

## **LEADING BOARDING SCHOOL QUALITY MANAGEMENT (Multisite Study of MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta)**

\* <sup>1</sup> **Kartika Kharismawaty**, <sup>2</sup> **Nurhattati Fuad**, <sup>3</sup> **Masduki Ahmad**

<sup>1</sup> Education Management, Postgraduate, State University of Jakarta, Jakarta, Indonesia

<sup>1</sup> Education Management, Postgraduate, State University of Jakarta, Jakarta, Indonesia

<sup>1</sup> Education Management, Postgraduate, State University of Jakarta, Jakarta, Indonesia

Author's email:

<sup>1</sup> [kartika.kharismawaty87@gmail.com](mailto:kartika.kharismawaty87@gmail.com); <sup>2</sup> [nurhattati@gmail.com](mailto:nurhattati@gmail.com); <sup>3</sup> [masduki@unj.ac.id](mailto:masduki@unj.ac.id)

**Abstract.** *The research objectives are 1). Analyzing the planning of the learning process in improving the quality of boarding school education. 2). Analyzing the implementation of the learning process in improving the quality of boarding school education. 3). Analyzing authentic supervision and assessment (authentic supervision and assessment) of the learning process in improving the quality of boarding school education. 4). Analyzing improvements in the quality of the learning process in improving the quality of boarding school education in improving the quality of education owned by MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta.*

*The research method uses a qualitative approach by collecting data through observation, interviews and documentation to obtain accurate data. This research was conducted at MAN Insan Cendekia Serpong and SMANU MH. Thamrin Jakarta. Results of research on the quality management of leading boarding schools, a multisite study by MAN Insan Cendekia Serpong and SMANU MH. Thamrin Jakarta.*

*The research results show that the quality of education services in schools is in accordance with national education standards. The relationship between quality and service is closely related to accreditation, curriculum and strategic plans.*

**Keywords:** Quality Management, Boarding School, Leading School

### **1. INTRODUCTION**

A leading school is a school that is able to bring its students to excellence intellectually, emotionally and spiritually. Leading schools generally prioritize the quality of students, so that later they can compete in life in the global world. Leading schools generally have special characteristics, including intelligent students, professional teachers, disciplined, highly dedicated, intelligent, able to create designs, strategies, models and learning methods, friendly and able to mingle with fellow teachers and students. The learning process was enjoyable, the principal was good and able to act as a good manager. Managing leading schools must be carried out professionally, including teacher criteria that must be in accordance with Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) (Rahmah, 2016).

The standards or measurements of a quality and leading school from the perspective of users/beneficiaries based on Ridwan Abdullah Sani, et al (2015:1), are generally as follows: (1) The school has an A accreditation; (2) Graduates are accepted into the best schools; (3) Professional teachers, demonstrated by UKG results and good teacher performance; (4) Good National Examination (UN) results; (5) Students have achievements in various competencies; (6) Students have good character (Leni Novita, 2017).

Improving the quality of schools requires guaranteeing the quality of education, namely a systematic, sustainable education process that collects, analyzes and reports the performance of school organizations in education quality improvement programs. (Ikhwan, 2017); (Hall, 2010); (Suparlan, 2013).

Quality leading schools are a concern for schools with *boarding* or boarding systems, according to Najihaturrohmah and Juhji (2017) *Boarding schools* are "boarding school systems, where students as well as teachers and school administrators live in dormitories, which are within the school environment. period". (Najihaturrohmah, 2017)

As a school that is in the top 10 of the best UTBK average schools, high school students choose favorite majors that have a small chance of getting in, but have a big chance. Based on data from each school in 2020 – 2022, 100 percent of students at these two schools entered PTN. (smanu-mht, 2022)

Based on the background of the problem described above, and considering the urgency of management science, especially in terms of studying school quality in the scope of process standards, as well as the quality of schools owned by MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta, the author is interested in conducting research with the title : Quality Management of Leading *Boarding Schools* (Multisite Study of MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta).

The scope of this research focuses on *Boarding school Quality Management* in improving the quality of education at MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta. The sub-focus in the Education Management space is on content standards, process standards, assessment standards and graduate competency standards which include aspects of planning, implementation and assessment of the learning process. The sub-focus of this research consists of: (1) planning *the learning process* in improving the quality of *boarding school education* at MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta; (2) *implementation* of the learning process in improving the quality of *boarding school education* at MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta; (3) audit or authentic supervision and assessment ( *authentic supervision and assessment* ) of the learning process in improving the quality of *boarding school education* at MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta; (4) Improving the quality of *boarding school education* at MAN Insan Cendekia Serpong and SMANU MH Thamrin Jakarta.

