

Standards of Education Management in the Quality of Tsanawiyah Madrasah

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ABSTRACT

This research aims to describe the implementation and explain the factors that influence the implementation of Educational Management in Madrasah Quality at Madrasah Tsanawiyah (MTs) Surban Pacet based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 47 of 2023 Concerning Education Management Standards. The methodology used in this research includes a qualitative approach, utilizing data collected from various sources, including school records, interviews with educators and administrators, and direct observation. This research is based on public administration theory, especially those related to policy implementation and education management. The results of this study indicate that although there is general awareness of the regulations among school staff, there are significant challenges in implementing them. These challenges include limited understanding of standards among educators, inadequate resources, and insufficient training and development opportunities. In addition, the dual management system involving the Ministry of Education and the Ministry of Religion creates additional complexity in the implementation process. This research concludes that for successful implementation of education management standards, educators need comprehensive training, better resource allocation, and more integrated coordination between the two ministries that oversee madrasa education. These steps are essential to ensure that management standards meet regulatory requirements and contribute to improving the overall quality of education at MTs Surban Pacet. This research contributes to public policy and education management by providing insight into the practical challenges of implementing policies in the education sector, particularly in religious schools in Indonesia. This research emphasizes the importance of tailored strategies and support systems to increase the effectiveness of educational management practices.

Keywords: Education Management, Policy Implementation, Management.

1. INTRODUCTION

The education sector is the focal point in the country's development process. The state is fully responsible for the education system to ensure a quality future generation. Indonesia is an archipelagic country with a population of 275.36 million people. Law no. 20/2003 concerning the National Education System regulates the education system in Indonesia. Indonesia has three main education pathways: formal, non-formal, and informal. Only 6% of Indonesia's 275.36 million population registered with Dukcapil (Directorate General of Population and Civil Registration) have completed higher education. Therefore, education is an essential component that can break the chain of poverty in Indonesia by creating quality human resources. National Education Standards are very important in improving the quality of education. With standards, teachers can have a uniform interpretation of the depth of basic competency in the curriculum and can avoid differences in interpretation that might occur.

Mojokerto Regency is one of the districts in East Java Province. This district comprises 18 sub-districts and 304 villages with an area of 692.15 km². In terms of education, in 2023, 99.82% of the population of Mojokerto Regency will be attending school, with a School Enrollment Rate of 100%. 99.62% of the female population aged 7–12 years and males aged 7–12 years are in school, and 99.33% of the population aged 13–15 years are in school. The results of the APS calculation show that the learning program launched by the government to eradicate illiteracy, namely nine years of compulsory education, has almost succeeded. The low school enrollment rate for 16-18-year-olds is homework for the government to make the 12-year compulsory education program successful.

This research was conducted at the Private Tsanawiyah Madrasah MTs Surban Pacet, which the Surban Foundation supports. Madrasas are educational institutions organized as schools that focus on Islamic religious

education and knowledge. Although the National Education System regulates the curriculum and teaching, madrasa education units are under the auspices of the Ministry of Religion. Education management standards at MTs Surban Pacet, as one of the national education sub-systems, are also inseparable from the problems faced by national education in general, including improving the quality of madrasah governance.

The results of pre-research conducted on the implementation of management standards at MTs Surban Pacet show there are several problems in the implementation of educational management standards, including difficulties in planning educational activities, limited budget constraints causing the school to lack funds to manage existing facilities and infrastructure, the absence of monitoring and evaluation of students which causes a lack of data and input to make sustainable quality improvements in schools, and low literacy.

Regulations related to education management are regulated by the Minister of Education, Culture, Research and Technology Regulation Number 47 of 2023 concerning Standards for Management of Early Childhood Education, Basic Education and Secondary Education. This process includes regulating and controlling various aspects of education through planning, organizing, implementing and supervising educational activities. Problems in implementing these management standards hinder the development of educational quality at MTs Surban Pacet. Implementing quality education management standards at the secondary level is essential because the junior high school level is a critical stage of primary education in forming students' essential knowledge and skills. Therefore, researchers are interested in further research on this problem.

This research aims to describe the implementation and explain the factors that influence the implementation of Educational Management in Madrasah Quality at Madrasah Tsanawiyah (MTs) Surban Pacet based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 47 of 2023 concerning Educational Management Standards. The benefits of this research can significantly contribute to making educational policies that are more appropriate and positively impact student learning.

