Integrative education quality development model a practical approach to improving the quality of the islamic education management department

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Abstract

This study aims to develop an integrative education quality model, a model based on the development of the Juran trilogy, namely: (1) quality planning, (2) quality control, and (3) quality improvement, but this integrative education quality model adds quality implementation, this model is very support the progressivity and improvement of the quality of education majoring in Islamic Education Management. Measuring this integrative education model uses the approach of focus, constancy, stamina, balance and beauty. The method used in this study is a qualitative descriptive analysis approach, a method that provides depth and breadth of the problem. Data collection is carried out by means of documentation studies, observations and interviews. Document studies by reviewing documentation on quality instruments at IAIN Syekh Nurjati Cirebon, known as internal quality audit. (AMI), and conducted a study of documentation on the accreditation results of the Department of Islamic Education Management (MPI) and conducted interviews with alumni who had taken the Study Program. The results of the study show that this integrative education quality model encourages leaders, lecturers and students to develop and improve research to meet standards and customer service achievements.

Keywords

Model, Development, Quality of Integrative Education

A.   Introduction

Quality is the integrity of an educational institution, quality is always related to customers and standards. Customers demand organizational satisfaction, standards demand qualifications that must be met. Strengthening quality in educational institutions requires supporting facilities. One of the instruments that support the quality of education requires management of the department. Management of departments is very important to be improved in achieving higher education level standards that oversee majors to become superior departments. The demands for the development of quality education provide services to all parties, lecturers and students with their satisfaction that must be fulfilled by the management of the Islamic Education Management Department. Improving quality requires standards, customer satisfaction requires reliable departmental services.

Quality is very important for managing educational institutions, quality development as a solution in maintaining better quality, management of educational institutions is needed by looking at various quality problems, both in planning, implementation, evaluation and impact which tends to overcome the problem of quality crisis which has no solution by various dynamics. The quality crisis of educational institutions still has obstacles and obstacles that must be resolved with a comprehensive approach in order to achieve educational goals in accordance with the vision and mission of educational institutions, the quality crisis in educational institutions requires reliable management, even using strategic plans (Samsidar & Nazir, 2021) .

Quality education is education that is able to provide certainty of hope, and meet the needs of the community. To provide quality education, all components must be involved, especially the principal, teachers and staff. Meanwhile, students can carry out the implementation as a quality object needed to obtain satisfaction. Quality schools fulfill the wishes of school principals, teachers, parents, staff and the community as well as stakeholders, quality education is able to carry out programs and agendas of learning activities and curriculum as a whole (Aziz Amrullah, 2015).

The problem of quality is not only in the competitiveness and selling value of educational institutions, but also in developing learning, facilities and infrastructure, teachers, students, supporting facilities and learning outcomes. Good quality in an educational institution will have a good impact on the results of the quality of education. The quality stated in an educational institution can be seen by the standards obtained by educational institutions with the fulfillment of educational standards, this standard can be seen in the accreditation results of an educational institution (Umar & Ismail, 2017).

Quality is the awareness of all parties to maintain consistency and commitment to continuous improvement. Quality that is dynamic and develops according to situations that demand change, quality cannot be completed in a short

time but requires patience and tenacity of all parties to work optimally. Quality must produce a reliable ability and become branding that is maintained by educational institutions, to have the skills needed by educational institutions as a minimum achievement, even quality is an educational service that meets standards and customer satisfaction, guaranteeing quality requires an internal quality audit process, this is often referred to as quality assurance which sets the previous standard to achieve (Basri, 2011; Basuki, 2004; Darmawan et al., 2014; Zamroji, 2020).

Improving the model for developing the quality of integrative education must comply with the needs and demands of customer satisfaction and educational standards, especially in the Islamic education management department (MPI) at IAIN Syekh Nurjati Cirebon, much research on the quality of education is carried out , such as research conducted (Harsoyo, 2021) which develops Kaoru Ishikawa's model is that quality is not just a product but also human, process and organizational aspects. Then the research conducted by Hadi (2020) states that the quality development model is carried out through self-evaluation, self-assessment, formulation of vision, mission and goals, planning, implementation and reporting. While this research was carried out using an integrative education quality development model, a model that describes the ethics and aesthetics in the value of Islamic education. Research conducted by Schott et al., (2020) which uses a methodological quality of studies on teacher leadership method approach to teacher leadership, research discusses teacher leadership knowledge related to outcomes. Research by Sung et al., (2019) mobile-learning research employs laggard methodologies compared with standards proposed in educational and psychological research. This study tends to use technology-based learning to improve the quality of learning.

