

STRATEGIC BENCHMARKING TO IMPROVE THE PROFESSIONALITY OF MADRASAH'S HEAD IN MAN 1 BATANG HARI JAMBI PROVINCE

Emmi Kholilah Harahap

Dosen IAIN Bengkulu

emmiharahap57@gmail.com

Abstrak

Keywords:

Strategic
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Principal of
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Professionalism.

The purpose of this study is to find out why benchmarking strategies are needed in improving the professionalism of Madrasah Heads in MAN 1 Batang Hari Jambi province, how to implement strategic benchmarking in MAN 1 Batanghari Jambi province, how professionalism in Madrasah heads in MAN 1 Batanghari Jambi province, how strategic benchmarking can improve the professionalism of the madrasa head at MAN 1 Batanghari, Jambi province. The research approach used is a descriptive qualitative approach. Data collection techniques using observation, interviews and documentation. Data analysis using Miles and Huberman models and data validity techniques using data triangulation. The results showed that the implementation of the benchmarking strategy was based on efforts to increase the headmaster's professionalism in carrying out his duties as a manager in the madrasah environment and also the desire to improve the quality and quality of madrasas in order to become quality madrasas. in addition, the success of strategic benchmarking is done as an effort to improve the professionalism of madrasah principals, namely by active commitment in managing madrasas, understanding the strengths and weaknesses of madrasas, innovating in madrasas, and applying benchmarking results in madrasas. The benchmarking process is a self-evaluation of madrasa programs, comparison with madrasa referrals, reflection on madrasa performance and backbiting of the results of madrasa benchmarking. The form of implementing madrasa head professionalism carried out by the headmaster of MAN 1 Batang Hari, which covers the aspects of input, transformation of processes in madrasas, transformation of madrasa outputs and madrasa culture.

Introduction

Today the development of management thinking leads to a management system called integrated quality management (total quality management) or abbreviated as TQM. The implementation of TQM in educational institutions is in principle to guarantee the quality of

education which leads to customer satisfaction. (Mustajab, 2015:103) Quality assurance in educational institutions contains several elements or are often known as national education standards. Currently, national education standards are regulated through Government Regulation No. 32/2013. Of course development developments, educational progress, and community needs will make national education standards continually adjusted. Continuously. (Teguh Triwiyanto, 2013: 162) The meaning of management itself is a process to achieve organizational goals by carrying out activities of four main functions, namely planning, organizing, actuating, and controlling. (Baharuddin dan Umiarso, 2012:372).

The application of TQM is not just a management program aimed at complementing or sweetening activities, but is indeed needed to improve the quality of work productivity. TQM must be goal oriented so that organizational performance is more effective. (Baharuddin dan Umiarso, 105) In order for quality to be maintained and the quality improvement process to be controlled, there must be a standard that regulates and is agreed on nationally to be used as an evaluation tool for the success of quality improvement (ie, benchmarking) because benchmarking is one of the evaluation tools used in the application of total quality management in education.

Benchmarking is a positive and proactive activity focused on the search for best practices, which drive superiority. (Amin Widjaja Tunggal, 2005:110-111) Benchmarking is a systematic and continuous learning process to analyze the best work procedures for creating and achieving goals with world-class achievements, by comparing each part of a company with the most superior competitor companies in the world class. (M. Nur Nasution, 2015:234) Jacobson and Hillkirk-Xerox in Amin Widjaja define the benchmarking is "The idea is to find the best competitors. (Amin Widjaja Tunggal, 117)

A formal definition gained from previous experience and success in applying Benchmarking techniques in the area of manufacturing. David T. Kearns in Amin Widjaja defines benchmarking as "bencmarking is a continuous process to measure product services, and best practices against the toughest competitors or companies known as industry leaders".(Amin Widjaja Tunggal, 117-118) In the implementation of benchmarking in an organizational environment there are many approaches and that can be used, one of which uses global reporting reporting guidelines (GRI) as a useful tool in making it possible to measure and benchmark performance against our own targets and our competitors. (Gili S. Drori, John W. Meyer, And Hokyu Hwang, 2006:214)

Based on a number of theoretical views above, the benchmarking strategy referred to in this paper is the process of comparing and measuring the professionalism of madrasah

principals from the best performance of madrasah principals from outside the madrasa. Indicators of the benchmarking strategy are: 1. Self-evaluation of the performance of the madrasah head, 2. Performing a comparison with the referral madrasa head, 3. Reflecting the performance of the madrasa head, 4. Conducting a plan to improve the performance of the madrasah head, 5. Performing an action to improve the performance of the madrasah head.

Strategic benchmarking which is one way to evaluate an institution aims to make an institution and the people in the institution transform, as a tool to improve performance and to increase the ability of human resources in it including those who lead the institution. In MAN 1 Batanghari Jambi province also, to improve the ability of madrasa head called the madrasa head professionalism, it is very necessary to conduct a benchmarking strategy as an effort to improve the quality of human resources in MAN 1 Batanghari Jambi province namely madrasah head MAN 1 Batanghari Jambi province which where later with the improvement in the quality and ability of the madrasa head, it will also be better because it is led by the madrasa head who is professional and has qualified abilities.

As for what is meant by the professionalism of the headmaster of madrasa according to Inayatulah in Jamal, the headmaster of professional madrassas must be intelligent, intellectual, and wise. As a manager at the madrasa has the characteristics of professionalization in which the opinion of Robert W. Rihe, namely: (1) the head of the madrasa cooperates and does not merely provide humanitarian services, not an effort for personal gain, (2) has an understanding and skills that are high, (3) has legal competence in leading madrasas, (4) has publications that can serve teachers, (5) participates in various educational seminars (workshops), (6) positions as a career in life, and (6) has values and ethics which functions nationally and locally. (Jamal Ma'mur Asmani, 81-82)

Theory Study

1. Strategic Benchmarking

The term total quality management education in Indonesia is known as the term integrated quality management education. The definition of integrated quality management education includes two components namely what and how to carry out integrated quality management of education. In integrated education quality management, the customer is the one in charge or as the king who is served as well as possible. Integrated education quality management is an approach that guarantees continuous change in the focus of schools / madrasas from short-term to long-term policies. Innovation, improvement and change that is constantly a concern of madrassas and make it a circle of continuous improvement activities.

To develop a culture of continuous improvement, the first task of the madrasa head is to give trust to the madrasa residents and delegate authority at the appropriate level so that staff are responsible for quality improvement.

Integrated Quality Management in education has five main pillars in its application. Creech in Husaini Usman suggested to strengthen the five pillars that support integrated quality management. The five pillars are product, process, organization, leadership and commitment from everyone in the organization. In the five pillars of the total quality management of products or services is the chain of livelihood of an organization. Quality products cannot be achieved without a quality work process. Quality work processes will not arise without a well-managed organization. The organization will be in vain without the right leadership. The four pillars above will be in vain without the commitment of all parties involved to improve quality.

