



## **Management in Efforts to Improve the Quality of Human Energy**

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<b>Keywords:</b>	<b>Abstract</b>
School-Based Management, Autonomy, Community Involvement	<i>School or Madrasah Standard Management (MBSM) is an educational concept that strives to improve the quality, efficiency, and benefits in the education process through the active participation of the madrasah committee, teachers, students, parents, and the surrounding community as a form of support and full involvement in the education process. In implementing MBSM, all relevant parties such as the madrasah committee, school principal, teachers, students, parents, and the surrounding community can be involved to achieve sustainable educational goals. Through active cooperation from all parties, it is expected that the concept of MBSM can be achieved and provide significant benefits in the world of education, as well as advancing MA Muhammadiyah Tempurrejo Ngawi with an appropriate concept. Then, with the Total Quality Management (TQM) approach method at Lembaga Muhammadiyah in developing MBS to support independence and explore all potential that exists within the students themselves and this is one of the improvements of MA Muhammadiyah Tempurrejo Ngawi which has established dormitories (Al-Ihsan). Although the policy application is still less optimal, the active dormitory management tries to organize these policies with TQM to improve quality, improve dormitory programs, administrative services, and the emergence of teachers in active and effective leadership. This can help students achieve their full potential, create an innovative and comfortable learning environment, and contribute or socialize with the surrounding community of the dormitory.</i>
<b>Kata Kunci:</b> Manajemen Berbasis Sekolah, Kebebasan, Keterlibatan Masyarakat.	Manajemen Berstandar Sekolah atau Madrasah (MBSM) adalah sebuah konsep pendidikan yang berupaya untuk meningkatkan kualitas, efisiensi, dan manfaat dalam proses pendidikan melalui partisipasi aktif dari komite madrasah, pengajar, peserta didik, orang tua, dan masyarakat sekitar sebagai bentuk dukungan dan keterlibatan penuh dalam proses pendidikan. Dalam implementasi MBSM, dapat melibatkan seluruh pihak terkait seperti komite madrasah, kepala sekolah, pengajar, peserta didik, orang tua, dan masyarakat sekitar untuk mencapai tujuan

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pendidikan yang berkelanjutan. Melalui kerjasama aktif dari seluruh pihak, diharapkan konsep MBSM dapat tercapai dan memberikan manfaat yang signifikan dalam dunia pendidikan, serta dapat memajukan MA Muhammadiyah Tempurrejo Ngawi dengan konsep yang sesuai. Lalu dengan metode pendekatan Total Quality Management (TQM) di Lembaga Muhammadiyah dalam mengembangkan MBS untuk mendukung kemandirian dan menggali segala potensi yang ada pada diri peserta didik serta ini merupakan salah satu pembenahan dari MA Muhammadiyah Tempurrejo Ngawi yang telah mendirikan Asrama (Al-Ihsan). Walaupun penerapan kebijakan masih kurang optimal dari pihak aktif pengurus asrama mencoba menertibkan kebijakan tersebut dengan TQM untuk meningkatkan mutu, mningkatkan program asrama, pelayanan administrasi dan terbinaanya pengajar dalam kepemimpinan yang aktif dan efektif. Hal ini dapat membantu peserta didik mencapai potensinya dengan maksimal, terciptanya lingkungan belajar yang inovatif dan nyaman, serta dapat berkontribusi atau bersosial dengan Masyarakat sekitar asrama.

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## 1. Introduction

Education is a teaching and learning process that aims to develop human potential and prepare individuals to face various life situations and the main purpose of education is to help students develop intellectually, emotionally, and socially in order to succeed in life, so that through the learning process they go through they become provisions in facing life in the future (Purwanto et al., 2020). Education should not be passed without the interaction in it that helps the process of forming student character, education is not only a transfer of knowledge between students and educators but also an effort towards educational goals (Pitri et al., 2022). The living environment also affects the formation of student character, because the environment is one of the external factors in the formation of character or personality in daily interactions or interactions that continue to be carried out, so that when the environment is good then the personality is formed well, and vice versa, so that parents are now competing to send their children to schools that have good quality performance and in achieving their educational output (Utomo & Pahlevi, 2022). However, there are still many institutions that have minimal facilities and facilities to advance learning, such as rural and remote areas. So that schools like this should be given more attention by the government.

Many students complain about the limited facilities at school that they should have or experience today, so that they can fulfil the educational goals and vision of the school's mission, but all of that cannot be separated from innovative teaching how a lesson can be conveyed even though the facilities and facilities are inadequate (Maulido et al., 2024). Parents also have more confidence in school education with competent teaching staff who can change the mindset of their students, but all can be successful with the cooperation of parents not only instilling children without habituation.

