IMPLEMENTATION MADRASAH BASED MANAGEMENT IN IMPROVING QUALITY OF EDUCATION AT MADRASAH ALIYAH STATE 1 MAKASSAR

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Abstract

The study aims to determine the implementation of education management in improving the quality of education at Madrasah Aliyah State (MAN) 1 Makassar. The study used qualitative-descriptive research methods. Data collected through observation, interviews and documentation. Data analysis within qualitative research, conducted before entering the field, during the study took place and after completion at the field. The analysis focused during the process in the field, together within data collection, data reduction, data display and conclusion/verification.

The results showed that the implementation of madrasah-based management in improving the quality of education at MAN 1 Makassar is well improved through the vision, mission and the goals of madrasah. Besides, internal and external supported also turned out into significant potential for improving the quality of education at MAN 1 Makassar. This can be seen in learning achievement of students at MAN 1 Makassar, especially the students’ results of State Examination which showed satisfying. Therefore, it’s increasing public trust. Moreover, decree on the determination of accreditation results has been accredited by National Accreditation Board School-Madrasah, within 92 score or rank A (Very Good).

Keywords: Implementation, madrasah-based management, improving education quality

A. Introduction

Madrasah is a long history of Islamic education in Indonesia that has contributed to the intellectual life of the nation. Historically madrasas as Islamic educational institutions that have emerged and developed along with the entry and development of Islam in Indonesia (Steenbrink, 1986: 214). Madrasah since being known by the Indonesian Muslim community are educational institutions that grow with different characteristics from public schools.

The main motivation for its formation is more marked by the need to fulfill the obligation to study, especially the religious sciences. Specifically, madrasas are built by individuals by Muslim communities as a manifestation of religious awareness of the importance of understanding and preservation of religious teachings to future generations. The image of madrasah identity as stated by Malik Fadjar (1999: 88) includes the identity of Islamic education institutions, Islamic identity and the identity of Muslims. These three madrasah identities show that the existence and personification of madrasa is not simple, because its establishment is driven by passion and noble ideals embodying Islamic values in an education system. The reality of the madrasa has made a small contribution to the intelligence of the life of the nation. Even though in the course of history, madrasas are characterized by diverse, positive and negative highlights, with the ups and downs and dynamics of this view, madrassas have become a part of the national education system which has helped shape the character of education at the macro level (national).

From the literature review above, it shows that research studies conducted on management based on Total Quality Management (TQM). Likewise, this study, the authors present a study that is different from previous research, especially in terms of its approach, because this study
focuses on the assessment of TQM through an approach to management functions by linking the principles of TQM. But on the other hand after reviewing some literature, in general it can be concluded that almost all institutions or institutions make TQM an effective management approach to achieve high quality, both institutions in the business field and in the world of education, including Islamic education institutions (madrasa).

Moving on from a review of the research results mentioned above, shows that the study of management in improving the quality of education has been carried out in various different studies, both objects and objectives and targets which of course are also different from this study. In this study researchers focused on the assessment of management implementation in improving the quality of education in Madrasah Aliyah State (MAN) 1 Makassar City. Moving on from this assumption, this research is still feasible and relevant to continue as an object of research. In order to achieve national education as demanded in Law Number 20 of 2003 concerning National Education System, MAN 1 Makassar as one of the Islamic educational institutions must have skills and abilities in the field of management. Because the smooth implementation of education in madrasas is very dependent on the functioning of education management in madrasas. Therefore, Ramli Rasyid (interview, 28 February 2018) stated that in order to improve the education quality of MAN 1 Makassar, madrasah management became an important component in the education process. The management pattern of MAN 1 Makassar is directed to the SBM system, namely madrasah-based management. This SBM is expected to have greater community participation as educational consumers.

B. The Curriculum Structure

The curriculum structure of MAN 1 Makassar includes the substance of learning taken in one level of education for 3 years, starting from class X to class XII and consisting of several subjects, the content of self-development in accordance with government regulations on the application of K13 and added local content. MAN 1 Makassar as one of the education providers, is part of the national education system. Therefore, learning in MAN 1 Makassar is a package system which means that all students must attend all learning programs and learning burdens that have been set for each class according to the curriculum system applied at MAN 1 Makassar. With the launching of a madrasa-based education process, by involving the activities of parents, the community, and the holders of power positions in the regency / city government in improving the quality of education, the MAN 1 Makassar with its characteristic Islamic values in the administration of education still refers to Law Number 20 of 2003 concerning the National Education System, and the Republic of Indonesia Minister of Education and Culture Education Regulation Number 70 of 2013 concerning the Basic Framework and Curriculum Structure of Vocational High Schools / Vocational Islamic Senior High Schools, Makassar 1 through the Curriculum Development Team has compiled a curriculum with based on the Content Standards, Graduates Competency Standards and Guidelines for the Formulation of Education Unit Level Curriculum to be applied in MAN 1 Makassar.

