

Development of Islamic Educational Institutions in Increasing Competitiveness in Madrasah Tsanawiyah

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ABSTRACT. Description of the subject's behavior processes according to the focus of the problem under study. The technique of collecting data uses observation, interviews, and documentation. The data used are primary and secondary data. To check the validity of the data using the triangulation method. The data analysis technique uses descriptive techniques with four steps, namely: (1) data collection or data collection (2) data reduction or data reduction (3) display data or data presentation (4) conclusion. The results showed that currently the MTs. Al-Hasanuddin of Pasuruan City, the concept of school development in improving competitiveness is in accordance with the concept of vision, mission, and objectives, quality of learning in accordance with the national curriculum, outstanding students both academically and non-academically An Nashr in understanding the Qur'an, improving facilities and infrastructure with stakeholder participation. The implementation of a curriculum administration strategy that is good for improving the quality of human resources (teachers and students), implementing discipline of teachers and students, establishing good relations with local communities, involving local communities in school activities, then improving quality with 14 steps according to Crosby, and Implications in this study in the form of customer satisfaction, a climate that is conducive, pleasant, orderly and quality in accordance with the expectations of the community so that it can attract market attention (community) to send their children to school at Al-Hasanuddin Junior High School, Pasuruan City.

Keywords: *Development, Institute of Islamic Education, Competitiveness*

INTRODUCTION

The development of Islamic education is increasingly visible in the current modernization era, the form of Islamic education that is developing today is shown by the establishment of Islamic schools as a manifestation of the modernization of Islamic education that uses modern educational systems and institutions but is inseparable from the values of Islamic teachings (Komariah & Nihayah, 2023; Madkan & Mumtahana, 2022; H. Rohmah, Rena, Pahrurraji, & Syarif, 2023). The values of Islamic teachings contained in it are the models used in Islamic schools, namely the madrasah and the superior model. This kind of model is one of the responses of Muslim communities to the needs and challenges of the advancement of the world of knowledge and technology. In addition, it aims to strengthen the Islamic base through Islamic education (Amirudin, Ruswandi, Erihadiana, & Rohimah, 2022; Ferdian, Rusman, & Asrori, 2022; Mu'min, 2023).

Islamic educational institutions are also not spared from changes in their development, especially when the world of education enters the era of globalization like today, educational institutions are faced with challenges and increasingly demanding ones. This kind of challenge must be able to answer it (Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020; Sirojuddin,

Ashlahuddin, & Aprilianto, 2022). Efforts made by a group, group, nation and state must always have a significant relationship for the picture (prediction) of future developments, therefore the educational process cannot be static, it (the educational process) must be able to respond to change. (Matuhu: 2003) Whether it is the change of times or the change of society. If educational institutions respond well to the context of change through creative and intelligent innovations, then the chances of *survival* will be very large, but if Islamic educational institutions cannot answer it then there will be dynamics and friction changes that occur, sooner or later Islamic educational institutions (schools) will automatically be left behind by the community because they are unable to respond to changes and community requests (Arista, Mariani, Sartika, Murni, & Harahap, 2023; Sutarno, 2023).

Thus, it is natural that education must also be designed following the changing times that are arranged with modern concepts, otherwise, it will be left behind with competitors it. For this reason, it is required for reform in education to be a must, including the governance of the institution (Nurkhasanah, Barnoto, Hasan, & Ashari, 2023). This renewal must always be relevant to the needs of the community, be it programs, concepts, strategies, curriculum, processes, functions, objectives, management of educational institutions and resources so that they experience conducive quality improvement in their educational activities in accordance with the vision and mission of the school (Fauzi & Kartiko, 2023; Masnu'ah, Idi, & Wigati, 2023).

