation are conducted to ensure that all educational activities and programs at MAN comply with the established quality standards. Additionally, this process allows MAN to identify areas needing improvement and take appropriate measures to enhance educational quality.

### 5. Enhancement of Quality Culture

The final step in this model is the enhancement of quality culture at MAN. A strong quality culture will be a determining factor in the successful implementation of quality education standards at MAN. Therefore, there needs to be a systematic effort to build and strengthen the quality culture at MAN through training, development, and awareness-raising about the importance of quality education (Arifudin, 2019:31). A strong quality culture will encourage all members of MAN to continuously strive to improve educational quality and enhance collaboration and communication among stakeholders at MAN.

By following this model, Madrasah Aliyah Negeri 1 Trenggalek (MAN) is expected to develop and enhance quality education standards sustainably according to their context and needs. This model provides a concrete and structured guide for MAN in their efforts to improve educational quality and deliver the best service to students and the surrounding community. Thus, MAN can continue to transform into an educational institution that significantly contributes to the development and progress of education in Indonesia.

In this context, MAN is expected to become a center of educational excellence that not only produces students with adequate knowledge and skills but also with noble character and global competitiveness. By adopting an effective and contextual model for developing quality education standards, MAN can continue to improve students' academic and non-academic achievements and prepare them to face future challenges (Arifudin, 2019:33).

MAN is also expected to become an agent of change in improving the quality of education in its surrounding environment. By strengthening cooperation with the government, other educational institutions, and the community, MAN can actively contribute to advancing education at both the local and national levels.

With strong commitment from all stakeholders, MAN has the potential to set an example for other educational institutions in implementing best practices in quality education standards development. Through collaborative and sustainable efforts, MAN can become a driving force for positive change in Indonesia's educational landscape (Arifudin, 2019:33).

The success of MAN in developing and improving education quality standards will not only benefit students and stakeholders directly but also positively impact the overall development of education in Indonesia. This will help create a more qualified and competitive society and make a significant contribution to the nation's progress.

## CONCLUSION

Developing quality education standards is a systematic effort to ensure that the processes and outcomes of education achieve optimal levels. The quality standards in MAN encompass eight aspects: (1) content standards, (2) process standards, (3) graduate competency standards, (4) educational personnel standards, (5) facilities and infrastructure standards, (6) management standards, (7) financial standards, and (8) assessment standards.

Factors influencing the development of quality standards include: (1) the commitment and leadership of the head of the madrasah, (2) teacher competence, (3) availability of facilities and infrastructure, (4) financial support, and (5) the quality culture within the madrasah.

The model for developing effective and contextual quality standards at Madrasah Aliyah Negeri 1 Trenggalek includes: (1) establishing a clear vision and mission, (2) developing comprehensive quality standards, (3) establishing an internal quality assurance system, (4) conducting monitoring and evaluation, and (5) enhancing the quality culture within the madrasah.

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