

Toward Academic Excellence: Integrating Quality Management Strategies in Leading Madrasas' Development

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Submitted: 02-12-2023

Revised : 22-03-2024

Accepted: 06-04-2024

ABSTRACT. Integrated quality management is a management approach that prioritizes student satisfaction and continually strives for improvement to foster a culture of quality in madrasas. It emphasizes attention to inputs, processes, and outputs to enhance student satisfaction. Against this backdrop, this research focuses on (1) the planning of integrated quality management for the development of exemplary academic madrasas at MAN 1 Jombang and (2) the implementation of integrated quality management in fostering the advancement of exemplary academic madrasas at MAN 1 Jombang. This research employs a descriptive qualitative methodology, utilizing data collection techniques such as interviews, observations, and documentation. The findings reveal that (1) the management planning at MAN 1 Jombang emphasizes student satisfaction through the provision of relevant learning materials, quality teachers, effective teacher-student interactions, and infrastructure development, and (2) the madrasa's leadership by focusing on its vision, mission, and goals, adopting strategic approaches, prioritizing performance, demonstrating strong commitment, and engaging in self-evaluation, contributes to enhancing the quality culture of the madrasa.

Keywords: *Total Quality Management, Madrasah Head Manajemen, Management Strategies, Islamic School*



<https://doi.org/10.31538/munaddhomah.v5i3.1127>

How to Cite Taj, A. B., Abidin, A. A., Syahroni, A., Srinio, F., & Suyitno. Toward Academic Excellence: Integrating Quality Management Strategies in Leading Madrasas' Development. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(3), 246–259.

INTRODUCTION

The number of educational institutions in Indonesia has increased significantly. Based on EMIS data for the 2020/2021 academic year, the number of educational institutions was 300,831 schools, increasing in the following year to 394,708. In 2022/2023, it will increase again to 399,376. This issue is supported by Indonesian statistical data presented in Figure 1 below.

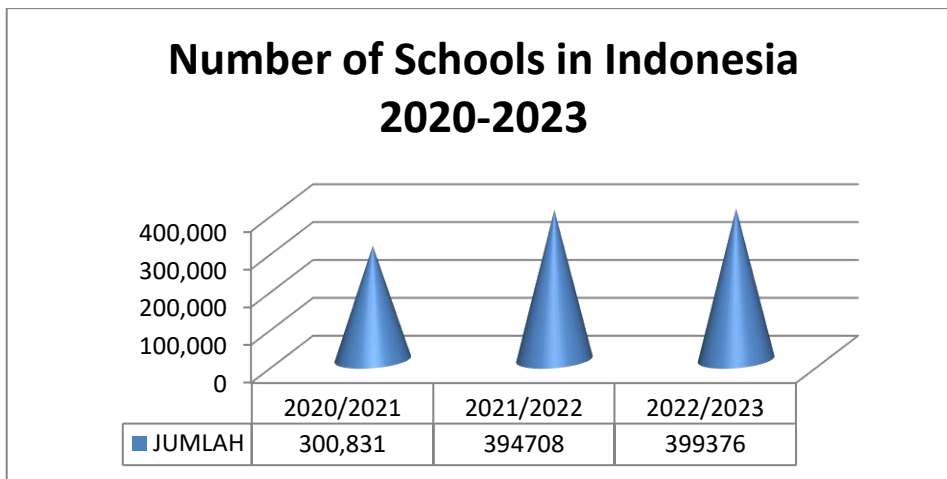


Figure 1. Number of schools in Indonesia

From the picture above, although the number of schools has increased, the quality of education has not yet been followed. The low quality of education was obtained through a survey conducted by a state institution in 2022. The survey results stated that Indonesia's human development growth index was ranked 130th out of 199 countries worldwide. Apart from this data, EQ data is ranked sixth in the ASEAN Region. The low quality of Indonesian education is closely related to educational output in Indonesia. So, it is very important to improve the quality of education so that Indonesia's educational output can compete with its peers and even more so with countries in the world. This emergency problem needs to be corrected as soon as possible so that there is a practical but strategic approach to improving the quality of education that focuses on customer needs, namely integrated quality management. There have been quite a lot of previous studies that have raised similar themes, but they have not been able to improve the problem of education quality in Indonesia, so the researcher offers these research approaches; it is hoped that practical and strategic solutions can be found to improve the quality of education in Indonesia, with a focus on the implementation of integrated quality management as one of the important efforts in achieving this goal.

