

Empowerment of Islamic Education Management and School Based Management in Islamic Education Institutions Towards Achievement and Quality

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Abstract

The purpose of this study is to reveal that Islamic Educational Institutions (IEI), must be able to prove their success in producing quality education and achievement in empowering Islamic Education Management (IEM) and School/Madrasah-Based Management. This research was conducted at the Daarul Qurán Indonesia Foundation. The method in this research is a qualitative approach, and an evaluative analytic method, based on observations and interviews. From the findings, the empowerment of management knowledge, and prospective leadership models, as well as the existence of achievement improvement programs and education quality programs. Obtained results; 1. The realization of school goals by completing the achievement of the vision, mission and program. 2. The realization of student achievements such as; a. Produce intellectual (cognitive) skills: b. High output value c. Learning strategies (cognitive abilities) are better, d. Better Verbal Information. e. Improved Motor Skills, and 3. The realization of quality education such as a. Quality culture, b. Discipline culture, c Culture of hard work, d. Customer satisfaction and others. Can be concluded that; 1. The success of the organization is highly dependent on leadership based on management knowledge 2. The application of a correct management so that it can achieve prestige or excellence and quality of education.

Keywords: Management Empowerment; Prospective Leadership; Student Achievement; Quality of Education.

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1. Introduction

1.1. Background

Education as one of the potential development sectors in an effort to prepare quality Human Resources (HR). Because education is a conscious and planned effort to realize learning efforts and the learning process so that students actively develop their potential to have high competencies for life in society, nation and state. The progress of a country can be seen from one aspect, namely the education aspect [1]. The development of education is a benchmark for how a nation can develop properly. In addition, as a benchmark in competing with other countries in various fields. Leadership and achievement as well as quality management is an effort to improve the quality of education. The quality of education is closely related to the quality of graduates and the outcomes of their students.

1.2. Formulation of the problem

In Islamic Education Institutions (IEI-LPI), especially madrasas, it is highly demanded to be able to achieve or excel, even to be able to realize their achievements better than public schools or public schools. This is to answer the stigma that Islamic schools are still very doubtful about their achievements. In Islamic education, students must have high competence in general and add competence or religious spiritual strength, self-control, personality, intelligence, noble character and skills needed for themselves, in society, nation and state. It can be summarized some of the problems faced by LPI governance or management, such as Islamic Education Management (IEM-MPI), School / Madrasah-Based Management (S/MBM-MBS/M), and others that have not been empowered, so that various problems arise, including: a. LPI leadership is not yet optimal. b. Low educational achievement, c. The quality of education has not been realized, d. and the lack of support from school residents, as well. e. lack of facilities and infrastructure.

1.3. Theoretical review

The concept of education in Islam views that humans are born with external potential, namely: 1) the potential to do good to nature, 2) the potential to do damage to nature, 3) the potential for divinity which has non-physical functions. These three potentials are then handed back to human development [2]. In leadership, the implementation of leadership is in the person of the Prophet Muhammad. In the person of the Apostle, noble and noble moral values are sown. The Qur'an in, QS: Al-Ahzab/33; 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

"Indeed, there has been in the Messenger of Allah a good role model for you (ie) for those who hope (the mercy of) Allah and (the coming of) the Day of Judgment and who remember Allah a lot."

The Islamic perspective on management studies is very important for modern management scholars related to several things as follows (African Journal of Business Management Vol. 4(9), pp. 1873-1882, 4 August, 2010, Islamic management model), where the Qur'an 'am has given stimulation on this matter in the word of Allah

SWT in the Qur'an, Surah QS: Al-Baqarah/2:282.

