

# QUALITY MANAGEMENT OF ISLAMIC EDUCATION AT ATHIRAH BUKIT BARUGA ISLAMIC HIGH SCHOOL AND AL-AZHAR 12 ISLAMIC HIGH SCHOOL MAKASSAR

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## Abstract

This research is entitled Quality Management of Islamic Education at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar which aims to (1) Plan Islamic Education Quality Management at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar (2) Implement Quality Management of Islamic Education at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar (3) and Evaluating the Quality Management of Islamic Education at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar. This research is qualitative descriptive research using observation, interview, and documentation methods. While what is used is (juridical, management, phenomenological, and sociological approaches). Planning for quality education in schools has two important meanings: planning intra- and extracurricular programs and activities by schools, as well as inculcating cultural values in the planners themselves. The implementation of quality education management at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Makassar Islamic High School includes five components: student management, curriculum management, educator and education staff management, facilities and infrastructure management, and cost management. The process of improving school quality is based on an annual routine work program that has become the culture of this school. Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar are superior secondary education institutions in Makassar City. Athirah Bukit Baruga Islamic High School and Al-Azhar 12, Islamic High School Makassar, both have a vision of creating quality, professional, and competent schools in the global era. Which is based on religion, science, and technology; therefore, it is advisable to always improve the quality of their schools so that they become a good example for other schools.

**Keywords:** Management, Islamic Quality Education

## INTRODUCTION

Education is an important issue for all people. Education has always been the cornerstone of hope for developing individuals and society. Education is a tool to advance civilization, develop society, and make generations able to do much for their interests. The aim of education

is in sync with the goal of national life, namely to give birth to virtuous individuals, families, and communities, as well as to foster good humane concepts among mankind in achieving an atmosphere of mutual understanding so as to give birth to concepts that are in accordance with the culture, civilization, and heritage of the people. as well as his views on nature, people, and life. Education does not exist in a vacuum. That is, education is always in context. Education is a vehicle, means, and process as well as a tool for transferring the heritage of the people from ancestors to grandchildren and from parents to children. Education develops civilization through the continuous development of science and knowledge in line with the vision and mission of the people's life.

Education also provides its share for solving various contemporary social problems by training the younger generation to think healthily so that all their activities in society are original, in the sense that it is not imported or tentative but born from a tradition that is coordinatively adapted to various realities of the times. This method requires educational management that can guarantee the identity and personality of the people, including within the framework of Islamic education. (Muhaimin et al, 2010). Education Management is the key to success because it determines the smooth running of the educational institution's organizational performance.

Quality and quality assurance have been deemed essential to lifting the economy from recession. Components of educational organizations are increasingly aware of the importance of quality with changes in the world order that have created new challenges for them. Quality, demand, and quality assurance aim to attract and satisfy customers. Educational organizations must have a quality assurance system as part of their management. Educational organizations try to design their outputs keeping in mind customer requirements and plan and control all processes and activities to high-quality standards. Failure prevention has been carried out in all functions and stages of the education management process. This method is called Total Quality Management (TQM) which has revolutionized educational organizations and involves every staff member in continuous quality improvement. Educational input and stakeholders participate to benefit from good quality. (Lantip Diat Prasajo. 2016).

Educational organizations should strive to meet the demands of stakeholders in the global market by offering exceptional quality output and reliable quality assurance. Stakeholder demand for high quality also determines the role of educational organizations in managing effective competition in the world of education. One of the problems of education in Indonesia is the problem of low quality of education at every level of education, such as elementary, middle, and high schools. In fact, a lot has been done to improve the quality of education in various aspects of qualifications such as teachers, facilities, curriculum, as well as procurement of books and learning tools. According to Tilaar, quoted by Nurkholis, the education crisis faced by the Indonesian nation today revolves around crisis management.

According to him, education management is formulated simply as the mobilization of all educational resources to achieve education; this educational objective is a challenge for the region in order to prepare quality human resources, as expressed by Tilaar that national education is one of the very strategic keys in the business human Resource Development. The quality of education can only be improved if national education management is part of national

management. Quality, according to Yusuf Umar, is an ability that must be possessed by a person or product unit to meet the needs or expectations of customer satisfaction. (Yusuf Umar, 2016) Meanwhile, Edward Sallis, as quoted by Ahmad Ali Riyadi in Total Quality Management in Education, defines quality as something absolute. Quality has class so that to achieve it requires efforts that show high standards (Edward Sallis, 2012). Therefore, to achieve optimal, effective, and efficient results in dealing with various educational problems, it is necessary to apply educational quality management, educational quality management is the implementation of granting autonomy to school principals to empower themselves within the framework of efforts to improve quality and equity of education.