Research on the model of developing the quality of integrative education is more interesting than previous research, research that stimulates adrenaline that demands speed, sharpness and strength, as well as flexibility. An excellent model to be developed in every domain including education majors in higher education, this research is very relevant to build a quality model that is useful in improving the performance of department leaders to improve the achievement of departments to excel and be able to sustainably survive until zero defects. The development of this quality model tends to be continuous by looking at the phenomenal developments that occur every time.

B.   Research Method

Qualitative method descriptive analysis approach. This method is used to look at the depth of the research to see the description of the model for developing the quality of integrative education at the IAIN Syekh Nurjati Cirebon Study Program. The research was conducted using data collection techniques through observation, document study and interviews. Observations were made by looking at and reading legal quality documents in the Islamic education management study

program which are phenomenological in nature. The legal documents obtained in this study are used as a source of document studies to examine and examine in depth. This method is very good for applying to the idea of an integrative education quality development model. The research was carried out in October-December 2022, the research location was in the Islamic education management study program at the State Islamic Institute of Sheikh Nurjati Cirebon.

C.   Discussion

The integrative education quality development model adds aspects of quality implementation, a comprehensive approach in carrying out quality education practices through an approach of focus, constancy, stamina, balance and beauty. Focus is the main goal to maintain full concentration in achieving the targets to be achieved, focus has the sharpness of reason and strong thinking in giving targets to the objects to be addressed. Steadiness means trying to maintain the level, even increasing the level to a better level, consistently not changing and providing a strong defense. Stamina requires healthy body resistance, endurance needs to get vitamins, but with lots of practice it will provide ideal strength. Balance is needed so as not to tilt, balance between all members of the body requires the cooperation of all parties. Beauty is needed to become an attraction, attract the interest of everyone who will develop their individuality.

The integrative education quality development model is a new idea that requires development practice, this model is an extension of the model put forward by Juran, where Juran discusses three concepts, namely: (1) quality planning, (2) quality control, and (3) quality improvement known as strategic quality management (Umar & Ismail, 2017). Juran is very concerned about strategic planning, but there is something Juran does not pay attention to about implementation quality, even though implementation quality is a more important transformation of the implementation of each quality development. The integrative education quality development model is used by researchers to improve the existing quality in the management department of Islamic education.

Improving the quality of departments pays attention to department forms that must be improved every year, when they are already at a high level they must be maintained properly, improving the quality of departments continues to experience progress which never experiences a setback, so that the departments in terms of accreditation obtain scores that have increased from C to grade B, increasing the department from this accreditation aspect is a reference for the manager of the department's accreditation team to use an integrative education quality development model, including in improving the internal quality audit of the department every year the score increases from 70 in 2021 to an increase to 80 in 2022. Development model The quality of integrative education provides the ability to manage majors with improvements that are always getting better.

The researcher took an integrative education quality development model approach with five measurable indicators, namely: focus, constancy, stamina, balance

and beauty. Focus is practiced with targets to be achieved, constancy is practiced consistently to increase levels that are still below standard and maintain levels that are already at the top of standards beyond achievement, stamina is practiced as a supporting force to achieve targets and exceed standards, balance is practiced to increase rationally or balanced between each quality component with one another, beauty is practiced by looking at the Islamic education management department beautifully. The process of quality improvement is seen as something beautiful.