عَلَيْهِ الَّذِي وَلِيَّمَلِّلْ فَلْيَكْتُبْ اللَّهُ عِلْمَهُ كَمَا يَكْتُبُ أَنْ كَاتِبٌ يَأْتِ وَلَا بِالْعَدْلِ كَاتِبٌ يَبِينُكُمْ وَلْيَكْتُبْ فَاكْتُبُوا مَسْمًى أَجَلٍ إِلَىٰ بَدِينٍ تَدَايِنْتُمْ إِذَا أَمْتُوا الَّذِينَ بَيْنَهُمَا بِالْعَدْلِ وَلِيَّهُ فَلْيَمَلِّلْ هُوَ يُمَلِّ أَنْ يَسْتَطِيعَ لَا أَوْ ضَعِيفًا أَوْ سَفِيهًا الْحَقُّ عَلَيْهِ الَّذِي كَانَ فَإِنْ شَيْئًا مِنْهُ يَنْحَسِرُ وَلَا رَبُّهُ اللَّهُ وَلِيَّتِ الْحَقُّ

"O you who believe! If you pay debts for a specified time, you should write it down. And let a writer among you write it correctly. Let the writer not refuse to write it as Allah has taught him, so let him write. And let the debtor dictate, and let him fear Allah, his Lord, and let him not reduce anything from it. If the debtor is a person who lacks reason or is weak (his condition), or is unable to dictate to himself, then his guardian should dictate it properly."

The purpose of Islamic Education Management (MPI) is to form a perfect Muslim with a noble personality, physically and mentally healthy, intelligent and intelligent, devoted to Allah swt. The purpose of Islamic education; by dividing it into five objectives, namely: 1. Moral education, without neglecting other elements such as physical education, reason and skills. Moral education is the spirit of the goal of Islamic education. 2. Pay attention to the needs of the world and the hereafter, because Islamic education aims for the success of students in these two things. 3. Benefits, Islamic education must pay attention to the benefits of education both for religion, morals, soul and so on. 4. Studying science for science, namely in order to arrive at the essence and perfect morals. 5. Professional education, namely one's expertise to obtain halal sustenance [3]. The Concept and Application of School/Madrasah-Based Management (MBS/M) aims, among others; 1. Improving the quality of education through the independence and initiative of schools in managing and empowering available resources, 2. Increasing the awareness of school residents and the community in providing education through joint decision making. 3. Increase the responsibility of schools to parents, the community, and the government regarding the quality of their schools. 4. Increase healthy competition between schools regarding the quality of education to be achieved. 5. Authority that rests on the school is the core of SBM which is seen as having a high level of effectiveness and providing some progress for schools [4]. Madrasah-Based Quality Improvement Management is another term for MPMB (School-Based Quality Improvement Management), which has the following basic concepts: *First*, educational decision-making is carried out at the school level, but of course it remains within the education corridor which is generally defined generally. *Second*, decision making is carried out in a participatory manner with school stakeholders [5].

1.4. Literature Review

- Nursaid, THE LEADERSHIP OF HEADMASTER IN IMPROVING THE QUALITY OF MADRASA EDUCATION; Journal of Islamic Education vol 6 no.1, June 2020, <http://journal.uinsgd.ac.id/index.php/jpi>; The study found that the leadership of headmaster has contributed to the improvement of quality of madrasa education. The leaderships included many aspects like the ability to create, plan, organize and communicate within the organization of madrasa. The headmaster leadership also played a significant role in building the characteristics of teacher like theological trait, physical, intelligence and personal characteristics. Those characteristics are pivotal in improving teachers' quality of educational service [6].