2. LITERATURE REVIEW

Education management combines two words with one meaning, namely management and education. Educational management is the application of management concepts in an educational context, focusing on the educational environment's unique characteristics and needs. In other words, it is the management of an educational system that takes into account the unique aspects related to the learning process and individual development. Educational management is also a continuous process of applying management functions to coordinate all educational resources to achieve predetermined educational targets efficiently. Education management consists of personnel, students, facilities and infrastructure, funding, relations with the community, and curriculum.

Terminologically, quality is defined as the level at which a product or service meets or exceeds customer expectations. Thus, quality reflects standards that have met or exceeded existing expectations. Education is transforming the attitudes and behavior of a person or group of individuals to develop human potential through teaching, learning processes and training, as well as through various educational methods, procedures and interactions (Nugraheni, Sholahuddin and Widjajani, 2023) (Farada Yoga, Sadana and Prianto, 2023) . In the educational context, quality refers to the level of excellence or performance of the product produced by its purpose and use and established specifications.

There are various factors that influence the quality of education. This includes factors such as curriculum, educational policies, school facilities, and integration of information and communication technology in the learning process in various learning environments such as classrooms, laboratories, and online learning resources via the internet. Apart from that, applying the latest and modern educational methods, strategies and approaches, appropriate educational evaluation, adequate educational costs, professional educational management, and skilled teaching and educational staff also play an essential role. Supervision of educational activities aims to ensure that the implementation of education is transparent and accountable and improves the quality of learning processes and outcomes on an ongoing basis so that the implementation of education is effective and efficient. Educational activities are supervised periodically and continuously through monitoring, supervision and evaluation activities.

3. METHODOLOGY

3.1 Research design

This research was conducted using a descriptive qualitative approach. According to Bogdan and Taylor (1975) in Moleong (2014), a qualitative research approach is a research method that produces descriptive data in the form of written or spoken words from research subjects.

3.2 Research Informants

The informants used by researchers in this research are individuals who are considered to have knowledge and expertise in a particular field. Using a purposive sample technique is intended to make it easier for researchers to obtain accurate or actual data.

3.3 Scope and Location of Research

This research was conducted in Pacet Village, Mojokerto Regency. The object of this research is MTs Surban Pacet Mojokerto. The researcher took this research object because MTs Surban Pacet faced various problems in implementing education management standards, such as budget limitations, lack of supervision and evaluation, and low student interest in reading.

3.4 Data Collection and Analysis Techniques

The author used interview, observation and documentation techniques to collect data and information. Data were analyzed using the Moleong concept (2000:190): data collection, data reduction and data categories.

4. RESULTS AND DISCUSSION

Planning educational activities at MTs Surban Pacet aims to improve the quality of learning and student learning outcomes through self-evaluation of educational units. This planning is divided into short-term work plans (1 year) and medium-term (4 years). The annual work plan elaborates on the medium-term work plan and is the basis for preparing activity plans and education budgets. The planning focus includes curriculum and learning, educational staff, facilities and infrastructure, and budgeting.

The planning process at MTs Surban Pacet begins with a madrasah self-evaluation (EDM) to summarize the achievements in each National Education Standard. The evaluation results are used as a reference for preparing the Madrasah Work Plan (RKM), which is developed into an Annual Work Plan (RKT). This planning is carried out together with all teachers and madrasah committees to achieve the Madrasah's vision and mission.

The education unit curriculum is designed based on the basic framework and structure of the national curriculum, as well as the vision and mission of the Madrasah. Implementing curriculum and learning planning begins with preparing an educational calendar, evaluating the ongoing curriculum, and annual work meetings. Challenges faced include a decline in the number of new students, affecting various aspects of madrasah education.

The educational staff at MTs Surban Pacet includes teachers, administrative staff, librarians and cleaning staff, totaling 38 people. The educational staff planning process includes the division of tasks and competency improvement programs. This planning is expected to make it easier for all madrasah residents to achieve the vision and mission set. Planning for educational staff needs at MTs Surban Pacet is carried out carefully based on the results of the madrasah evaluation. This process includes an analysis of workload, number of students, programs offered, and existing curriculum.

