

# Quality-Oriented Management of Educational Innovation at Madrasah Ibtidaiyah

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## Abstract

*This study aims to explore the quality-oriented management of educational innovation at Madrasah Ibtidaiyah. Quality-Oriented Management of Educational Innovation is the process of managing new resources (ideas, practices, objects, methods) in the field of education to achieve educational goals or solve the problem of education. New ideas, practices, objects, and methods mean that something is already underway, existing, already practiced in daily management processes in the framework of improving the quality of education. By using a qualitative approach case study, this study found that Madrasah Ibtidaiyah made several innovations in the field of education (1) Innovation in branding in the form of Integrated Elementary Madrasa (MIT), (2) Innovation at the reception of students, such as the deadline students admission (3) Innovation in the curriculum, such as the development of subjects: Quran Hadith, Fiqh, SKI, and Aqeedah Morals and (4) Innovation in learning, such as more attention to the students (student-centred) instead of the teacher (teacher-centred).*

**Keywords:** Educational Innovation, Madrasah Ibtidaiyah

## 1. INTRODUCTION

Innovation is critical and occurs in almost all aspects of life, let alone in education. Innovation is an idea, practice or object / thing that is recognized and accepted as a novelty by a person or group to be adopted. *Innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption* (Rogers, 1995: 11).

Educational innovation is ideas, goods, methods of perceived or observed as a novelty for a person or group of people (society), either the result of invention (new discovery) or discovery (newly discovered people), which is used to achieve the goals or to solve problems encountered (Rusdiana, 2014: 46). In the education sector there are some examples of the types of innovation: student online admission, learning innovation, curriculum innovation, integrated academic system, educator innovation and others.

Innovation leads to the advantages of education or school quality in providing services to stakeholders. Improving the quality of education is an important program both nationally, regionally, and internationally. Educational programs for all or education for all launched by UNESCO (United Nations Educational, Scientific, and Cultural Organization) has been shifted to Quality education for all, quality education for all. Public demands are now not only an education, but increased to a quality education.

The Government of the Republic of Indonesia has standard criteria of the quality of education that is 8 (eight) national standards of education: content, process, competency, teachers and education personnel, facilities and infrastructure, management, financing, as well as assessment standards. Nevertheless, with the policy of the School Based Management (SBM) or Madrasa Based Management / (MBS / MBM), the educational unit is free to increase the 'standard' education. In practice, each unit wants to show the advantages of education schools / madrasa. Excellence is the main attraction of educational units so that people are interested in sending their children to the educational institutions.

MBS is an educational reform that wants a change from unfavorable conditions into better conditions by providing authority to schools to empower themselves. Therefore, MBS, in principle, obtain high responsibility, authority, and accountability in improving the performance of each stakeholder. MBS, in principle, places the authority that rests to the school and the community, avoids centralization and bureaucratization formats that can cause loss of function of the school management (Soegito, 2010: 28-29).

With the policy of MBM, the education unit has more freedom to innovate. The results Arief Subhan's study (2012) showed that there are four Islamic educational institutions in Indonesia such as Muhammadiyah, NU, Department of Religion, and the Salafi movement in particular the madrasas and boarding schools that influence the development of Islamic education institutions in the context of modernization (reform, innovation). Among the four institutions, the Ministry of Religious Affairs (now the Ministry of Religion) is has the biggest influence.

Institutionally Madrasa is under the guidance of the Ministry of Religion. In terms of factual-historical-sociological, madrasa-institution is community-based institutions. Only nine per cent of the total number of

madrassa 70.414 managed by the Ministry of Religion. A total of 8.63% is the state madrassa, while 91.37% is managed by the community (foundation) (Directorate of Madrasa Education, 2014: 11).

Sutrisno (2013: 1) claimed that the purpose of the establishment of madrassa is to combine the advantages of *pesantren* or Islamic boarding school and the advantages of the common school and institute. Madrasa was established in order to combine the advantages from the two educational institutions. However, there seems to be some proofs that the quality of madrassa is less when compared with *pesantren* in the sciences of Islam and in general sciences when compared to public school. Therefore, madrasahs must be returned to the initial intention of the establishment of the institution.