Students are customers of the madrasa, so the products in the integrated quality management process of education are graduates of good quality from intellectual competencies, social competencies, and expertise competencies. Quality graduates cannot be achieved without a quality madrasa management process. A quality madrasah management process will not arise without a well-run organization / madrasah, and madrasas will be in vain without the correct leadership of the madrasah head, because 49.7% of the madrasah's head's managerial ability will affect the quality of the madrasah.

The main mission of integrated education quality management is to meet customer satisfaction. According to Peter and Waterman in Husaini all organizations that want to maintain their existence must be obsessed with quality. Quality must be in accordance with the requirements desired by the customer. Quality is the desire of the customer not the desire of the madrasa. Without quality in accordance with the wishes of the customer, the madrasa will lose its customer will close or disband. Even if the madrasa is customer-focused, it is not in itself a sufficient condition to ensure total quality. Madrasas still need a complete strategy to find the requirements that customers want. Madrasas face severe challenges in dealing with external customers because their expectations vary and sometimes do not match the madrasa's reputation. For this reason, integrated education quality management is a practice in the form of a strategic approach to organizing madrasas that focus on customer needs.

For quality to be maintained and the quality improvement process to be controlled, there must be a standard that regulates and is agreed on nationally to be an indicator of the evaluation of the success of quality improvement (ie the existence of benchmarking) because benchmarking is one of the evaluation tools used in the application of total quality

management in education. Benchmarking is a positive and proactive activity that focuses on the search for best practices, which drive superiority. (Amin Widjaja Tunggal, 2005:110-111) Benchmarking is a concept where the goals formulated must be attainable because this has been achieved by other companies. (M. Nur Nasution, 2015:234) Gregory H. Watson explained that in benchmarking with the APQC concept. The APQC study resulted in recognition of the four basic steps in the benchmarking process, namely: 1. Planning a benchmarking project, 2. Collecting the data needed, 3. Analyzing data about performance gaps and determinants, and 4. Developing and adapting determinants of the process. (Gregory H. Watson, 1996:68-69)

Conducting organizational improvement through benchmarking that leads to organizational transformation can be done with the concept of business process reengineering (BPR). In benchmarking the reengineering concept according to Bennis and Mische in Bhaswara et al, (Bhaswara Aditya Wardhana, dkk, 2013) it is carried out with the following stages: stage 1: creating a vision and setting goals, stage 2: benchmarking and defining success, stage 3: Innovating processes, stage 4: Transforming the organization, stage 5: monitor reengineered processes. Engineering theory model: Business Process Reengineering (BPR) proposed by Bennis and Mische as an effort to improve madrasas is used in this study. Benchmarking carried out in an organization according to Bennis and Mische includes several activities namely: 1. benchmarking practices, 2. identifying best practices, 3. assessing information technology, 4. setting performance targets. The benchmarking process carried out within the organization will transform the organization into organizational improvement which includes 1. transforming operations, 2. transforming structures, 3. implementing reengineered processes. In general, the benefits derived from benchmarking can be grouped into three major groups, namely (1) cultural transformation, (2) (3) improvement in human resource capacity. (Fandy Tjiptono dan Anastasia Diana, 237-238)

The benchmarking of madrasa principals referred to in this paper is the process of comparing and measuring madrasa operations of the best performance originating from outside madrasa conducted by madrasa principals. Indicators of benchmarking madrasah principals are: 1. self-evaluating madrasa programs, 2. making comparisons with referral madrassas, 3. reflecting madrasa performance, 4. undertaking madrasa improvement plans, 5. undertaking madrasa improvement actions, 6. conducting feedback.

Professionalism of Madrasah Head

Profession is an absorption word from the English language that is "profess" which means "promise to fulfill the obligation to do a specific task permanently. According to Vollmer and L. Mills quoted by Sudarwan Danim and Khairil, a profession is a position that requires special intellectual abilities, obtained through learning and training activities aimed at mastering the skills or expertise in serving or giving advice to others, by earning wages and salary in a certain amount. (Sudarwan Danim dan Khairil, 2011:8) The profession is also defined as a job that is based on intellectual studies and specific training. The profession has a number of characteristics, namely: (1) work that initially requires training that must be intellectual in nature, which involves knowledge and expertise, (2) this work is mostly done for others, and (3) monetary rewards received as a measure of success . Thus it can be said that a profession basically rests on three pillars, namely: (1) ability or high level of competence, (2) applying expert services, and (3) recognition of its existence. (Euis Karwati dan Donni Juni Priansa, 111-112)

The word professional refers to two things, first, the person who bears a profession, the professional person usually does the work autonomously and he is devoted to the service user accompanied by a sense of responsibility for his professional abilities. Second, a person's performance in doing work in accordance with his profession. At a high level, the performance is loaded with elements of art and tips that characterize the professional skills of a profession. (Sudarwan Danim, 2011:280)

Professionalism comes from the word profession that comes from the Latin "professional, professional, professional, which in simple language means" declare publicly "which means recognition or statement in public. Professionalism refers to the attitude of the members of the profession towards their profession and the degree of knowledge and expertise they have in order to do their jobs. (Euis Karwati dan Donni Juni Priansa, 112-113) Someone is considered professional if in carrying out their duties, always adheres to work ethics, independent (free from outside pressure), fast (productive), right (effective), efficient and innovative, and based on the principles of excellent service based on elements elements: (1) systematic knowledge or theory, (2) professional authority recognized by the client, (3) sanctions and community recognition of the validity of their authority, and (4) regulative code of ethics. (Hikmat, 285)

According to Rochman Natawijaya, cited by Trianto, stated several professionalism criteria of the profession, namely: (1) standards for standardized and clear work, (2) there are special educational institutions that produce perpetrators with standard education programs and levels and have adequate academic standards. and is responsible for the development of

knowledge that underlies the profession, (3) there are organizations that facilitate the perpetrators to maintain and fight for existence and prosperity, (4) there are ethics and ethical codes that govern the behavior of the perpetrators in treating their clients. (Trianto, 2010:19)

Having a professional madrasa head is the desire of every madrasa citizen and the community as an education customer. To be able to realize the headmaster of a professional madrasah, it needs seriousness and high enthusiasm from the person of the headmaster to continue to develop to their full potential. The head of a professional madrasa must be intelligent and wise, with the following characteristics: (1) Able to carry out the responsibilities assigned to him, (2) able to apply conceptual, amnuciary, and technical skills, (3) able to motivate teachers, staff, and other employees to work, and (4) are able to understand the implications of social, economic and political changes to education. (Euis Karwati dan Donni Juni Priansa, 114)