The process of curriculum development at MAN 1 Makassar as stated by Hasmi Hasyim (interview, 23 April 2018), is carried out through several processes, namely: "So that all aspirations can be embraced for a comprehensive and strategic curriculum planning in facing the demands of global change and preparing students who have Islamic integrity and the ability of Islamic sciences, we made a curriculum development team involving various parties ranging from Madrasah Heads, Wakamad curriculum, subject teacher, BK teacher, Madrasah Supervisor,
Madrasah Committee; then carried out through workshops, activities to review the curriculum and revise the curriculum, besides that it was also conducted by presenting several resource persons such as education experts, practitioners / observers, Ministry of Religion, the latter through the finalization stage of the curriculum and strengthening / assessment of documents by the development team based on curriculum guidance. The process of compiling the curriculum above is still guided by the national curriculum and the development of the advantages of the local curriculum so that the peculiarities of the curriculum of MAN 1 Makassar are manifested in the structure and content of the curriculum made according to strategic stages in accordance with the operational needs of education and learning in MAN 1 Makassar.

The structure of the teaching curriculum for MAN 1 Makassar includes the following groups of subjects:

a) Religious groups and noble character (Qur'an Hadith, Aqidah Akhlak, Fiqh, Islamic Cultural History).

b) General groups (Citizenship, Indonesian Language and Literature, Arabic Language, English Language, Mathematics, Arts and Culture, Penjas, History and Geography, Economics, Sociology, Physics, Chemistry, Biology, Information Technology and Communication, Skills).

c) Special groups (Language Programs, Anthropology, Indonesian Literature, Foreign Languages. Natural Sciences Programs: Mathematics, Physics, Chemistry and Biology. Social Sciences Programs: Economics, Social Sciences, Geography. Compilation of curriculum structures based on graduate competency standards and eye competency standards the lessons set by the madrasah BSNP, on the approval of the madrasah committee and pay attention to the limitations of learning facilities and the interests of students.

d) Local content is sewing and electro skills. With this curriculum structure, MAN 1 Makassar which organizes religious programs as one of its superior programs also designs curriculum for religious programs to become 30% religious and 70% general science. With a total face-to-face amount of 45 hours per week. The curriculum structure applies to class X and class XI, XII in each department both science, social studies and language. The peculiarities of the curricular structure are shown in an interview with Hasmi Hasyim (interview, 23 April 2018), Deputy Head of Curriculum Division 1 MAN Makassar said that the management of the MAN 1 Makassar curriculum was a plus curriculum, meaning the curriculum program structure was enriched with the standards set out in the national education system. with the content of science and technology with the arrangement of Islamic teaching programs. With Kurikulutm, it is expected that Makassar 1 MAN in this case can determine the type and quality of knowledge and experience that allows graduates to have global insight, because the curriculum is the rail that determines where the direction of education is directed and the curriculum of MAN 1 Makassar is not only reaching the target of exhaustion but the target is quality achievement than the curriculum itself.

MAN 1 Makassar education curriculum is planned so that the curriculum implementation has a clear direction and becomes a guideline for madrasa heads, community leaders, educators and students including the madrasah committee as stakeholders in implementing learning that is in accordance with the educational goals set by MAN 1 Makassar respond to developments and future challenges in the era of information and globalization through the filtering of faith and piety and
C. Supporting Factors within School Relations with Community

Public relations or often abbreviated as PR is a translation of the term public relations is a form of communication that is held between the organization concerned with anyone who has an interest in it (Anggoro, 2001: 1). Public relations in the sense of general is a series of tools for promotion as the most important part in improving an educational institution, and has a management function that takes place continuously and is designed through community organizations, institutions that try to establish and maintain mutual understanding of regulations and questions designed for the benefit of together (Ada 1996: 17). So, public relations is a series of activities organized in such a way as a series of integrated campaigns or programs, and all of them are ongoing and regular. Management of public relations is a two-way communication between organizations and communities reciprocally in order to support the functions and objectives of management by increasing coaching cooperation and meeting common interests (Ruslan, 2005: 119).