Thus, it is natural that education must also be designed following the changing times that are arranged with modern concepts, otherwise, it will be left behind with competitors it. For this reason, it is required for reform in education to be a must, including the governance of the institution (Mohammad Arifin, Rofiq, & Aliani, 2022; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022). This renewal must always be relevant to the needs of the community, be it programs, concepts, strategies, curriculum, processes, functions, objectives, management of educational institutions and resources so that they experience conducive quality improvement in their educational activities in accordance with the vision and mission of the school (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Tajudin & Aprilianto, 2020).

In addition, this Madrasah continues to improve in its quality, in terms of the number of students each year has increased, so that now the development of its quality by making a national standard and highly competitive school breathes Islam in order to shape Muslim behaviors with noble morals in everyday life in line with the Qur'an and as-Sunnah. Therefore, it does not rule out the possibility of MTs. Al-Hasanuddin being able to attract public interest in the midst of intense competition with other public and private schools.

With the increasing intensity of Islamic education, of course MTs. Al-Hasanuddin in its development through an uphill battle. The obstacles faced are not a few of them human resources who still need objects in their development, especially in the face of the modernization era which is so thick in the demands of change in welcoming the competitive market. Intense competition between institutions requires MTs. Al-Hasanuddin to innovate in order to compete with other institutions. In this case, MTs. Al-Hasanuddin continues to improve its quality including improving facilities and infrastructure, human resources (quality of educators), curriculum and community participation in order to increase its competitiveness in facing the current modernization era. This phenomenon attracts researchers to conduct research, discuss and study it then present it in a thesis entitled "Development of Islamic Educational Institutions in Increasing Competitiveness (Case Study in MTs. Al-Hasanuddin)".

METHOD

This research is classified as qualitative research, which is research intended to understand the phenomenon of what is experienced by the research subject produces descriptive data in the form of written or spoken words of people and observed behavior. (Meleong: 2002) Qualitative

research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups. (Sukmadinata: 2016)

In this study, researchers used primary data and secondary data (Bungin: 2013) As for this study, researchers used three data collection techniques, namely observation, interviews and documentation (Sukmadinata: 2016) the data analysis technique used in this study was interactive analysis according to Miles and Hubberman (Sugiono: 2016)

Data validity tests in qualitative research include credibility tests (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). (Sugiyono: 2010)

RESULT AND DISCUSSION

The Concept of Madrasah Development in Increasing Competitiveness at MTs Al-Hasanuddin

From the results of the interview as developed by the head of the madrasah regarding the concept of madrasah development as follows:

"In our efforts as heads of madrasahs to make plans in developing madrasahs to increase competitiveness is that we first review the background and then refer to advanced madrasahs such as some time ago we conducted a comparative study to private madrasahs that have been advanced and then we combine them with existing plans in madrasahs, of course we are in accordance with our madrasahs, Whether it's the geographical location, environment and cannot be separated from the role of our community, then we evaluate first from the current year, then adjust the needs or demands to the needs of students, relevant community needs and in line with the program in increasing competitiveness. Then supported by a work plan there are long-term programs and short-term programs and to clarify a vision to be achieved. We combine what we see in advanced and quality madrasahs with our vision that is in line with existing resources."

From the information above, the head of the madrasah has a concept and supports in the pattern of providing quality and highly competitive education, innovative professionalism in accordance with needs and developments by looking at the existing scale. One of the steps to realize it can be supported through the vision and mission of the madrasah goals so that it runs effectively and efficiently in the quality of education implementation. In accordance with the statement of the head of the madrasah as follows:

"In the development of Madrasah, there needs to be a work plan for long-term programs and short-term programs and to clarify a vision to be achieved. We combine what we see in advanced and quality madrasahs with our vision that is in line with the existing resources of MTS. Al-Hasanuddin has a mission that is conceptualized and contained in the vision and mission of the madrasah, where the vision is to prepare a generation of taqwa, achievement and high competitiveness. While the mission is: (a) Integrating the values of the Qur'an in integrated *learning*, (b) Carrying out meaningful and fun education, (c) Training and cultivating discipline, initiative and creativity in learning, (d) Carrying out activities to form a culture of love of reading and writing, (e) Carrying out education and learning caring for the environment, (e) Improving the quality of human resources (MTSM) institutions, (f) Creating good cooperation between madrasahs, parents, communities and related stakeholders, (g) Creating madrasah businesses to build madrasah independence."