In line with the above opinion, according to Inayatulah in Jamal, the head of a professional madrasa must be intelligent, intellectual, and wise. As a manager at the madrasa has the characteristics of professionalization in which the opinion of Robert W. Rihe, namely: (1) the head of the madrasa cooperates and does not merely provide humanitarian services, not efforts for personal interests, (2) has an understanding and skills that are high, (3) has legal competence in leading madrasa, (4) has publications that can serve teachers, (5) participates in various educational seminars (workshops), (6) their positions are life careers, and (6) has values and ethics which functions nationally and locally. (Jamal Ma'mur Asmani, 81-82)

One of the determining factors for becoming a professional madrasa head is having competence, which means skills, abilities and authority. In carrying out his duties, a madrasa head must have special competencies. Madrasa head competency according to the regulation of the Minister of National Education of the Republic of Indonesia number 13 of 2007, which is about the standard of madrasa head, namely; (1) personality competencies, among others: noble character, having a leader spirit, having a strong desire to develop themselves, being open, being able to control themselves in facing problems, (2) managerial competence, (3) entrepreneurial competence (innovative and creative) for development madrasa, (4) supervisory competence and social competence. (Wahyudi, 28- 32) In addition to the competencies listed above, a madrasa head in successfully performing his duties needs to be added with competencies related to the duties and functions of the madrasa head.

The head of madrasas in carrying out their professional duties that have been described previously, in the process of fostering teachers and other staff must have leadership

strength and authority, for that the position of headmaster must always be supported by basic managerial abilities, character and character, professional knowledge and skills, training and experience , specialized skills, personal character and background quality. (Wahjosumidjo, 468) In addition, according to Mulyasa, the head of professional madrasas in the new paradigm of education management will have a positive impact on the changes that are quite fundamental in the renewal of the education system in madrasas. (Mulyasa, 2009:89)

Listening to the understanding of professionalism that has been described by several experts above is identical to the notion of performance according to Indra Bastian cited by Fahmi, performance is a picture of the level of achievement of the implementation of a program / policy activity in achieving the goals, objectives and mission and vision of the organization. (Irham Fahmi, 2011:2)

Proportionality is one of the dimensions of performance, which belongs to the dimension of work behavior. Work behavior or working attitudes most of the research in organizational behavior is related to three attitudes, namely job satisfaction, job involvement and organizational commitment. Organizational commitment shows the extent to which a person sides with an organization and its goals and desires to maintain membership in the organization. Organizational commitment consists of three dimensions, namely: 1) Affective commitment / effective commitment, namely emotional feelings for the organization and beliefs in its values, 2) ongoing commitment / continuance commitment, namely the perceived economic value if it persists in the organization, 3) normative commitment (normative commitment), namely the obligation to remain in the organization for ethical reasons and norms. Commitment to the organization illustrates the relative strength of individual identification and involvement in the organization. Commitment to the organization illustrates the relative strength of individual identification and involvement in the organization. The logical expansion of organizational commitment is more focused on continuance commitment, which explains that the decision to be with the organization is reflected in absence or turnover. Individuals who are dissatisfied with their work or do not have a commitment to the organization are more likely to leave the organization through absence or turnover. (Danang Sunyoto, 52-53)

Madrasah head performance appraisal is a formal system and structure used to measure, assess, and map traits related to the work, behavior, and work performance of the madrasah head. (Euis Karwati dan Donni Juni Priansa, 237) The headmaster's professionalism includes performance appraisal, which is classified as work behavior and work ability assessment, according to Wirawan, indicators of work behavior and work ability include: 1)

work skills, 2) quality of work, 3) responsibility, 4) initiative, 5) discipline , 6) cooperation and 7) quantity of work. (Wirawan, 166) Madrasa head professional measurement is carried out using these indicators. Based on the theories and concepts described above, it can be concluded that the understanding of professionalism is the attitude of the members of the profession towards their profession and the knowledge and expertise possessed in carrying out their duties and responsibilities as the headmaster in a professional madrasa obtained through professionalization, in carrying out their duties his profession has standards and has a code of ethics that is applied in the implementation of his profession. The indicators of madrasah head professionalism are as follows: (1) work skills, (2) quality of work, (3) responsibility, (4) initiative, (5) discipline, (6) cooperation and (7) quantity of work.

Research Methodology

This research uses a descriptive qualitative research approach, where the study of benchmarking madrasah principals in this study uses descriptive methods. (Basrowi dan Suwandi, 2009:23) This research was conducted in the form of a descriptive qualitative analysis, because this research is non hypothetical which does not require statistical formulas. When viewed from the nature and data analysis process, it can be classified as descriptive research that is explorative in nature. (Nana Syaodih Sukmadinata, 2007:60-61) The instruments used to obtain data in this study were participant observation, interviews and documentation studies.

In this study, researchers used content analysis, because the research approach was qualitative descriptive in which the data obtained needed descriptive explanations in depth. Data analysis will be carried out in this study by following the steps as follows: (John. W. Creswell, 275-284) 1. Processing and preparing data for analysis, 2. Reading the entire data. 3. Analyze more details by coding data. 4. Implement a coding process to describe the settings, people, categories and themes to be analyzed. 5. Describe these themes for restatement in the form of narratives / qualitative reports. 6. Interpret data.

Analysis of the data used in this study with the model of Miles and Huberman. (Matthew B. Miles & A. Michael Huberman, 1992:15-20) As for achieving that trust, steps are taken as follows: 1) Comparing observational data with interview data 2) Comparing what people say in public with what is said privately. 3) Comparing what people say about the research situation with what they say all the time. 4) Comparing one's situation and perspective with various opinions and views of the people from various classes. 5) Comparing the results of the interview with the contents of a related document. There are three data

examinations used in this study, namely the extension of participation, increasing the perseverance of observation, triangulation.

Research Findings

The benchmarking implementation in MAN 1 Batang Hari is an effort to improve quality at MAN 1 Batang Hari. This quality improvement will make changes in the madrasa environment both cultural changes, improved performance and increased human resource capabilities both teachers and other employees in MAN 1 Batang Hari. Improvement in madrasah management is inseparable from the ability of someone who manages it, namely the madrasa head as manager in the madrasa. Professional madrasah principals will be able to manage madrassas properly and lead to the improvement of madrasa quality. Madrasa quality improvement that begins with improving madrasa management is inseparable from the desire of the madrasa to make MAN 1 Batang Hari a superior and advanced madrasa. Increasing the professionalism of madrasah principals is very much needed and is also an important aspect in madrasah progress. Madrasa that is led by a professional madrasa head will make madrasa quality, superior and competitive. This is the reason why the headmaster of madrasas conducts benchmarking in the MAN 1 Batang Hari environment. In addition, the implementation of benchmarking is also based on the acquisition of accreditation B by MAN 1 Batang Hari in 2015. (Hasil Observasi di MAN 1 Batang Hari, 10 Juni 2019)