- M.J. Mosoge and S.KC. Mataboge, Empowerment of the school management team by secondary schools' principals in Tshwane West District, South Africa, *The International Academic Journal*; <http://www.academicjournals.org/ERR>, Vol. 16(4), pp. 93-103, April, 2021; Finding the greatest challenge is the administrative workload experienced by principals. The study also found that rural principals perform the duties of instructional leadership more than the urban principals. Principals perform their duties well and this is good for the academic performance of learners [7].
- Sayuti Hamdani, Improving the Quality of Islamic Educational Institutions Through School-Based Management at Al-Azhar 2 Pejaten Islamic Junior High School, *Journal of Education and Religion*, Vol. 4 No.1, June 2020; The results of this study indicate that the implementation of the school-based management system is realized by the distribution of autonomy from the foundation level to the school level. implementation of school-based management and is classified in the moderate category (medium). Al-Azhar Islamic Boarding School Foundation (YPI) has the authority to give consideration and responsibility such as considering teacher shortages, giving consideration to school budgets and considerations about facilities. Second, In the aspect of giving authority to schools, schools are given authority over school operations such as human resource development. , development and implementation of curriculum, improvement of learning media such as improvement of libraries, laboratories, classrooms and others - others. granting autonomy to schools has an impact on increasing accountability, transparency and democracy so that it is proven to improve the quality of education [8].
- Jumiyanto Widodo, EMPOWERING STUDENT ACHIEVEMENT THROUGH SCHOOL MANAGEMENT EFFORT, <https://jurnal.fkip.uns.ac.id/index.php/jikap/article/view/989>, September 2015; The implementation of the School-Based Management Program (SBM) at SMA N1 Klaten; Under the coordination of the principal has carried out the program well. It is indicated by: 1) The implementation process that has been carried out has been in accordance with the implementation instructions written in the School Based Management reference book with implementation outputs showing the independence and initiative of the school in managing and optimizing resources; 2) Increased awareness of school residents and parents/guardians through the School Committee in supporting the financing of BP3 and RAP (Development Budget Plan) including contributing to the construction of infrastructure; 3) The level of competition between students and institutions is high, as indicated by the academic achievements of students (competition/Olympics and graduates) and institutional development programs: acceleration, important and SNBI [9].

2. Materials and Methods

The method in this study is a qualitative approach, and an evaluative analytic method. The analysis will be supported by data obtained through library research and field research, while library research is studying, reviewing and studying literature (references), while research data from the field, the author goes directly to the field or school through observation. , interviews, and secondary data in order to obtain clear and representative data. From the data acquisition, triangulation (matching with theories) was carried out which was then evaluated through discussion, so that finally conclusions were obtained.

3. Results and Discussion

3.1. Daarul Quran Background as locus

The Daarul Qurán Indonesia Foundation or Daarul Qurán (DAQU) at the age of 18 has gone through the process of serving the community since 2003, to be precise on July 5 it was founded by Ust. Yusuf Mansur who was assisted by Ahmad Jameel, Tarmizi As Shidiq and M. Anwar Sani. Education service programs and efforts to increase resources have been carried out and have been well received by the community, especially around the City of Tangerang. The foundation in this case is the manager of Islamic educational institutions, which consists of kindergarten education levels. Elementary, Middle and High School to College. The educational model developed by Daarul Qurán is divided into two models, namely; 1. Model boarding or boarding schools with education levels from Elementary School, Junior High School, and Senior High School as Integrated Islamic (SD, SMP, SMA-IT) and several levels of Madrasa education to Higher Education. 2. Full day education model from Kindergarten, Elementary and Higher Education levels, 3. Boarding education model with an Muadalah Education Unit (Islamic Education Unit) permit, 4. Non-formal boarding education model, namely equality, including package A programs equivalent to SD, package B equivalent with SMP and package C equivalent to SMA. The equivalency program is in demand by students who specifically memorize the Qur'an. After 6 years for package A, 3 years for package B, 3 years for package C, students take the equivalence exam according to the program. Currently owned resources such as 1. Facilities and Infrastructure Assets, 2. Human Resources / HR (Educational Personnel and Educators), 3. Information Technology, 4. Managerial and Funding, continue to develop to improve the quality of education, especially human resources that meet the qualifications, even exceed the minimum qualifications. However, some learning facilities and infrastructure resources still need to be fulfilled and addressed as a whole. Therefore, the foundation's management seeks to gather strengths, opportunities, and support from the government, local governments, communities and various parties to be able to create educational institutions with adequate infrastructure and contribute more to the dynamics of national development. The foundation was established with the aim of providing education to students to be able to grow and develop so that they are able to face challenges in the life to come. Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Educational units can achieve these educational goals through educational services in accordance with national education standards consisting of content standards, graduate competency standards, process standards, educators and education personnel standards, infrastructure standards, management standards, financing standards, and assessment standards.