To demonstrate the good quality of education, educational institutions finally name superior and non-excellent schools. A *superior school* is a school that is oriented towards the quality of students by paying special attention to infrastructure, teachers and educational staff over a longer period. (Hennessy et al., 2022; Nordgren, Kristiansson, Liljekvist, & Bergh, 2021; Suharno, Pambudi, & Harjanto, 2020). (Puspita & Andriani, 2021) Explained that every educational institution tries to improve the quality of education but is still hampered by several things, including human resources. One effort to improve the quality of education is by implementing integrated quality management. *Integrated quality management* is a practical and strategic approach focused on customer service and needs, namely by providing the best facilitation so that student talents and abilities can be developed optimally and students become mature and independent (Bhutoria, 2022; Mehta, Verma, & Seth, 2014; Saadé, Zhang, Wang, Liu, & Guan, 2023; Sutarto, 2015). The results of research conducted by (Kiki, 2022; Qo'dah, 2022) The results show that human resources, infrastructure, and the madrasa environment are supporting factors for integrated quality management.

So that this research is measurable and focused and finds research gaps, there are two main focuses: How can integrated quality management be planned in developing superior academic madrasas at MAN 1 Jombang? This question will concentrate on integrated quality planning in superior madrasas by gathering as much information as possible from parties who understand the research themes and problems. Secondly, how can integrated quality management be implemented in developing superior academic madrasas in MAN 1 Jombang? This second focus will discuss the

implementation of madrasah head management while remaining focused on the vision, mission and goals, having a strategy, performance orientation, strong commitment and self-evaluation.

Based on the description above, it is felt that this research needs to be carried out because previous similar research has not yet raised the quality of Indonesian education. This research shows a gap in understanding the implementation of relevant and effective strategies for the quality of education. Apart from this, this research promises a practical and strategic approach because it focuses on implementing integrated quality management to improve the quality of education in Indonesia and identifying the development of superior schools, which is an important strategy for improving the quality of education. By looking at several of these factors, it is hoped that this research will make a major contribution to the world of education in the future, which will be proven in the next section of this research.

METHOD

This research was designed to reveal a picture of the researcher's targets' actualization, social reality and perception. Therefore, the researcher chose qualitative research with a case study approach, which took place at MAN 1 Jombang Jalan Dokter Wahidin Sudirohusodo No.2, Sengon, Kec. Jombang, Jombang Regency, East Java. The object of the research is the implementation of total quality management at superior academic madrasas at MAN 1 Jombang. This school was chosen because it has its uniqueness, namely tight competition between madrasas and schools within the Islamic boarding school area, considering that the city of Jombang is one of the cities with the largest Islamic boarding school community in Indonesia and its history of madrasah and Islamic boarding school education.

The data used in this research are primary data and secondary data, and primary data was obtained directly from the first source (Grbich, 2013). This data can be obtained directly from Mrs. Erma Rahmawati S. Pd M. Pd. I am the principal of MAN 1 Jombang, Mrs. Nur Hafsa, S.Pd is the academic deputy, Mr. Mochammad Ali, S.Pd is the superior class coordinator, and students of the superior academic madrasa MAN 1 Jombang. Secondary data is obtained from sources that do not directly provide data to data collectors, for example, through other people or documents. Secondary data is complementary or supporting data from primary data related to the problem being studied (Gerring, 2017). What will be used as secondary data in this research are books, websites, other people who know the institution and documentation related to the principal's efforts in implementing total quality management at the leading academic madrasah at MAN 1 Jombang. Meanwhile, data collection techniques in this research used three techniques: observation, interviews and documentation (Creswell & Creswell, 2013).