Improving the quality of education needs to be done by setting goals and competency standards through agreements between the government and community leaders. Educational institutions were formed with the aim of creating quality Human Resources (HR). Schools are educational institutions that are highly trusted by the community and the government. Schools are inseparable from school structures, such as the principal as a leader or leader, teachers as educators, and students as educators. A leader or principal, in carrying out his leadership, wants to use his experience, knowledge, and leadership traits and collaborate with skills in managing the school. According to Hadari Nawari, Integrated Quality Management (TQM) is functional management with an approach that is continuously focused on improving quality so that the product conforms to the quality standards of the people served in the implementation of public service and community development tasks. (Arbangi, Dakir, Umiarso. Jakarta). So education quality management is very important in the world of education in improving the quality of education; the existence of quality management makes schools more competent in aspects of teacher learning towards students. And education quality management determines schools get the best. Schools can be said to be qualified if they have several criteria.

Among the benchmarks for quality schools from the point of view of users/beneficiaries are schools that have an A accreditation score, most of their graduates are accepted at the best schools and have professional teachers, one of which is evidenced by the results of the Teacher Competency Examination (UKG), the results of the national exam (UN ) good students, students have achievements in various competencies and students have good character. (Ridwan Abdul Sani, et al 2015). The basic concepts in the concept of quality, according to Ridwan Abdul Sani et al., are (a) quality control; (b) quality assurance, and (c) total quality management. Implementing the quality assurance system for primary and secondary education refers to standards according to applicable regulations. The main reference for the quality assurance system for primary and secondary education is the National Education Standards (SNP) set by the central government through the National Education Standards Agency (BSNP).

SNP is a minimum standard set by the government in the field of education that must be met by educational units and all stakeholders in managing and administering education, which includes (1) Graduate Competency Standards, (2) Content Standards, (3) Process Standards, (4) Evaluation Standards, (5) Educators and Education Personnel Standards, (6) Management Standards, (7) Facilities and Infrastructure, and (8) Financing Standards. (Kemendikbud RI.,

2016). Nationally, the quality of primary and secondary education in Indonesia is not as expected. The results of mapping the quality of education nationally in 2014 showed that only about 16% of educational units met the National Education Standards (NES). Most of the educational units have not met the SNP, and there are even educational units that have not met the Minimum Service Standards (SPM). (Kemendikbud RI., 2016) Therefore, efforts to improve the quality of education cannot be realized without efforts to improve the implementation of education towards quality education.

To realize this quality education, efforts to build a quality culture in educational units are a non-negotiable necessity. Education units must implement the quality assurance of education independently and continuously. In order for quality assurance to work well at all levels of management of primary and secondary education, a quality assurance system for primary and secondary education has been developed in the form of Regulation of the Minister of Education and Culture Number 28 of 2016 concerning the Education Quality Assurance System. Where Education Quality Assurance is a mechanism that is systematic, integrated, and sustainable to ensure that the entire process of providing education is in accordance with quality standards. So the Education Quality Assurance System is a unified element consisting of integrated organizations, policies, and processes that regulate all activities to improve the quality of education that interact with each other in a systematic, planned, and sustainable manner. (Permendikbud RI Number 28 of 2016).

In line with the Minister of Education and Culture Regulation Number 28 of 2016, Regulation of the Minister of Religion (PMA) Number 15 of 2018 concerning Educational Institutions for Teaching Personnel, part Seven of Article 13 paragraph (1) explains that "Quality assurance is carried out through monitoring and evaluation, internal quality audits, and audits external quality, then the monitoring and evaluation is carried out by the Director General (2), and the internal quality audit as referred to in paragraph (1) is carried out by a quality assurance agency. External quality audit, as referred to in paragraph (1) is carried out by a national external audit institution. Further provisions regarding quality assurance are stipulated by Decree of the Director General. (Permenag Number 15 of 2018).