Some people in Indonesia perceive that madrassa is a school only for those who are less capable, located in the countryside or in the suburbs, slums and chaotic environment, simple and shaky school buildings, less professional teachers, the curriculum discusses only religious sciences, facilities and amenities are all minimal and traditional, and the budget is far from adequate, management is very weak, the name is less well known, and its graduates are less qualified and do not have the confidence to compete in today's era of globalization. (Nata, 2003: 297)

A study from STAIN Salatiga Research Team (2006) on "The phenomenon of Madrasa termination and Islamic Full Day School; Study On Perception and aspiration Surakarta Muslim Society Area of the Madrasah Elementary and Integrated Elementary Madrasa ", showed a lot of Elementary Madrasa (MI) decreased even terminated and replaced by Integrated Elementary Madrasa. The situations happened because: 1) Performance of teachers is low, less professional; 2) Leadership of MI; 3) Location Madrasa is less strategic; 4) Teachers are problematic. Though in general, the curriculum between MI with SDIT are almost the same. The name of the subjects of religion lesson is the same: the Koran hadith, moral theology, Islamic Cultural History, and Fiqh.

Madrasa is truly diverse. Not all madrasa are bad, unmanaged, and other negative stigma. Some madrasahs have gained some achievements not only in the field of *tafaqquh fi al din*, but also in other fields. Many madrasahs have a very complete infrastructure, modern, and international quality. However, some of them have very limited resources.

Madrasa is an old Islamic institution that is even older than the Republic of Indonesia. It is an Islamic educational institution that belongs to the community. The emerging of madrasa was started from the motivational preaching through education. Thus, the spirit of madrasa education fits in the spirit of jihad through education, the spirit of *ballighu anni walau ayat*, teach even only one verse, the spirit of commanding the good and forbidding the evil through education.

The total number of Madrasah in Indonesia in 2014 is as follows:

Table 1  
 The Number of Madrasa in 2014

No	Educational Institutions	Public	%	Private	%	Total
1	Madrasa Ibtidaiyah/Elementary	1.686	7 %	21.385	93%	23.071
2	Madrasa Tsanawiyah/Junior High	1.437	9 %	13.807	91 %	15.244
3	Madrasa Aliyah/Senior High	758	11 %	5.906	89 %	6.664

Source: Directorate of Madrasah Education, 2014: 11

The data imply that the spirit of self-reliance of Islamic community in madrasa education (MI, MTs, and MA), which is driven by religious fervor and preaching is high. In general, religious fervor and preaching are not coupled with the professionalism in madrasa management, and has not been widely supported by internal resources, both in the development of educational programs (curricula), learning systems, human resources, sources of funding and infrastructure and adequate systems. Thus, most of the process and results of education still need to be improved.

This can be seen by the number of accredited madrasahs.

Table 2  
 The Number of Accredited Madrasa

Accreditation	MIN	%	MIS	%	MTsN	%	MTsS	%	MAN	%	MAS	%
A	316	19	1.449	7	457	32	821	6	378	50	426	7
B	847	50	8.579	40	694	48	5.014	36	279	37	1.895	32
C	361	21	5.649	26	189	13	3.262	24	78	10	1.426	24
Not accredited	162	10	5.708	27	97	7	4.710	34	23	3	2.159	37

Source: Directorate of Madrasah Education, 2014: 11

The data inform that there are still many madrasa have not been accredited, especially private madrasa approximately 30% (MIS = 27%, MTs S = 34%, and MAS = 37%). The percentage of accredited madrasa is still low (MIN = 19%, MIS = 7%, MTs N = 32%, MTs S = 6%, MAN = 50%, and MAS = 7%). Madrasa Aliyah get the highest percentage with 50% or half of the Madrasa Aliyah got excellent quality of the accreditation, followed by MTs N = 32%. While Madrasa Elementary School percentage is quite low.

Madrasa Elementary School (MI) is an educational institution that is equal to the elementary school (SD). There are underlying similarities and differences between the two institutions. They are similar in the level and standard of education. Educational standards are two basic levels of educational institutions referring to the eight National Education Standards.