In the data analysis section, data reduction, data exposure, conclusion drawing and verification are carried out (Miles, Huberman, & Saldana, 2018). Data reduction The stage for carrying out activities of summarizing, selecting the main things, focusing on the important things, and looking for themes and patterns; data presentation This stage is used to increase understanding of the case further and as a reference for taking action based on understanding and analysis of the data presented and concluding are research results that answer the research focus based on the results of data analysis. Conclusions are presented as descriptive research objects guided by research activities. Meanwhile, to test the validity of the data using source triangulation. Source triangulation is exploring the truth of certain information through various data sources. Knowing the reasons for these differences is the most important thing in triangulating sources (Miles, Huberman, & Saldana, 2014).

RESULT AND DISCUSSION

Result

Integrated Quality Management Planning in Developing Academic Leading Madrasas

The superior classes in this madrasa are called academic superior madrasas. This superior academic madrasah was implemented before the Decree of the Directorate of Public Education, Victory, was issued. However, now that the Director General's Decree has been issued, the implementation is being paid more attention to, and improvements are being made every year. The picture also clearly shows the branding of the madrasah, which indicates that the madrasah of the champions is a form of success in implementing the superior academic madrasah at MAN 1 Jombang. Furthermore, the madrasa for entrepreneurs aims to have regular classes at MAN 1 Jombang, called skills madrasas.

This madrasah is special from other schools because it focuses on the needs of its students. This madrasah pays attention to its graduates, who have superior academic madrasas to accommodate selected students with high IQ abilities and who have the opportunity to continue to the next level. Skills Madrasah to accommodate students who do not pass the selection but are still given a forum that suits their talents and interests. The hope is that if skills Madrasa students do not have the opportunity to continue to college, they will focus and hone their specialization skills to compete in the world of work. The principal says, "*This academic class innovation aims to become a forum where all the teaching staff will be able to serve all the academic needs of students.*"

The results of similar interview answers were also expressed by Mr. Deputy Head of Academic, who revealed:

"Superior academic madrasahs aim to map students with high IQs and high enthusiasm for learning; these are gathered into one so that learning can be maximized; even though this is said to differentiate, sir, in reality, all children are the same. Those in superior academic madrasahs focus on academic deepening, and those in skills classes also focus on deepening their chosen skills. So, students here are not differentiated. Those who are academics excel in academics, and those with skills excel in their expertise. Each has its advantages."

The existence of MAN 1 Jombang creates innovation for superior academic madrasahs and skills madrasahs, the aim of which is to accommodate students so that these students are in line with what they are capable of. However, overall, we are allowed to participate in the selection held by the PPDB committee. Later, the election results will be used to consider academic superior and skilled madrasah students. The leading academic madrasa at MAN 1 Jombang has received direct recognition from the Ministry of Religion by issuing a decree. The head of the madrasah redesigned the superior class, which had existed for a long time, with more thorough re-planning. This planning is carried out to prepare everything that educational service customers need. The head of the madrasa explained: "*Even though it is true that this superior class has been around for a long time, as the head of the madrasah, I do not want the results always to be the same as before, so I held a meeting with all the teachers to modify this superior class by reorganizing the vision, mission and goals.*"

After the decree was issued, the head of the madrasah attempted to re-modify the superior class by improving the vision, mission and objectives to suit student needs so that students can develop their potential more optimally. This improvement is carried out so that the implementation of superior academic madrasahs can later achieve the targets that have been mutually agreed upon. The Deputy Head of Academic Affairs confirmed the interview results with the principal: "*Of course, we held meetings to plan this academic class together so that we stick to the same goals, and until now, we are still holding evaluation meetings conditionally.*"