Based on the vision and mission on the development of madrasahs that are expected in the implementation of education by prioritizing competitiveness according to the demands of needs in educational and teaching activities in madrasah institutions. To make it happen, the head

of the madrasah thinks analytically, conceptually and always takes decisions that satisfy *stakeholders*. Waka curriculum provides views on the concept of madrasah head as follows:

"The head of the madrasah in compiling the concept of having a team (representatives of curriculum, facilities and infrastructure, student affairs and public relations) was used in the planning process, and even related to the development of modernization, madrasahs also have highly competitive activities, for example the head of the madrasah budgeted for computer activities, in the future we learn that these children in participating in this activity must be outside the madrasah, excelling in the future so that we have students who represent the madrasah in the computer field. Then there are extracurricular activities, fullday English and so on, we have built many extracurriculars in MTs. Al Hasanuddin that way we have routine activities that are always coloring, then dispeking there are Arabic, English and Indonesian language cultures which are all arranged in planning by a team compiled at the beginning of the year".

Curriculum Development Concept

"In developing the curriculum, it is very important in madrasah institutions, because the current government policy curriculum is the implementation of the 2013 curriculum which is the result of the revision of the previous curriculum, namely KTSP. Efforts to implement the 2013 curriculum and follow-up in its application in socialization and trainings that can support educators in implementing the 2013 curriculum. As for the implementation of learning, the implementation of the curriculum results that are prepared is then adjusted to the madrasah policy"

The head of the madrasa said that:

"K-13 combined with the curriculum of the religious AL-HASANUDDIN foundation, the 2013 curriculum is only ultimatic, at most only PAI, but in us there are Arabic, English, ICT and then there is an unwritten curriculum such as the development of student attitudes."

To support the information from the Head of the madrasah above, the author also interviewed waka in the curriculum field, waka in the curriculum field said:

"We used to start from KTSP 1 year later now we have the 2013 Curriculum from starting in 2016, and the focus is the 2013 Curriculum, because at the beginning of the construction of the school was still KTSP then the minister of education at that time declared that 2018 would be uniformized using the 2013 Curriculum."

Based on interviews with madrasah heads and curriculum representatives mentioned above, the curriculum implemented is the 2013 Curriculum and combined with the Foundation curriculum. And as a private madrasah, of course, there is something that makes it different from other madrassahs. As a different madrasah, the difference here is the foundation used in compiling the curriculum, this was revealed by the head of the madrasah from the interview results as follows, that the head of the madrasah said that:

"The first is the Qur'an which is our reference, the second is a ministerial regulation, then looking at the needs of today's society. Then the development of character education in accordance with the vision and mission of the madrasah which wants to instill akhlakul karimah in children, so that between the vision of the madrasah and the wishes of the government one goal."

On curriculum development. The curriculum is directed at the process of developing, cultivating and empowering students in the madrasah environment. The curriculum is very closely related between formal, non-formal and informal education elements by taking into account the demands of the growing times. From the results of interviews with the head of the madrasah regarding the application of learning curriculum content in MTs. Al Hasanuddin are as follows:

"In the MTs. Al Hasanuddin curriculum, of course, the application of thematic content, then there is local content, there is the content of madrasah distinctiveness. For thematic, of course, it is the same as in general other madrasahs, if for the peculiarities such as Arabic which may be in other madrasahs there is no and not all of them, then there are life skills that are part of the local content of the madrasah."

Likewise, the field of Infrastructure Facilities says:

"The local content, because this is an Integrated Islamic madrasah, we have a lot of local content here, the first is in accordance with the Islamic madrasah tahfidz, tahsin Iqra and Qur'an, Arabic then to add knowledge in accordance with current development, children are given additional hours of English and ICT."