There are two differences between MI with SD, they are as follows: (1) the management; the MI administration is under the Ministry of Religious Affairs while SD is under the Ministry of Education and Culture, and (2) the development of Islamic subjects (PAI). At MI PAI content development is divided into four subjects, namely the Qur'an Hadith, Islamic Cultural History, Morals Aqeedah and Fiqh, and the Arabic language. On the other hand, PAI and Arabic are not developed as content in SD. Because of the development of the PAI and the Arabic language in general MI is characterized by Islamic formal education institutions.

Although parallel to SD, MI is still lack of appreciation, both from the public and the government. Government and society in general still show little concern of the existence of the madrasa. Although MI has also been participating in educating the nation, but the government's attention to MI is still not adequate compared with public schools. The government has focused its attention only in improving the quality of public education institutions, both managerial and academic development.

A qualified madrasa is characterized by the advantages of the programs that are different from other public schools (distinction and excellence). Madrasa in Indonesia is now moving towards to strengthen its distinction and excellence through *harakah* (real action) is not just *Halaqah* (ideas-discourse) (Madrasa Education Directorate, 2014: 5). A qualified Madrasa will attract a lot students and may not be closed or dissolved. Based on the above discussions, it is important to uncover the innovations that have been conducted by the Madrasa Elementary, especially qualified madrasa.

## 2. THEORY

Management functions to manage resources, both human resources, and other resources to achieve goals effectively and efficiently. When management functions to plan, organize, actuate, control, and manage resource such as man, money, materials, methods, machines, markets, minute (7M), then the management can be defined as the process of management (planning, organizing, actuating, controlling ) resources (7M) to achieve goals effectively and efficiently (Sugiyono, 2014: 15).

Innovation is an idea, practice or object/thing that is recognized and accepted as a novelty by a person or group for adoption. Innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption (Rogers, 1995: 11). Innovation is an idea, items, events, methods, perceived or observed as a new thing for a person or group of people (society), whether it is the result of inventions and discovery. Innovation is done in order to achieve certain goals or to solve a specific problem (Ibrahim, 1988: 40).

Educational innovation is an innovation in the field of education or innovation to solve the problem of education. Educational innovation is ideas, goods, methods, perceived or observed as a novelty for a person or group of people (society) either the result of invention or discovery, which is used to achieve educational goals or to solve the problem of education. (Ibrahim, 1988: 51). Educational innovation is ideas, goods, methods of perceived or observed as a novelty for a person or group of people (society), either the result of invention (new discovery) or discovery (newly discovered people), which is used to achieve the goals or to solve problems encountered (Rusdiana, 2014: 46).

Management of Education Innovation is the process of managing new resources (ideas, practices, objects, methods) in the field of education to achieve educational goals or solve the problem of education. Ideas, practices, objects, and new methods have been existing and already practiced in daily processes of madrasa management.

## 3. RESEARCH METHOD

Qualitative method is used to understand the phenomenon of what is experienced by the subject of the study (Moleong, 2006: 6). Qualitative research is a research method that is based on the philosophy postpositivisme/interpretatif, which is used to examine the condition of the object that is natural (as an opponent is an experiment) in which the researchers are as the key instrument. Data collection techniques are triangulation (combined). Data analysis is inductive/qualitative, and qualitative research results emphasize the significance of the generalization (Sugiyono 2014: 38).

Qualitative method used is a case study. According to Cresswell (2012) case studies are qualitative strategy in the which the researcher explores in depth a program, event, activity, process, or one or more

individuals. The case (s) are bounded by time and activity, and researchers collect detailed information using a variety of procedures of data collection over a sustained period of time. The case study is one kind of qualitative research, where researchers conducted in-depth exploration of the program, event, process, activity, to one or more persons. It is bound by time and activity, and researchers conducted detailed data collection by using various data collection procedures and in continuous time. (Sugiyono 2014: 39-40).