Based on the two Ministerial Regulations above, both from Permendikbud number 28 of 2016 and Permenag number 15 of 2018, concerning the quality of education, a quality control effort is needed in the form of assurance so that all aspects related to the education services provided by schools or madrasas meet or exceed national education standards. The related concept, in this case, is quality management, known as Quality Assurance or quality assurance. The primary and secondary education quality assurance system consists of two components, namely the internal quality assurance system (SPMI) and the external quality assurance system (SPME). The difference between the two components is that if the internal quality assurance system is implemented and carried out by all components in education, then the external quality assurance system is carried out by the government, regional governments, accreditation institutions, and educational standardization institutions. Based on the above, the SPMI model school can be interpreted as a school that is an example or reference in the implementation of the Internal Quality Assurance System. A Model School is a school established and fostered

by LPMP to become a reference/example school for other schools in the vicinity in implementing education quality assurance independently. The results of the initial research carried out at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar, it was found that both schools had not implemented SPMI, the infrastructure at school was still inadequate, there had never been training for teachers. However, after the existence of an education quality assurance system in 2018 as a follow-up to Permendikbud No. 28 of 2016, there was a significant change; Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Makassar Islamic High School became model schools used as a reference or reference for improving the quality of education by madrasas or other schools in Makassar.

This is evidenced by the implementation of workshops, e-report training, SPMI seminars, monitoring of SPMI from the provincial office and from the Islamic Education Office of the Provincial Ministry of Religion, implementation of SPMI, and evaluation of SPMI. at Athirah Bukit Baruga Islamic High School and Al-Azhar 12, Islamic High School Makassar in 2020 are schools that are in the Makassar City Education office area as SPMI model schools with evidence of the participation of the madrasah/school principal in technical guidance of the internal quality assurance system to become a model school organized by the Education Quality Assurance Institute (LPMP).

For this reason, researchers are interested in examining the quality management of education implemented in the two schools. at Athirah Bukit Baruga Islamic High School and Al-Azhar 12, Islamic High School Makassar is a superior secondary education institution in Makassar City. at Athirah Bukit Baruga Islamic High School and Al-Azhar 12, Islamic High School Makassar, both have a vision of creating quality, professional and competent schools in the global era. To realize this vision, these two schools have made efforts to improve school quality sustainably. One of the efforts that have been made is to implement a Quality Assurance System. The description of the background of the problem above prompted researchers to conduct further research on the process of Quality Management in Islamic Education at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar.

## **RESEARCH METHODS**

### **Types of research**

In essence, the research method is a mindset or logic. The method is a foundation of values (which concerns scientific philosophy), assumptions, ethics, and norms that become standard rules used to interpret and conclude research data, including the criteria for assessing the quality of research results. This type of research is a type of qualitative research, meaning research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. (Lexi. J. Leong, 2010). The data or information can be in the form of ongoing symptoms, reproduction, or memory of opinions that are theoretical or practical. Qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, and perceptions of people's thoughts according to individuals and groups. (Nana Syaodi Sukirdinata, 2007). This research is a qualitative research, namely by observing how the role of education quality management in the school. With qualitative

methods, data can be obtained that is more in-depth, more valid, and meaningful so that the research objectives can be achieved as expected. Furthermore, in carrying out this research, the researcher took research procedures that were relevant to the subject matter raised in this proposal.

The type of research used in this proposal is descriptive research; the theoretical understanding of this research is that research is limited to an attempt to reveal a problem and situation as it is so that it is only a disclosure of facts. (Herman Waristo, 2007). According to Sukardi, descriptive research is when researchers try to describe the research activities carried out on certain objects in a clear and systematic way, also carry out and, explore, describe, with the aim of being able to explain and predict a phenomenon that applies on the basis of data obtained in the field (Sukardi, 2005). In this study, the author tries to record, analyze and interpret existing conditions. This means collecting information about what is related to the variable that is the focus of the research.

### **Research Approach**

This research uses pedagogical, normative theology, and juridical approaches. (Abuddin Nata, 2004). The data to be analyzed in this study is related to the existing variables. The data techniques used in analyzing the data using data processing methods that are descriptive and qualitative. Questionnaire results were analyzed with the help of frequency tables and averages. analyzed systematically evenly to improve understanding of the meaning of the data and present it as the findings in this study. Therefore, it is carried out in several procedures, including reducing data, presenting data, and drawing conclusions. The stages of this activity are carried out simultaneously and continuously until the research is completed. The data either comes from the results of in-depth observations and interviews or from the results of documentation.

## **RESULTS AND DISCUSSION**

### **Quality Education Planning for Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar**

Previously, it was explained that management is a systematic and cooperative process in an effort to utilize existing resources in order to achieve the goals set effectively and efficiently. Management is defined as a process because all managers must carry out certain activities, which are interrelated with one another, to achieve the desired goals. Management is an ongoing process, starting from planning and decision-making (planning), organizing resources (organizing), applying leadership to actuating resources (actuating), and exercising control (controlling). Educational management as a process is planning, organizing, implementing, and controlling educational resources to achieve educational goals effectively and efficiently.