Tabel 1. Peningkatan Model Pengembangan Mutu

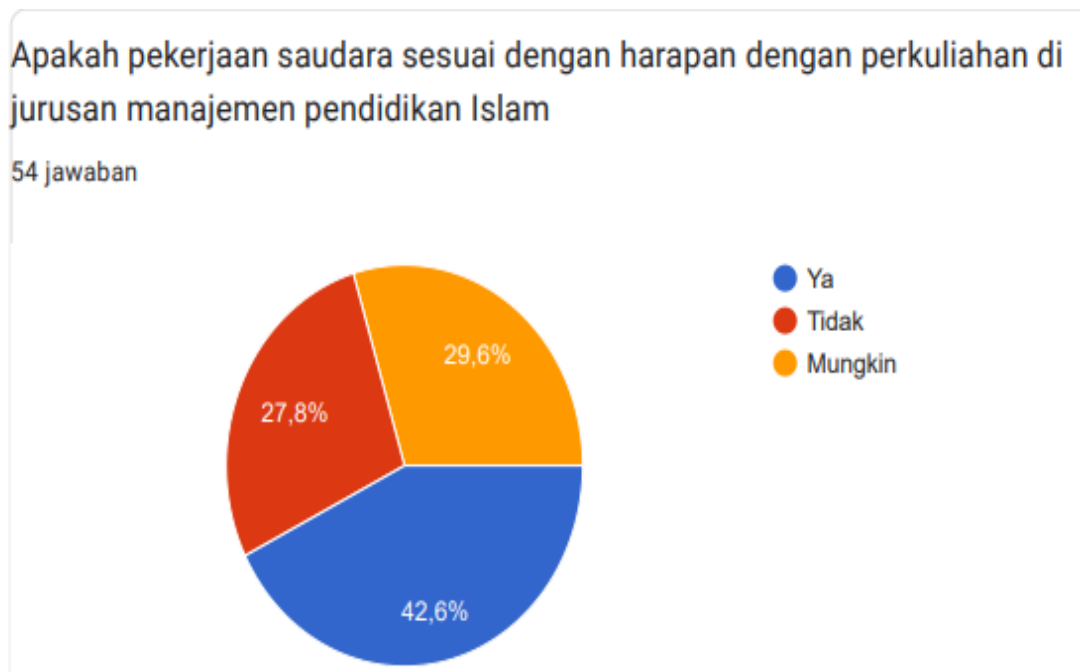| No	Fiel	Target	Strategic Plan	2020	2021	2022	2023	2024	2025
1	Education and Teaching	Achievement of reliable human resources/results of S1 graduates in the field of management of Islamic education	1. Conduct an evaluation of the curriculum that runs simultaneously by seeking input, from graduate users to improve the quality of Study Program graduates.	75%	80%	85%	90%	95%	100%
			2. Coordinate with quality assurance institutions to improve the quality of Study Program graduates.	75%	80%	85%	90%	95%	100%
			3. Training on the methodology of writing scientific papers for students.	75%	80%	85%	90%	95%	100%
			4. Provide teaching staff who are professional and have good morals.	75%	80%	85%	90%	95%	100%
			5. ocializing new student admissions through banners, visits to school institutions and related agencies, distributing announcements, through pamphlets, working with students and alumni.	75%	80%	85%	90%	95%	100%
2	Study	Producing research work in the field of management of Islamic	1. Strengthening the research strategy in the field of Islamic education management.	75%	80%	85%	90%	95%	100%

N o	Fiel	Target	Strategic Plan	2020	2021	2022	2023	2024	2025
		education in accordance with the development of science and technology and also the needs of society.	2. Strengthening research as a reference for learning materials and community service.	75%	80%	85%	90%	95%	100%
			3. Encouraging and recommending department/ study program lecturers to conduct research on a local, national and international scale.	75%	80%	85%	90%	95%	100%
			4. Publish thesis/scientific work/research results in national and international journals.	75%	80%	85%	90%	95%	100%
3	Community service	Active participation of lecturers and students in community service programs.	1. Encouraging lecturers and students to conduct research on Islamic education management.	75%	80%	85%	90%	95%	100%
			2. Empowering research and community service institutions in the development of research and community service in the Islamic education management program	75%	80%	85%	90%	95%	100%
4	Cooperation	Have cooperation at local, national and international levels in the fields of research, scientific publications and development of academic programs	1. MoU development	75%	80%	85%	90%	95%	100%
			2. Implementation and signing of the MoU with related institutions.	75%	80%	85%	90%	95%	100%

D.   Source: Islamic Education Management Department

The integrative education quality development model provides a simple solution to the Islamic education management department, with this model it becomes easy. The indicators of the success of this model can be seen in table 1.

Improvement of the quality development model, this table is a reference for researchers in using this model showing an increase from year to year with departmental targets and standards. Its success from 2020 makes the standard 75 percent means achieving the target, in 2021 setting the standard 80 percent means achieving the target, and in 2022 85 percent means achieving the target, for the coming years 2023, 2024 and 2025 the target of the department by increasing the standard is achieving 90 percent, 95 percent and 100%.

The integrative education quality development model supports every implementation of quality that requires progress that must run and increase every year, this model is used and implemented by managers and work group teams working on education quality tasks. The development of educational quality provides a comprehensive, holistic and total approach. A comprehensive approach is very supportive so that nothing is overlooked in carrying out activities from start to finish, holistic so that carrying out activities is not wide and long and even within the framework of quality targets and objectives, the total approach is a quality approach that is not partial but must be whole and complete. So, the quality of being able to work optimally, this approach can be involved in the achievement results of graduates of Islamic education management alumni with various programs and department targets that have been carried out with students.