3.2. Principal Leadership in Islamic Education Management

In general, Foundation Leadership is in the process of leading individuals or groups in which there is the giving of orders, directions, or guidance to do a job as an effort to achieve the goals that have been set together. His leadership model, in accordance with Leadership in Islam, has knowledge and expertise in the field he leads as in the Qur'an in the letter (QS; 99: 7-8)

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ ۖ

“7. So whoever does good weighing as much as an zarrah, surely he will see (reply) it, 8. and whoever does evil as heavy as zarrah, surely he will see (reply) it”.

According to Islamic belief, the Qur'an is the final revelation to Muhammad (SAW) by Allah (God) through an angel known as Jibril.

Hadith: is an oral tradition related to the words and deeds of the Prophet Muhammad (PBUH). Hadith (plural) is considered an important source of teachings in Islam. Organizational success is highly dependent on leadership.

In addition, LPI Leadership; It is well understood that Muslims must fully carry out in practice the instructions given by the Prophet Muhammad (may Allah's blessings and peace be upon him) as ordained by Allah. These instructions are enshrined in the Qur'an and hadith. The believer understands that wealth is in the hands of God and He divides it according to His will. Honor, power, reputation and authority (everything) are subject to His will and He bestows them according to His will. Man's job is to try and fight justly. He knew that success and failure depended on God's grace. There are several characteristics of LPI leadership that are required; 1. Humility; 2. Responsibility; Responsibility 3. Accountability; 4. Competent in Knowledge and Practice; 5. Sincerity; 6. Skills and Skills 7. Fairness; 8. Honesty; 9. Patience; 10. A holistic approach:

3.4. Principals / Madrasahs must meet the requirements in School Based Management

There are several requirements for principals/madrasahs, 1. Be devoted to God Almighty (not arrogant). 2. Have high intelligence; sharp analytical skills, 3. Have a strong physique; Must be ready to work with a tiring time, busy and full of concentration 4. Broad knowledge of both theoretical and practical; 5. Confidence; Confidence is having the concept and belief to succeed. 6. Can be a member of the group; 7. Fair and wise; 8. Firm and initiative; Not hard, rigid, authoritarian and dictatorial, but action with data, instinct and the right intuition.

3.5. Vision and Mission, and Prospective Programs DAQU

The Foundation strives to be able to realize a conducive vision and mission, become directions and guidelines in all decision-making processes to be carried out by the school, a strong vision and mission, all school activities are in a controlled and directed state of vision and mission, from the two words Effective and efficient management is always used hand in hand in management because effective management alone is very likely to be wasteful, while efficient management alone can result in not achieving goals.

Effective and Efficient, according to QS: Al Isra '17:26-27;

كَفُورًا لِرَبِّهِ السَّيِّئِينَ السَّيِّئِينَ ۗ وَكَانَ إِخْوَانًا كَانُوا الْمُبَدِّرِينَ إِنَّ تَبَدُّرًا تَبَدَّرَ وَلَا السَّبِيلِ وَابْنِ وَالْمَسْكِينِ حَقَّهُ الْقُرْبَىٰ ذَا وَأَتِ

“26. And give due to close relatives, also to the poor and people on the way; and do not squander (your wealth) extravagantly. 27. Verily, those who are wasteful are brothers of Satan, and Satan is very disapproving of his Lord”.

Allah SWT, forbids the Muslims to spend their wealth lavishly. This prohibition aims for Muslims to regulate their spending with as careful a calculation as possible, so that what is spent is appropriate and appropriate to their needs. It is not permissible to spend wealth on people who are not entitled to receive it, or give more wealth than it should. The rights that must be fulfilled are to strengthen ties of brotherhood and affection, visit their homes and be polite, and help alleviate the suffering they experience. The mission, vision and program of the foundation are as follows: 1. Vision: Character, Dignity and Noble Character. 2. Mission; 1. Carry out religious activities as the basis for the formation of noble character and faith and piety to Allah SWT. 2. Creating a conducive learning environment. 3. Carry out learning to achieve quality and achievement 4. Foster and cultivate a culture of disciplined character. 5. Fostering and Cultivating Art and Cultural Values 6. Developing Science and Technology Skills. 7. Free to read and write the Koran

3.6. Improved Learning Achievement

Learning achievement or achieving excellence, as a basis is explained in the Qur'an, briefly, in QS At Taha/20:68

الْأَعْلَىٰ إِنَّكَ أَنْتَ الْغَلِيْبُ

“We said, “Don't be afraid! Indeed, you are the superior (win)”.