Thus the substance that becomes the field of work on education management as a process or also called a management function which, includes:

1. Planning,
2. Organizing,
3. Direction (motivation, leadership, power, decision-making, communication, coordination, negotiation, conflict management, organizational change, interpersonal skills, trust building, performance appraisal, and job satisfaction), and
4. Control includes monitoring (monitoring), assessment, and reporting, as well as evaluation.

While education management as a task or what is referred to as school management in schools are management functions that manage the task areas of students, curriculum, teaching and education staff, education financing, facilities and infrastructure, and public relations (public relations). The management of quality education is the management or arrangement in the field of quality education, which is carried out through systematic planning, organizing, controlling, and evaluating activities to achieve the goals that have been set effectively and efficiently. Quality education management will be effective if it is integrated into school management, especially school-based management (SBM). In other words, quality education in schools is also closely related to school management or administration.

The management in question is how quality education is planned, implemented, and adequately controlled in educational activities in schools. This management includes, among other things, the values that need to be instilled, curriculum content, learning, assessment, educators and education staff, and other related components. Thus, SBM is one of the effective media in education in schools. In addition, SBM can fruitfully facilitate students and school members in general in internalizing good quality. Openness, responsibility, cooperation, participation, and independence are the values in SBM that guide school principals in managing schools with quality education nuances, both for the principal himself, the teachers, staff, and students in the school, as well as for the students. relevant stakeholders. When school management contains good values (through SBM), good graduates are produced. (Agus Wibowo. 2013)

The link between quality education and school management and SBM, as mentioned in the previous descriptions of the link between quality values, means that the implementation of quality education requires adequate management. The management, according to the researcher, is through procedures that are planned, implemented, and evaluated adequately as well. Planning is an important aspect of quality education management in schools. Planning for quality education in schools has two important meanings, namely planning programs and activities for extra and intra-planting by schools, as well as instilling school cultural values in the planners themselves. Thus, the inculcation of values is not only for students but also for plan makers. This is what distinguishes other plans. In this study, the authors succeeded in finding various methods and programs developed by the two schools, Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Makassar Islamic High School, in developing quality

education based on religious research and technological science. Quality development is based on religious education and science and technology, which is considered ideal by the Foundation to foster *ahlaqul qarimah* and have a global perspective. This is based on the results of the author's interview with the head of Islamic High School Athirah Bukit Baruga Ridwan Karim M.Pd as follows. The principal is the manager who makes the first school planning program: Formulates, determines, and develops the school's vision. The second: Formulating, establishing, and developing the school's mission. The third: Formulating, setting, and developing school goals. The fourth is: Make a School Work Plan (RKS) and School Activity Plan and Budget (RKAS). Assisted by the deputy head of curriculum and human resources, the deputy head of student affairs and religion, and the deputy head of infrastructure and IT facilities. So that a superior school can be created which has Islamic characteristics, a national spirit, and a global perspective (interview: September 2022).

Meanwhile, he also interviewed the principal of SMA Islam Al-Azhar 12 Makassar, Drs. Saparuddin regarding his program, namely that basically the Al Azhar program adheres to the existing program at Al Azhar in Jakarta where the program is eight standards and added a religious program which provides education and teaching with a curriculum based on Faith and Taqwa (IMTAQ) and Science and Technology (Science and Technology). (interview: August 2022). From the two principals of the Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar, regarding the school planning program, they have in common how the schools Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar who are religious and technological. What can guarantee the quality of the two schools is the interview with the deputy principal of SMA Islam Al-Azhar 12 Makassar, Ansar Alimuddin, S.Pd, how students achieve school targets while studying at SMA Islam Al-Azhar 12 Makassar, as follows:

1. Behave in accordance with the etiquette of behavior determined by the school;
2. Students must at least memorize Juz 30 before graduating;
3. Able to use Arabic and English in the form of simple conversations;
4. Writing a scientific paper is one of the requirements to complete studies at Al Azhar High School
5. The average student achievement score reaches a minimum KKM score;
6. Students can enter the higher education level according to their choice;
7. Participating in activities held by Al Azhar schools throughout Indonesia both on a national, regional, and international scale, for example, the Olympics, Al Azhar Competency and Competition (OLKA) in the Al Azhar environment, Arabic and English Speech Contest, OSN, and O2SN. (interview: September 2022)



The target for the deputy head of the Athirah Bukit Baruga Islamic High School curriculum, Dr. Bakri as follows:

1. Get accepted at your favorite college
2. Skilled in compiling and presenting scientific papers
3. Tartil reads the Koran
4. Memorizing the Qur'an increased
5. Istiqomah establishes five daily prayers
6. Have a global diversity character, work independently and creatively
7. Able to communicate in foreign languages, English and Arabic. (interview: September 2022)

By looking at the results of the achievements of the two schools, we can see from the similarities that Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Makassar Islamic High School produce students who are religious and technologically literate.

