

SOCIALIZATION OF INTEGRATED QUALITY MANAGEMENT IN ISLAMIC BOARDING SCHOOL EDUCATION FOR USTADZ AND SANTRI IN KEDUNGJERUK VILLAGE, KARAWANG REGENCY

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Abstract

Islamic boarding school education is one of the traditional educational institutions that has an important role in maintaining and developing religious, cultural, and social values in the community. In Kedungjeruk Village, Cibuaya District, Karawang Regency, Islamic Boarding School is one of the educational centers that plays a vital role in the formation of student character and in the development of religious science. As an education center that is crucial in shaping the character of students and expanding religious knowledge, integrated quality management is an essential approach to improve the quality of education in the Islamic Boarding School. Through the Socialization of Integrated Quality Management, the ustadz and santri were introduced to the concepts, principles, and practices of integrated quality management, with the aim of deepening the understanding of the importance of integrated quality management in improving the quality of education in Islamic boarding schools. Socialization activities cover various aspects, from concepts to performance measurement and quality evaluation, involving active participants in discussions and debates on the implementation of integrated quality management in the context of Islamic boarding schools. It is hoped that a deeper understanding of integrated quality management will help the ustadz and students contribute positively in efforts to improve the quality of education at the Kedungjeruk Village Islamic Boarding School, ensuring sustainable growth, and provide quality education in accordance with the demands of the times.

Keywords: Islamic, Management, Quality.

INTRODUCTION

Socialization of education quality management is an activity carried out to introduce and promote the concept of education quality management to the educational community. This activity aims to increase the understanding and awareness of the education community about the importance of education quality management in improving the quality of education in Indonesia. Islamic education is recognized for its existence in the education system divided into three things. First, Islamic education as an institution, the existence of Islamic educational institutions is explicitly recognized. Second, Islamic education as a subject, recognized religious education as one of the compulsory subjects given at the elementary to tertiary levels.

Third, Islamic education as a value, namely the discovery of Islamic values in the education system.

One of the community-based Islamic educational institutions is the Islamic boarding school. Ideally, pesantren have two functions, namely social mobility and preservation of ethical values and development of intellectual traditions (Wahyudin et al., 2024). The first function places pesantren education as a means and instrument to carry out socialization and value transformation so that people are able to carry out social mobilization based on religious values. The second function is more active and progressive, where pesantren are understood not only as an effort to maintain values and carry out social mobilization, but also as a means of developing values and teachings. This demands interdependence, autonomy and liberation from any shackles both structural and cultural because intellectual development can occur if the human being is independent and not bound either physically or mentally (Permana et al., 2024).

Current reality shows that pesantren institutions have developed variously both from the content (curriculum) and form (management) and organizational structure. In line with the implementation of formal education, several pesantren have developed aspects of management, organization and administration of financial management. This development began with a change in the leadership style of pesantren from charismatic to rationalistic, from authoritarian paternalistic to participatory diplomatic, or from laissez faire to democratic. Unfortunately, this development is not evenly distributed in all pesantren. Because in general, pesantren still face serious obstacles regarding the availability of professional human resources and the application of management which is generally still conventional (Chaaban et al., 2023). For example, there is no clear separation between foundations, madrasah leaders, teachers and administrative staff, lack of transparency in the management of financial resources, undistributed role of education management, and many administrative operations that are not in accordance with administration that is not in accordance with standards, as well as work units that do not run in accordance with standard organizational rules. In addition, the recruitment of ustadz and ustadzah, academic development, reward system (wage system), and work weight are also not based on standard rules. The implementation of education in pesantren is often without planning. However, today some Islamic boarding schools already have a development master plan (RIP), strategic plan (strategic plan) and statutes of Islamic boarding schools (Wahyudin, 2020).

IMPLEMENTATION METHOD

In detail it is described as follows:

1. Preparation,

Before carrying out the service, the service team compiles and discusses the agenda for the implementation of service activities with partners, namely Kedung Jeruk Village, Cibuya District, Karawang Regency. At this stage the service team prepares the things needed in the implementation of the Service later, ranging from the tools and materials needed, available facilities and infrastructure, consumption, accommodation, evaluation tools and so on.

2. Implementation of activities

Activities are carried out starting with socialization related to integrated quality management

of education including curriculum management, educators, education staff, students, infrastructure, funding, partnerships, and supervision. This socialization activity is also used by the service team to socialize the importance of understanding the quality of education by Islamic boarding school managers.

3. Evaluation

After the socialization activities were completed, the service team conducted an evaluation related to the integrated quality understanding of the Islamic boarding school. At this stage, the team gave questionnaires to participants to find out the participants' perceptions of integrated management and quality of education.