The acquisition of accreditation B by MAN 1 Batang Hari which is the main reason for the head of madrasa in conducting benchmarking in MAN 1 Batang Hari makes the madrasa head in the best form to increase the value of MAN 1 Batang Hari accreditation through various activities. To improve the quality of human resources at MAN 1 Batang Hari by providing training and training to teachers at MAN 1 Batang Hari also to employees at MAN 1 Batang Hari. In addition, the madrasa head also applies the culture of discipline at MAN 1 Batang Hari as an effort to improve the quality of educational services at MAN 1 Batang Hari. This is done because if employees and teachers are late or undisciplined, the learning process and educational services will not be maximally provided to students who are also customers of educational services at MAN 1 Batang Hari. (Hasil Observasi di MAN 1 Batang Hari, 10 Juni 2019) The accreditation B obtained by MAN 1 Batang Hari, namely getting a value of 85.25. (Data dokumentasi MAN 1 Batang Hari, 10 Juni 2019)

The headmaster of MAN 1 Batang Hari madrasa is considered successful in implementing benchmarking at MAN 1 Batang Hari by carrying out activities leading to the successful achievement of benchmarking in the MAN 1 Batang Hari environment. The

activities carried out in madrassas that are considered to be successful in implementing benchmarking and lead to a transformation in MAN 1 Batang Hari are as follows:

The madrasah head is active in managing madrasas to direct the implementation of benchmarking at MAN 1 Batang Hari.

The madrasah head of MAN 1 Batang Hari said through an interview: Doing anything basically has to be done with high commitment, if there is no commitment then any process will not be carried out properly. Likewise with managing madrassas. In managing madrassas, madrasa principals must have a high commitment so that the achievement of planned work programs can run well and get maximum results. Managing madrasas that lead to the benchmarking process is always carried out in the MAN 1 Batang Hari environment, namely by:

Designing Madrasah Work Planning.

The headmaster of MAN 1 Batang Hari's madrasa states that: Managing madrasas will not be separated from a plan. Careful planning will result in a good work program implementation and from the results of the work program implementation, it will produce good performance and in accordance with what is expected. In doing this planning, it is inseparable from the vision, mission and goals of MAN 1 Batang Hari. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019) Good planning will be achieved by considering the conditions in the future in which the planning and activities to be decided will be carried out, as well as the current period when the plan is made. Planning is an important aspect of management. The need to plan for this lies in the fact that humans can change the future according to their wishes.

Implement Madrasah Work Programs.

The madrasa head mentioned that the process of implementing work programs in MAN 1 Batang Hari included several aspects, namely the preparation of madrasa guidelines, the making of madrasa organizational structure and the implementation of madrasa activities. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019) The madrasa head also added: Indeed, sometimes all of these activities are not directly referred to as the benchmarking process, but in managing madrasas we always try to make these madrasas superior and quality by looking at processes that already exist both within our madrasas. itself

and other madrassas, and apply them in the management of madrassas that we are currently carrying out. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

Evaluating Madrasah Work Programs.

Based on the results of observations and submission of the Head of Madrasa that: Conduct supervision in MAN 1 Batang Hari, internally carried out by the Head of Madrasa and externally carried out by the Madrasah Superintendent of the Ministry of Religion. The objectives of supervision are to: 1) determine standards or basis for supervision that can be used as a guide to measure the work and performance of teachers and other employees; 2) measure the implementation of the work of teachers, and other employees in madrasas; 3) comparing implementation with existing standards and determining deviations if they occur or exist; 4) take actions, improvements if there are deviations so that the implementation and objectives are in accordance with the plan. (Hasil Observasi dan Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

Once the importance of supervision in the management process to support the activities of the organization in achieving its goals, control must receive the attention of decision makers and policy (manager / manager). This is emphasized by Hitt: Regulation of activities and behavior in organizational adjustments or compliance with specifications or objectives. (Hitt Michael A, J. Steward Black, 388)

Head of Madrasah MAN 1 Batang Hari Understanding the Strengths and Weaknesses of Achieving Madrasah Management Results.

Benchmarking will not succeed, if the implementer does not understand the strengths and weaknesses of each of the agencies that lead. The madrasa head of MAN 1 Batang Hari said through interviews that: Implementing benchmarking in madrasas and the key to successful implementation is one of them I must know the strengths and weaknesses of the madrasa that I lead. Understanding the strengths and weaknesses that exist in the madrasas or institutions that we lead ourselves, will make it easier for us to know what steps we will do next based on the results of our understanding of the strengths and weaknesses of the institutions we lead. If we know the strengths and weaknesses of the institutions that we lead, it is certain to manage any madrasas, the approach will not work well, that is we do not know which ones should be managed in priority and which we will make a guide to successfully managing the madrasas that we lead. The madrasa head further explained by knowing the strengths and weaknesses of the madrasa that we lead, then we make the weaknesses as a

reference to make improvements, while knowing the strengths, becomes our strength in managing madrasas whatever the form of approach and one of them is when doing benchmarking in this madrasa. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

The desire to change from the Madrasah Head MAN 1 Batang Hari by innovating in the madrasa environment based on the findings of benchmarking.

The madrasa head of MAN 1 Batang Hari said through interviews that: Innovations are needed in an institution, especially MAN 1 Batang Hari. MAN 1 Batang Hari has so far continued to innovate from various aspects such as the learning process, both curricular and extracurricular, madrasa management activities, and other activities carried out at MAN 1 Batang Today. The desire to change is to innovate based on the findings of the benchmarking process carried out both internally and competitively. From these findings, I, as the headmaster of MAN 1 Batang Hari madrasah, definitely want the process seen from the results of benchmarking to be carried out well in this madrasa even though there have to be many adjustments because it is impossible for the process that we see in other people's institutions to be immediately implemented in MAN 1 Batang Hari. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

Based on the results of researchers' observations that the madrasa head always makes efforts to innovate in the madrasa environment. In each learning class, ornaments and posters are given that support the learning process, set an example for the heads of all madrasa residents and seek to develop learning models in MAN 1 Batang Hari. (Hasil Observasi di MAN 1 Batang Hari 14 Juni 2019) This is done in order to perform its role and function as an innovator, the head of madrasa must have the right strategy to establish harmonious relationships with the environment, seek new ideas, integrate every activity, set an example for all teaching staff in madrasas, and develop learning models innovative (E. Mulyasa, 115-120)

Conducting a Sustainable Benchmarking Business at MAN 1 Batang Hari.

The madrasa head mentioned through interviews that in benchmarking it cannot be limited to desires alone, there must be an implementation even though the implementation process is not as easy as imagined. But the key to the success of the successful implementation of benchmarking at MAN 1 Batang Hari is the existence of benchmarking

efforts that are continually carried out at MAN 1 Batang Hari. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

Applying Benchmarking Results in the Madrasah Environment.