### **Implementation of Quality Education at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar**

#### **Implementation of Quality Education at Athirah Bukit Baruga Islamic High School**

Quality management is a set of process procedures to improve performance and improve the quality of work. Quality management itself is a way of managing an organization that is comprehensive and integrated which is directed at 1) meeting customer needs consistently and 2) achieving continuous improvement in every aspect of organizational activities. Quality management is a management system that continuously strives and is directed at increasing customer satisfaction at a low cost. (Ahmad, 2020). Quality education is education that is able to carry out the process of maturing the quality of students, which is developed by freeing students from ignorance, incompetence, powerlessness, untruth, dishonesty, and bad morals and faith. Realizing quality education is of course inseparable from aspects of good and quality education management which include aspects of process planning, output, and evaluation. Because achieving quality educational results is largely determined by the quality of the process carried out by each educational institution. Furthermore, creating a quality education process, it is determined by a set of components, both in terms of human resources for teaching staff, curriculum, infrastructure, complete literature, and the need for the role of Quality Assurance Institution (LPM) in every school, including Athirah Bukit Baruga Islamic High School. Because LPM is the core responsibility for the implementation of quality and quality assurance of education in an educational institution at Athirah Bukit Baruga Islamic High School. On this basis, legally, the demands of quality assurance institutions are clearly emphasized in Law number 20 of 2003 on the National Education System in article 51 that the management of the education system is carried out on economic principles, accountability, quality assurance, and transparent evaluation. In addition, in Article 91, paragraph 1 of regulation number 10 of 2005 concerning National Standards, it is also emphasized that every

education unit on formal and non-formal channels is required to carry out education quality assurance.

Quality assurance is a term used to represent quality monitoring, evaluation, or review activities. Quality assurance activities are focused on the process of building trust by fulfilling the requirements or minimum standards for input components, process components, and results or outcomes, as expected by stakeholders. In the field of education, quality assurance is a way of managing all educational activities and resources directed at customer satisfaction. Quality assurance has two forms, namely first, the design of continuous quality improvement and development process activities (continuous quality culture). It contains the values that become the beliefs of education stakeholders, as well as the principles and principles they adhere to. Thus, quality assurance as a system contains values and principles in the process of change, improvement, and quality improvement sustainably. Education quality assurance is regulated in the Regulation of the Minister of National Education Number 63 of 2009 concerning the Education Quality Assurance System. Quality assurance, in the regulation, is defined as a systemic and integrated activity in the implementation of education to improve the intelligence of the nation's life. Such integrated systemic activities are carried out by educational units or programs, education unit/program administrators, regional governments, government, and community, and involve the business world. From the findings of researchers' tracing of informants at Athirah Bukit Baruga Islamic High School who apply internal quality assurance management based on the Eight National Education Standards precisely on the principle of customer satisfaction, it means that Athirah Bukit Baruga Islamic High School in the process of managing its education always prioritizes customer satisfaction as a service user of an educational institution. Planning In line with the decentralization of education, which leads to school autonomy, the Athirah Bukit Baruga Islamic High School, as an educational institution, has implemented quality education management. The management of the institution, which is continuously experiencing dynamics, is a demand for improving the quality of the institution. The implementation of quality education management at Athirah Bukit Baruga Islamic High School includes five components through student management, curriculum management, management of educators and education staff, management of facilities and infrastructure, and cost management. However, in this study, the authors limit the two components, namely as follows:

### **Student Management**

Planning or planning is thinking ahead about what to do. Planning itself is the activity, while the result of the planning is a plan in the form of a written formulation. In other words, if the plan that is formulated in writing does not exist, then the planning activity has not been completed or has not been successful. Student planning is an activity to think ahead about things that must be done with regard to students at school, both since students will enter school and they will graduate from school. What is planned is the things that must be done with regard to the acceptance and graduation of students (Imron, 2016). Student management is the structuring and regulation of activities related to students, from entering to leaving students in a school, regarding students, teachers, educational resources, and facilities and infrastructure.