From the results of the interview above, that MTs. Al Hasanuddin uses the 2013 Curriculum then combined with the AL-Hasanuddin Curriculum by paying attention to the needs of madrasahs then there are some additional contents that can provide more value for madrasahs.

In making the learning syllabus and making RPP, MTs. Al Hasanuddin each teacher makes RPP according to the learning material by setting various learning methods according to the needs of the madrasah. So far from the observations of researchers, every teacher already has lesson plans and other learning tools, both class teachers and accompanying teachers.

Based on the results of observational studies and documentation:

"The 2013 curriculum is used as a reference by educators or teachers in preparing learning designs, syllabus that contains content, namely identity, substance consisting of subjects, basic competencies, subject matter, learning activities, assessment, allocation of time and learning resources."

In this study, curriculum development carried out by teachers is in accordance with the national curriculum and presented as attractive as possible by educators in accordance with the RPP that has been made. One of the characteristics of the 2013 Curriculum is that teachers provide student-centered learning. Where students are more active in learning through discussion forums, group learning and other learning activities that provoke student reasoning.

In the implementation of the learning process to ensure whether the implementation is in accordance with the plans that have been prepared. Then an evaluation or assessment is needed which is one thing that cannot be separated in the learning component. Assessment is a process in measuring the achievement of the results of student learning, so that the assessment can detect the results obtained. In the research findings at MTs. Al Hasanuddin, assessment in the educational process is carried out during learning that is being carried out in the form of assignment grades, memorization to end-of-semester assessments.

In addition, from academic orientation supported by the existence of adequate media and learning resources. A madrasah or educational institution is said to be effective if it has achieved the set goals. Through the provision of diverse learning resources so as to create quality education in accordance with the goals set. The existence of literacy activities for the cultivation of character education to get used to reading which is carried out 10 minutes before learning begins is one form of activity that is beneficial by utilizing various kinds of learning resources. With this conceptualized program so that it can increase students' reading interest.

In addition, the daily habit of praying dhuha in congregation, the method of An Nashr and tahsin before starting the lesson and continued with reading prayers can provide something new in spiritual for students in MTs. Al Hasanuddin. Then on Wednesday, special English Day so that it can familiarize children's communication in practicing English communication verbally well. This pays attention to the conditions and demands of the environment that are always changing in order to become a whole person.

Discussion

The concept of madrasah development in increasing the competitiveness of MTs. Al Hasanuddin

To find out the direction of madrasah development, researchers looked at several indicators, namely the application of the concept of quality in madrasah development according to Deming, Juran and Crosby, increasing content standards covering the scope of material and the level of competence to achieve graduate competence at certain levels and types of education. Content standards contain the basic framework and structure of the curriculum, learning load, educational curriculum and educational calendar, graduate competency standards, educator and educational competency standards, process standards, management standards, facilities and infrastructure standards, financing standards, and educational assessment standards.

MTs. Al Hasanuddin implemented the 2013 curriculum. His excellence is proficient in English and Arabic at MTs. Al Hasanuddin is one of them in self-development activities in the form of life skills and extracurriculars. Extracurriculars are held on Tuesday, Thursday, Friday and Saturday. It consists of two components, namely religious and non-religious. Religion consists of the art of reading the Qur'an. marawis, tahfiz Qur'an, and non-religious activities in chess, science, mathematic club, English club, dancing, scouts, karate, painting, futsal and computers. In addition, the An Nashr method is applied to make it easier for students to understand the translation of the Qur'an. The An Nashr method is a method of memorizing the Qur'an the meaning of words (mufrodites) in short letters of jus 30 and jus 29 as the first material with the aim of expected faith growth before children learn other surahs that have begun to discuss the law. Then, foster the spirit to memorize under the pretext of a fairly short time because children can memorize as well as interpret several letters.