As an Islamic educational institution, madrasah has its own shortcomings, in terms of lack of comprehensive curriculum development, educational resources, lack of attention to the development of academic and non-academic skills, lack of emphasis on foreign languages and modern technology, lack of financial support, resources, and inadequate facilities. And it turns out that most madrasahs are more prominent in religious teaching than in general teaching (Ubihatun et al., 2024). An institution must have a school management and curriculum that becomes the benchmark of the school, in Strengthening Human Resources Quality Management which is a must and essential in an educational institution. The strengthening itself is not without awareness from the madrasah itself (teachers, employees and madrasah residents), because with good curriculum management it will facilitate the achievement of the desired goals. Madrasah and school institutions have different focuses, among others (Salam, 2021): Madrasahs are educational institutions that focus more on teaching Islam and the Koran and schools are formal educational institutions that focus on general teaching only. An institution must have its own management, as well as teachers who have their own learning methods. The existence of a curriculum can make it easier to direct and organise various or all teaching and learning activities, so as to support the development and growth of schools or madrasahs in accordance with the objectives of the curriculum.

## **2. Methods**

Collecting and processing data in this study, researchers used a qualitative approach with research methods of observation, questionnaires, and interviews to obtain primary data, as well as research journals as secondary data sources. Primary data was taken from direct experience in answering a problem being faced, accompanied by an interview from one of the teachers at the madrasah to strengthen understanding of the problem. This research was conducted to identify learning problems in the field and the data analysis process was carried out by comparing or providing ways or strategies in improving human resources using literature studies and field studies. So that this strategy can help teachers or madrasah managers in improving the quality of students at Madrasah Aliyah Muhammadiyah Tempurrejo Ngawi.

## **3. Result and Discussion**

After a WhatsApp phone interview with a teacher at Madrasah Aliyah Muhammadiyah in Ngawi named Wildan Nur Maarif, I found out that the education system in madrasah is different from the school system. Madrasah is a place of education that focuses on religious education and also teaches general lessons. Therefore, the curricula used in Madrasa Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah are not very different and always religious. The Qur'an, the Qur'ân, the Quran, the Koran, and the Quran are among the lessons taught. Implementation of matode learning and teaching there depends on the teachers who are capable. For example, like the method applied by Father Wildan himself to the lessons of Kemuhammadiyah, he used teaching methods in the form of lectures, group discussions, presentations and evaluations at the end of learning or semester. The methods used by other teachers are not much different, but it all depends on the teachers' input. And the obstacle must exist in a method applied, can be found in the means of the

prasarana, the human resources of the maudits of the teaching energy. As for examples of Prasarana facilities: Fiqih lessons on Hajj methods that require miniature Ka'bah in supporting the knowledge and development of pupils in the application or practice surrounding this Hajj.

The researcher asked Mr Wildan for his opinion on whether the implementation of management in Madrasah Aliyah Muhammadiyah Tempurrejo has been fulfilled or not? He also suggested that the teachers there have not yet implemented methods that require prasarana means such as projectors and LCDs, so it's only a lecture and practice. And teachers have not maximized the use of the resources or learning media already provided. As for the hope of Father Wildan for Madrasah Aliyah Tempurrejo's beloved future, "because a hope is as high and as broad as hope, he hoped for better Human Resources and its educational strength, to collaborate, contribute and cooperate, to help or help each other. And for the madrasahs to be more innovative in developing and adding facilities or infrastructure in supporting teaching activities in Madrasah.

The mission of MAM is: 1. Vision a) Faith, Science, Charity, Skill. 2. Mission a) Development of personality, personality and science, b) Implementation of professional education and education, c) development of professional programs.

As evidenced by the vision and mission as well as the exposure of the problems that occur in Madrasah Aliyah, this must also occur in other schools, which in learning minimal with facilities, its learning resources are only in 1 LKS, the lack of rigour and discipline in enforcing the rules of the school and in the organization of students internally pupils are also less active. The lack of quality SDM is very much associated with the development of an educational institution, so it requires intensive treatment of the pupils, gives the impression of the attraction of students in learning, according to the inclusion of students on the races outside for the identification of competition that exists outside the school, the existence of students and educators development activities. With the awareness that education is important, students will change their mindset and be enthusiastic about learning. And so educators will be easy to read the character of students, because sometimes the learning methods that students use are varied and that's where the skills of educators are tested. The formation of a good collaboration between pupils and educators will build a good and well-organized management. It may be that if there is an approach to students in terms of loving or loving something (learning and learning), then it will facilitate the course of learning and form a qualified SDM. All that requires a great deal of discussion in terms of planning, management, application and evaluation of outcomes. Then Sarana prasarana is very necessary in an educational institution to support the course of the learning process. (Abdullah, 2020).