(Badrudin, 2014). Implementation of quality education management in the field of working on students, as described, and with more emphasis on aspects of guidance and counseling. Management of quality education in the field of working on students is manifested in the form of student coaching programs, as said by the Deputy Principal of Islamic High School Athirah Bukit Baruga for Student Affairs and Religion. Before students enter the school, the picket teacher is already at the gate to check school uniforms and equipment others, for those who have problems will be directed to the student section or to the class teacher for follow-up (interview: September 2022). This school is expected to have programs or activities that can lead participants to develop their morals, personality, discipline, sportsmanship, talents, interests, and competencies of students.

Planning for students involves planning new student admissions, graduation, number of dropouts, and transfers. Specifically, regarding student planning, it will be directly related to the acceptance activities and the process of recording or documenting student personal data, which then cannot be separated from the recording or documentation of learning outcome data and other aspects needed in curricular and co-curricular activities.

### **Curriculum Management**

The curriculum is the main determinant in the implementation of learning in madrasas to achieve educational goals. Curriculum management must be directed so that the learning process in the classroom runs smoothly and efficiently so that it can achieve the desired goals. (Rusdiana, 2022). As described in the previous chapter, the heart of curriculum management is learning management, starting from planning, implementing, and evaluating learning. The activities of character education management in curriculum and learning management are as follows:

### **Learning Planning**

Whereas in learning planning, it is important to prepare a syllabus, lesson plans, and teaching materials designed so that the content and learning activities facilitate/ have an insight into character education. The following is an interview with the deputy head of the Athirah Bukit Baruga Islamic High School curriculum Dr. Bakri who said, Every teacher plans and prepares lessons such as syllabus, lesson plans, and other teaching materials before he enters the class. (interview: September 2022). The easiest way to make syllabus, lesson plans, and teaching materials with a quality education perspective is to adapt the syllabus, lesson plans, and teaching materials that have been made by adding/adapting learning activities that facilitate the recognition of values, realizing the important values, and internalized values. the researcher will describe the lessons in general about making syllabuses, lesson plans, and teaching materials that have integrated quality education, which is taken from subject teachers.

### **Syllabus**

As in the existing curriculum, the syllabus is developed by still referring to Content Standards based on Minister of Education Regulation number 22 of 2006. The syllabus should contain Competency Standards (SK), Basic Competence (KD), learning materials, learning activities,

achievement indicators, assessments, time allocation, and learning resources. The author needs to reiterate that the learning materials, learning activities, achievement indicators, assessments, time allocation, and learning resources formulated in the syllabus are basically aimed at facilitating students mastering SK/KD. In addition, in order to facilitate the occurrence of learning that helps students develop religion, culture and science, and technology. The existing syllabus can facilitate students in developing religion, culture and science, and technology. It is necessary to make changes to the following three components of the syllabus:

- 1) Adding or modifying learning activities so that there are learning activities that develop religion, culture, and science and technology
- 2) Adding or modifying achievement indicators so that there are indicators related to student achievement in terms of religion, culture and science and technology
- 3) Addition or modification of assessment techniques, so that there are assessment techniques that can develop and measure developments in religion, culture and science and technology.

It is necessary to pay attention to teachers that in the addition and adaptation of learning activities, achievement indicators and assessment techniques must pay attention to their suitability with the SK and KD that must be achieved by students. In other words, learning activities, achievement indicators, and assessment techniques that are added and the results of these modifications must further strengthen SK and KD achievements, but at the same time develop religion, culture and science, and technology.

## **RPP**

RPP, which has been integrated with quality education, is prepared based on the syllabus that has been developed by the school. RPP is generally composed of SK, KD, learning objectives, learning materials, learning methods, learning steps, learning resources, and assessment. As has been formulated in the syllabus, learning objectives, learning materials, learning methods, learning steps, learning resources, and assessments developed in lesson plans are basically chosen to create learning processes to achieve SK and KD. Therefore, in order for the RPP to provide guidance to teachers in creating learning that is insightful in the development of religion, culture and science, and technology, the RPP needs to be adapted. The adaptations referred to include, among others:

- 1) Adding or modifying learning activities so that there are learning activities that develop religion, culture and science, and technology.
- 2) Adding or modifying achievement indicators so that there are indicators related to student achievement in terms of religion, culture and science, and technology.
- 3) Adding or modifying assessment techniques so that there are assessment techniques that can develop or measure religious, cultural, and technological developments.