Therefore, learning in the method of An Nashr, juice 30 starts from the letters at the end. In addition, short letters are the letters that are most often read during prayer so that they are very formed in the solemnity of prayer. Because the verses are not too long so they are suitable for repetition with the patterns of the An Nashr method, namely the 4-3-2-1 pattern. As for memorization techniques with this method, for example, children will memorize Surah Al-Ikhlâs, namely verse 1). Qul... say, Huwa... He, God.. Sunday.. The One True and so on.

Based on the description above, researchers concluded that MTs. Al Hasanuddin has a balanced curriculum design between intellectual and spiritual education in forming character students. The 2013 curriculum is implemented in grade I, grade II, grade III and grade IV at MTs. Al Hasanuddin. Integrated learning methods with Qur'anic literacy and holistic habituation of characters. This means that there is more value given to the methods used, one of which is the An Nashr method for building student character in strengthening religious memorization with the Qur'an.

Curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of life, including community life, the business world and the world of work. Therefore, the development of personal skills, thinking skills, social skills, academic skills, and vocational skills is a necessity. This is done by bringing parents and guardians of students who have different professions to come to the madrasah to tell about their profession and experiences. In addition, students are also asked to conduct interviews with the community about the profession they are engaged in.

They provide real experience to learners so as to develop personality, thinking skills, social, academic and vocational skills in learners. The curriculum is developed on the basis of awareness that science, technology and art develop dynamically and therefore the spirit and content of the curriculum encourage learners to follow and make appropriate use of the development of science, technology, and art. In this case, the curriculum on scouting, archery, karate, dancing,

painting, tilawah, futsal, marawis, computers, which is then developed by utilizing its development through alternatives using the services of trainers from external madrasah dalam in order to welcome the global competition of the modern era.

Learners at MTS. Al-Hasanuddin received the mandatory content of curriculum, local content, and integrated self-development. This can be found in providing self-development activities to all students in accordance with the talents and interests of students. The curriculum is developed based on the principle that students have a central position to develop their competencies in order to become human beings who believe and fear God Almighty, have noble character, knowledge, capable, creative, independent and become democratic and responsible citizens (Saputro & Darim, 2022). To support the achievement of these goals, the development of student competencies is adjusted to the potential, development, needs, and interests of students and environmental demands. Based on the results of observations on the implementation of learning in class IV, students are trained to conduct deliberations, discuss to develop the ability of students to communicate politely so that they become democratic and responsible citizens and akhlaqul karimah in accordance with the objectives of national education (Mulyasa, 2003).

In order to develop outstanding madrasahs, namely: building various strengths in madrasahs which include, (1) having teachers who have high competence, dedication, and commitment, (2) having outstanding students born from a creative and effective learning process, (3) developing learning resources, (4) learning environment, adequate madrasah facilities, complete madrasah infrastructure, class size, comfort and security, especially for students.

The relationship between the madrasah and the community was built with the aim of the popularity of the madrasah in the eyes of the public. The popularity of madrasah will be high if it is able to create quality madrasah programs that are relevant to common needs and ideals and from these programs are able to produce intellectually and spiritually established individual figures. With this popularity, madrasahs exist and are getting more advanced. The objectives of madrasah relations with the community include the following: 1. Provide an explanation of the policy of madrasah implementation of the situation and development. 2. Accommodating the facilities and opinions of madrasah residents in relation to the formation and development of madrasahs. 3. Can maintain harmonious relations and create cooperation between madrasah residents themselves. 4. Madrasah development strategy in increasing the competitiveness of MTs. Al Hasanuddin

In this implementation, researchers observed the strategies carried out by the head of the madrasah, deputy head of the madrasah, teachers, students and staff in improving the quality of education in terms of curriculum in MTs. Al Hasanuddin conducted an in-depth interview with the head of the madrasah, deputy head of the madrasah for curriculum, student affairs, infrastructure and public relations.