## 2. LITERATURE REVIEW

### 2.1. Quality Management Cycle

According to the Higher Education Quality Assurance system (also called *the Quality Assurance System* ) at Gajah Mada University (UGM), in principle it is a systematic effort to continuously improve the quality of higher education which is manifested in the form of a cycle of quality assurance activities (www.ugm.ac.id, 2004) .

Implementation of the entire quality assurance cycle will begin in the form of "one cycle" implementation of quality assurance activities. The activities of one quality assurance cycle will take one year or one academic calendar and will be followed by the same cycle in subsequent years. "One Cycle" of quality assurance activities consists of 7 components, namely:

- a. Standards, in the form of quality documents at school, class and even organizational levels;
- b. Implementation, which means having an organization and implementation procedures at the university, faculty, department/section and study program level. This includes human resources to implement;
- c. Monitoring, carried out by higher level units or related units;
- d. Self-evaluation, carried out by the academic implementing unit (faculty, department/section and study program);

- e. Internal Academic Quality Audit, is a compliance audit carried out internally by schools and grade levels for lower units.
  - f. The correction formulation is based on the findings of the Internal Academic Quality Audit activities.
  - g. Continuous Quality Improvement at all levels of academic implementation units.
- The following image shows the "One Cycle" of quality management:

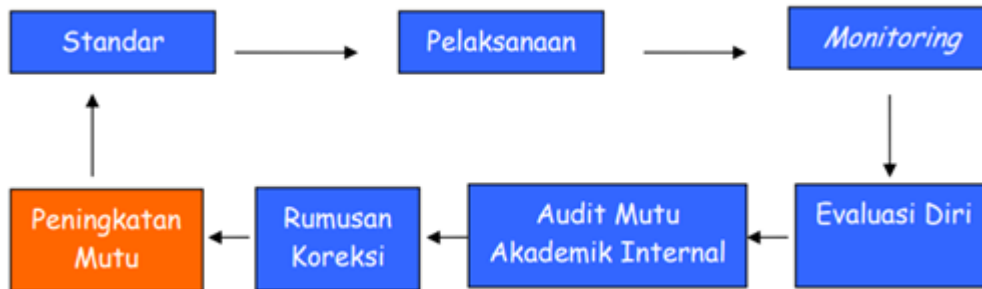


Figure 2. 1One Quality Management Cycle  
Source (www.ugm.ac.id, 2004)

Implementation of "One Cycle" of Quality Assurance will be controlled and coordinated consistently and continuously at all levels starting from school, department/section and others. The *Boarding school* Quality Assurance Office will evaluate the Quality Assurance "One Cycle" activities to perfect the following cycles (www.ugm.ac.id, 2004)

## 2.2. Boarding school

*Boarding School* comes from two words, namely *Boarding* which means "boarding" and school which means "school". Understanding the term according to Luc Behaghel, Clement de Chaisemartin and Mare Gurgand " *Boarding schools are an intensive form of education, in which students live at school and visit their families only for weekends and vacations.* " (Luc Behaghel, 2017) This means that boarding school is an intensive form of education, where students live at school and visit their families only for weekends and holidays.

## 3. RESEARCH METHODS

Approach used in this research is a qualitative approach, namely research procedures that produce descriptive, informative data expressed by informants in writing or orally, and real behavior (Soerjono Soekanto, 2005)

This research uses a qualitative approach with a multisite type of study. Single site study is qualitative research involving one site (place) by analyzing several problems that exist in that site. Meanwhile, the multisite study " *is a qualitative research approach that we designed to gain an in-depth knowledge of an organizational phenomenon that exists barely. been researched: strategic scanning*" (Bungin, 2003) . A multisite study design is a qualitative research design that involves several sites and research subjects. The research subjects are assumed to have the same characteristics. As stated by Bogdan and Biklen, multi-site studies are a form of qualitative research that can be used primarily to develop theories drawn from several similar research settings, so that theories can be produced that can be transferred to broader situations and are more general in scope. .

This research was conducted at MAN IC Serpong and SMANU MH. Thamrin. The research implementation period starts from January 2023 – October 2023 at MAN IC Serpong and SMANU MH. Thamrin. This research was conducted at MAN IC Serpong and SMANU MH. Thamrin.