Education staff play a vital role in achieving Madrasah's vision and mission, which focuses on implementing the curriculum and developing student character. Madrasahs regularly hold training, workshops, and seminars to improve competency, encouraging teachers to obtain further education and professional certification. Internal coaching activities like mentoring and group discussions are also carried out to share experiences and best practices. With competent and dedicated educational staff, MT Surban Pacet is expected to be able to achieve its vision and mission optimally.

The principal of MTs, Surban Pacet, is responsible for ensuring that the school facilities and infrastructure are adequate to support learning activities. It includes facilities such as classrooms, libraries, laboratories, gyms and more. The main priority is to ensure classrooms are in good condition and comfortable, improve laboratory facilities, develop libraries with more complete book collections and digital access, and improve sports facilities to support extracurricular activities. This planning begins with an annual needs evaluation by the deputy head of facilities and infrastructure, along with the teacher council and school committee. This process involves analyzing needs, supplies, and funding sources. The principal then discusses the evaluation results with the treasurer for follow-up. The results of

facilities and infrastructure planning include analysis of needs, provision and sources of funding, as well as analysis of the use and condition of existing facilities. With careful planning and active participation from all parties, the facilities and infrastructure at MTs Surban Pacet can support achieving the madrasa's vision and mission.

Based on the information provided by resource persons from MTs Surban Pacet, it can be concluded that the planning process at this madrasa is carried out systematically and comprehensively to support various aspects of education. This process includes curriculum and learning planning, education personnel planning, facilities and infrastructure planning, and budget planning. The Principal, Mr. Cipto, and the management team re-identified the planning results of these programs. This aims to determine priorities for activities to be funded and identify funding sources. This process involves active participation from the teacher council, administrative staff, school committee, and students in collecting data and input to develop an annual budget plan.

Budget planning begins with a detailed needs evaluation for all aspects of madrasa activities, such as daily operations, curriculum development, maintenance of facilities and infrastructure, and teacher professional development. Funding sources come from BOS funds and donations from student committees/guardians, which are carefully allocated to meet specified needs. By carefully planning the budget and involving all related parties, madrasas can allocate resources optimally to support the educational goals that have been set. Transparency and accountability in budget management are the primary keys to ensuring that every expenditure benefits the entire madrasah community. Overall, this structured planning process ensures that madrasah operations run well and supports the achievement of the educational vision and mission set to provide quality education to students.

The implementation of the madrasa program includes various school guidelines such as organizational structure, curriculum implementation, educational calendar, distribution of teacher duties, school regulations, and operational costs. Apart from that, MTs Surban Pacet also sets an educational calendar that includes special madrasa activities such as self-development activities, mid-semester tests, field trips, etc., per established national principles.

Implementing the Independent Curriculum in madrasas is essential to implementing more contextual and relevant education. The process of assessing learning outcomes at MTs Surban Pacet is carried out continuously through various evaluation forms such as daily tests, mid-semester assessments and final semester exams. This aims to monitor student learning progress and provide necessary feedback. Madrasah also has several superior programs such as the Al-Qur'an memorization program using the UMMI method, Cambridge classes, Fullday School, and the construction of Ma'had or Dormitory. These programs are designed to improve the quality of education in madrasas and attract new students. Thus, collaboration between all parties in the Madrasah, including teachers, staff and school committees, is essential in implementing these programs optimally. This effort supports the achievement of madrasa education goals and ensures continuous development in the quality of education provided.

The decline in the number of students is a significant concern because it impacts various aspects of education in madrasas. The decline in new registrants is due to competition with other schools offering more attractive facilities and programs and a need for more public understanding of the advantages of education at madrasas. To overcome this problem, MTs Surban Pacet implemented strategic steps such as reviewing the curriculum to make it more relevant to the needs of the times by adding superior programs such as foreign language classes, information technology and religious activities, improving the quality of learning through teacher training and providing better facilities, holding enjoyable extracurricular activities to develop students' interests and talents, offering scholarships and educational assistance programs for high achieving and underprivileged students. Collaborative efforts involve various parties in the madrasa, including teachers, staff and student affairs, to create an attractive and quality learning environment.