Academic superior madrasahs strive to continue to improve by conducting evaluations aimed at continuous improvement. Improvements made by reorganizing the planning for superior academic Madrasahs will make implementation run more optimally. Continuous

evaluation meetings will find many gaps that should be corrected gradually so that students' needs can be served well. MAN 1 Jombang has 15 classes each year, currently class X has six superior classes while class XI has 3 superior classes and class XII also has 3 superior classes. Academic superior madrasas or what are called superior classes have definitely crossed our minds that the teaching staff who teach are good and competent. Academic superior madrasas are classes whose students are selected so that the main need that must be considered is the teacher who teaches in the class. The head of the madrasa explained: "*Current selection of students is very good, while our teachers carry out selection by considering whether or not the teacher is suitable for the needs of this madrasa*"

Through interviews the academic representative revealed: "*Madrasah students in superior classes are selected but for teachers there are no qualifications but their competence is still being improved and in this madrasa there are also many master's teachers*"

The results of the interview were reinforced by the results of the teacher's interview:

"At present, teaching staff have not been strictly selected. What is clear is that there is still competition to become a teacher at this madrasah and the madrasah does not accept all of them but selects the teachers needed at this madrasah. "For teachers in superior academic madrasas, there are no qualifications yet, but the academic head has considered selecting teachers in superior classes so that teachers are placed in superior classes by considering that the teacher is suitable for developing the academic potential of students in superior classes."

Teachers who teach in superior classes currently do not have standard qualifications that are used as material for selecting teachers who teach in superior classes. However, even though teachers in superior classes do not have qualifications, academic assistants still have special considerations before appointing teachers in superior classes. These considerations are about whether or not the teacher's competence is appropriate to be able to develop the potential of superior class students.

Implementation of Integrated Quality Management in Developing Academically Superior Madrasas

The planning carried out by the school principal and teaching staff must be thorough to maximize the planning stage. The school principal also determines the success of implementation as a leader, teachers as teachers and other educational staff. In implementing superior academic madrasas, they still follow the applicable curriculum. Classes X and XI follow the independent curriculum. In contrast, class Madrasahs are currently focused on a five-working day system, namely teaching and learning activities on Mondays and Fridays, with implementation times from 06.30 WIB – 16.00 WIB. On Saturday, teaching and learning activities are closed, but all students focus on extracurricular activities. The five working day system was validated from interviews with academic assistants who revealed the following: "*Currently, MAN 1 Jombang has started a five working day system.*"

Strengthened by the expressions of academic superior madrasah students:

"We go to school from Monday to Friday, and every day, we always have full lessons; when we are ready to study, we are immediately directed to perform Asr prayers in congregation and then go home. We have extracurricular activities again on Saturday, so our activities are always full every week. At least if we have free time, we can use it to do homework. Moreover, we will gather with family next week."

MAN 1 Jombang, apart from implementing the five working day system, it turns out that this madrasa has other facilities in the form of a dormitory. This dormitory is facilitated for all students, especially those in superior classes so that they can be trained more intensively. MAN 1 Jombang provides dormitory facilities for all students, especially academically superior madrasah

students, so they can be more intensive in guiding their students. However, for several reasons, only around 10% of madrasah dormitories are filled, and 90% choose to live outside the dormitory. Initially, the school had made it mandatory for superior-class students to be able to stay in the dormitory so that they would continue to be monitored. However, instead, the students felt more constrained, and the obligation to live in the dormitory was finally changed to whoever was willing to live in the dormitory.

All students at MAN 1 Jombang have different habits from other public schools. Recitation of students at this madrasah is mandatory, and students must have a barcode attendance, which they must take part in. Improvements to the attendance system have now been directly confirmed with parents. Each student is given a barcode that can be printed at the madrasah TU so that after the student comes to the madrasah for the first time before getting used to it, they must scan the barcode. Automatically, after the scan, parents receive a notification that their child has arrived at school and is taking part in the activities being carried out by the school.

