



Quality Improvement Planning Based on School Development Plan at MTs Ihyaul Ulum Gresik

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Abstract

At MTs Ihyaul Ulum Gresik, quality improvement planning is based on the school development plan. This study is being conducted at MTs Ihyaul Ulum Gresik. The emphasis of this research is on planning for increasing educational quality based on work programs included in MTs Ihyaul Ulum Gresik's school development plan for 2020/2021 and their relationship to eight national education standards. A document study was employed to obtain data for this investigation. MTs Ihyaul Ulum Gresik's school development plan for 2020/2021 is being examined. This study's data were reported utilizing a qualitative descriptive technique. The findings of this study include the quality improvement plans identified in the work program of MTs Ihyaul Ulum Gresik, which are divided into three time periods: short (annual), medium (four years), and long (eight years). Because such work programs were related to eight national education standards, not all national education standards were found in MTs Ihyaul Ulum Gresik's work program. Some national education criteria are not present in the MTs Ihyaul Ulum Gresik job program.

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INTRODUCTION

The intellectual life of the country is one of the four aims of the state, as mentioned in the Republic of Indonesia's 1945 Constitution. Education is one of the methods the government may take to educate the nation's lives. Education is an individual's endeavor to improve oneself through researching one's potential (Utomo, Marmoah, & Roemintoyo, 2020). The government seeks to optimize human resources in the realm of education via quality improvement to educate the nation's life through education. Quality is frequently related to an object's positive or undesirable qualities as determined by its levels and degrees (Nur, Harun & Ibrahim, 2016). When it comes to the issue of education, quality is related to the context of educational outcomes, which refers to the accomplishments of schools during a specific period (Sastrawan, 2019). Quality is one of the most significant factors to consider in the government's attempts to educate the nation's citizens.

Human resources, in addition to quality, are one of the elements that influence educational attainment (Mou, Mahmud, & Arifin, 2021). It is envisaged that through increasing human resources and enhancing quality, Indonesian education would improve in terms of both quality and quantity, allowing the country to fulfill its aims of teaching the nation's life. It is intended that by improving quality, the Indonesian education system would become better and more capable of responding to global concerns. Furthermore, it is

envisaged that through enhancing education quality, the Indonesian people would be able to survive and compete in the global world.

Efforts increase quality no omission of difficulties that must be confronted According to Suryana (2020), problems in efforts to improve quality include: (1) insufficient availability of education and education personnel in both quality and quantity, 2) insufficient availability of educational facilities and infrastructure and less than optimal utilization of educational facilities and infrastructure, (3) insufficient education funding to support the quality of learning, and (4) a learning process that is not yet effective and efficient. Because of these issues, meticulous preparation is required to increase educational quality first step that must be performed to increase quality is planning (Burhanudin, Prayoga & Irawan, 2020). According to Sallis, as cited in Rosidin (2017), quality is something that must be planned and is an essential aspect of institutional strategy that must be treated strategically. Human values must be prioritized in educational planning to create people who can construct themselves and their communities. It is intended that via educational planning, education would be able to give chances for children to develop all of their potentials to the greatest extent feasible.

Educational planning is a procedure that is carried out to develop a set of alternative options for future activities that lead to the attainment of goals with the least amount of effort while taking economic, social, and cultural factors into account (Albab, 2021). Furthermore, according to Coombs, as cited in Tanzeh (2018), education planning is a rational application of a systematic analysis of the educational development process to make education more effective and efficient for the needs and goals of students and their communities.