Learning achievement is what is expected by students, parents, educators, students' families, and even the community around the school. Effective education begins with an assessment of the educational needs of students. This assessment determines not only the need for learning, but also that the educational process can be carried out properly. Education is most effective if it is in accordance with the right learning choices, which have a positive impact when given during the care process, including general and specific knowledge needed during the care process. In general, the quality aspect in education refers to the learning process and learning and learning outcomes. . In particular, the Foundation displays quality with academic evidence that can be accepted and trusted by all parties in accordance with predetermined standards, such as output, outcome, Olympic achievements. Efforts are made by schools in the foundation, including by always holding IHT (In House Training) activities regularly before the school year begins. In addition, teachers will continue to innovate in developing teaching materials, methods and learning media for students so that students are more interested in the subject matter presented so that student achievement will continue to increase. To maintain teacher performance in terms of planning.

STEPS / PROGRAM FOR EDUCATION QUALITY IMPROVEMENT

Table 1

Type of Activity	Description of Activity
A. Strengthening the Curriculum	Efforts to increase the relevance of the curriculum by revising the competency-based curriculum (CBC), with the K-13 reference/approach as required in the Minister of Religion No. 912 on the K13 curriculum. For the Madrasah level. a. Implementation of the curriculum in all schools and levels of education as required in K-13. b. In addition, efforts to improve the quality of madrasahs are carried out as follows: 1) Equalize quality commitments by school/madrasah principals, 2) Strive for a school/madrasah quality improvement program, 3) Improve school/madrasah administration services, 4) Effective leadership of school/madrasah principals, 5) There are quality standards for graduates, 6) Good and wide collaboration network, 7) Good school/madrasah organization arrangement, 8) Creating a conducive school/madrasah climate and culture. In essence, the purpose of educational institutions is to create and maintain customer satisfaction and in the management of improving the quality of customer satisfaction.
B. Improving the quality of educators, by improving the quality of teachers	The most important effort to improve the quality of education is the teacher, because the black and white process of teaching and learning in the classroom is heavily influenced by the quality of the teacher. 1. The teacher as a 'hidden curriculum' or hidden curriculum, because of attitudes and behavior, professional appearance, individual abilities, and anything that is inherent in the teacher's personality, will be accepted by students as signs to be imitated or used as learning materials. 2. For most parents, educators or teachers are still seen as representatives of parents when their children are not in the family. The role of the teacher has changed to become more of a facilitator, motivator, and dynamist for students. 3. The recruitment carried out must be in accordance with the needs and requirements determined by the madrasa in order to obtain qualified and professional human resources (HR) in their fields in an educational institution.
C. Strengthening School / Madrasah Management	The model adopted is School Based Management / MBS or School Based Management / SBM. In the context of education decentralization/autonomy, SBM was developed to be implemented, which includes; (1) will strengthen reference values that are considered strategic in the sense of strengthening relevance, (2) strengthen community participation in overall educational activities, (3) strengthen value preferences for independence and creativity both individually and institutionally, and (4) strengthen and enhance the significance of the institutional function of the madrasa
D. Strengthening School/Madrasah Resources (HR)	Strengthening HR: 1.Strengthening Leadership; Personal characteristics, leaders of educational institutions need to develop and realize the vision and mission of the madrasa. The realization of a clear vision and mission will foster employee commitment to quality, focus all madrasah efforts, foster a sense of team work at work, grow standards of excellence, and bridge the current and future state of educational institutions, so that the vision, mission and targets are achieved. 2. Strengthening Education Personnel: The new skill is human capital (human investment), and requires a change in the learning system. In the 21st century the acquisition of these skills requires changes in the learning system for the following reasons: (a) The skills needed to achieve success will be higher and change very quickly, (b) The skills needed are highly dependent on new technologies and innovations, so many of these skills are highly dependent on new technologies and innovations. it must be developed and trained through on-the-job training. 3. Optimizing the Functions of Educators; In madrasahs, the main role is the teacher. A teacher carries out various functions, both teaching functions, councillors, technicians, and librarians, educational functions are needed that support each other, so that maximum results can be achieved. 4. Improving the Quality of Teaching; Efforts to strengthen teaching abilities have been pursued through (a) Various types of upgrading, education, or training. Through these various activities, learning innovations are introduced, so that they have an impact on improving the quality of learning outcomes. (b) Development of teaching materials, development of learning strategies and methods, development of evaluation systems, and development of SBM. (c) The need for innovation can be seen in two ways, namely for the sake of inventions and for the sake of changing the culture of the madrasa, so that a culture is built that is (1) innovation-oriented, (2) grows the need to continue to advance and improve, (3) the need to achievement, (4) innovation is a necessity.