Research is carried out using techniques analysis descriptive. Analysis descriptive aim For give description about something symptom/apublic certain. In study descriptive biased must reduced And level confidence must be maximized (Sukandarrumidi, 2012) . As for activity in analysis data In this research, the NVivo 12 Plus application was used. Data analysis was carried out using the following steps: (1) importing data/data sources, (2) coding data, (3) visualizing data, (4) presenting results and, (5) drawing conclusions.

#### 4. RESULTS AND DISCUSSION

The focus of the research was on the quality of *boarding school education* at MAN Insan Cendekia Serpong, so a comprehensive study was carried out on MAN IC's internal data, as well as a literature review so that the level of progress that had taken place could be measured. Based on a study of MAN IC Serpong document sources in terms of quality and accreditation connected in strategic plan documents, curriculum and accreditation objectives, the results are: in terms of quality it is connected to school documents and achievement cases, while in terms of accreditation it is connected to vision and mission, plans, results, 2010, 2015, 2020 accreditation and educational cases, as shown in Figure 1 below:

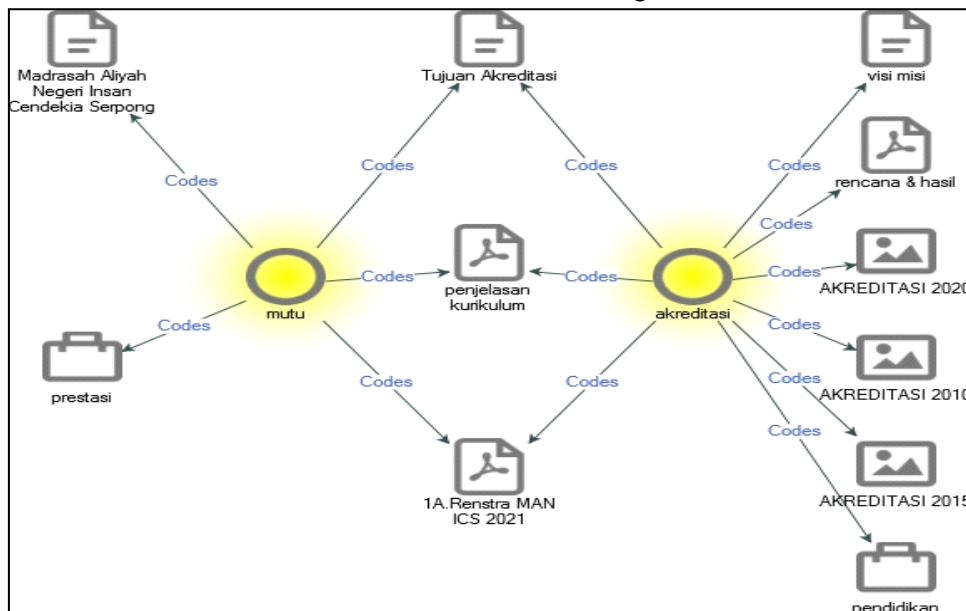


Figure 1. *Compare quality & accreditation diagrams.*

Based on these findings, accreditation not only guarantees the quality of educational services, but also helps increase transparency and accountability in the education system, including certificates, as seen in *the word tree* in Figure 2 below:

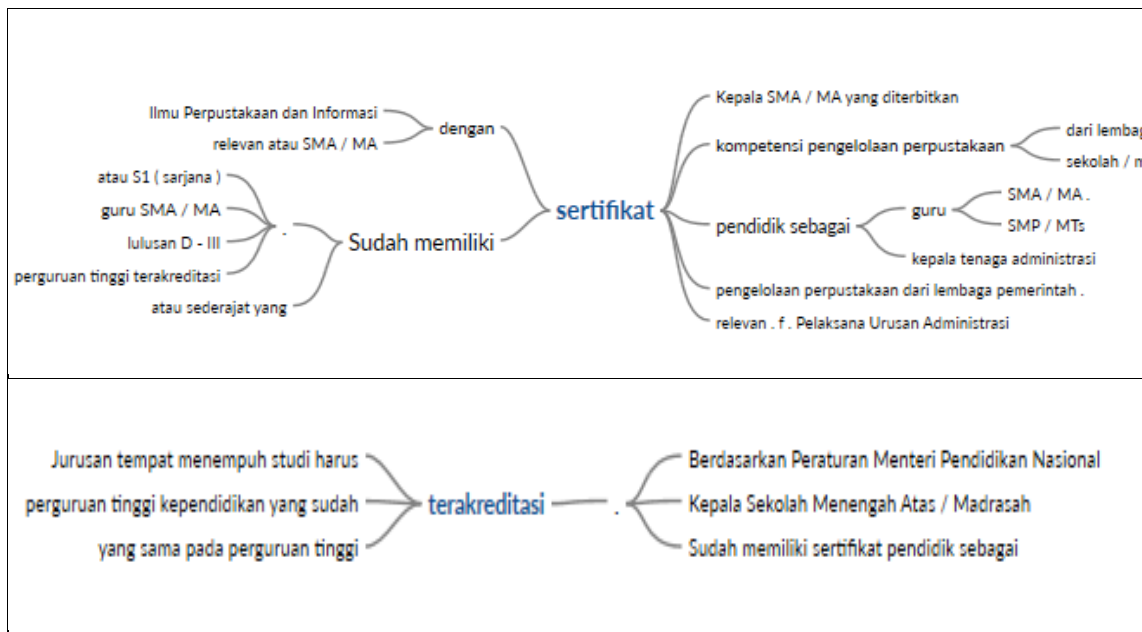


Figure 2. Word tree keyword certificate & accredited

Based on Figure 2 above, SMA/MA teachers must have an educator certificate, and school principals must have a SMA/MA principal certificate which is issued to prospective school principals, also the requirements for SMA/MA teachers must be from accredited universities with an educator certificate, and third diploma graduates with a certificate as administrative staff, can apply as executors of administrative affairs. Next, the requirements for library managers are a library management certificate from a government agency or from a Bachelor's program in library and information science, as well as a school/madrasah library management competency certificate.

The aim is to ensure that each educational institution provides consistent and quality services to students, the quality of education services at the MAN Insan Cendekia Serpong school has been implemented in accordance with national education standards, and based on a study of MAN IC Serpong school document sources, a comparison between quality *codes was obtained*. and services are closely related in terms of accreditation documents, curriculum and strategic plan, while service *codes* are closely connected to working meeting documents, vision and mission, technical instructions, spip implementation and results orientation. while quality is closely connected to MAN IC Serpong and achievement, as seen in Figure 3

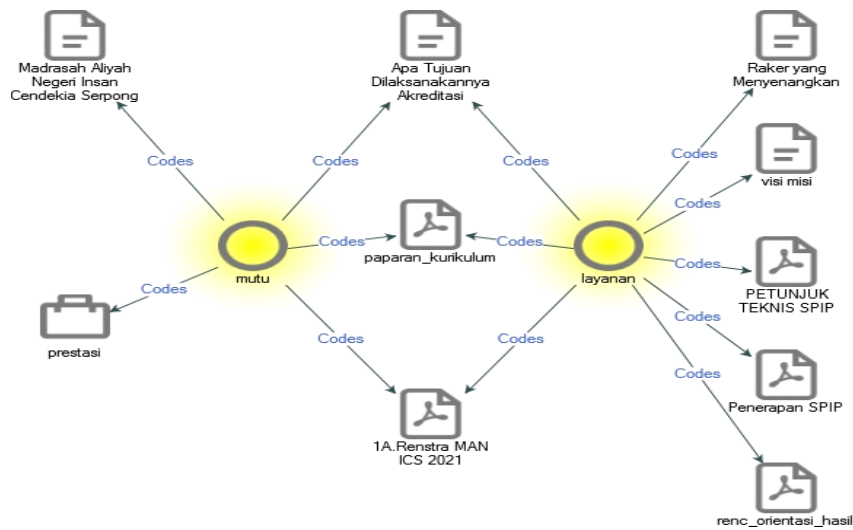


Figure 3. Compare quality & service diagrams

This means that quality is closely connected to achievement, curriculum, accreditation, while quality & infrastructure are closely connected in the strategic plan document, still from the strategic plan document for the text search query "quality" a word tree is obtained as shown in Figure 4 below.