To achieve improvements in the quality of education in madrasah development at MTs. Al Hasanuddin, head of madrasah and deputy head of madrasah for curriculum, public relations, student affairs and madrasah facilities and infrastructure conducted a separate meeting. This is based on research from observations on the implementation of meetings by the madrasah development team (Muhammad Arifin & Kartiko, 2022; Muslimin & Kartiko, 2020; Setyorini & Khuriyah, 2023). This tool is brainstorming in increasing creativity and developing ideas or issues of madrasah quickly. This technique involves each team member in providing ideas to come up with ideas that boil down to the core. This strategy is one of the strategies used by madrasah heads in an effort to improve the quality of education in the initial concentration of madrasah development (Danim, 1995, 1995, 2003).

This is known by researchers when observing madrasah meeting activities with teacher councils and staff. In improving the quality of education in the form of standard facilities and

infrastructure, extracurricular activities, discussion of SOPs on rewards given to outstanding students and teachers who guide students to 1st, 2nd, and 3rd place.

Based on research findings, it shows that participation in planning to improve the quality of madrasah development education is the head of the madrasah involving all components of the madrasah such as waka, teacher councils and staff as well as committees as well as practitioners, experts and stakeholders. The planning at MTs. Al Hasanuddin is carried out by: (1) the implementation of the culture of congregational prayer, (2) madrasah meetings, (3) the implementation of meeting results in accordance with their respective responsibilities. Based on the observations of researchers, the head of the madrasah and the team deliberated on the cost of education, monthly infaq fees, (4) enrichment of sustainable extracurricular activities. This effort was made to consider competitiveness against other institutions. With costs that are not too expensive and friendly service can attract the attention of the market (community) (S. Rohmah, Widhyahrini, & Maslikhah, 2023; S. Rohmah et al., 2023).

Make changes to the education system including curriculum updates to serve the diversity of students, the preparation of national and local curricula in accordance with local interests intended to nurture students towards the desired behavior change in line with character education. Careful human resource planning that functions as a cog in the madrasah organization therefore needs to contain relevant policy information in addition to the art of leadership and knowledge it already has so that it can produce reliable and superior resources to work optimally and optimally.

Tjipto dan Diana menjelaskan 14 langkah untuk mencapai tingkatan Zero Defect (kerusakan nol), yaitu: (1) Komitmen manajemen; (2) Tim peningkatan mutu (quality improvement); (3) Pengukuran-pengukuran (Measurement); (4) Biaya mutu (Cost of Quality); (5) Sadar akan mutu (Quality awareness); (6) Kegiatan koreksi (Corrective action); (7) Rencana ZD (Zero Defect Planning); (8) Pelatihan kerja; (Employ Education); (9) Hari ZD (Zero Defect Day); (10) Menyusun tujuan (goal setting); (11) Mengganti penyebab kesalahan (Error cause removal); (12) Pengakuan (recognition); (13) Dewan mutu (quality council); (14) Kerjakan sekali lagi (Do it over again).

In the research findings at MTs. Al Hasanuddin has implemented these 14 steps, management commitment has been well arranged, namely efforts to achieve the vision and mission of education, the madrasah quality improvement team at MTs. Al Hasanuddin is the head of the madrasah, representatives and teachers, measurement is carried out through supervision activities of the head of the madrasah and improvement through discussion in meetings, quality costs in MTs. Al Hasanuddin is determined based on the treasurer meeting, Waka, staff and madrasah committees, are aware of the quality of being socialized to all madrasah residents through meetings, flag ceremonies and during learning. Correction activities are carried out at any time if improvements are needed to overcome a problem. The ZD (Zero Defect) plan is carried out during madrasah meetings by carrying out various strategies to achieve goals. Job training is planned every 3 months through continuous professional development activities to improve the quality of education in its development. Setting goals is done through madrasah meetings involving stakeholders, waka, teachers, staff and madrasah committees. The activity of replacing the cause of the error is carried out by providing guidance and motivation to teachers and staff who make mistakes. Recognition of creativity and achievements in all madrasah residents is carried out by announcing good achievements at meetings and together. The daily board consisting of the head of the madrasah, waka, teachers and staff often hold joint meetings to discuss improving the quality of education in madrasah development.