Thus, the management of school relations with the community is to assess the attitude of the community in order to create harmony between the community and the wisdom of the organization. This can be seen starting from community relations program activities, goals and objectives to be achieved by the organization can not be separated from support, as well as the trust of a positive image of the community. Public relations in an educational institution is a series of management related to the activities of the relationship between educational institutions and the community that are intended to support the teaching and learning process in the relevant educational institutions so as to improve the quality of learning. The function of public relations in educational institutions is in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that “the national education system must ensure equitable opportunities for education, improve the quality and relevance and efficiency of education management to face challenges in accordance with the changing demands of local life , national and global so that it is necessary to reform education in a planned, directed and sustainable manner. Furthermore, Article 7 (1) states that "parents have the right to participate in choosing education units and obtaining information about the development of their children’s education". Thus, the function of public relations management in carrying out two-way reciprocal communication between the organizations it represents and the community as a target can ultimately determine the success or failure of the objectives and images to be achieved by the organization concerned. Erdawati in Ruslan (1998: 12), argues that the purpose of community participation in education includes: (a) advancing the quality of learning; (b) improve children's growth and development; (c) increase the harmony of school life with life in society; (d) motivating the community in helping school programs;
(e) realize the shared responsibility between the school and the community towards the quality of education.

The relationship between the school and the community is essentially a means that plays a role in fostering and developing the personal growth of students at the madrasah. In this case, the madrasa as a social system is an integral part of a larger social system, namely society. Therefore, madrasas are obliged to provide information about the objectives, programs, needs, and circumstances of society. Instead the school must also know clearly the needs, expectations, demands of the community, especially towards the school. In other words, between the madrasa and the community must be fostered a harmonious relationship. Thus, the function of public relations management in carrying out two-way reciprocal communication between the organizations it represents and the community as a target can ultimately determine the success or failure of the objectives and images to be achieved by the organization concerned. This is in line with the essence of the definition of public relations work.

The relationship between the school and the community aims, among others, to: 1) promote the quality of learning, and the development of children, 2) strengthen goals and improve the quality of life and livelihood of the community; and 3) encourage people to establish relationships with schools. Furthermore Hasmi Hasyim (interview, 23 April 2018) stated that the implementation of the curriculum was adjusted to the state of the madrasa. From the results of this information, Ramli Rasyid (interview, 2 March 2018) added that the system or method of applying learning material at any time can change according to the conditions, situation and means of madrasah, educators in the field of implementing this curriculum always pay attention to things as following:

1) The best method according to the development of the outline of the teaching program that is in accordance with the objectives of the material taught in the learning process.
2) The method chosen is according to the facilities and abilities of the teacher, and
3) The method chosen should lead to K13.

Based on the results of the interview mentioned above, it can be understood that the curriculum problems of MAN 1 Makassar are adapted to the available facilities both in terms of existing material and the methods used in presenting the learning material listed in the curriculum. In the curriculum at MAN 1 Makassar as described above, it is known that curriculum management is one part of management which indirectly impacts the success of MAN 1 Makassar in implementing the learning process. A clear and systematic curriculum management will improve quality, effectiveness, and quality that is superior for graduates of education institutions. To realize this, a right, effective and efficient management strategy is needed. However, in reality it is in accordance with findings in the field that the implementation of this curriculum management is less applied by educators in MAN 1 Makassar. Recognized in each program educational institutions require different management, especially curriculum issues. Curriculum management is all the joint business processes to facilitate the achievement of teaching goals with emphasis in an effort to improve the quality of teaching and learning interactions that are carried out to succeed in a particular educational program. It is expected that with good curriculum management Islamic education institutions in particular can bring change and be able to compete with other educational institutions. In relation to the implementation of curriculum management in MAN 1 Makassar, the head of the madrasa as the leader is responsible for the running of the managerial process and has the responsibility to monitor all curriculum implementation activities held in the madrasa either directly or assisted by the
curriculum area. The monitoring carried out by the head of the madrasa is to go to classes to see how educators carry out learning or just chat with educators to listen to complaints or obstacles experienced by educators. So that the headmaster of the madrasah knows firsthand how well the curriculum is implemented (Ramli Rasyid, interview 23 April 2018) Based on the results of the research and discussion above, the descriptive analysis of the results of the study is as follows: Implementation of the MBM in MAN 1 Makassar is an alternative form of decentralization management in the field of education as a form of educational reform. The MBM principally relies on madrassas and the community and is far from a centralized bureaucracy. Therefore the essence of the MBM is the granting of greater autonomy to the madrasa to organize and manage the madrasa itself based on the ability and ability of the madrasa. MBM will also increase community participation, equity, efficiency, and management that rests on the level of the madrasah.