## **Materials/Textbooks**

This textbook/material is the learning component that most influence the process of learning. Most of our teachers teach only following the order of presentation and learning activities (tasks) that have been designed by textbook authors, without making adaptations. This is, of course, not a good example. It is possible that what happens is book-oriented learning, not an active space that empowers students. So that learning is not centered on the textbook, the teacher should not make teaching materials/books the only source of learning. Books/teaching materials should be complementary so that students become interested, rich in information, and of course empower students. Regarding teaching materials/books, especially those integrated with character education. Teachers are expected to use books in the learning process. At this time, the school has also received BOS (School Operational Assistance) book assistance to procure the books in question. Thus, there is no longer any reason for schools, especially teachers, to complain about the lack of availability of textbooks.

## **Implementation of Learning**

In the implementation of learning consists of three stages of important activities, namely introduction, core, and closing. What teachers need to pay attention to the three stages of learning activities should facilitate students to practice the targeted religious values. In addition, the teacher's behavior throughout the learning process must be a model of implementing values for students. In order for the implementation of learning to facilitate students practicing the targeted character values, teachers must carry out the following steps:

### **Introduction**

Based on the Process Standard, in the preliminary activities, in addition to carrying out the steps described previously, teachers must also:

- 1) Prepare students psychologically and physically to participate in the learning process;
- 2) Ask questions that relate previous knowledge to the material to be studied;
- 3) Explain the learning objectives or basic competencies to be achieved
- 4) Convey the scope of material and explanation of activity descriptions according to the syllabus.

There are a number of ways that teachers can do to introduce values, build awareness of values, and help internalize values or character at this learning stage. These methods are as follows:

- 1) The teacher comes on time
- 2) The teacher greets students warmly when entering the classroom
- 3) Pray before opening the lesson
- 4) Check student attendance
- 5) Pray for students who are absent due to illness or other obstacles

- 6) Ensure that every student arrives on time, Reprimand students who are late politely  
Relate the material/competence to be studied with religion, culture and science and technology, and
- 7) Convey the character points to be developed other than those related to SK/KD.

### **Learning Core**

There are three stages of important activities in the core of learning, namely exploration, elaboration, and confirmation. At the exploration stage, students are facilitated to acquire knowledge and skills and develop attitudes through student-centered learning activities. The steps that must be taken by the teacher at the exploration stage include the following:

- 1) Involve students looking for broad and in-depth information about the topic/theme of the material being studied by applying the natural principles of being a teacher and learning from various sources (examples of instilled values: independent, logical thinking, creative, collaboration)
- 2) Using a variety of learning approaches, learning media, and other learning resources (examples of instilled values: creative, hard work)
- 3) Facilitating interactions between students and between students and teachers, the environment, and other learning resources (examples of instilled values: cooperation, mutual respect, care for the environment);
- 4) Involve students actively in every learning activity (examples of instilled values: self-confidence, independence), and
- 5) Facilitating students to carry out experiments in the laboratory, studio, or field (example of instilled values: independence, cooperation, hard work).

At the elaboration stage, students are given the opportunity to acquire further knowledge and skills, and attitudes through other learning resources and activities so that the knowledge, skills, and attitudes of students are broader and deeper. The steps that must be taken by teachers at the elaboration stage are as follows:

- 1) Familiarize students with a variety of reading and writing through specific meaningful tasks (example of instilled values: love of knowledge, creative, logical)
- 2) Facilitating students through giving assignments, discussions, etc. to bring up new ideas both orally and in writing (examples of instilled values: creative, confident, critical, mutual respect, polite)
- 3) Providing opportunities to think, analyze, solve problems, and act without fear (examples of instilled values: creative, confident, critical)
- 4) Facilitating students in cooperative and collaborative learning (examples of instilled values: cooperation, mutual respect, responsibility)

- 5) Facilitating students to compete in a healthy manner to improve learning achievement (examples of instilled values: honest, disciplined, hard work, respect)
- 6) Facilitate students to make exploration reports that are carried out both orally and in writing, individually or in groups (examples of instilled values: honest, responsible, confident, mutual respect, independent, cooperation)
- 7) Facilitating students to present individual and group work results (examples of instilled values: self-confidence, mutual respect, independence, cooperation)
- 8) Facilitating students to carry out exhibitions, tournaments, festivals, and the resulting products (examples of instilled values: self-confidence, mutual respect, independence, cooperation)
- 9) Facilitating students to carry out activities that foster pride and self-confidence of students (examples of instilled values: self-confidence, mutual respect, independence, cooperation)