All this requires the support of all parties in developing a madrasah curriculum with national standards that are the hope and means to the ideal educational goals. Planned and structured curricula play an important role in responding to challenges. Even if the curriculum is designed without the support of adequate educational resources, it will have an impact on the decline in the quality of education that is not in line with the objectives and expectations. The curriculum can be interpreted as the body and it's the heart, so if the heart

is in trouble then the body will also have trouble, and vice versa. The curriculum as the educational foundation is very important for teachers to guide or direct the learners towards the desired educational objectives in the implementation of the final accumulation. Its application includes the conceptualization of human beings through the transfer of knowledge, skills, and mental attitudes that should be structured in the educational curriculum. Therefore, improving curriculum management skills is a must in education by educators. Curriculum management is the main thing in the madrasah, with the presence of this principle, the learning process can run well and in accordance with the purpose in order to encourage teachers and institutions to continue to develop and perfect learning strategies.

Quality education is education that can develop abilities or talents and shape the character of a nation. Islamic education is built on the foundation of human dignity, with the aim of cultivating a balanced human personality, trained in spiritual, intellectual, self-rational, emotional, and human sensitivity. Nowadays, there are many complaints about the poor quality of education, because society sees not only the final exam scores or the index of achievement, but also how far graduates can thrive in the middle of society. The objectives of national education are listed in the Act No. 20 of 2003, which emphasizes the importance of developing the potential of students to be believing, fearful of the One God, moral, healthy, knowledgeable, creative, independent, and democratic and responsible citizens (vahrotun Nisa, 2017).

Nowadays, however, schools focus only on the shallow aspects of education, such as the cognitive dimension that only remembers, the mechanistic dimension of skills, the value dimension, and the relationship dimension. Plus tight competition, because it's about the taste of the market. Therefore, educational institutions must have a competitive strategy to maintain their quality in order to meet the expectations of the public and produce qualified graduates.

Efforts to improve the quality of human resources of students that can be seen from the value of high faith and piety to God Almighty, then strengthening and improving quality in Madrasah is very necessary. One way is to make changes or adjustments to the management of his education. The professionalism of the educator is essential in developing the potential of the student as well as himself, because these skills are very rare and educators must continue to compete with the evolving era. Quality improvement management is a quality improvement method that focuses on the institution itself in the process of implementing a progress plan that deals with vital, passive, and sustainable things in a comprehensive way. Environmental factors, internal and external environments, that affect an institution need to be anticipated and monitored so that both sides are balanced and can maximize the management of education. The key to success in an educational institution lies in the management of management and the strategy chosen so that good management results in the best quality of education as well as quality human resources.

Implementing school-based management or madrasah is one of the efforts to improve the quality of education in madrasah so that it can compete with other educational institutions. Madrasah Aliyah Muhammadiyah Tempurrejo, Ngawi was established on 30 December 2008 as described in SK. The foundation and MA has been accredited B in 2016. It cannot be denied that MA in Sukorejo,

Banyu Blue, Widodaren, Ngavi has been standing very long since the 70s. Initially, the management of this madrasah merged with Madrasah Tsanawiyah and became part of the student village in the place. Education in the village of Tempurrejo is complete with Raoudhotul Athfal (RA) or Aisyiyah Bustanul Atfal (ABA), Madrasah Ibtidaiyah, Madrasah Tsanawiyah, madrasah Aliyah, madrasah Diniyah, and High School of Tarbiyah Sciences tempurrejo (STIT). This period of development is not a short time for this madrasah to grow and become an educational institution called the student village at the time. And the system at that time, Mts students studied in the morning and Aliyah in the afternoon and continued with Lessons of the Yellow Book by the local Kiyai. And Aliyah students not only studied, but also taught at Mts in the early morning by selected students on their respective abilities. And now such management is no longer in use when the Government gives regulations and is regulated in the Act No. 20 of 2003 concerning the principles, functions, and purposes of the national education system, in the principle of education, the rights and duties of citizens, parents, the public, the government, pupils, tracks, levels, and types of educational, language of introduction and compulsory learning.