The role of the Student Affairs Sector at MTs Surban Pacet significantly impacts curriculum planning and learning. The main focus is developing students' character and social skills through extracurricular activities and self-development programs. Identifying students' interests and talents is the basis for determining the types of extracurricular activities held while fostering achievement through regular training for competitions, which helps improve the quality of school achievements. However, the main challenge faced is student misbehavior, which is sometimes detrimental, such as truancy, damaging school facilities, and undisciplined behavior in class. This disrupts the teaching and learning process and creates an environment that is less conducive to education. Even though schools have prohibited students from bringing private vehicles, many students still violate this rule. To overcome this problem, the school provides parking lots and allows students to bring private vehicles with the approval of their parents. Even though shuttle cars have been provided, fleet limitations mean that schools still allow private vehicles with strict supervision and cooperation with the police to maintain security.

Based on the results of research in madrasas, one of the severe problems found was the behavior of students who smoked in school areas, even though teachers had frequently reminded them and given sanctions. This habit violates school rules and creates an unhealthy environment for other students. The handling efforts that have been carried out, such as warnings, sanctions and summons to parents, have yet to overcome this problem. Teachers feel frustrated because the results of efforts to enforce discipline still need to be satisfactory. This situation shows the need for a more comprehensive approach and closer collaboration between schools, parents and communities to deal with student behavior problems. Strengthening discipline, counseling guidance, and establishing a positive school culture are the keys to facing these challenges and supporting the achievement of better educational goals.

Based on the results of research at MTs Surban Pacet regarding aspects of facilities and infrastructure, the quality of facilities and infrastructure plays a crucial role in supporting comfortable learning for students. The madrasah facilities and infrastructure sector implements facility development and library management programs as essential aspects of the learning process. Even though we have taken steps such as identifying needs, preparing work plans, and involving various related parties, several challenges still need to be overcome. For example, physical conditions such as damaged road access and bathrooms requiring urgent repairs indicate an urgent need for infrastructure improvements. Lack of funds is the main obstacle in overcoming this problem, especially providing educational support facilities such as adequate libraries. A comprehensive strategy is needed that involves collaboration between schools, communities and the government to overcome this obstacle. This effort will improve the quality of learning in madrasas and create an environment conducive to holistic student academic and character growth.

Based on research at MTs Surban Pacet, supervision by the madrasa head and management team plays a crucial role in ensuring that the implementation of the school program goes according to plan. With support from the deputy head of the Madrasah in each field, supervision covers all aspects of madrasah activities, both academic and non-academic. This includes monitoring the curriculum, implementing student activities such as competitions and extracurriculars, evaluating teacher abilities, and managing resources such as funds and infrastructure. The principal, Mr. Cipto, emphasized the importance of supervision in maintaining the quality of education in madrasas, which is focused on academic aspects and developing students' potential as a whole. With this approach, MTs Surban Pacet strives to ensure that every program and activity implemented supports the vision and mission of madrasa education.

Supervising academic and non-academic activities is integral to school management to ensure that all programs run according to predetermined plans. In this case, the head of the Madrasah and the management team, including the deputy head of the Madrasah in their respective fields, are actively involved in directly monitoring school activities such as competitions and extracurricular and religious activities. Routine evaluations are carried out to ensure that all activities are running and by established standards. Apart from that, supervision of student discipline is also carried out strictly, involving picket teachers and routine patrols in the school area to maintain order and discipline. Although there are still several challenges, such as the need for student response to warnings and reprimands, efforts to increase awareness and discipline continue to be carried out with various approaches, including counseling and character development programs. Thus, optimal supervision at MTs Surban Pacet impacts school activities' management and forms a positive culture of discipline among students.

Supervision of teaching staff is carried out systematically through Teacher Performance Assessment (PKG), which is carried out at least twice in one academic year. The madrasa head leads this supervision process to evaluate the quality of teaching and teacher performance, including teaching administration and learning implementation. This approach not only supports the professional development of teachers but also ensures high educational standards in madrasas. With scheduled and structured supervision, MTs Surban Pacet strives to improve the quality of education by improving the quality of teaching and learning in the classroom.