E. Continuous improvement	Continuous improvement is related to commitment (Continuous quality Improvement or CQI) and Continuous Process Improvement process. Commitment to quality begins with a statement of dedication to the shared vision and mission, as well as the empowerment of all preparations to incrementally realize these visions and missions. Continuous improvement depends on two elements; 1. learn the right processes, tools, and skills, and 2. apply new skills in small achievable projects. The process of continuous improvement that can be carried out based on the PDCA cycle (Plan, Do, Check, Action). This cycle is a never ending cycle of improvement, and applies to all elements of the school/madrasah
F. Management based on facts	Various tools or programs have been designed and developed to support data collection and analysis, as well as fact-based decision making. Fact-based information as the basis for continuous development, professional teachers, noble moral values, brilliant exam results, support from parents, the business community and the local community, strong and goal-directed leadership, care and concern for students, so that produce quality education and achievement.

3.7. Improve the Quality of Madrasah Schools at the foundation

Efforts to improve educational institutions are not simple to think about because they need continuous improvement, here are the steps in improving the quality of education. In Islamic education there are teaching principles that can be used as the basis for the concept of integrated quality management, such as the word of Allah, the quality of education, as a basis, is explained in the Qur'an, briefly, in QS, Al-Baqarah /2:208:

مُبِينٌ عَدُوٌّ لَكُمْ إِنَّهُ الشَّيْطَانُ خُطُوَاتٍ تَتَّبِعُونَ كَافَّةً ۖ وَلَا السَّلَامُ فِي ادْخُلُوا أَمْنًا الَّذِينَ بَابِهَا

"O you who believe! Enter into Islam as a whole, and do not follow the steps of the devil. Indeed, he is a real enemy to you."

Improvement efforts to improve the quality of education; • Safe and orderly school/madrasah environment; • Madrasah/schools have a mission and quality targets to be achieved; • Madrasah/schools have strong leadership; • There are high expectations from madrasah personnel (madrasah/school principals, teachers, and other staff including students) to excel; • There is continuous development of madrasah/school staff according to the demands of science and technology; • There is a continuous evaluation of various academic and administrative aspects, and the use of the results for quality improvement/improvement; • There is intensive communication and support from parents/community.

STEP / PROGRAM FOR LEARNING ACHIEVEMENT IMPROVEMENT

Table 2

Type of Activity	Description of Activity
1. Efforts to realize learning achievement	In order for achievement to be realized: 1. Have a regularity in the routine of activities in class 2. Have a very high standard of school achievement. 3. Students are able to