The research results show that superior academic madrasahs have 6 hours of additional time every week to obtain good-quality learning. These additional hours are filled with academic-deepening subjects tailored to the major being studied. This additional study time aims to deepen the academic knowledge of superior academic madrasah students. These additional 6 hours are not allocated to one day. However, they are divided into five working hours according to the distribution of curriculum development so that academic superior madrasah students do not struggle to participate in these additional 6 hours.

MAN 1 Jombang always pays attention to the needs of its students, especially academically superior madrasah students. KTI and Olympiad guidance are specially prepared to develop academic knowledge. Apart from that, we are also prepared to be able to compete with other schools in district, national and international competitions. All students can participate in Olympic and KTI guidance, but more students from academically superior madrasahs take part than skills madrasah students. Apart from study hours, this guidance does not interfere with students' teaching and learning activities at superior academic madrasahs. The teachers who guide the Olympiads are usually from outside the madrasah, and some are teachers within the madrasah itself. However, we usually work with teachers outside the madrasah for certain Olympiads. Researchers made observations again to validate the data. There are many trophies and awards in the waka room. Moreover, there are several cupboards provided to arrange the trophies. So, MAN 1 Jombang has made many achievements; every week, there is always an announcement of the achievements achieved at the end of the flag ceremony.

Discussion

Integrated Quality Management Planning in Developing Academic Leading Madrasahs

A good madrasa cannot be separated from a good leader. Madrasah heads must be able to continue to understand the needs of their educational service customers so that students feel satisfied with the service. Integrated leadership will always pay attention to the needs of students so that they align with the madrasah's vision, mission, and goals. In this case, MAN 1 Jombang is a form of madrasa whose leaders focus more attention on their students. Based on the theory (Bussu, Detotto, & Serra, 2019; Sari, 2020), student satisfaction has several sub-indicators, such as the relevance of learning material, the quality of teaching and interaction between teachers and students, facilities and infrastructure. After conducting research, the researcher found that the findings were as follows:

1. Relevance of learning material

The PPDB committee at the madrasah always pays attention to the input of new students. During the input stage for new students, the PPDB committee always selects using various tests, including Al-Qur'an reading and writing tests, academic potential tests, psychological tests, diploma grades, and previous school achievements. The committee will weigh the test results, which will be weighted towards academic potential tests and psychological tests due to collaboration with outside parties. After that, they will be selected based on weight, and the results will be separated into academic madrasa students and skills madrasa students. However, class X has not been specifically classified. After that, there will be a re-selection at the time of promotion to class XI with the requirements for odd and even semester report cards and filling in Google form. After that, students will see which potential stands out and will be entered into classes that correspond to more specific majors.

The purpose of the classification is carried out in class. Class XI divides The classification into three majors: religious specialization, science specialization, and social studies specialization. If any of the superior academic madrasah students want to move to a skills madrasah because they cannot do so, they will immediately be transferred. With this, learning material is relevant according to student needs. Based on the data analysis above, it is by research (Safitri, 2023) that material relevant to everyday life and career goals will achieve a sense of satisfaction in students. The selection at the input time greatly influences the needs of superior academic madrasah students (Jiarakorn, Suchiva, & Pasipol, 2015; Koschmieder & Neubauer, 2021; Solikhin & Naimah, 2021). Selection is an important thing that must be carried out, as is the case with MAN 1 Jombang, which has done this well by paying attention to the needs of its students.

2. Quality of teachers and teacher-to-student interaction

Principals and academic assistants pay attention and consider teachers who will teach at superior academic madrasas. Selected students will need teachers who can provide deeper development of their academic potential, not just teach without aiming to achieve the targets that must be achieved. Teachers who have competencies appropriate to superior academic madrasah students will be able to create a good learning environment (Aalto, Tarnanen, & Heikkinen, 2019; Amzat, 2022). Slowly, the interaction between teachers and students will be established.

There are no written qualifications for teachers at madrasas, but the academic deputy is considering the suitability of teachers who will teach students at superior academic madrasas. When a madrasah needs additional teachers and opens up opportunities for new teachers, more teachers than desired will be registered. So, even though there are no written qualifications, the academic head will still indirectly consider the suitability of the registered teachers. If the teacher who registers is suitable, they will be accepted, but if not, the academic faculty will firmly reject the teacher.