Supervision of physical resources (SDF), such as infrastructure and fund management, is crucial to supporting the continuity of madrasas' education and learning activities. Funds originating from various sources, including the government and contributions from student committees and guardians, must be utilized according to the needs of the madrasah program. Mrs. Lilik, Deputy Head of the Madrasah for Facilities and Infrastructure, explained that supervision was carried out through routine inspections with the deputy head of the Madrasah for facilities and infrastructure to assess the adequacy of the facilities and determine whether any expansion or repairs were needed. This shows Madrasah's commitment to maintaining a conducive learning environment that supports the optimal development of student potential and the educational process.

Supervision carried out by the Ministry of Religion through Madrasah Supervisors is essential in monitoring various aspects of madrasah operations, including fund management and curriculum implementation. Madrasah Self-Evaluation (EDM) is also a crucial instrument in evaluating madrasah achievements against national education standards, which is then used as a basis for preparing the Madrasah Work Plan (RKM) for the following year. Through the EDM process, MT Surban Pacet can identify deficiencies and develop programs that need improvement, both in terms of human resources and physical resources. This comprehensive evaluation supports the Madrasah's efforts to improve the quality of education and ensures that all activities run according to predetermined plans.

However, obstacles related to supervision from the Madrasah Committee and the Surban Foundation were also revealed in the interviews. These two institutions must provide in-depth supervision to ensure the quality of education. The lack of reporting and feedback mechanisms between madrasahs and foundations or committees can result in a lack of direction in implementing educational programs and evaluating educator performance. Therefore, it is essential to improve the two-way communication and supervision mechanism between madrasahs and foundations or committees to create cooperation to support improving the quality of education at MTs Surban Pacet.

Edward III's theory regarding policy implementation is very relevant in analyzing the implementation of standard education management policies at MTs Surban Pacet. This theory identifies four key factors that influence policy implementation's success: communication, resources, disposition, and bureaucratic structure.

The first factor that influences the success of policy implementation, according to George C. Edward III in Budi Winarno (2012), is communication. From the case study of policy implementation at MTs Surban Pacet, communication is the main foundation in ensuring the effectiveness of educational policies. Communication here is not only a tool for conveying information but also an instrument for building mutual understanding and consistency in policy implementation. Through various stages, such as socialization and annual meetings, an organized policy transmission process from the central government to the local level ensures that all parties involved understand and implement the policy appropriately. The Ministry of Religion does not have specific policies/regulations for educational institutions under its auspices regarding educational management standards. Therefore, the Ministry of Religion adopted Minister of Education, Culture, Research and Technology regulation 47 of 2023 concerning Management Standards for Early Childhood Education, Basic Education Levels and Secondary Education Levels. At MTs Surban Pacet, information regarding standard education management policies is delivered through outreach by madrasah supervisors to the entire teacher council. The principal and deputy principals from each field explain management standards to the teacher council and other staff at the beginning of the year meeting, including planning, implementation and supervision of activities in their respective fields. However, consistency challenges remain in school enforcement, indicating the need for further efforts to improve implementation compliance with established goals and guidelines. Thus, consistently improving communication remains the key to the successful implementation of public policies in the education sector.

From the analysis of policy implementation at MTs Surban Pacet, clarity in communication is the key to ensuring proper understanding and implementation of policies. According to George C. Edward III in Budi Winarno (2012), communication received by policy implementers must be clear and precise. This clarity includes conveying detailed information regarding the objectives and substance of the policy but also ensuring that all parties involved understand their duties and responsibilities in implementing the policy. Submission of standard education management policies at the annual meeting has ensured that the teacher council understands the activity plans and division of tasks needed to support policy implementation well. However, obstacles in implementation, such as human resource factors, show the need for further efforts to overcome these obstacles to achieve more optimal success in implementing education policies. Therefore, maintaining clarity in communication remains an essential focus in supporting the effectiveness of policy implementation in this madrasah.

From interviews conducted regarding policy implementation at MTs Surban Pacet, consistency in communication and implementation of rules is critical to ensure the effectiveness and sustainability of the policies implemented. Even though curriculum and learning activities are planned consistently and clearly according to the initial plan, there are challenges in consistently implementing the rules at the level of enforcing student discipline. Even though instructions for student supervision have been given, changes need to be clarified, enforcing the rules in the field. This shows the need for better coordination and communication between all relevant parties to ensure that school rules can be implemented consistently. Consistent and coordinated implementation will be the key to achieving the objectives of the established education management standard policy.