Researchers see that the headmaster applies benchmarking results in the madrasah environment. The application of benchmarking that has been done at MAN 1 Batang Hari is in the learning process activities, benchmarking in the field of procurement and training of teachers and staff as well as benchmarking in extra-curricular activities in the madrasa environment and in addition the implementation is to implement benchmarking in the madrasa environment on cultural aspects that are in MAN 1 Batang Hari. (Hasil Observasi di MAN 1 Kota Jambi, 05 Juli 2019)

The implementation of the benchmarking strategy carried out by the headmaster of madrasas within the MAN 1 Batang Hari environment is one form of responsibility of the headmaster of madrasags to the quality of education in MAN 1 Batang Hari. In this case the madrasa head always tries to make improvements in managing the madrasa he leads. This can be seen from the implementation of work programs that are always evaluated and the results of his evaluation are used as a reference for further improvement. (Hasil Observasi di MAN 1 Batang Hari, 14 Juni 2019)

Ensuring the quality of education at MAN 1 Batang Hari requires various efforts to improve the quality of education at MAN 1 Batang Hari. Efforts to improve quality are carried out to adjust the education standards that we carry out with the education standards set by the government. In carrying out my duties as a manager at MAN 1 Batang Hari who manages MAN 1 Batang Hari, then I must do at least planning, organizing, directing and evaluating within MAN 1 Batang Hari. This is also in accordance with my main duties and functions as headmaster in MAN 1 Batang Hari. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 15 Juni 2019)

The madrasah head of MAN 1 Batang Hari also mentioned that: One of the quality improvements we have done in the MAN 1 Batang Hari environment is to use a benchmarking strategy in carrying out management in MAN 1 Batang Hari. The term benchmarking is indeed rarely played in the madrasa environment, but in essence this process has been running in the management process at MAN 1 Batang Hari. One example of an ongoing activity is a meeting conducted by stakeholders in MAN 1 Batang Hari. In addition, there is also a process of brainstorming and sharing information on various activities, both

those that are directly the learning process or activities that support directly or indirectly the learning process. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

The madrasah head of MAN 1 Batang Hari also said that: Carrying out the benchmarking process at MAN 1 Batang Hari we first implemented it in our own internal environment, namely MAN 1 Batang Hari, and then we did it in various educational institutions which we considered the process to be good and appropriate for serve as a pilot in carrying out the management process at MAN 1 Batang Hari. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

Based on the results of researchers' observations regarding benchmarking conducted by the headmaster, especially internal benchmarking. The madrasa head seemed to have a meeting with all levels of education management namely the madrasa deputy head and heads of units in MAN 1 Batang Hari including the head of Administration, head of the Laboratory, head of the library during working hours in force at MAN 1 Batang Hari. The meeting lasted quite a long time and discussed various matters regarding the management of education in MAN 1 Batang Hari. (Hasil Observasi di MAN 1 Batang Hari 14 Juni 2019)

The process undertaken by the headmaster of MAN 1 Batang Hari madrasa in conducting benchmarking is:

Conduct Self-Evaluation

The self-evaluation conducted by MAN 1 Batang Hari is as follows: Evaluation of Content Standards, Evaluation of Process Standards, Evaluation of Educators' Standards and Education Personnel.

The Head of Madrasa Makes a Comparison with Referral Madrasas

Based on the evaluation results of the work program, it will be illustrated how the condition of MAN 1 Batang Hari. After evaluating, a comparison with the reference madrasa will be made. At this stage the madrasa head will take the right step by identifying the organization (school) that should be emulated, as well as determining which organizations will be partners in benchmarking.

Based on the results of interviews with the madrasa head about this step the madrasa head stated that: The implementation of benchmarking studies at the destination institution we conduct benchmarking can use several methods including: interviews, questionnaires, and documentation. As some of these methods are also used by MAN 1 Batang Hari. In the process of collecting benchmarking data, namely: question and answer (interview),

observation, and documentation. Questions and answers (interviews) include activities: exchanging information, problem solving of problems that occur in MAN 1 Batang Hari when benchmarking, and discussion of educational issues. Observations are made through observations in learning activities, laboratories, infrastructure, libraries, and so forth. While the documentation includes: taking photos, giving modules or files, and journals to institutions that are our benchmarking goal. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 17 Juni 2019)

The madrasah head also explained that at this stage, what we had done was: benchmarking educational institutions by visiting benchmarking partner locations, interviews and information exchanges carried out here. This method is also considered the most effective in benchmarking. In addition, when participating in the training conducted by the Ministry of Religion at the Training Center that we attended, we also carried out the benchmarking process earlier, by conducting discussions and asking for opinions with other madrasa head friends. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 17 Juni 2019)

The direct visits that have been made by MAN 1 Batang Hari to educational institutions include: MAN 19 Jakarta and MAN 1 Yogyakarta. (Data dokumentasi MAN 1 Batang Hari, 14 Juni 2019) The visit made by the madrasa head to the educational institutions above aims to see, study, study and to obtain information about the implementation of madrasa management in improving the quality of education and madrasa management and to make madrasa quality and quantity both nationally and globally. (Observasi di MAN 1 Batang Hari, 14 Juni 2019)

The madrasa head also continued through interviews conducted by researchers to the madrasa head MAN 1 Batang Hari: Through a benchmarking strategy an educational institution can easily obtain information to develop an institution's vision with full insight. The insight was gained, because the benchmarking partners had agreed to share information about the secrets of the success of the institution. This insight will create new innovations in the educational process for institutions that have carried out benchmarking at MAN 1 Batang Hari. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 17 Juni 2019)

Madrasah Head Reflects Madrasah Performance

The next process in benchmarking at MAN 1 Batang Hari is to reflect on why your organization (school) is getting poor results, while other organizations (madrasas) have better results. The madrasa head states about the madrasah performance reflection process that: After conducting work visits to various institutions which are considered superior, then the

data will be obtained about the advantages possessed by the school or madrasah. Furthermore the data obtained is then analyzed to identify factors determinants to implement. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 17 Juni 201.