The assessment of superior academic madrasah students regarding teachers who teach in class is very appropriate to the student's needs. Class teachers always serve according to what superior academic madrasa students need. Moreover, with the implementation of the independent curriculum, students are free to express themselves. Students are free to search for wider reference sources but must still be able to account for their sources (Brito, Rodríguez, & Aparicio, 2018). Students are asked to be able to think critically spontaneously and be able to express their arguments. Students may criticize their teachers regarding teaching material if they find other references that they feel are more appropriate, but they must still refer to sources that can be trusted (Alp Christ, Capon-Sieber, Grob, & Praetorius, 2022). Teachers teach with appropriate and enjoyable methods. These methods make the interaction between teachers and students more open.

Based on the data analysis above, it follows M. Nur Nasution's theory, which is supported by the theory of (Herwin et al., 2022; Hyun, Ediger, & Lee, 2017). that interesting learning methods, deep teacher understanding and active involvement in the teaching and learning process increase student satisfaction. Teachers at madrasah according to the percentage of students assessed at superior academic madrasah, 80% of the teachers are suitable. Still, there are around 20% who they consider to be not in line with their needs.

3. Facilities and infrastructure

Madrasahs with luxurious buildings will be of particular interest to customers. This madrasah has a yearly class quota of 15 classes, with each class accommodating around 36 students. It boasts adequate facilities to support teaching and learning activities. It is standard regarding provided facilities, including clean double blackboards, comfortable tables and chairs, an active projector, free WiFi, four fans, CCTV, and a sound system. The madrasah's infrastructure encompasses a dormitory building, 45 classrooms, a mosque, parking, a digital library, a laboratory, a canteen, and KWU.

The facilities madrasahs provide will enhance the learning focus of academically superior madrasah students in the classroom (Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023). Moreover, learning takes place every day for 12 hours of lessons. These facilities are essential for all students, as adequate facilities and infrastructure supporting the learning process enable effective learning. MAN 1 Jombang truly prioritizes existing facilities to increase student satisfaction.

Implementation of Integrated Quality Management in Developing Academically Superior Madrasahs

Madrasahs that have contributed to the intellectual advancement of the nation will continue to pursue improvements and enhancements, fostering a culture of quality within these institutions. The establishment of superior academic madrasahs represents an innovative initiative supported by the Ministry of Religion, evidenced by the Directorate General's Decree issuance. In cultivating a culture of quality within their institutions, Madrasah administrators must remain attentive to customer satisfaction. When customers experience satisfaction, they develop a sense of ownership towards the madrasah, fostering a quality culture while still being overseen by its leadership.

According to (Annur & Febriansyah, 2023), a quality culture encompasses several sub-indicators based on Imam Mashudi's framework, including a focus on the school's vision, mission, and goals, clear strategic planning, performance orientation, strong commitment, and self-evaluation. Following their research, the researchers discovered findings that align with the theory proposed by (Mooduto, Mashudi, & Hamzah, 2024) as follows:

1. Focuses on the vision, mission and goals of the madrasah

Academically superior madrasahs have a longstanding history, yet their implementation has evolved for the better compared to the past. Before implementation, careful planning is undertaken concerning academically superior madrasahs' vision, mission, and goals, ensuring that the implementation remains aligned with these agreed-upon principles.

The current focus of implementing academically superior madrasahs lies in continuously developing students' academic potential. Enrichment-based learning encourages students to become more active, creative, and innovative in completing assigned tasks (Reis & Peters, 2021). Additionally, students are expected to adopt a more critical approach to learning, allowing them to explore additional reference sources while ensuring the reliability of those sources.

The implementation begins in the morning with habituation to foster better student character through adherence to agreed-upon rules. Habituation at academically superior madrasas instills a sense of patriotism and promotes a strong religious spirit among students (Rouzi, Afifah, Hendrianto, & Desmita, 2020). This habituation will likely cultivate good morals among academically superior madrasa students while reinforcing discipline through regular barcode scanning to monitor attendance.