Management of several Muhammadiyah institutions in each district has developed MBS (Muhammadiyah Bording School) as implementation of the policy of attendance of pupils in the school. Approach through a hostel program that supports student intensive development (Nugraheni & Firmansyah, 2021). However, the application of his wisdom has not been fully implemented, due to the lack of perception of understanding in the teacher educator. So it takes a good leader, skilled, multi-talented, and understand the intricacies of a gym, because sometimes educators only act after being given orders or commands from the head of the school. The implementation and management of MBS requires a positive perception from all the teachers and citizens of the madrasah to create a democratic state of affairs in the Madrasah. The design of a hostel-based school education in the maintenance of programmes or activities aimed at enhancing the interest of talent centers in strengthening the values of personality-building necessary to foster the future (Fachrudin, 2021).

The presence of students in the vicinity of the dormitory facilitates maximum intensive development and this is the main attraction and advantage of the madrasah, which is the basis for building this dormitory. In an attempt to improve the quality and management of formal education in it, the madrasah made an effort to blend formal school education with the preschool so that it could produce a stronger education system. Then Ponpe Al-Ihsan's House of Princess and Son upgraded his management like a boarding house, namely, the existence of Muhammadiyah Bording School, as well as houses and boarding houses.

With the existence of this hostel, the Islamic Educational Institution plays an important role in the creation of the whole human being that forms the social gender system of society. Syafruddin mentioned that the improvement of the quality of education can be done with the TQM approach (Total Quality Management) (Eliyanto & Maarif, 2020) Through the following steps: 1. Strengthening quality commitments between hostel carers, establishments and stakeholders related to vision, mission, objectives, and goals. 2. Implementing programs that are oriented towards quality development of hostels. 3. Updating

hostel administration services. 4. Effective hostel management structures. 5. Establishing standards of quality of graduates or alumni. 6. Building good and broad cooperative relationships. 7. Organize and manage the organization well. 8. Create a climate, character, and culture of a hostel that is conducive.

The madrasah should have a character that uses an approach through the output-process-inputs expected. And management is expected to be able to sustain the dynamics in Madrasah, the output-process-input itself, that is, (Muis, 2020): 1. Output; the graduates or alumni of Madrasah are expected to have achievements that are not comparable to the graduates of the internship or other educational institutions, so that they may have academic achievement in the field of religion or in general, have competence and skills that are non-academic in nature. 2. Process; the implementation of the study must refer to the targeted output, so that all the available human resources can be mobilized in every student's excellence, as well as in the academic and non-academic. So that the student has a spirit of skill and competence in the future. 3. Input; In the madrasah itself it must match the character and target of the output as the process of its creation. Then the input must be adjusted to the current conditions not stagnant, dynamic in view of the evolution of the times.

The quality of madrasa graduates should not be taken at face value, as they play an important role in society. Learners must be developed holistically, including intellectual, spiritual, emotional, and socio-political intelligence, because all of them are needed in life to overcome various problems faced. To improve the quality of education, efforts must be made to all existing components, starting from the objectives, content, and guidelines that already exist. (Information & Islam, 2022).

According to Indrawan management of this curriculum should pay close attention to its management system cooperatively, systematically and comprehensively. It's all used for the educational institutions' benchmarks so that the goal can be achieved. One of the purposes of education is to prepare a generation of successors who have the moral, moral, and self-righteousness of a good nation.

Syamsudin mentioned some managerial skills that should be possessed by a head of a madrasah, among others: (Suyitno, 2021) first, the ability to plan by using indicators in the preparation, implement strategy and implementation of its planning. Second, the capacity to organize with indicators capable of sharing responsibilities and organizing personnel. Third, the capability to plan and make decisions based on established indicators. Fourthly, the ability to motivate and build good relationships with staff and related stakeholders. The ability to complete tasks can make decisions and communicate. Then the ability in supervision can manage and control operations to a set goal. As a manager, the head of the madrasah must also be able to apply three values of skill in action or behavior, namely conceptual skills, human skills, and technical skills. In addition, there are school committees that are tasked with facilitating the role of the community in improving the quality, efficiency and efficiency in the management of education in an educational institution. The establishment of the school committee is regulated in the Decree of the Minister of National Education No. 44 of 2002 (Nurafni et al., 2022) with the following objectives: 1. Distinguish and channel the aspirations and initiatives of the society in generating educational policies and programmes in districts or cities and in

educational units. 2. Increase the responsibility and activity of the whole layer of society in the administration of education.