Apakah pekerjaan saudara sesuai dengan harapan dengan perkuliahan di jurusan manajemen pendidikan Islam

54 jawaban

- Ya
- Tidak
- Mungkin

29,6%
27,8%
42,6%

Picture. 1 Conformity of Lecture Expectations

E.   Source: Islamic Education Management Study Program Survey

Survey question, is your work in line with the expectations of lectures in the management of Islamic education? Figure 1. Conformity of college expectations shows that the level of achievement is 27.8% saying no, 42.6% saying yes, and

29.6% saying maybe. Survey of Islamic education management majors. The survey was conducted on 54 alumni of the Department who were already working but had not yet found a job. Respondents gave very varied answers. This research survey requires interviews to strengthen the depth of the respondents in answering yes, no and maybe. Thus, this study uses a document study approach and interviews. Interviews with alumni increasingly get the sharpness of this research analysis. Alumni who stated yes, that the Islamic education management study program was very satisfying, while students who answered no were expressly dissatisfied, some students had not found jobs that matched their graduates, but alumni who answered maybe, some students still had no certainty of getting a job , already got a job but it doesn't match the job with the graduates.

A survey of alumni students who have gotten jobs with graduates of the same study program but from different campuses, students majoring in Islamic education management are still at a level that is still able to compete. Students have found jobs that provide a challenge outside the campus, with various competitions providing certainty in managing educational institutions in the Islamic education management study program at IAIN Syekh Nurjati Cirebon. This can be seen in Figure 2. As follows:

Figure 2. Graduate Job Competition

F.　　　Source: Islamic Education Management Study Program Survey

Figure 2, job competition for graduates with the criteria of being very capable, capable and incapable, as well as unable, shows that the variation in the answers of the respondents with the criteria of being very capable was 72.3%, capable was 20%, and respondents who answered less able were at 7.3 %, as well

as being unable to answer the answer is none. Analyzing this competition, the two answers are actually the same, namely very capable and capable, namely 72.7% plus 7.3% indicating 80% are able to face competition for graduates with other tertiary education, when respondents answered less able, the analysis was that less does not mean unable, meaning there is a chance to compete even if slowly.

The model approach to developing the quality of integrative education by looking at aspects, focus, stability, stamina, balance and beauty. A model that has never been practiced in developing quality in education, but researchers developed it with this approach in carrying out educational quality practices in the Islamic education management study program. This model is very well implemented in programs and agendas and improves the quality of study programs through the quality of existing standards such as the Islamic education management study program accreditation form team, using this approach to achieve standard achievement targets. Islamic education management study program has three institutions, namely: (1) Islamic education management study program, and (2) Scientific Journal.

Table 2. Integrative Education Quality Development Model Approach

No	Institution	Focus	Constancy	Stamina	Balance	Beauty
1	Islamic Education Management Study Program	In accordance with the quality target of the Department	Did not experience a decrease in level and even increased the quality of majors	Have reliable human resources, especially leaders and departmental work groups	Being able to compete in various conditions builds high trust for majors	Stay beautiful and elegant with its dynamics for majors
2	Journal of Islamic Education Management	In accordance with the quality target of the Journal	Did not experience a decrease in level and even increased the quality of the Journal	Have reliable human resources, especially leaders and journal working groups	Being able to compete with various conditions builds high trust for the Journal	Keep it beautiful and elegant with its dynamics for the Journal

G.   Source: Prodi Working Group Team

The integrative education quality development model approach developed in Prodi institutions and scientific journals has the same review of studies but different directions and objectives, one for Prodi and one for journals. The study program experienced an increase in the accreditation standard of the department from

accreditation C to an increase in accreditation B, while scientific journals of Islamic education management are still preparing to increase their journals to remain at the level of sinta five. The development of each team is carried out by working groups with the same development model, namely: an integrative education quality development model. The model development team must have accountable capabilities. This model must be led with dexterity, dexterity and tenacity.

H. Conclusion

The model for developing the quality of integrative education is a model that this research offers. This model is from the development of the Juran model, namely quality planning, quality control and quality improvement, but in this study adding quality implementation of a new model is the idea of researchers with a focus approach, maintaining stamina, maintaining balance, maintaining regularity and beauty. The Islamic education management study program and the scientific journal Islamic education management (JIEM) have used this model and achieved the expected targets. Standard achievement, customer satisfaction involving accreditation scores from before, maximum customer satisfaction from the previous year, alumni as users of the department are satisfied with their achievements after getting education in this department, as well as journals that have received this development model practicing it in the form of surviving and trying to achieve target.

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