Educational planning serves as a basic pattern, instructions, and guidelines in making decisions, implementing and controlling educational activities, developing educational quality, fulfilling educational institution accountability, and developing alternative policies for future educational development activities (Rahmadani et al, 2019). Demands, estimations, goal posts, and guidelines that have become commitments and irreversible decision statements are organized and agreed upon by the principal and school staff on a short-term and long-term basis. The educational plan must satisfy the following criteria:

1. The condition must be based on a specific purpose.
2. Basic, realistic, and practical character
3. Detailed, loading complete description as well as categorization activities and series action, so that it can be easily adjusted with a requirement, conditions, and scenarios at any moment.
4. Be adaptable so that it may be easily adjusted to meet the needs as well as conditions and scenarios at any moment.
5. There is equilibrium. Among various types of fields to be done in planning that, according to the urgency of each.
6. Worked on existence savings energy, cost, and time as well as the potential of using sources available resources and cash with the best results.
7. Strive to be the best you can be. No existence duplication implementation may occur.

In Tanzeh (2018), Sa'ud and Makmun present educational planning measures, especially regarding:

1. Significance is the amount of meaningfulness that is determined by the social significance of the planned educational goals.
2. Feasibility, that is, appropriateness, technicality, and cost forecasting are elements that must be considered realistically
3. Relevance in terms of execution plan education
4. Definitiveness, the objective is to limit incidents that do not, presumably, divert resources away from the established goals.
5. Simplicity, that is, planning must be conveyed by parsimoniousness.

6. Adaptability, that is, planned education must be dynamic and changeable in response to information as a bait-and-switch method.
 7. Time, that is cycle natural tree debate on planning, needs for change in the circumstances cannot be carried out, constraints planner education in forecasting the future is a factor connected to time
 8. Monitoring is done to ensure that the various components of the plan are carried out effectively.
 9. The subject, which is the trees, will be the topic of the scheduled debate.
- Banghart and Trull, citing Suhada (2020), make advice on numerous aspects to keep in mind before embarking on educational planning, including:
1. Identify relevant policies via system education
 2. Conduct an appraisal and consideration of many alternative ways of education and their link to problem education.
 3. Observing issues that require immediate attention, investigation, and development
 4. Evaluate the benefits and drawbacks of the current system of education
 5. Conduct research on the system of education and its components.

Planning activities consist of three major components: (1) data collecting, (2) fact analysis, and (3) concrete planning. Data collecting is the initial stage in any planning process. After gathering data, the next stage is to examine the facts revealed by the data. Then, based on these facts, a more definite plan can be developed, because the planning is essentially dependent on the data and facts that have been examined from the previously obtained data. (1) Planning entails the process of determining the desired future state, (2) The desired future state is compared with the present reality, allowing the gap to be seen directly, and (3) Planning entails the process of determining the desired future state, (4) Planning entails the process of determining the desired future state, (5) Planning entails the process of determining the desired future state, (6) Planning entails the process of determining the desired future state, (7) Planning (3) Efforts must be made to close the gap, (4) Efforts must be made to close the gap with various efforts and alternatives, (5) It is necessary to choose a good alternative, in this case including effectiveness and efficiency, and (6) The selected alternatives must be detailed so that it can be a guide and guide in policy making.

In the face of quick, complicated, and dynamic environmental changes, excellent educational institutions constantly prioritize quality as their business strategy (Ritonga, 2020). The excellent or bad of an object, level, or degree is referred to as its quality. Quality is defined in general as the total description and qualities of products or services that show their capacity to satisfy expected or inferred demands. In the context of education, quality refers to educational inputs, procedures, and outcomes (Darmawati, 2019). Quality in education is quality or measure of good and bad in a process of altering one's attitudes and behavior so that it may be done in developing people by leading in terms of teaching and quality is part of a high level that cannot be surpassed (Fauziah, cited from Sutiara et al, 2021).

Educational policies in assuring and executing quality assurance fulfillment have a standard in their execution and require human resources as educators and educational personnel in ensuring the quality of education carried out by an educational institution. The education quality assurance compliance system is based on policies developed by the BSNP or the National Education Standards Agency, which must be implemented through a Standard Operating Procedure or SOP system, namely (1) content standard compliance system, (2) process standard compliance system, (3) system fulfillment of graduate competency standards, (4) system for meeting educators' and education personnel's standards, (5) system for meeting facility and infrastructure standards, (6) system for meeting management standards, (7) system for meeting financing criteria, and (8) system for meeting educational

assessment standards. According to Satori, as stated by Utomo, Marmoah, and Roemintoyo (2020), two concepts underpin the need to ensure educational quality:

1. Enhance the data gathering approach such that the acquired data is relevant, legitimate, and dependable.
2. Ensure that the data is effectively used for destination planning, decision-making in planning, and power allocation. To improve the quality of education.