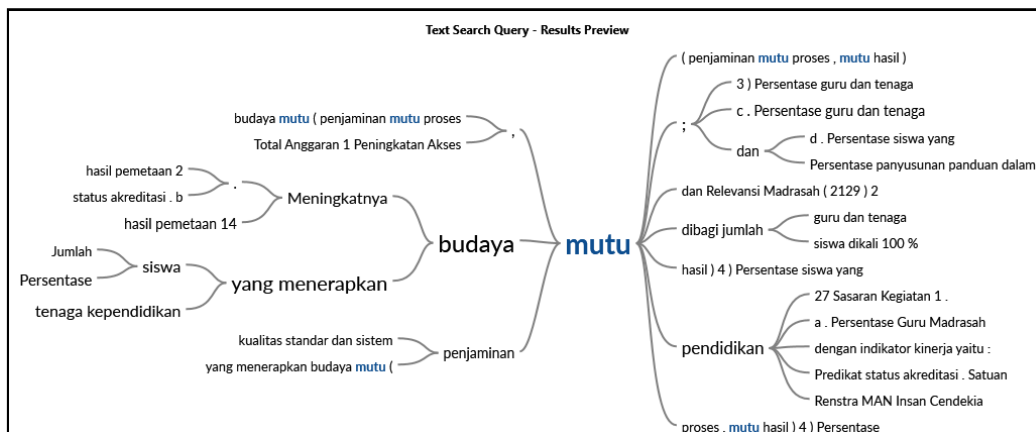


Figure 4. Quality Word Tree

This means that the education quality assurance system at MAN Insan Cendekia has the main target of improving the quality culture of education by using mapping results as a guide, the school strategic plan determines performance indicators such as the percentage of students, teachers and education staff who implement a culture of quality in education processes and results, predicate Accreditation status is also a measure of success in building a culture of quality. Evaluation is carried out through the percentage of students and education staff who follow the guidelines that have been prepared, as part of efforts to increase access, quality and relevance of education in madrasahs.

Data analysis carried out on the strategic plan documents identified several areas that require improvement to improve the quality of education at MAN IC Serpong, Continuous Professional Development in developing the capabilities of teachers and educational staff on an ongoing basis to ensure they remain relevant to the latest developments in education, optimizing the quality of science and technology to maintain balance between science, technology and skills in the curriculum so that the education provided is relevant and able to meet educational standards, the

dormitory aspect in the educational context is an important aspect in providing a holistic educational environment, dormitory facilities are not only a place to live, but also as a an environment where students can learn, interact, and grow together.

Meanwhile, based on the KTSP MH Thamrin document, for *word queries search* for "quality" as in the image below, research findings were found which means that the implementation of boarding education at SMANU MH Thamrin focuses on achieving international standard learning values and quality. This program is based on an assessment of the quality of each educational unit, which is carried out objectively and transparently. , through the Education Service system and the Education Quality Assurance Center, school principals, supervisors and school residents jointly supervise and design quality development plans. This aims to provide continuous quality services for students, ensuring that the education provided is always optimal and in accordance with international standards.

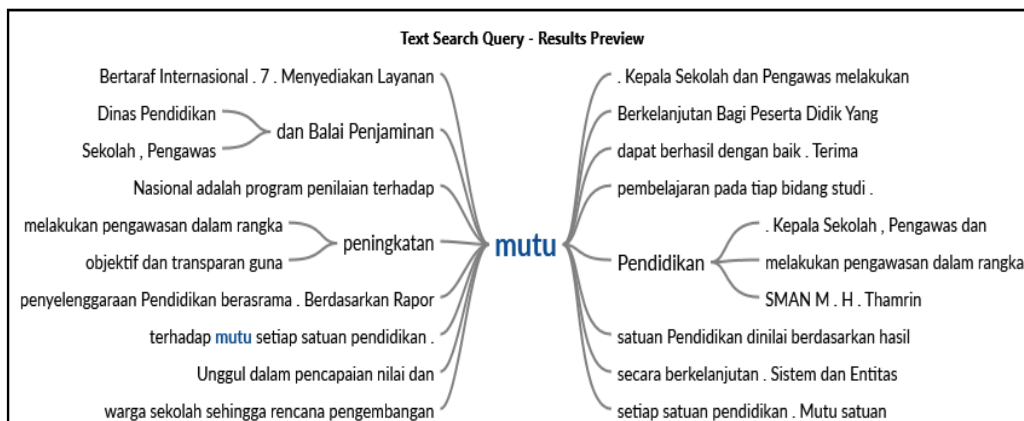


Figure 5. Quality Word Tree

Meanwhile, for *the word search query* "quality" means that curriculum development that focuses on basic literacy skills, competence and character quality has an important role in improving the quality of students, national education standards as a benchmark for quality for school members are the main basis for determining attitudinal competence. what is needed to face life. Thus, each educational unit must ensure complete competency in literacy, numeracy and character as an integral part of the learning process. This leads to the creation of new breakthroughs, as well as building an educational unit climate that is conducive to developing a better quality of life.