Madrasah Head Performs Plans and implements Madrasah Improvement

This is done by carefully thinking about what actions need to be taken, communicating (socializing) the best alternative alternatives to all school members, raising support, and taking actions that have been designed to achieve improvement. At this stage, much needed hard work and a spirit that is always renewable. The madrasah head of MAN 1 Batang Hari said that: The new innovation that has been obtained through a benchmarking strategy is certainly very influenced by the initial planning behind the implementation of benchmarking. Effective initial planning is very dependent on the formulation of a mature strategy. To be able to establish a good strategy formulation, there is a close dependence on environmental analysis where the strategy formulation requires clear data and information from the environmental analysis. The environmental analysis must be understood by the benchmarking team so that the objectives to be achieved are in accordance with the target of being able to improve performance in educational institutions. So the benchmarking strategy formulation must be comprehensive, that is the formulation whose results can later be used as a benchmark in laying out more specific plans towards broader goals. The results of benchmarking are expected to be an inspiration in developing Madrasah Work Plans. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 17 Juni 2019)

The madrasah head also continued his explanation of the stages of the plan and implementation of benchmarking at MAN 1 Batang Hari: The formulation of a comprehensive benchmarking strategy requires the role of the madrasah head as a drafter. Because basically the selection of this strategy emerged from the principal. So in the planning / formulation must really think about what the goals and expectations for the implementation of this benchmarking strategy. First the madrasah head must have the firmness of a vision by instilling a commitment to change for the better and identifying a clear job description for subordinates who also have to participate in this benchmarking. In addition, the team must be armed with adequate information about their own institutions and have clear and targeted discussion topics. This must be understood correctly by all stakeholders in MAN 1 Batang Hari, so that in the implementation to the destination institution already has a mature study concept. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 17 Juni 2019)

From the explanation above, the researcher sees that the principal has acted as a drafter. Meanwhile, all stakeholders who have carried out existing benchmarking MAN 1 Batang Hari have also carried out their functions as well as possible. Thus, the formulation of benchmarking in Islamic education institutions is carried out comprehensively, so that from this process all benchmarking will be able to create new innovations in the educational process when planned comprehensively by adjusting the vision, mission, and goals of the institution. (Hasil Observasi di MAN 1 Batang Hari 14 Juni 2019)

The benchmarking data that has been collected will be more objective when analyzed and communicated with all individuals in an institution that has carried out the benchmark. Communication plays an important role in the organization. This communication aims to give and receive information, to influence others, help others, solve problems, make decisions, and evaluate behavior effectively. This communication is important because the results of benchmarking are not entirely in accordance with the conditions in the institution itself, so there is a need for adaptation and selection. (Hendyat Soetopo, 189)

The madrasa head also said that: The results of benchmarking cannot be applied in an institution in a crude manner. As explained above, the implementation of benchmarking results needs to be communicated with careful consideration. The main consideration is about the culture / culture in MAN 1 Batang Today, because the organizational culture in MAN 1 Batang Hari is the character / identity of the organization that must be maintained. It is also important to understand that not all benchmarking results are suitable for application in institutions that carry out benchmarking studies, meaning that they need to be adapted and developed and refined again. (Wawancara dengan Kepala Madrasah MAN 1 Kota Jambi, 20 Juni 2019). From the statement of the madrasa head and deputy madrasa head above the researcher sees that in the benchmarking process carried out at MAN 1 Batang Hari in its application there needs to be renofasi (improvement), modification, and improvisation in the implementation of benchmarking study results with certain considerations, so it does not necessarily the results were adopted on a large scale. It needs to be considered in terms of culture, budgeting, and readiness of school resources in its implementation. For consideration in terms of culture has been explained above. (Hasil Observasi di MAN 1 Batang Hari 20 Juni 2019)

Based on the benchmarking conducted by the madrasa head of the educational institution that was used as a reference in conducting benchmarking, the madrasa head made a long-term work program and a short-term work program. The long-term work program is a five-year work program and the short-term work program is a one-year work program based

on the results of benchmarking conducted by the headmaster of MAN 1 Batang Hari towards educational institutions which are the reference in benchmarking the headmaster. The madrasa head of MAN 1 Batang Hari in carrying out the work program that has been planned in accordance with the main tasks and functions of each and also in accordance with the agreed work contract agreement. (Observasi di MAN 1 Kota Jambi, 25 Juni 2019)

The long-term work program prepared by the madrasa head together with all MAN 1 Batang Hari stakeholders based on the results of benchmarking conducted by the madrasa head can be seen from the 2011-2019 MAN 1 Batang Hari activity plan matrix as follows: (1). The presence of students, teachers and employees is more than 95%, (2). The achievement target of the average score of UAN graduates is 6.5, (3). The target of achieving 20% of graduates can be accepted at PTN either through PMDK or UMPTN, (4). MAN 1 Batang Hari Alumni 60% attend university, high school, institution, or private academy, (5). MAN 1 Batang Day students 90% of Muslims who are Muslim can read the Koran properly and correctly, (6). Students of MAN 1 Batang Hari 90% joined the midday prayer in Musalla Al-Ikhlas MAN 1 Batang Hari, (7). Students of MAN 1 Batang Hari 75% can get a cult after participating in the midday prayer in Musalla Al-Ikhlas MAN 1 Batang Hari, (8). Students of MAN 1 Batang Hari 85% can read prayers, lead yasinan, (9). Students at MAN 1 Batang Day 85% took evening tutoring activities at MAN 1 Batang Hari, (10). MAN 1 Batang Hari 70% students have textbooks, (11). Students of MAN 1 Batang Hari Mastering and competing in academic and non-academic competitions (sports and arts) in high school environments in Batang Hari Regency and Madrasah neighborhoods in Jambi Province, (12). Cultivating the productive land of madrasas in order to contribute to the welfare of madrasa families, (13). Teacher MAN 1 Batang Hari 80% can operate computers skillfully, (14). MAN 1 Batang Hari teacher 70% has a laptop and can access the internet independently to enrich the learning process. (Data dokumentasi MAN 1 Batang Hari, 14 Juni 2019)

Performing Back Sacrifice Against Benchmarking Results in the Madrasah Environment

At this stage the thing that must be done by the madrasa head is to observe and assess carefully what has been done and the results that have been achieved. The biggest contribution that can be taken from benchmarking studies on MAN 1 Batang Hari is about the performance of stakeholders in MAN 1 Batang Hari which leads to the success of the learning process at MAN 1 Batang Hari. (Hasil Observasi di MAN 1 Batang Hari 30 Juni 2019). Implementation of benchmarking results has implications for changes in performance for

stakeholders in MAN 1 Batang Hari. This is evident in the headmaster of MAN 1 Batang Hari madrasas who have done coaching for all their students and is expected to produce students who excel nationally and internationally, and most importantly, students are actively participating in learning activities in class and following out-of-class competitions in the olympiade of science and social science, arts and sports competitions. The students are active in the Intra Madrasah Organization activities including OSIM, UKS, PIK-KRR, Scouts, Dance Studio, Music (arts and culture), this is because the Madrasah Head said that extracurricular activities are a big part of achieving success in learning at Madrasah and society. The participation of the madrasa head indicates an attitude of enthusiasm / tireless enthusiasm in conducting coaching, so that the potential of students and students can continue to grow. (Hasil Observasi dan Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 17 Juni 2019)