RESULTS AND DISCUSSION

Along with the times, the problems faced by pesantren are increasingly complex. Pesantren are required to compete with more modern general education institutions. The number of Islamic boarding schools in Indonesia continues to increase very rapidly. Unfortunately, the increase in number is not accompanied by an increase in the quality and quality of pesantren. Even education in pesantren has experienced a sharp decline (Lathifah et al., 2022). This is because many pesantren, especially modern pesantren, prioritize formal education rather than early education. So, don't be surprised if there are students who stay three to six years old but can't read the book. However, not all pesantren prioritize formal education rather than early education. Currently, it is very difficult to find Islamic boarding schools that are truly productive in printing their students. Another factor is that the kiai is busy campaigning for the party and its candidates, to the point of begetting the stepson of its students. So that kiai no longer bless their students (Afifudin, 2015).

Unlike the previous kiai who spent more time taking care of the pesantren and its students. At this time it is very difficult to find a pesantren that can provide a balanced formal and Diniyah education. Related to the problem of pesantren education in its interaction with social changes due to modernization or globalization, usually the internal circles of pesantren themselves have made many improvements, such as establishing superior formal education models, such as superior elementary schools, junior high schools or SMU Plus, MAPK and so on which are developed by pesantren competitively in attracting public interest. There, there is a kind of warranty or guarantee of superior output (graduates) who are ready to compete in various sectors of social life.

The development of this kind of formal education model has become a trend in various pesantren. To be able to play an educative role in the provision of quality human resources, pesantren should continue to improve quality while updating their education model. Because, the pesantren education model that is based on conventional or classical systems will not form much in providing human resources who have integrative competence in mastering religious knowledge, general knowledge, and technological skills. In fact, these three elements are prerequisites that cannot be ignored for the context of social change due to modernization (Nia Sari, Hamengkubuwono, 2020).

The output that was successfully achieved was an increase in awareness and

understanding related to integrated quality management among ustadz and students at the Kedungjeruk Village Islamic Boarding School. Through this socialization, they become more skilled in managing religious education with a more structured and measurable approach, ensuring the quality of education in the Islamic boarding school is increasing (Arifin et al., 2020). This socialization can also contribute to improving the quality of Islamic education in the area, having a positive impact on the ustadz and students in understanding the importance of integrated quality management in the educational process in Islamic boarding schools. Furthermore, the output to be achieved is in the form of articles published in nationally accredited journals.

The development of pesantren management is one solution that can be used to improve the quality or quality of pesantren. Management oversees and provides direction in the process of running an Islamic boarding school institution can be monitored. Management of pesantren education in an effort to improve the quality of students can also be done by developing a better curriculum and in accordance with the needs of students (Imam Mahali, 2016). The quality of Islamic boarding school education is a measure of the quality of education that includes aspects of physical quality, process quality, and quality of educational outcomes. Some efforts that can be made to improve the quality of education in Islamic boarding schools are through socialization of integrated quality management for ustadz and santri with the hope that the results achieved in the Islamic boarding school will have a good impact on Islamic boarding schools, kyai, santri, alumni and the community.



Picture 1. Community Service Activities

Socialization of Integrated Quality Management in Islamic Boarding School Education for Ustadz and Santri in Kedungjeruk Village, Cibuyaya District, Karawang Regency went smoothly without significant obstacles. The Kedungjeruk Village community and partners involved in this program have provided tremendous support, creating a very conducive environment for the implementation of integrated quality management in Islamic boarding school education. The spirit and close collaboration between ustadz, students, and the local community has become a strong foundation in efforts to improve the quality of education in this area. In conclusion, the implementation of this socialization does not have any obstacles because the community and partners are very supportive (Winardi, 2004).

In order to improve the quality of education in the Islamic Boarding School of Kedungjeruk Village, Cibuyaya District, Karawang Regency, this follow-up plan aims to hold integrated quality management socialization to ustadz and students. By understanding the principles of integrated quality management, it is hoped that this Islamic boarding school can achieve higher educational quality standards, through increasing management efficiency and effectiveness, as well as increasing the understanding and commitment of all parties to the quality of Islamic education. Follow-up steps will include training, preparation of quality plans, performance measurement, and implementation of best practices in education and management processes. Thus, it is hoped that the Kedungjeruk Village Islamic Boarding School can become an educational institution that is competitive and contributes positively to the development of society and the country.

CONCLUSION

This program is closely related to KKN because KKN itself is learning in the form of Community Service. Students are sensitive to problems that exist in society. Students also understand the phenomena that occur in society. In this case, students focus on empowerment. A cry of love was expressed to LPPM Universitas Singaperbangsa Karawang for providing Community Service grants in 2023.

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