PRACTICE OF IMPLEMENTING SELF-EVALUATION AND MADRASAH BUDGET WORK PLAN

Devia Dwi Tawati[1], Isma Dwi Muktiyasih[2]
e-mail: deviadwitawati@gmail.com[1], muktiyasihismadwi@gmail.com[2]
UIN Raden Mas Said Surakarta[1]
UIN Raden Mas Said Surakarta[2]

Abstract
This study aims to determine the implementation practices of Madrasah Self-Evaluation (EDM) and Madrasah Work Budget Plan (RKAM) at MTs N 6 Boyolali, Central Java. Qualitative research approach with case study design. Data collection techniques through semi-structured interviews and documentation. The subjects of the study included the madrasah quality assurance team consisting of the head of the madrasah, vice head of the madrasah, teachers, representatives of the madrasah committee, parents, and students. Data analysis using Data analysis techniques used by researchers include data collection, reduction, presentation, and drawing conclusions. The results of the study indicate that the implementation of EDM and RKAM is carried out in two stages, namely planning and implementation. EDM planning involves a meeting between the head of the madrasah and the Quality Assurance Team (TPM) to discuss five aspects of EDM, while RKAM planning is carried out by recording stakeholder needs for one year. The implementation of EDM includes the implementation of five aspects (discipline, self-development, learning process, facilities and infrastructure, and financing) which are then documented through the EDM e-RKAM version 2 application. Budget allocation is based on 8 BSNP standards with priority on the learning process and facilities and infrastructure.
Keywords: Implementation Practice, Self Evaluation, Work Budget Plan, Madrasah

Abstrak
Penelitian ini bertujuan untuk mengetahui praktik implementasi Evaluasi Diri Madrasah (EDM) dan Rencana Kerja Anggaran Madrasah (RKAM) di MTs N 6 Boyolali Jawa Tengah. Pendekatan penelitian kualitatif dengan desain studi kasus. Teknik pengumpulan data melalui wawancara semi-terstruktur dan dokumentasi. Subjek penelitian meliputi tim penjamin mutu madrasah yang terdiri dari kepala madrasah, wakil kepala madrasah, guru, perwakilan komite madrasah, orang tua, dan siswa. Analisis data menggunakan Teknik analisis data yang digunakan peneliti meliputi pengumpulan data, reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi EDM dan RKAM dilakukan dalam dua tahap yaitu perencanaan dan pelaksanaan. Perencanaan EDM melibatkan rapat antara kepala madrasah dan Tim Penjamin Mutu (TPM) untuk membahas lima aspek EDM, sedangkan perencanaan RKAM dilakukan dengan mendata kebutuhan stakeholder selama satu tahun. Pelaksanaan EDM mencakup implementasi kelima aspek (kedisiplinan, pengembangan diri, proses pembelajaran, sarana prasarana, dan pembiayaan) yang kemudian didokumentasikan melalui aplikasi EDM e-RKAM

versi 2. Pengalokasian anggaran didasarkan pada 8 standar BSNP dengan prioritas pada proses pembelajaran dan sarana prasarana.
Kata Kunci: Praktik Implementasi, Evaluasi Diri, Rencana Kerja Anggaran, Madrasah

A. Introduction

Madrasah self-evaluation (EDM) is very important for the development of madrasahs. The evaluation carried out needs to be in line with the objectives that have been set (Wulandari, 2022) . EDM is an effort to evaluate themselves independently by madrasahs in order to improve madrasah performance with a careful selection process to ensure the development and sustainability of madrasahs (Cobbinah & Eshun, 2021) . The EDM process is very useful in determining the position of the madrasah quality profile so that suggestions can be given to determine program/activity priorities in the Madrasah Work Budget Plan (RKAM) (Munadi & Umar, 2022) . The madrasah self-evaluation process is carried out internally and involves stakeholders to monitor madrasah performance based on Minimum Service Standards (SPM) and National Education Standards (SNP). Madrasahs can use self-evaluation as one of their tactical tools to objectively understand the situation in the form of their strengths and weaknesses in meeting the objectives of Education quality standards (Efendi & Rifai, 2023) .

Every educational institution, both formal and non-formal, must determine the quality of education that refers to the Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning National Education Standards (SNP) in order to produce good quality educational output and outcomes. Therefore, to ensure sustainable quality of education, the first stage in this process is to use EDM as a mapping tool (Maulana et al., 2023) . The need to apply SWOT analysis in the process of implementing EDM and RKAM in madrasahs is one of the tactics or strategies of madrasah principals in reviewing the process of improving the quality of madrasahs (Zulkarnain et al., 2024) . Madrasahs will benefit from EDM preparation and understand contemporary situations that require change, including their benefits, shortcomings, opportunities, and challenges. The results of this EDM can be used as a reference to help madrasahs prioritize programs and activities based on needs and for RKAM (Aprizal, 2023) .