Moreover, additional guidance, such as KTI (Scientific Paper Competition) guidance and participation in Olympiads, is provided to further the development of students in these academically superior madrasas. Typically, KTI and Olympiad guidance is offered by competent external parties. The effectiveness of this guidance can be observed through the students' participation in district, provincial, national, and international competitions, where they compete directly with their peers. However, a rigorous selection process is conducted before being selected to represent the madrasah. According to (Akbar, 2023) implementation remains focused on achieving the mutually agreed-upon vision, mission, and goals to cultivate a quality culture. The head of the madrasah always prioritizes adherence to these principles throughout the implementation process.

2. Have a clear strategy

MAN 1 Jombang has special features that are rarely found in other schools. This madrasah provides a forum for all students, starting from superior academic madrasas, skills madrasas and boarding madrasas. The goal is for students to continue to have a platform to continue developing their potential. Superior academic madrasas focus on academic deepening, skills madrasas focus on deepening skills and boarding madrasas focus on those who live in dormitories with tutoring and *diniyah* (Islamic) facilities.

The madrasa head's strategy in implementing an academic superior madrasah to achieve the targets that have been determined is that the madrasa head plans this academic superior madrasah to focus on deepening academic potential. We will start by creating a vision, mission, and goals for the madrasa and creating a team of superior academic madrasas to continue managing it and running it according to plan. Next, select academically superior madrasah students and consider teachers suitable to teach at academically superior madrasahs. Next, implementation is based on technical guidelines that have been prepared together.

For its implementation, the madrasah head requires all students to always take attendance by scanning a barcode. Classroom learning is enhanced by providing enrichment to develop students' academic potential. Besides compulsory learning, superior academic madrasah students have six additional academic hours. Furthermore, academic class students are given KTI and Olympic guidance, which external parties often provide. Students who live in dormitories are still monitored and provided with tutoring and niyyah. Based on the data analysis above, according to research (Androniceanu, 2017), the madrasah head's policy contains strategies to achieve the madrasah's goals. The success of the madrasa head's strategy made MAN 1 Jombang known as a madrasa for champions and entrepreneurs. His title indirectly recognizes the culture of quality at the madrasa.

3. Performance oriented

Leaning things towards achievement is a way to build a culture of quality in madrasas. Efforts that are always focused on results will achieve results more quickly. The head of the madrasah controls the implementation of superior academic madrasahs, which is one of the roles that must make superior madrasahs achieve predetermined targets. Increasing teacher competency following student needs will foster a good-quality culture.

Implementation without paying attention to the teaching staff and the learning activities will thwart performance. Madrasah heads need to consider teachers who will teach at academically superior madrasahs (Gu, Zhang, Li, & Huo, 2023; Landa & Donaldson, 2022). Consideration of teachers who teach at superior academic madrasahs assisted by academic assistants. So that teachers who teach at leading academic madrasahs can meet the needs of students at leading academic madrasahs to develop their academic potential (Arora, Fiorino, Pellier, Métivier, & Pesty, 2018; Okwuduba, Nwosu, Okigbo, Samuel, & Achugbu, 2021).

Learning focused on enrichment makes students more active, creative and innovative. Academic superior madrasah teachers free students to look for references from other trustworthy sources. Teachers allow students to criticize the learning material provided by the teacher if they find new references that are more appropriate but must have clear and accountable sources.

Madrasah heads try to be performance-oriented. The principal creates strategies that deepen academics to develop the potential of all academic madrasah students. Learning activities are focused on enrichment. An additional 6 hours of academic hours are provided to accelerate further the achievement of results. KTI and Olympiad guidance are also provided, and external parties are often brought in to galvanize academically superior madrasah students who are more inclined to obtain quality output in their academics.