The following initiatives may be made to improve quality based on eight national education standards (Untari, 2017):

1. Education quality planning in three time periods, namely short, medium, and long term
2. Implementation of quality-based initiatives
3. Supervision effectiveness

This study evaluates which work plans directly promote quality improvement at MTs Ihyaul Ulum Gresik and compares them to eight national education standards using educational planning collected from the school development plan or RPS MTs Ihyaul Ulum Gresik. This research is vital to determine whether the plans conform with the eight national education standards, as well as whether these work plans are connected to attempts to improve school quality when seen through the eight national education standards.

METHODS

A document review was performed to acquire data for this article. Documents, according to Nilamsari (2014), are data sources that may be utilized to complete research and come in the form of textual materials, videos, images (photos), and monumental works, all of which supply information for the research process. A document review approach is a tool that can assist researchers in collecting data without disrupting the thing being studied (Sarwono, 2006). Abubakar (2021) explains the benefits of document studies for research, which include: (1) forming and improving research conceptual frameworks, (2) proposing new hypotheses, (3) testing and illustrating theories and data from documents, (4) seeking historical understanding of unique phenomena with document data, and (5) bridging the gap between science and common sense, and (6) Improving research theoretical and methodological approaches. Document studies are regarded in line with this research since the MTs Ihyaul Ulum Gresik school development plan document for 2020/2021 is used as a data source.

The author employs a qualitative descriptive technique in describing the gathered data. According to Riyanto (2007), descriptive research is a study aimed at carefully and correctly evaluating symptoms, facts, or occurrences related to the features of a certain population or location. In qualitative research, the phrase qualitative descriptive refers to descriptive investigations (Yuliani, 2018). Based on these two definitions, the qualitative descriptive approach is deemed acceptable for describing the data in this study since the data are offered in the form of a description.

The data analysis activities carried out in this study were (1) data reduction, in which the data obtained through document study techniques with the data source of the MTs Ihyaul Ulum Gresik school development plan document in 2020/2021 were selected based on the research objectives, (2) data presentation, in which the previously reduced data are presented in three groups, namely short-term work programs (1 year), medium-term work programs (4 years), and long-term work programs (5 years). The validity and reliability of this study were tested utilizing reference materials, which are supporters of the facts discovered by researchers (Sugiyono, 2015). The reference material for this study is the Minister of Education and Culture's rule on national education standards, which may be found on the website bsnp-indonesia.org.

RESULTS AND DISCUSSION

MTs Ihyaul Ulum Gresik has established a work program in the 2020/2021 school development plan that is separated into three time periods, namely short term/annual, medium term with a four-year length, and long term with an eight-year duration. The MTs Ihyaul Ulum Gresik school development plan explains the planning of actual measures that the school will take over three time periods to increase the school's quality. The short-term work program carried out in one year is organized into several groups, according to the MTs Ihyaul Ulum Gresik school development plan document, namely organization, administration, staffing, finance, school household, curriculum, students, facilities and infrastructure, community relations, and development management and human resources. The authors discovered various work programs that are closely connected to school quality improvement plans within these work program groupings, including:

Table 1. Quality Improvement Planning in the MTs Ihyaul Ulum Gresik Annual Work Program