	achieve the planned goals. 4. graduation students must master qualified academic knowledge 5 There are awards for outstanding students. 6. Students must be willing to work hard and be responsible.
2.Student Discipline in the Teaching and Learning Process (T&L)	Discipline on:1. Discipline of the rules is very important to implement, so that T&L runs smoothly according to the plan. The rules and regulations of a unit as the formation of the discipline of course participants in obeying the rules in the classroom and outside the classroom. 2. To learn effectively and efficiently requires high awareness and discipline of each student. It is an awareness of personal responsibility and the belief that learning is for self interest. It means “Do it yourself and do not depend on other people's fate”.3. Students must have regularity and discipline to use time efficiently, Time management skills are punctual discipline, good result orientation and responsibility.
3. Discipline towards the task	Various tasks: 1. In the form of tests or tests and can also be in the form of practice questions or homework and so on. 2. Have a habit of training yourself to do practice questions and do practice questions and homework with discipline, then it will not be too difficult to learn, and can easily do every task given by the teacher / instructor. 3. Prepare students to face future life. The orientation to work in this case is the trigger
4. Parental and Community Support, including the world of Business and Industry (BUS-IND)	a. The objectives to be achieved from the relationship between the community and the school are as follows: 1) Develop understanding to the community about the aims and objectives of the school, 2) Provide program assessments to the community to meet school needs, 3) Establish and improve harmonious relationships between parents of students with teachers in meeting the needs of students, 4) Build a positive impression and maintain trust about the school, 5) inform the community about planned school programs and activities, 6) seek help and support for the maintenance and improvement of school programs, in order to provide services that satisfying customers (students, families and other communities). b. The targets to be achieved include; 1. Meet and satisfy customers 2. Improve the quality of learning and growth of learners. 2. Understand the needs of the community. 3.Developing school programs in a more advanced direction

4. Discussion

4.1. Achieving school goals and improving learning achievement

A. Prospective Leadership Implications; 1. Realizing its vision and mission, from both words effective and efficient 2; Progress continues to be pursued by the journey of the past, the wisdom of the present for a bright future for the organization, by prioritizing quality. 3. Have in-service programs, supervision, supervision and make school plans together with teachers and other school residents in improving the quality and achievement of students B. The implications of discipline in learning such as; Efforts to develop discipline and its possibilities that can be done in the implementation (implementation) of learning discipline in order to realize learning achievement include: 1. Students are made aware of their roles, duties, and responsibilities as individuals who must live their lives, and life discipline will be much more regular. and directed. 2. Through extracurricular activities, the assignment is done three times during the PBM. Through this activity, the facilitator can teach discipline to students. 3. Develop an understanding related to the benefits of discipline for personal life as well as its benefits for others. 4. Habituation exercises. No need to use violence but be firm. Because violence will not solve the problem. 5. Develop modeling or examples of figures (people who can be used as role models), so that it stimulates the interest of students to carry out discipline. 6.

The facilitator understands and respects the students' personalities and does not need to impose their will on them. 7. Socialization about the importance of discipline and its benefits for students' personal self and those around them. 8. Through leadership training activities, accustomed to acting as a leader, someone will always carry out discipline and apply it to others. 9. Through activities that can build character/personality. In this case, it is by awakening an attitude of confidence in a person to understand more about himself. He is given an explanation or the facilitator explores and reveals the advantages or all the potentials contained in the learners/citizens of learning.

4.2. Achievements achieved

Achievements materialized such as; 1. Produce an intellectual (cognitive) skill, namely the ability to find a solution to any problems encountered: namely being able to convey knowledge possessed to others. with the right learning method so that educators easily capture the knowledge conveyed. 2. The output value in the form of scores from tests, tests and assignments increases. 3. Learning strategies (cognitive abilities) are better, such as solving new problems, learning, remembering, thinking, namely doing the tasks given by the teacher quickly and properly. 4. Better Verbal Information results in the ability to describe the information obtained in words using the flow of relevant information, i.e. revealing back to others the information obtained in one's own words without deviating from the actual information. 5. Improved motor skills, namely one's skills that refer to one's ability to realize creative power into the form of art objects: namely using used goods to be used as valuable items.