The success of this school principal is proven by the many achievements won by academically superior madrasah students at district, provincial, national and international levels. This success is an answer that the head of MAN 1 Jombang is indeed performance-oriented in his implementation. With so many achievements, students at superior academic madrasahs have satisfactory performance. This is achieved through research (Anderson, Rungtusanatham, & Schroeder, 1994), and a quality culture will be formed by focusing on the learning outcomes of academically superior madrasah students.

4. Have a strong commitment

An academically superior madrasah cannot grow and achieve its goals without commitment from the entire school community. Not only madrasah heads or teachers but also academically superior madrasah students must have a strong commitment to achieving a quality madrasah culture. Good service that focuses on students will maximize student needs.

Academic superior madrasah students were selected, and selection was carried out twice to place academic students according to their interests. This selection also indirectly builds a strong commitment for all academically superior madrasah students. Academic superior madrasah students continue to compete to develop their potential in class. After that, class XI was classified into three superior classes: religious specialization, science specialization and social studies specialization. This classification aims to make students focus more on academic fields that suit their potential so that students' potential develops optimally.

Academic superior madrasah students desire to enter an academic superior madrasah, so students will certainly be strongly committed to participating in all activities at academic superior madrasahs. High commitment is a culture of quality formed in superior academic madrasahs so that it is by research (Suarez, 1992), expressing commitment to what has been planned to be implemented that will build a culture of quality through the madrasah's vision, mission and goals.

5. Self evaluation

Academic superior madrasahs that accommodate selected students continue to evaluate learning outcomes with end-of-semester exams. Every semester, all students take an exam, which is arranged randomly. Usually, the placement of superior madrasah students is random with skilled madrasah students. Academic superior madrasah students still receive their exam results to measure their abilities. This culture of self-evaluation will be able to form a higher-quality culture. So far, graduation efforts have always been made to enter PTN or official service. In the previous year, 45% of MAN 1 Jombang students were accepted into higher education to continue their education. This data was recorded from 450 students, and around 200 students were accepted to college. Based on the data analysis above by the theory (Nasution, 2005) confirmed by research results (Isamuddin, Faisal, Maisah, Hakim, & Us, 2021; Kartiko, 2019; Muslimin & Kartiko, 2020) that they always carry out evaluations to find out a picture of performance through studies and analyzes carried out by madrasahs regarding strengths, weaknesses, opportunities, challenges, obstacles or threats. MAN 1 Jombang has implemented this by holding semester exams.

CONCLUSION

Based on the description in the previous section, careful planning is made by the head of the madrasah so that he can carry out the vision and mission to meet customer satisfaction, in this case, the students, namely providing relevant learning materials as well as quality teaching and good interaction between students and teachers as well as the availability of appropriate infrastructure. Good quality will ensure that the quality of education is maintained. Furthermore, the results of the formulation of the plan must become a guideline to focus on satisfying customers by building a culture of quality in the madrasah through good individual and organizational performance orientation, having a strong commitment and carrying out continuous evaluation activities and using recommendations from the evaluation as a reference for improving performance in the future, which will come.

The implications of this research can be used as a reference and add to the body of knowledge for researchers in the future because it is still considered relevant. In contrast, the practical implications can be used as a model for implementing the quality of education in terms of forming thorough planning by the head of the madrasah in building a vision and mission. Furthermore, orientation toward customer satisfaction becomes one of the main points of a continuous evaluation system.

To have perfection for future researchers, this research still has several limitations, among which there may still be subjective answers that are influenced by certain factors such as environmental factors and personal preferences. Apart from that, other limitations exist in the research method, which only focuses on qualitative data from interviews, which still has the potential for bias in the research, and the final limitation is the limited resources available in terms of time, energy and funds, which can affect the depth of the research results.

ACKNOWLEDGMENT

The researcher pays tribute and appreciation to the principal and his staff for contributing to quality education in Indonesia. In addition, the researcher also expresses his deepest gratitude to the Research Funders of the Ministry of Religious Affairs International Collaboration Cluster and the Indonesian Islamic Tarbiyah Lecturer Association.

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