The implementation of the strategic benchmarking that has been described above is as a form of professionalism of the madrasah head in carrying out his duties as the madrasa head. The headmaster of a professional madrasa must be able to provide maximum service for the achievement of educational goals and the achievement of quality education that is able to produce quality graduates. Regarding the implementation of his duties as head of madrasas, Head of madrasas MAN 1 Batang Hari said that: The desire to improve the quality of madrasas in an educational institution, must be initiated from the leader himself. The madrasa head plays a role as a mover in the process of cooperation between individuals in the madrasa to achieve goals. The madrasa head as a leader and as a manager must be able to make decisions in planning, organizing, implementing, controlling. The ability of a madrasa head as manager, is also required to read situations and conditions appropriately and understand their implications for a particular model becomes very important. As such, the role of the madrasa head and the support of other stakeholders and teachers in managing the madrasa is very important and professional staff are needed. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 20 Juni 2019)

The headmaster of madrasas as manager of MAN 1 Batang Hari places more emphasis on the success of his students to have science and technology and to have faith and piety with the terms Science and Technology and IMTAQ as the final destination planned at the madrasah. Efforts implemented: 1) Management of the curriculum, and learning by implementing religious behavior towards all subjects, 2) Management of human resources (educators, education personnel), 3) Management of facilities and infrastructure effectively and efficiently, 4) Financial management tailored to the needs of the School Cost Budget Plan

(RABS), 5) As well as managing extracurricular activities in the form of art, scouting, sports, reading and writing of the Koran, tafsir of the Koran, praying in congregation at the time of the noon prayer arrives, 6) Always carry out religious activities on religious holidays. (Hasil Observasi di MAN 1 Batang Hari 14 Juni 2019)

The Head of Madrasah of MAN 1 Batang Hari said that carrying out his duties as a leader, he did not carry it out on his own, but carried out management by involving other stakeholders. And this is indeed the thing that must be done by a leader. A leader must also have his own style in carrying out his duties, and this also shows that the headmaster of the MAN 1 Batang Hari neighborhood madrasah has a transformational leadership style in carrying out his duties in the MAN 1 Batang Hari environment. The implementation of the madrasah head professionalism form is also applied to the selection of new student admissions in MAN 1 Kota Jambi. The Principal of MAN 1 Batang Hari Madrasah states that: improving the quality of the inputs at MAN 1 Batang Hari, it requires strict selection of new students, not as long as they are accepted so that students become many. Students who enter are strictly selected and can be accounted for based on academic achievement, psychological tests and physical tests. The selection process for new students has basically been implemented since the founding of this madrasa, but the selection process and the stages carried out are transformed, and this is because we want the output later to be of quality output and for that selection must also be carried out rigorously as well. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

The deputy head of the madrasah in the student field also gave an explanation of the selection of new student admissions at MAN 1 Batang Hari, he mentioned that: carrying out the selection of new students MAN 1 Batang Hari set the conditions for registration. This is done so that in accepting new students in the MAN 1 Batang Hari environment there is no impression as long as they register and are accepted, and that is also a standard that must exist in students so that later students can follow the learning process well and do not miss with the other. (Wawancara dengan Wakil Kepala Madrasah Bidang Kesiswaan MAN 1 Batang Hari, 17 Juni 2019)

The deputy head of the madrasah in the public relations field also gave an explanation of the acceptance of new students at MAN 1 Batang Hari, he mentioned that: Improving the quality of inputs at MAN 1 Batang Hari, at the time of admission of new students at MAN 1 Batang Hari we had conducted research in 2015. This research we did it in order to find valid information about the views of the community, especially graduates of SMP / MTs towards MAN 1 Batang Hari, then MAN 1 Batang Hari conducted a small research by referring to

what the survey institute did in a general election or election after the voters left from the voting booth or exit poll. We interviewed prospective new students about the reasons why they chose MAN 1 Batang Hari as a Madrasah to continue their education after SMP / MTs. (Wawancara dengan Wakil Kepala Madrasah bidang Humas MAN 1 Batang Hari, 11 Juni 2019)

In carrying out their duties as a professional madrasa head, madrasa principals also pay attention to the quality of human resources in HR 1 Batang Hari. Getting qualified and qualified human resources must be done by providing coaching or training for it. The increase in human resources, both educators and education staff, is carried out by carrying out regular training to educators and education staff at MAN 1 Batang Hari.

The headmaster of MAN 1 Batang Hari madrasa also added that: providing guidance to teachers who need the subjects to try to implement religious guidance to the learning process if necessary implement religious education to all subjects. In addition, to improve the quality of human resources at MAN 1 Batang Hari, I as the head of the madrasa also always provide motivation so that the teaching staff and education staff to improve their quality both through formal education and non-formal education. At present the education staff at MAN 1 Batang Hari who are directly involved in the management of learning or the administration section have already taken S1 education while for the Satpan and the foodserver take high school / equivalent education. Whereas for education personnel at MAN 1 Batang Hari, they have taken S1, S2 and even teachers at MAN 1 Batang Today who have also completed their doctorates (S3). (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

Good financial management is also the main task of the headmaster of a professional madrasa. The Madrasah Head said that the education funding carried out at MAN 1 Batang Hari was in accordance with existing government regulations. The sources of funds obtained by MAN 1 Batang Hari are: 1) Government Funding from the Batanghari Regency Regional Budget. 2) Assistance in the form of BOS funds from the central government and BSM (Poor Student Assistance) from the Jambi Province government; 3) Scholarships from BAZNAS Batanghari Regency; 4) Society is either binding or not binding. (Data dokumentasi MAN Muara Bulian kab Batanghari, 20 Juni 2019.dan Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

The treasurer of MAN 1 Batang Hari also mentioned that: Inadequate financing at MAN 1 Batang Today, we got help from the Baznas Batanghari district. Because in MAN 1 Batang Today there is no fee for the committee for students, this is based on an agreement with the committee. We did this policy because it supported the Batanghari district

government program. Although this situation is actually not quite right and sometimes also hinders our activities, especially student extracurricular activities, but we always try to ensure that what has been targeted by the district government can be realized well in all schools or madrasas in Batanghari district. Regarding funding provided by the Batanghari district Baznas is very helpful for students at MAN 1 Batang Today, because there are many outstanding students who must be supported by scholarships and there are also some underprivileged students who need help to be able to complete their education at MAN 1 Batang Today. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 10 Juni 2019)

Increasing the quality of facilities and infrastructure as well as the best use of facilities and infrastructure at MAN 1 Batang Hari, one of the efforts that is always being pursued by the headmaster of madrasas together with all stakeholders at MAN 1 Batang Hari. The deputy head of the madrasa in the field of facilities and infrastructure states regarding learning facilities and infrastructure in MAN 1 Batang Hari that: management and utilization of learning facilities and infrastructure carried out by MAN 1 Batang Hari are as follows: 1) Manage facilities and infrastructure to be adequate, 2) Making effective use of madrasa facilities and infrastructure to improve integrated learning services, 3) Trying to complete facilities and targets to support the learning process both academically and non-academically. This is done because the infrastructure is needed for the smooth running of learning and teaching activities effectively. (Hasil Observasi di MAN 1 Batang Hari dan Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 14 Juni 2019)

The headmaster of a professional madrasah will not be able to carry out all the tasks of the madrasah by itself, but will need help from all parties, for this it is necessary to involve the distribution of power (power) in accordance with the job description of the deputy headmaster, teachers and employees. Improving the quality of the process of learning activities at MAN 1 Batang Hari is also carried out by the headmaster of madrasas as an effort to improve the quality of madrasas. This is also a manifestation of the implementation and implementation of the duties of a professional madrasa head.