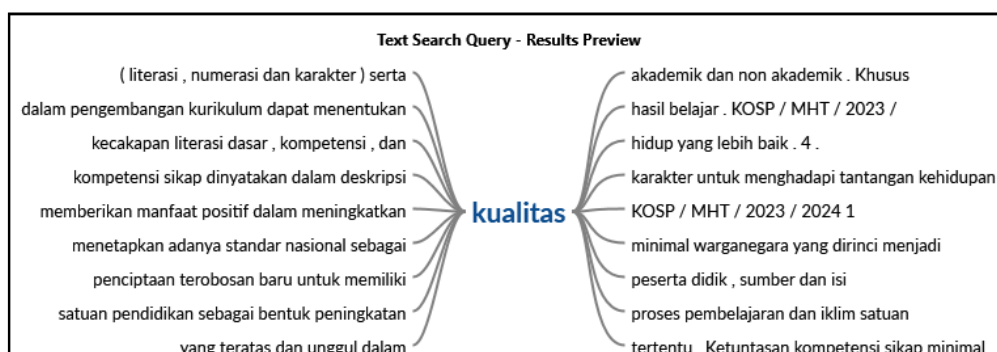


Figure 6. Quality word tree

## 5. CONCLUSION

### 1. **Planning context in improving the quality of boarding school education at MAN Insan Cendekia Serpong and SMANU MH. Thamrin Jakarta.**

Quality Education quality in the Planning Concept is related to accreditation documents, curriculum, strategic plan (strategic plan), working meeting documents, vision and mission, technical instructions, SPIP implementation, results orientation, infrastructure connected to vision and mission documents, SPIP technical guidelines, SPIP implementation, results plans , and the infrastructure case , and the achievement case .

Meanwhile, human resources show that SMA/MA teachers must have an educator certificate, and school principals must have a SMA/MA principal certificate which is issued to prospective principals. Also, the requirements for SMA/MA teachers must be from accredited universities with an educator certificate. , and third diploma graduates with certificates as administrative staff, can apply as executors of administrative affairs. Furthermore, the requirements for library managers are a library management certificate from a government agency or from a bachelor's program in library & information science, as well as a school/madrasah library management competency certificate.

### 2. **Implementation context in improving the quality of boarding school education at MAN Insan Cendekia Serpong and SMANU MH. Thamrin Jakarta,**

Based on research, it was found that the two schools not only focus on competitive achievements, but also on comprehensive academic, character and skills development. Academic development is carried out by developing a curriculum that focuses on basic literacy skills, competencies and character qualities which have an important role in improving the quality of students and national education standards as a quality benchmark for school members are the main basis for determining the attitudinal competencies needed to face life. .

### 3. **Audit context or authentic supervision and assessment (authentic supervision and assessment) in improving the quality of boarding school education at MAN Insan Cendekia Serpong and SMANU MH. Thamrin Jakarta.**

The implementation of boarding education at SMANU MH Thamrin focuses on achieving international standard learning values and quality. This program is based on an assessment of the quality of each educational unit, which is carried out objectively and transparently, through the Education Service system and the Education Quality Assurance Center, school principals, supervisors and school residents jointly supervise and design quality development plans, this aims to provide sustainable quality services for students. Apart from that, the Department of Education and the Education Quality Assurance Center, school principals, supervisors and educational staff, apart from being active in carrying out supervision, also carry out routine evaluations, which are an integral part of the strategy to continue to improve the quality of education, while a holistic approach ensures that the education provided



is always optimal. and in accordance with international standards. and the school community jointly supervise and design quality development plans, this aims to provide sustainable quality services for students, ensuring that the education provided is always optimal and in accordance with international standards

#### **4. Quality improvement context in improving the quality of boarding school education at MAN Insan Cendekia Serpong and SMANU MH. Thamrin Jakarta.**

In improving the quality of education, school management is taking a new approach that does not only focus on efficiency but also on asset-based community empowerment, taking into account ecosystem impacts, and management is not only limited to economic aspects, but also considers environmental sustainability, relevant subject matter now includes integration between information technology and management. which aims to create an environment that has a positive and sustainable impact.

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