Competition with general education is certain, so the quality in madrasah education should be further enhanced. In the characteristics of quality education according to Khan (2018), among them (Langeningtias et al., 2021) first, focused on pupils. Secondly, there is an effort to prevent the problems that arise, by committing to working professionally. Third, its human resources are invested. Fourthly, have a plan to the quality I want. Fifth, use a comment or complaint for a feed in an evaluation. Sixth, the policy is made to the goal and the best quality. Seventh, the process of evaluation and improvement in a joint way by the entire staff. Eighth, change the mindset of the students to be able to be creative and qualified so that they can cooperate well. Ninth, clarify the role of educators and learners on the fruit of responsibility. And lastly, the strategy used clearly does not coincide with the Education and Vision Mission of the school or the madrasah.

Organisations need management to organise resources, activities, and activities so that predetermined goals can be achieved in an effective and efficient manner. Important functions in management include planning, organization, guidance, and control. With management, an organization can work more organized, solid, and productive. So it needs a good management in the implementation of the Institution and management principles, among them there are five principles (Rosdiarini, 2020) namely 1. Planning refers to the effort to define plans and make decisions about what to do in the short and long term of the organization. 2. Organizing refers in order to manage the organization's resources, including human, financial, and physical resources, to the goals of the organisation. 3. Directing refers to the ability of managers to give direction and motivation to the people in their organization so that they the objectives set. 4. Controlling refers to the ability to monitor and evaluate the performance of an organization and to make improvements to a set goal. 5. Staffing: The employee-building principle refers to the effort to find, develop, motivate, and retain people who are qualified to work in the organization in order to goals effectively.

When these principles are applied, then management will be created that has a Consulting Advisory Service, then what is the pattern in its implementation? A counselling service management strategy is a set of methods or processes used to organize and deliver counseling services effectively and efficiently to individuals or groups to a specific goal. (Rahmat, 2019). The purpose of the management strategy of counselling services is to provide effective guidance and guidance as well as to ensure that the organizational resources, expertise, and time allocated are optimally utilized so that the planned goals can be achieved with satisfactory results. This management pattern enables counseling staff to provide quality services and improve organizational performance, through mature planning processes, resource and staff management, effective program implementation, evaluation of results, and adjustment of programmes and management strategies when necessary. To improve the efficiency of counseling guidance services, this management strategy focuses on the goals of the organization and the needs of the client. Manage available resources so that goals can be achieved with optimal results.



Assignment arrangements for school counsellors may vary depending on the needs and resources available. Some commonly used arrangements include (Pribadi, 2020): 1. Class Counselling Counsellors are tasked with helping students in each class in terms of providing general counselling information, supporting students in academic, personal and career terms. 2. Academic and Career Orientation - The counsellor is tasked to provide career and academic orientation to students, where students can explore their interests and consider what careers they might pursue according to their abilities and talents. 3. Individual counseling and coaching services - The mentor is tasked with providing individual counseling and mentoring services, focusing on issues such as emotional, psychological, lesson issues, scheme problems, etc. 4. School socialization - School counsellors help new students from different levels of school, adapt to school rules, learning environments, and help cope with changes and stresses that occur when adjusting to new orders. 5. Group Counselling - The counsellor is tasked with providing group counselling to students who have a general understanding of specific topics that need to be discussed in the group.

A successful assignment setting requires setting goals and objectives for each assignment and ensuring that each student receives quality services and meets their needs. It is always tried to ensure that such assignment settings are consistent with the policy of the school or counselling agency where you work. All the parties involved in the MBS are called stakeholder, which is among them: the head of the school and its representatives, pupils and consultants. With this the preparation of the BK program is carried out in openness, so far relevant on the basis of counselling services.

The implementation of school-based management is not just a spirit, it is based on the Law No. 20 of 2003 on the National Education System in Article 51, paragraph 1, which contains, "The management of an early childhood education, basic education, and secondary education is based according to the minimum standard of service with the principle of management based on school or madrasah" (Makmur Jaya et al., 2021). In addition, the legality of the implementation the management of a school based management or matrasah is regulated in the PP No. 19 of 2005 on National Education Standards in article 49 paragraph 1 which indicates that the administration of an education in the level of primary and middle education that implements school- based management is seen in independence, partnership, participation, openness, and accountability (Education et al., 2020).

#### **4. Conclusion**

Effective School-based management is crucial to the success of an educational institution, and school-based administration is one of the key approaches in achieving that. Although Muhammadiyah has developed MBS to support the independence of pupils, the implementation of this policy is still less optimal due to the lack of understanding of teachers. Therefore, measures such as TQM are needed to improve the quality of education by committing to quality, improving the hostel programmes, enhancing administrative services, and building effective leadership. It can help students reach their maximum potential, create a safe and empowering learning environment, and contribute to building a united and balanced society.

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