As for the confirmation stage, students get feedback on the correctness, feasibility, or acceptability of the knowledge, skills, and attitudes acquired by students. The following are the steps that teachers must take at the confirmation stage:

- 1) Provide positive feedback and reinforcement in the form of oral, written, gestures, and prizes for student success (examples of instilled values: mutual respect, confidence, polite, critical, logical)
- 2) Provide confirmation of the results of students' exploration and elaboration through various sources (example of instilled values: confident, logical, critical)
- 3) Facilitating students to reflect on the learning experiences that have been carried out (example of instilled values: understanding strengths and weaknesses)

### **Closing Activities**

As described in the previous chapter, in

Closing activities teachers must take the following steps:

- 1) Together with students and/or independently make a summary/conclusion of the lesson (examples of instilled values: independent, cooperative, critical, logical)
- 2) Conduct an assessment and/or reflection on activities that have been implemented consistently and programmed (example of instilled values: being honest, knowing strengths and weaknesses)
- 3) Provide feedback on learning processes and outcomes (examples of instilled values: mutual respect, confidence, polite, critical, logical)
- 4) Planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and assigning assignments, both individual and group assignments according to student learning outcomes,

- 5) Delivering the lesson plan at the next meeting.

Several things need to be considered so that the internalization of values occurs more intensively during the closing stage.

- 1) In addition to conclusions related to aspects of knowledge, students are facilitated in making valuable moral lessons learned from the knowledge/skills and learning processes they have gone through to acquire knowledge and skills in that lesson;
- 2) Assessment does not only measure students' achievement in knowledge and skills, but also on their character development;
- 3) Feedback both related to products and processes, must concern both competence and character, and starts with the positive aspects shown by students;
- 4) Students' works are displayed to develop mutual respect for the work of others and self-confidence;
- 5) Follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or giving assignments, both individual and group assignments, are given in the framework of not only related to the development of intellectual abilities, but also personality.
- 6) Pray at the end of the lesson.

### **Assessment Activities**

The selected and implemented assessment techniques and instruments measure not only students' academic/cognitive achievements but also measure students' personality development. In fact, it is necessary to strive that the assessment technique applied develops the personality of the students at the same time. In this regard, the author interviewed one of the teachers in the PAI field of study, Ilmaddin S.Pd.I, who said, "Each teacher is expected to prepare his teaching materials and understand the learning stages he has learned. (Interview: September 2022). The author also interviewed one of the teachers in the field of German studies, Haryadi, S.Pd, how the stages in the learning process; the teacher must be good at adjusting to the subjects he teaches, not always assessed in class, but also outside the classroom. (interview: September 2022). In assessing educational attainment, cultural and religious values are based on indicators. Assessment is carried out continuously whenever the teacher is in class or at school. In addition, the teacher can also give assignments that contain an issue or event that provides an opportunity for students to show the value they have. For example, students are asked to state their attitudes toward helping lazy people, providing assistance to miserly people, or other things that are non-controversial to things that can invite conflict in themselves. To measure the level of success in the implementation of quality education in educational units is carried out through various assessment programs by comparing the initial conditions with the achievements in a certain time.



The success assessment is carried out through the following steps:

- a. Set indicators from set values or
- b. agreed
- c. Develop various assessment instruments
- d. Recording the achievement of indicators
- e. Perform analysis and evaluation
- f. Follow up.

In each subject taught, all items of religious, cultural, and science-technology values are integrated, which are internalized into quality education management. Therefore it is necessary to select a number of main values as a starting point for inculcating these main values as a starting point for instilling other values. In addition, to help focus on instilling these values, it is necessary to sort or group them and then integrate them into the most suitable subjects.

## CONCLUSION

Planning for quality education in schools has two important meanings: planning intra- and extracurricular programs and activities by schools, as well as inculcating cultural values in the planners themselves. The implementation of quality education management at Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Makassa Islamic High School includes five components: student management, curriculum management, educator and education staff management, facilities and infrastructure management, and cost management. The process of improving school quality is based on an annual routine work program that has become the culture of this school. Athirah Bukit Baruga Islamic High School and Al-Azhar 12 Islamic High School Makassar are superior secondary education institutions in Makassar City. Athirah Bukit Baruga Islamic High School and Al-Azhar 12, Islamic High School Makassar, both have a vision of creating quality, professional, and competent schools in the global era. Which is based on religion, science, and technology; therefore, it is advisable to always improve the quality of their schools so that they become a good example for other schools.

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