It should be noted that the findings of the madrasah EDM are original and accurate. This is because one of the objectives of the EDM is to be the basis for future policy decisions (Salehoddin & Rony, 2022) . The level of fulfillment of National Education Standards by madrasahs can be assessed using various methods. This EDM measures the quality of madrasah performance using indicators related to the culture practiced by the madrasah community. Madrasah performance in meeting National Education Standards (SNP) is believed to be represented by these metrics (Mahfud &

Rudianto, 2023) . Implementing the e-RKAM system, which enables spending efficiency through a performance-based planning and budgeting system, is essential for information on the achievement of National Education Standards. According to the findings of the Madrasah Self-Evaluation, this increases the effectiveness of BOS recipient madrasahs in accelerating the achievement of SNP (Saidu, 2021) . The development of an organized and comprehensive evaluation report is made possible by the EDM application. These reports can be used to communicate evaluation findings to parents, school committees, and other relevant parties. Therefore, madrasas can conduct systematic and continuous self-evaluations using the EDM program (Alizar et al., 2022) .

B. Method

This study uses qualitative research with a case study design); (Creswell & David Creswell, 2018); (Forman et al., 2008); (Yin, 2016). This research was conducted at MTs N 6 Boyolali, Central Java on October 30, 2024. The subjects in this study were the madrasah quality assurance team (TPM) including the head of the madrasah, deputy head of the madrasah, teachers, and representatives of the madrasah committee, parents, and students. These subjects were chosen because they have a deep understanding of the process of compiling, implementing, and evaluating EDM and RKAM in Madrasah. The data collection technique in this study, the researcher used semi-structured interview and documentation techniques. The interview technique was used by researchers in collecting data by communicating directly in the form of asking questions to informants. (Muhith et al., 2020). Research with documentation techniques was carried out in order to review or analyze documents produced by the madrasah. Data analysis techniques used by researchers include data collection, reduction, presentation, and drawing conclusions (Miles et al., 2014); (Sugiyono, 2013).

C. Results and Discussion
1. EDM and RKAM planning at MTs.N 6 Boyolali

The purpose behind the EDM activities at Mts N 6 Boyolali is to see how far the continuation of the madrasah development and the madrasah work plan. Madrasah self-evaluation and the madrasah budget work plan are planned by the madrasah quality assurance team (TPM) which is prepared every year. The EDM planning stage at MTs N 6 Boyolali, a meeting was held between the madrasah principal and TPM to discuss or socialize the implementation of five aspects in EDM which include aspects of discipline, self-development, learning process, facilities and infrastructure, and madrasah financing. The planning process carried out by the madrasah in preparing the RKAM is to record what the needs of teachers and stakeholders are for one year in order to develop the madrasah and improve the quality of education at MTs N 6 Boyolali.

The preparation of the RKAM at MTs N 6 Boyolali is based on the results of the implementation of the EDM in the previous year in the form of strengths and advantages in the process of implementing the program at the madrasah. For example, after an analysis was carried out on the implementation of the program evaluation, there were weaknesses in the facilities and infrastructure, so the madrasah prioritized the facilities and infrastructure in the process of preparing the RKAM. Then the RKAM is synchronized by the RKAKL document (Ministry of State/Institution Work and Budget Plan) which contains guidelines for planning and budgeting in the implementation of madrasah programs and activities. The budget sources for MTs N 6 Boyolali come from BOS funds, DIPA, and committee donations. The madrasah budget from several sources will be managed by the madrasah treasurer including the DIPA treasurer, BOS manager, and committee donation manager. Committee donations at MTs N 6 Boyolali are held every month for IDR 30,000. However, there are exceptions for underprivileged students who do not need to make donations

Madrasah self-evaluation is related to the vision and mission of the madrasah. Conducting routine madrasah self-evaluation based on the facts and actual conditions of the madrasah is one of the efficient and sustainable methods to improve education standards (Istiqomah, Nurul, Fisman Bedi, 2024) . In the EDM planning process, the madrasah principal must involve all stakeholders in the madrasah. Based on the book (*Guidelines for Implementing Madrasah Self-Evaluation (EDM) Version 2.0* , 2021) there are several stages in preparing EDM including a) conducting socialization to all stakeholders in the madrasah; b) forming a quality assurance/development team (TPM); c) conducting training for TPM; d) collecting data, information, and physical evidence as a basis for assessing indicators on the EDM instrument; e) determining the level of each indicator based on the data, information, and physical evidence collected; f) filling out the instrument by TPM with the assistance of the madrasah operator; g) obtaining approval from the Madrasah Principal for the results of filling out the EDM through the form provided; h) sending the results of filling in the EDM which have been approved by the Head of Madrasah via the application.