From the interviews conducted at MTs Surban Pacet, human resources (staff) play a crucial role in implementing education policies, including the Minister of Education, Culture, Research and Technology regulation Number 47 of 2023 concerning Education Management Standards. Staff resources that include all educational personnel, such as teachers, madrasa heads, administrative staff, and others, are significant in ensuring that policies can be implemented well and by established standards. Although efforts have been made to fill staff positions with the necessary competencies, challenges still exist in finding and retaining resources with the right qualifications, such as IT personnel, Ma'had administrators, guidance and counseling teachers, and order teachers. Further steps are needed, such as selective recruitment and adequate training to improve these madrasas' educational services and learning processes. Collaboration between all related parties is the key to ensuring that each educational staff can contribute optimally to achieving the desired educational goals.

From the interviews at MTs Surban Pacet, information plays a crucial role in implementing education policies, especially in the context of Minister of Education, Culture, Research and Technology regulation Number 47 of 2023 concerning Education Management Standards. According to George C Edward III in Budi Winarno (2012), information in implementing policies is all information in writing or messages, guidelines, instructions and procedures to implement the policy. The available information includes various data types that are important to ensure that established standards can carry out all aspects of education. Academic data such as student achievement and attendance evaluations are the basis for designing educational programs. Information about the curriculum, including the syllabus and lesson plans, ensures that teaching occurs according to existing guidelines. In addition, financial and human resources information provides a clear picture of the availability of funds and qualifications of staff who support school operations. This systematic approach to managing information is also strengthened by routine control and monitoring by the deputy head of curriculum and deputy head of student affairs. This demonstrates a commitment to maintaining data accuracy and reliability and to providing feedback that enables timely adjustments. In this way, MT Surban Pacet can ensure that every decision and action taken in the educational context is supported by reliable and relevant information, thereby creating an optimal learning environment for students and all educational community members.

Based on the results of an interview with Mr. Cipto, head of the madrasa at MTs Surban Pacet, authority plays a crucial role in managing human resources and implementing educational policies. The authority possessed by the madrasa head, madrasa board, teachers, administrative staff, and curriculum committee ensures that every decision and step taken in madrasa operations is by established standards. As a leader, Mr. Cipto is responsible for designing internal policies and managing human resources, overseeing financial aspects, and ensuring that all educational activities run efficiently by government guidelines. With good coordination between the school principal and deputy head of the division, MT Surban Pacet can face policy implementation challenges, maintain consistency between planning and implementation, and ensure that every process supports the achievement of optimal educational goals for students and all educational stakeholders.

Based on an interview with Mrs. Lilik, Deputy Head of Facilities and Infrastructure at MTs Surban Pacet, physical facilities are a critical factor in the successful implementation of education policies. Implementors may have sufficient staff, understand what must be done and have the authority to carry out their duties, but without supporting facilities (facilities and infrastructure), the implementation of the policy will not be successful (George et al. III in Budi Winarno (2012)). Although facilities such as classrooms, computer laboratories and libraries at this Madrasah are considered adequate, they still need improvement, especially in certain areas that experience problems such as budget constraints. These obstacles reflect the general challenges faced by madrasas in meeting the infrastructure needs necessary to support a safe, educational process for students and staff. Careful and strategic budget management is the key to optimizing the use of existing resources and efforts to seek additional funding from various parties. Thus, improving adequate physical facilities at MTs Surban Pacet supports established educational policies and provides a conducive learning environment for the entire educational community at the madrasa.

According to George C. Edward III in Budi Winarno (2012), if a policy is to be effective, then policy implementers must not only know what will be done but must also have the ability to implement it so that there is no bias in practice. Based on an interview with the principal of MTs, Surban Pacet, teachers were appointed, considering the qualifications needed to support the implementation of established educational policies. Although this process has been carried out meticulously, there still needs to be more in some specific areas, such as IT personnel. This obstacle shows the importance of adjustments in the bureaucratic structure to ensure that the demands of existing education

policies meet all human resource needs. Thus, appointing bureaucrats with the required dedication and competence is crucial in supporting the successful implementation of educational policies at MTs Surban Pacet so that every aspect of learning can run and comply with the established standards.