In the research findings at MTs. Al Hasanuddin, the 14 steps proposed by Crosby have been implemented, improvements to quality continue to be carried out through various trainings, improvements to the learning process, facilities and infrastructure as well as the achievements of

students and teachers both academic and non-academic. The recruitment system for educators with a minimum S1 diploma and can read the Qur'an and other requirements that support the sustainability of the implementation of madrasah.

Implications of madrasah development in increasing the competitiveness of MTs. Al Hasanuddin

In describing the implications of madrasah development in increasing competitiveness, researchers observe the implementation of madrasah development strategies against the theories produced in the research. Then the researcher describes the results of the research and its impact on policy or application in everyday life (Nilda, Hifza, & Ubabuddin, 2020).

The development of madrasah in increasing competitiveness applied by MTs. Al Hasanuddin has applied the principles of curriculum development to achieve goals. The results of this study have an impact on achieving meaningful and fun learning so as to create an atmosphere of familiarity, discipline, mutual respect, security in students. So that it can achieve the achievements expected by various parties, and can even reach the required standards. This resulted in the increasing competitiveness of the madrasah, namely MTs. Al Hasanuddin.

In improving the competitiveness of the quality of academically oriented education (high based education), the achievement of personal quality targets, both as religious humans and Indonesian people characterized by the purpose of national education, namely the formation of emotionally intelligent insights in students. In terms of process, outstanding madrasahs are characterized by various indicators as follows: (1) effective learning process, (2) strong madrasah leadership, (3) safe and orderly madrasah environment, (4) effective management of education personnel, (5) have a quality culture, (6) have smart and dynamic compact teamwork, (7) have independence, (8) high participation from the community, (9) have openness, (10) evaluation and continuous improvement, (11) have the willingness to change both psychologically and physically, (12) responsive and anticipatory to needs, (13) have good communication, (14) have accountability, (15) have and maintain sustainability in programs and funding.

Indicators that can be used to measure madrasah achievement are: (1) curriculum implementation, (2) absorption of the curriculum, (3) number of repeating classes, (4) madrasah dropout rate, (5) graduation rate, (6) number of final exam scores, (7) continuing number. On MTs. Al Hasanuddin has pointed to the indicator.

In Juran's view, products that have high quality and quality madrasah will provide several benefits, namely: (1) Increase customer satisfaction; (2) Make products easy to sell; (3) win the competition; (4) increase market figures; (5) Obtain income from the seller; (6) Guarantee premium prices; (7) The main impact is the impact on sales; (8) Usually, higher quality costs more.

The implications of madrasah development in increasing competitiveness in MTs. Al Hasanuddin in accordance with Juran's opinion, namely: increasing customer satisfaction, this is evident from the statement given to madrasahs, especially teachers and parents or guardians of students. Parents were satisfied with the services provided to their children, so parents participated to support the continued development of the madrasah. The main impact is on sales, this can be seen from the number of students who register to MTs. Al Hasanuddin experienced a significant increase in MTs. Al Hasanuddin.

CONCLUSION

School development at MTs. Al-Hasanuddin regarding vision and mission and goals, curriculum compatibility with the national curriculum and developed by combining curriculum, extracurricular improvement (tilawatil Qur'an, marawis, english club, mathematic club, scouts, robotics, archery, karate, painting, futsal, science) to support academic and non-academic achievements, human resource development, improvement of facilities and infrastructure, community participation and activities habituation to instill student ethics in the cultivation of character values. The concept of improving the quality of education in MTs. Al-Hasanuddin is found in the achievement of the vision and mission and goals of the school, conformity with the criteria of quality schools guided by long and short term programs, the level of customer satisfaction (community) with the services provided by the school. So this is what MTs. Al-Hasanuddin built as a way to penetrate the competitive market in other institutions.

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