4.3. Education Quality Improvement Program

Programs that can be carried out to improve the quality of education through religious extracurricular activities are as follows:

1. Quality Culture; It is the embodiment of the main agenda contained in the madrasa. Compliance with existing rules and regulations is one way to achieve the success of a madrasa. All madrasah citizens must have the same ideals so that the objectives of the madrasa can be achieved. The quality cultural behavior of madrasah/school residents is reflected in the madrasa symbol in an effort to improve the quality of education
2. Discipline culture; Discipline created in madrasahs should be applied as a whole, not stopping at punishing students for every mistake made, but a follow-up action is held as a process of forming good student character and also maintaining the honor and dignity of the child so that it does not fall or down.
3. Hard work culture; Indicators of the implementation of the hard work culture in this madrasa can be identified in academic activities both inside and outside the classroom: (a) through tutoring, (b) team/committee formation, if there are competitions or Olympic, (c) and tutoring.
4. School Community Relations; Excellent schools usually have a strong culture of mutual respect among

the school community. As for the harmonious relationship between teachers, principals, the whole school community is already well established.

5. Efforts to improve the quality of education through the TIKI extracurricular program. The efforts made by this TIKI (Islamic Computer Information Technology) trainer include: a. The trainers for the TIKI extracurricular program are trained by trainers who are experts in the field of informatics, besides that they are supported by good abilities in the field of religion. b. To develop students' cognitive abilities, the trainers provide directions on how to write Arabic and use technology well in accordance with what is taught by Muslims. c. To develop students' affective attitudes, the trainer explained why Muslims must master technology, and how Muslims use technology for the benefit of the people.
6. Efforts to improve the quality of education through extracurricular sports and arts. This effort is made so that students in addition to getting mental coaching in this case knowledge and insight, students are also equipped with healthy living by exercising and understanding the development of positive arts and culture in society.
7. Efforts to improve education; Through the tahfizhul qur'an (*memorize the quran*) program, including:
 - a. Daarul Qur'an makes and develops the tahfizh method that is easy for students to understand, b. Creating a tahfizh curriculum that can support the learning process of students, 3. Preparing tahfizh teachers who are certified and certified, 4. Making tahfizh textbooks to support students in memorizing the Qur'an

4.4. Monitoring and Evaluation Process

In maximizing efforts to improve quality, a monitoring and evaluation process is carried out according to the program to be implemented. As for the monitoring and evaluation process carried out, namely: First, participatory observation, namely the principal makes visits and joins in the activities carried out, so that all learning activities or ongoing activities or objects that the principal wants to observe can be seen, such as deficiencies d errors and success. The second interview was conducted to monitor a teacher or extracurricular assistant face to face and conduct questions and answers.

With this method, principals can get to know teachers or extracurricular assistants more closely because they can freely express complaints and obstacles in their performance. Third, FGD (Focus Group Discussion) where the school principal conducts group discussions with teachers or extracurricular assistants who are involved in monitoring and evaluating a particular problem or substance so that later a solution and harmony will be obtained in seeing and responding to the things in question.

5. Conclusion

Organizational success is highly dependent on leadership. Leadership in schools, both in MPI and quality management is a reality where leaders are productive, work effectively and manage efficiently, so that they can improve student achievement and can realize improving the quality of education. In the end, successful

leadership is closely related to the quality of graduates and the outcomes of their students. To be able to achieve prestige or excel, even madrasa schools must be able to realize their achievements better than public schools or public schools. This is to answer the stigma that Islamic schools are still very doubtful about their achievements, apparently it can be achieved through various programs, which mainly apply discipline, such as student discipline in the teaching and learning process (PBM), task completion discipline, including parental and community support. Student achievement can be realized. To improve the quality of madrasah there must be efforts to improve the quality of education.

This effort is very important because the quality characteristics of madrasa education products cannot be realized if they are not supported by adequate resources, such as financial resources, human resources, infrastructure and other resources. Limited resources cannot be forced to meet quality characteristics. Improving the quality of madrasahs should be directed at improving the quality of Indonesian people as a whole who have al morality akhlukul karimah (*good behavior and commendable*) through heart, thought, exercise, and sports in order to have competitiveness in facing global challenges. Increasing the relevance of education is intended to produce graduates who are in accordance with the demands of needs based on the potential of Indonesia's natural resources and in accordance with basic human nature. Education is one of the most important needs of human life in its efforts to maintain life and develop itself in the life of society and the state.

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