No.	Working Program Group	Quality Improvement Work Program
1.	Organization	Motivational training
2.	Staffing	Supervision
3.	Curriculum	a. Compilation curriculum b. Preparation of the annual program c. Semester program preparation d. Outing class e. Guidance study
4.	Student	a. Worship habituation program b. Mentoring and scouting c. Basic training leadership d. Seminar or training student
5.	Facilities and Infrastructure	a. Complete infrastructure activity study teach b. Procurement book lesson c. Improvement of laboratory computer or media
6.	Public Relations	a. Seminars and training general b. Comparative study
7.	Management and Human Resources Development	Teacher and staff training

From these work programs, when viewed from the eight national education standards, it can be concluded as follows:

Table 2. Quality Improvement Planning in the MTs Ihyaul Ulum Gresik Annual Work Program and its Relation to National Education Standards

No.	Working Program Group	Quality Improvement Work Program	National Education Standard
1.	Organization	Motivational training	Graduate competence standard
2.	Staffing	Supervision	Process standard
3.	Curriculum	a. Compilation curriculum	Process standard

No.	Working Program Group	Quality Improvement Work Program	National Education Standard
		b. Preparation of the annual program c. Semester program preparation d. Outing class e. Guidance study	
4.	Student	a. Worship habituation program b. Mentoring and scouting c. Basic training leadership d. Seminar or training student	Graduate competence standard
5.	Facilities and Infrastructure	a. Complete infrastructure activity study teach b. Procurement book lesson c. Improvement of laboratory computer or media	Standard of facilities and infrastructure
6.	Public Relations	a. Seminars and training general b. Comparative study	Process standard
7.	Management and Human Resources Development	Teacher and staff training	Standards of educators and education personnel

According to table 2, four of the eight national education standards are covered by the MTs Ihyaul Ulul Gresik yearly work program, namely graduate competency standards, process standards, facilities and infrastructure standards, education standards, and education people. Meanwhile, four additional criteria that have not been included in MTs Ihyaul Ulum Gresik's yearly work program are content standards, educational assessment standards, education management standards, and funding requirements.

There are also various initiatives directly connected to school quality improvement planning for the medium work program within four years, such as:

Table 3. Quality Improvement Plan for the Medium-Term Program (4 years) Ihyaul Ulum Gresik MTS

No.	Working Program Group	Quality Improvement Work Program
1.	Curriculum and learning	a. Development curriculum national and adopt curriculum international b. Enhancement of the quality of the learning process
2.	Organization	a. Activity outlook wiyatamamandala b. Leadership training c. Extracurricular
3.	Employment	Enhancement of professionalism of teachers and employees
4.	Facilities and infrastructure	Procurement of resources, media, and learning tools
5.	Management	a. Implementing school reform b. Carry out action research

No.	Working Program Group	Quality Improvement Work Program
6.	Public relations or work	c. Stage internal supervision Establishing collaborative relationships with the ministry of religion, education office, and related agencies

From these work programs, when viewed from the eight national education standards, it can be concluded as follows:

Table 4. Quality Improvement Planning in the Medium Term Program (4 years) MTS Ihyaul Ulum Gresik and its Relation to National Education Standards

No.	Working Program Group	Quality Improvement Work Program	National Education Standard
1.	Curriculum and learning	a. Development curriculum national and adopt curriculum international b. Enhancement of the quality of the learning process	Content standard Process standard
2.	Organization	a. Activity outlook wiyatamamandala b. Leadership training c. Extracurricular	Content standard
3.	Employment	Enhancement of professionalism of teachers and employees	Standards of educators and education personnel
4.	Facilities and infrastructure	Procurement of resources, media, and learning tools	Standard of facilities and infrastructure
5.	Management	a. Implementing school reform b. Carry out action research c. Stage internal supervision	Education management standards
6.	Public relations or work	Establishing collaborative relationships with the ministry of religion, education office, and related agencies	Education management standards

Table 4 shows that the national education standards contained in the medium-term work program (4 years) MTS Ihyaul Ulum Gresik are divided into five categories: content standards, process standards, education standards and education personnel, facilities, and infrastructure standards, and education management standards. Graduate competency requirements, educational assessment standards, and funding standards are three more national education standards that are not included in the medium-term work program.