Based on an interview with the principal of MTs, Surban Pacet, the absence of a policy providing teacher incentives is due to limited school budgets. Although teachers demonstrate high dedication and commitment to education, more financial incentives can be needed to maintain their motivation and performance. Principals acknowledged that additional incentives could be a supporting factor in increasing teacher morale and performance and helping to attract and retain the best teachers in madrasas. However, the main priority is to ensure that basic needs such as salaries, learning facilities and daily operations are adequately met. Therefore, further efforts are needed to overcome budget challenges so schools can implement incentives to increase teacher motivation and performance in the long term.

Based on interviews with the principal and deputy head of student affairs at MTs Surban Pacet, it was found that the lack of formal and detailed SOPs (Standard et al.) is one of the main challenges in implementing education management standards in madrasas. With clear SOPs, there is certainty in work processes and consistency in implementing policies and procedures. This affects the quality of education because it allows for differences in approaches between one teacher and another in handling certain situations, such as student absenteeism. Although this challenge is caused by limited resources, both workforce and time, efforts to develop more structured and comprehensive SOPs will greatly support increasing consistency and efficiency in education management at MTs Surban Pacet.

Based on the analysis of factors that influence the implementation of Minister of Education and Culture, Research and Technology Number 47 of 2023 concerning Management Standards for Early Childhood Education, Basic Education Levels and Middle Levels, it can be concluded according to Edward III's theory of policy implementation that the supporting factors for policy implementation are Transmission, Clarity, Information, Authority and Fragmentation. Meanwhile, the factors inhibiting the implementation of this policy are Consistency, Staff, Facilities, Disposition and SOP.

5. CONCLUSIONS

Based on the research results and discussions, it can be concluded that the Planning Process involves short and medium-term work plans, including curriculum, educational staff, infrastructure and budget. Madrasa self-evaluation is used to prepare an annual work plan with the participation of all teachers and the Madrasa committee. The curriculum is designed according to the national basic framework and madrasah vision and mission. The implementation of educational activities at MTs Surban Pacet is carried out by paying attention to various important aspects such as organizational structure, curriculum, educational calendar, distribution of teacher duties, school regulations and operational costs. Important aspects include organizational structure, Merdeka curriculum, educational calendar, and distribution of teacher duties. Excellent programs such as memorizing the Koran and Cambridge classes are implemented. The main challenge is the decline in the number of students, which can be overcome by reviewing the curriculum, improving the quality of learning, and providing enjoyable extracurricular activities. Supervising educational activities at MTs Surban Pacet is carried out by the head of the Madrasah and the management team, which involves monitoring the curriculum and student activities and evaluating teacher abilities. Supervision from the Ministry of Religion helps monitor the achievement of national education standards. Obstacles in supervision from the Madrasah Committee and the Surban Foundation require improvements to communication mechanisms to improve the quality of education.

Factors that influence the implementation of educational management standards are key: Effectiveness and consistency of communication. Socialization and annual meetings help understand and implement tasks according to policy, but coordination is still needed to maintain consistent implementation. The competence of human resources, including teachers and administrative staff, is essential. Despite efforts to improve quality through recruitment and training, challenges in finding personnel with the right qualifications still exist. Accurate information and apparent authority are also crucial for implementation. The dedication and competence of teaching staff is essential. Constraints in appointing teachers with special qualifications, such as IT, and needing more financial incentives affect motivation and performance, although dedication remains high. The main challenge in this case is SOP /StandardOperational

Procedures. Uncertainty and inconsistency in policy implementation affect the quality of education. The development of structured and comprehensive SOPs is needed to improve education management.

From the descriptions above, the researcher provides suggestions for improving teaching and educational staff quality through training and continuous professional development. This is important to ensure that all parties involved in education management have the necessary competencies. MTs Surban Pacet needs to optimize the management system by utilizing information and communication technology. This includes implementing an integrated education management information system to improve the efficiency and effectiveness of school administration. Apart from that, MT Surban Pacet also needs to bring out the typical madrasa values, which have a deeper religious feel. Conduct regular evaluation and monitoring of the implementation of education management standards to identify obstacles and find appropriate solutions. This evaluation is essential to ensure that the standards applied are by the objectives to be achieved.

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