EDM compilation

- Socialization to all stakeholders
- Forming a quality assurance/development team
- Conduct training
- Collecting data, information, and physical evidence establishes indicators.
- Filling the instrument
- Obtain approval from the Head of Madrasah
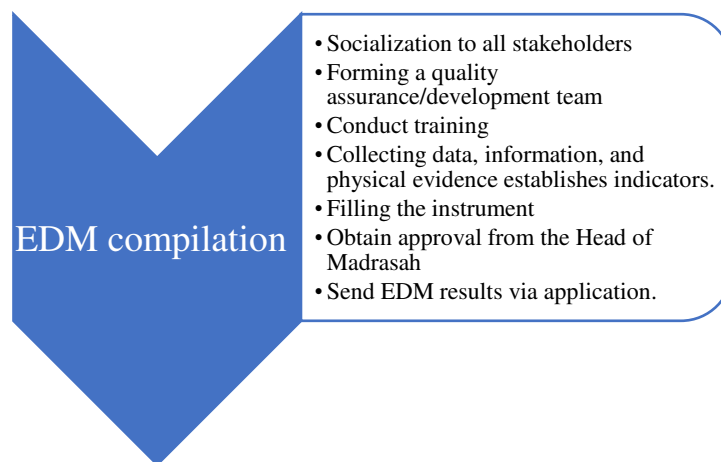- Send EDM results via application.

Figure 1. Preparation of EDM at MTsN 6 Boyolali

TPM is tasked with finding data from various sources so that the effectiveness of the madrasah can be assessed based on the indicators set out in the EDM instrument. (Sari et al., 2023) . The process of filling in the values on the instrument must be carried out carefully, especially in madrasahs that have many activities (Febrian & Bakri, 2022) . To manage RKAM in educational institutions, clear and structured planning is needed. In this case, it includes making a clear budget, determining budget allocation priorities, and managing madrasah finances transparently. The RKAM design process must also take into account the needs of students and the local community. Management An effective RKAM can help improve the quality of education (Mu'alimin, 2023) . The budget sources in madrasas basically include government funds, namely BOS funds and DIPA funds, funds from parents of students which are generally often called committee funds (Lukman Asha, 2020) .

2. Implementation of EDM and RKAM at MTs. N 6 Boyolali

The implementation of EDM at MTs N 6 Boyolali is carried out by implementing the five aspects in activities at the madrasah. Every time after the implementation of EDM and RKAM at MTs N 6 Boyolali, activity reports from indicators in the EDM aspect are documented and budget allocation can be inputted through a web-based application, namely EDM e-RKAM version 2 which is managed by the madrasah apparatus, namely the IT operator team and the quality assurance team who have access rights and accounts. According to the Indonesian Ministry of Religion, EDM version 2 is used for the 2022, 2023 budget years while RKAM version 2 is for the 2023, 2024 budget years. Meanwhile, EDM e-RKAM version 1 is for the 2021, 2022 budget years.

The implementation of EDM at MTs N 6 Boyolali in (1) the aspect of discipline, one of which is in the form of a summary of student attendance lists and student compliance with the rules at the madrasah, (2) the aspect of self-development, in the form of teachers participating in DIKLAT activities which

must be accompanied by photo evidence, assignment letters, and report results, (3) the aspect of the learning process, in the form of each teacher having a plan in the learning process in the form of RPP, value analysis, question grids which are then uploaded by each teacher per MGMP in groups, (4) the aspect of facilities and infrastructure, in this aspect the implementation is in the form of preparing equipment or facilities and infrastructure that will be used in the learning process. (5) the aspect of madrasah financing, in preparing activity planning and managing madrasah finances, the EDM and e-RKAM applications must be used.

Each aspect in EDM has an indicator. In MTs N 6 Boyolali, the assessment of the indicators contained in the EDM aspect if the implementation process has reached 90% will be given a value of Level 4. The budget allocation process at MTs N 6 Boyolali is based on 8 BSNP standards including cost standards, educator and education personnel standards, content standards, SKL, assessment standards, process standards, infrastructure standards, and management standards. The largest budget is allocated for the learning process and infrastructure, because the learning process includes many factors such as student aspects, teacher aspects and education personnel.

The use of website-based information systems in managing EDM and RKAM can increase effectiveness. The use of the EDM system aims to teach and measure the extent to which targets and standards have been achieved in various aspects, including academics, management, students, curriculum, and facilities and infrastructure (Farzana Fadillah Noer et al., 2023) . According to Alizar et al (2022), EDM can be used as an initial step in preparing a strategic plan in the form of an assessment process of the real conditions of the madrasah based on 8 national education standards. Data collection is carried out through several steps, namely holding meetings, forming groups, collecting information, and submitting data to operators for follow-up. This E-RKAM system allows budget management, monitoring of activity implementation, and financial control to be carried out more effectively (Farzana Fadillah Noer et al., 2023) .

D. Conclusion

This study shows that the implementation of EDM and RKAM practices at MTs N 6 Boyolali is carried out systematically through two main stages, namely planning and implementation. In the planning stage, all madrasah stakeholders are involved with a focus on five aspects of EDM and the needs of madrasah development. The implementation of EDM is integrated with a web-based system, namely EDM e-RKAM version 2, to improve the effectiveness of management and documentation. Budget allocation is also prioritized on aspects of learning and facilities and infrastructure according to the needs of the madrasah.

From the research results, there are several suggestions that can be considered. First, madrasahs need to improve the competence of the Quality Assurance Team in

using the EDM e-RKAM application. Second, it is important to conduct periodic evaluations of program implementation in order to ensure compliance with the targets set. Finally, further research is suggested to focus on the impact of EDM and RKAM implementation on improving the quality of education in madrasahs.

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