For a long-term work program with a period of eight years, there are also several programs directly related to school quality improvement planning, including:

1. Compile strategy implementation development professionalism of teachers and employees
2. Organize National standard school
3. Increase teacher competence and professionalism
4. Developing learning models based on Technology Information
5. Develop system evaluation to implementation management school and
6. do evaluation self

8. Develop culture conducive and developing school teaching methods
9. and methods study students as well as develop synergistically
10. relationship with the public.
11. Developing innovation and creativity programs for teachers and students
12. Develop administration school based on Technology Information through
13. computerized data and internet network
14. Complete facilities and infrastructure study in accordance development of the times

From these work programs, when viewed from the eight national education standards, it can be concluded as follows:

Table 5. Long-Term Work Program (8 Years) of MTs Ihyaul Ulum Gresik and its Relation to National Education Standards

No.	Work Program Long Term (8 Years)	Standard National Education
1.	Compile strategy implementation development professionalism of teachers and employees	Standard management education
2.	Organizing a national standard school	Standard contents
3.	Increase teacher competence and professionalism	Standard management education
4.	Developing an Information Technology based learning model	Process standard
5.	Develop an evaluation system for the implementation of school management and conduct self-evaluation	Standard evaluation education
6.	Develop culture conducive and developing school teaching methods and methods study students as well as develop a synergistic relationship with the public	Process standard
7.	Developing innovation and creativity programs for teachers and students	Standard management education
8.	Developing Information Technology-based school administration through computerized data and internet networks	Standard management education
9.	Complete learning facilities and infrastructure according to the times	Standard facilities and infrastructure

Table 5 shows that standard national accessible education in the work program period duration (8 years) is superior to other standard management education, standard content, process standard, standard assessment education, and standards facilities and infrastructure. Standard national education that is not there is on the job program period length (8 years) between another standard competence graduate, standard educators, and staff education, as well as standard finance.

Standard competence graduate, standard content, process standard, standard evaluation education, standard educators and staff education, standard facilities and infrastructure education, standard management education, and standard education are the eight standard national education that can be linked with planning enhancement quality education. In the plan development Ihyaul MTs school Ulum Gresik, there is a work program developed in three time periods, that is, a period short with a length of one year, a term medium with a duration of four years, and a term long with a duration of four years. The

division of work programs It has evolved into a multitude of group projects, particularly for work programs with short and medium durations. Work programs that are associated with living with planning quality were discovered from work programs that are related to. From connected employment programs, live with quality planning that may also be grouped following standard national education. These job programs, however, do not cover all national education criteria. In the 2020/2021 school development plan at MTs Ihyaul Ulum Gresik, there are still some national education requirements that are not incorporated in work plans in the short, medium, or long term.

CONCLUSION

Based on the discussion above, it is possible to conclude that MTs Ihyaul Ulum Gresik has developed a work program in three phases, namely short term (one year), medium term (four years), and long term (eight years). There are several work programs in each of the three work program categories that are directly connected to quality improvement planning at MTs Ihyaul Ulum Gresik. There are six groups of work programs from the short-term work program (1 year) that are directly connected to quality improvement planning, and four of the six working groups have complied with four of Indonesia's eight national education criteria. Then, for the medium-term work program (4 years), there are six kinds of work programs that are also closely tied to educational quality improvement planning. Five of the eight national standards of Indonesian education are represented by the six group projects. In addition, for the long-term work program (8 years), nine work programs are closely tied to educational quality improvement planning. Five of Indonesia's eight national education standards are represented by the nine work programs. As a result, it is possible to infer that the work program contained in the MTs Ihyaul Ulum Gresik school development plan for 2020/2021, which was created in three timeframes, did not all contain eight Indonesian education standards.

SUGGESTION

Based on the results of this study, the advice given by the author is to analyze the success of quality improvement planning in terms of school quality report cards

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