The process is said to be of good quality if the coordination and harmonization and integration of madrasa inputs (teachers, students, curriculum, money, equipment, etc.) are carried out in harmony, so as to create a pleasant learning situation (enjoyable learning), able to encourage motivation and interest in learning, and really able to empower students. The word empower means that students are not just mastering the knowledge taught by their teacher, but that knowledge has also become a content of the conscience of students,

internalized, practiced in daily life, and more importantly the students are able to learn continuously (able to develop himself).

The development of the potential of stakeholders and their students is also one of the improvements in the quality and quantity of madrasah conducted by MAN 1 Batang Hari. One of the activities is to invite the Batanghari Regional Police of Jambi Jambi Police to MAN 1 Batang Hari. (Hasil Observasi di MAN 1 Batang Hari 15 Juni 2019) In connection with this the madrasa head MAN 1 Batang Hari said that: This activity was carried out within the framework of the Bina Waspada Operation 2018 from the Preemptive Gas Unit. Sat Preemptif Gas on the occasion invited the teachers to supervise each other's students so as to foster a sense of nationalism through extra-curricular activities such as Scouting and preventing intolerance. In addition, the Batanghari Regional Police also appealed to the students to be vigilant in using Social Media, not to be provoked by Provocation to pitting inter-religious followers through certain sites, and Radicalism Understanding.

The deputy head of the public relations madrasa also added: We always strive to carry out this activity. We not only invited from the police, we also invited religious leaders or clerics to enlighten our stakeholders and especially to our students at MAN 1 Batang Hari, considering that these students were still immature in their understanding and needed proper guidance and direction so there is no mistake in understanding religion and Improving the quality of aspects of the teaching and learning process, student learning achievements in madrassas and participating in extracurricular events / activities outside madrassas, improving the quality of teaching teachers through scientific activities, improving madrasah facilities to support the success of teaching and learning, establishing good cooperation internally in in madrasas and external outside madrassas, upholding a culture of discipline to all madrassas and civilizing / accustoming to carrying out religious commands such as congregational prayer, reading yasin tahlil takhtim prayer, carrying out the practice of corpse prayer, carrying out the practice of ruqyah, memorizing the Qur'an specifically Juz 30 , well able to read and write the Qur'an, 5 S culture (greetings, smiles, greetings, courtesy and courtesy), culture of discipline (arrive on time, fill in the attendance list, prepare work facilities for teachers learning tools for students eye books lesson or learning device, obey all rules, carry out the task that it becomes an obligation and authority, a permit if it is absent and norms and values as a regulation which are the fruit of culture that must be entrenched. (Hasil Observasi di MAN 1 Batang Hari dan Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 14 Juni 2019)

The deputy head of the madrasa in the field of curriculum also explained that in this process what must also be done is: 1) The Teaching and Learning process takes place must be with learning tools prepared by the teachers, 2) Repair of facilities and infrastructure such as libraries, laboratories, LCDs and classroom equipment, 3) Facilitating students' interests and talents through extracurricular activities such as OSIM, Scouting, Youth Counseling Information Centers and Dance Studio, Drama, Nasyid Group and others, 4) Madrasah Culture in MAN 1 Batang Hari I think is very religious due to the implementation of the midday prayer, reading the Yasin letter, the practice of corpse prayer, BTQ and the Ruqyah process. (Wawancara dengan Wakil Kepala Madrasah Bidang Kurikulum MAN 1 Batang Hari, 17 Juni 2019)

In addition to improving the quality of the process carried out by the madrasa head as a manifestation of the professionalism of performance carried out by the madrasa head in carrying out his duties as head of an amdrasah at Man 1 Batang Hari, the madrasa head also did an increase in the quality of educational output. This is a madrasa performance. Madrasa performance is the madrasa achievement that results from the madrasa process / behavior. Madrasa performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale. Specifically relating to the quality of madrasa outputs, it can be explained that madrasa outputs are said to be of high quality if madrasa achievements, especially student learning achievements show high achievement in: (1) academic achievement, in the form of general test scores, national examination, scientific work, academic competitions; and (2) non-academic achievements, such as IMTAQ, honesty, politeness, and other extracurricular activities. Madrasa quality is affected by many stages of interconnected activities (processes) such as planning, implementation and supervision. The headmaster of madrasa mentions that most students are able to: Memorize Al-Quran Juz 30, Able to lead Yasin Tahlil Takhtim Prayer, Memorize Asmaul Husna, Able to Preach. In addition, it is intended to bring out intelligent people who excel and program achievements made with a pleasant learning process but remain disciplined. For MAN 1 Batang Day achievements 1st Champion Drum Band Festival, Champion Mathematical Olympiad, Champion 1 Scout in Batanghari.

The Head of MAN 1 Batang Hari also added that currently there are also several developments that have been achieved, namely: The development of the number of students is always increasing from year to year, in 2018 the number of students is 290, this shows that the public interest both towards the progress achieved by MAN 1 Batang Day. The students of MAN 1 Batang Hari are always educated to be able to be students who think logically to

make changes with critical attitude and achievement. The success of the achievement is inseparable from the Clean and Healthy Madrasa environment, so I did a class cleanliness competition and the madrasa environment to increase the students' concern. Madrasah Quality Achievement with A Accreditation obtained in 2017. We always strive to provide facilities, namely by conducting laboratory building rehabilitation, we already have a Biology Laboratory, as well as a library. The cooperation that we have done from MAN 1 Batang Hari is Cooperation with the BRI MOU, Baznas Batanghari District, District Police (POLSEK) namely on MOS activities the students carried out Anti-Narcotics Socialization, orderly socialization of traffic and maintaining security. Collaboration with the Koramil: Saka Wirakartika provided scout training for students taking part in the MAN 1 Batang Hari scout. Apply religious culture and discipline to students. (Wawancara dengan Kepala Madrasah MAN 1 Batang Hari, 14 Juni 2019)

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