The study used quantitative and qualitative data. The instruments used was interview guide, observation guide, test, and check list. The techniques of collecting data were interviews, observation, document review, and focus group discussion. The validity test of the data used validation and validation tools. Comparing information from different informants was done to validate source and comparing the technique with other data collection techniques were done to validate the tool.

#### **4. RESULT AND DISCUSSION**

The followings are some research findings of Quality-Oriented Management of Educational Innovation at Madrasah Ibtidaiyah:

##### **4.1 Innovation in branding, Integrated Elementary Madrasa**

Under Law No. 20 of 2003 on National Education System Article 17 (2) states that "Primary education in the form of elementary school (SD) and Madrasa Elementary School (MI) or other forms of equal and Junior High School (SMP) and Madrasa Tsanawiyah (MTs) or other form equivalent".

Integrated Elementary Madrasa (MIT) is a new form of institutional Elementary Madrasa. Labeling "integrated" is an effort to improve the institutional image. The mention madrasa Integrated ibtidaiyah a "trademark" as a differentiator with a madrasa or another elementary school.

Integrated is the opposite of the word 'scattered'. Integrated implies that there is unity between the knowledge of religion with religious practice. For example, knowledge about the importance of prayer in congregation coupled with the practice of prayer in congregation in the madrasa. Practical approach is widely applied to the madrasa. Religious approach 'in action' is the main feature of the educational unit on the label "integrated".

The label "integrated" has at least two functions; internal and external functions. Internal functions is useful to encourage, raise awareness of the importance of quality for the big family of madrasa. While the external function is useful to provide a different taste, making differentiation, create branding to attract people to the madrasa.

Branding is a trademark and service provision. With the branding it is expected that the quality of education, both the quality of the teaching and learning process (PBM) and the quality of learning outcomes, can be improved.

##### **4.2 Innovation in the student admission**

Although the Department of Education does not require the test for admission of students, but at Madrasah Ibtidaiyah applies several tests such as reading, writing, reading *hijaiyah* (Arabic letters), memorizing short chapters of Koran and daily prayers. Likewise, there are interviews for parents conducted by the board. Interviews conducted by the board is to know how much *Infak* (donation) will be donated by the parents to the madrasa. But it is not just a matter of education funding.

##### **4.3 Innovation in the curriculum**

PMA No. 2 of 2008 on Graduates Competency Standards and Content Standard Islamic Education and Arabic in Madrasa stated standards and basic competencies MI, MTs, and MA. For example the basic competencies of MI class 1 semester 1 is to be able to recite and memorize the several *surah*.

In addition to the subjects of the Koran Hadith, Fiqh, Islamic Cultural History, and Aqeedah Morals at Madrasah Ibtidaiyah there is also Read Write Qur'an (BTQ). Religion subject is taught more than what the Ministry of Religion has set. Every day, Madrasah Ibtidaiyah students get the material to read and write the Koran in collaboration with the *Qiro'ati*.

##### **4.4 Innovation in teaching**

Lessons take place at Madrasah Ibtidaiyah apply PAIKEM, namely active learning, innovative, creative, effective, and fun. Learning innovation is student-centered instead of teacher-centered and it applies innovative models.

Furthermore, the study of religion at Madrasah Ibtidaiyah is also practice-based. The activities of prayers, Islamic holidays activities, *Ramadhan* (fasting month) activities are some evidence of religious practice at Madrasah Ibtidaiyah.

In addition to developing the transfer of knowledge, the Madrasah Ibtidaiyah also apply the transfer of value. Students are taught how to be parents, friends, teachers, so that the behavior of Madrasah Ibtidaiyah reflects the noble character.

## 5. CLOSING

Quality-oriented management of educational innovation is the process of managing resources (ideas, practices, objects, methods) new in the field of education to achieve educational goals or solve the problem of education. The intended ideas, practices, objects, and new methods are already underway, existing, already practiced in daily management processes in the framework of improving the quality of education.

There were several educational innovations at Madrasah Ibtidaiyah namely (1) Innovation in branding in the form of MIT, (2) Innovation at the admission of students, (3) Innovation in the curriculum in developing lessons and (4) Innovation in learning from students-centred to teacher-centred.

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