E. Implementation of MBM at MAN 1 Makassar

In connection with the foregoing, the implementation of the MBM in MAN 1 Makassar has formal authority to make decisions covering the fields of: budgeting, personnel, and programs delegated among several actors at the madrasa level. This is in accordance with Law No. 20 of 2003 concerning National Education, article 51 paragraph (1) which states that the management of early childhood education, basic education and secondary education is carried out based on minimum service standards with the principle of school / madrasah-based management. Explanation of article 51 paragraph (1) states that what is meant by school / madrasah-based management is a form of education management autonomy in the education unit, which in this case the principal / teacher and teacher is assisted by a school / madrasah committee in managing educational activities"

On the basis of the law above, the implementation of the MBM at MAN 1 Makassar can be understood as one of the formal alternative options for managing a decentralized education administration structure by placing madrasas as the main unit of improvement. On the other hand, MBM is a way to motivate madrasah principals to be more responsible for the quality of education quality of students. Even though the main key to this success is getting stakeholder support which includes madrasah committees, principals, education management staff, students, parents, and community members as well as students.

The implementation of the MBM at MAN 1 Makassar is a prerequisite for improving the quality of education for the following reasons: First, it can encourage the creativity of the madrasa head to manage madrasas for the better. Secondly, it can further increase public awareness to take responsibility for the performance and success of madrasas. Third, being able to develop the task of managing madrasa is the responsibility of the madrasa and the community, in accordance with the new paradigm of the significance of community involvement in education. Fourth, making decisions and policies that are directly related to madrasas can be done by the madrasa itself. This means that madrassas are given the freedom to manage resources, financial resources, learning resources, and allocate them according to the priorities of madrasah needs, so that they are expected to be more responsive to the needs of the madrasa and surrounding communities.

Management implementation is an integral component and cannot be separated from the process of improving the quality of education at MAN 1 Makassar. Therefore, without management, it is impossible for MAN 1 Makassar's vision, mission and educational goals to be realized optimally, effectively and efficiently. Within this framework, then at MAN 1 Makassar there is growing awareness of the
importance of MBM which gives full authority to madrasas and educational management personnel in managing education and teaching, planning, organizing, supervising, being accountable, and leading human resources and inventory items to help implementation of learning that is in accordance with the objectives set. SBM also needs to be adapted to the needs and interests of students, teachers, and the needs of the local community. So for that, it needs to be understood that the main functions of management, namely planning, implementation, supervision, and guidance. Then in practice these four functions are a continuous process.

To implement the MBM at MAN 1 Makassar then the head of the madrasa, education management personnel must have professional and managerial characteristics. Besides that, it must have deep knowledge about students and the principles of education to ensure that all important decisions made by madrasas are based on educational considerations. The head of the madrasa in particular, needs to study carefully, both government policies and priorities as well as the priorities of the madrassas themselves. In relation to the above, the Head of MAN 1 Makassar, must: (a) Have the ability to collaborate with teachers and the community around the school, (b) Have a broad understanding and insight into the theory of education and learning, (c) Have the ability and skills to analyze the current situation based on what should be and be able to predict future events based on the current situation, (d) Have the willingness and ability to identify problems and needs related to the effectiveness of education in schools, and (e) Able to take advantage of various opportunities, making challenges as opportunities, and conceptualizing new ways to change. Thus, understanding the professional and managerial nature is very important so that the improvement in efficiency, quality and equity and supervision and supervision planned by the madrasah is truly to achieve the vision, mission and educational goals of MAN 1 Makassar in accordance with the national education goals framework.

Based on the analysis above, the concept construction is based on empirical information as follows:

1. Implementation of the MBM in MAN 1 Makassar is a prerequisite for improving the quality of education. Basically the MBM is a decision-making strategy rather than a learning program or strategy. The main objective is to prepare a comprehensive direction based on the similarity of internal and external demands and based on the facts of the common vision, mission and goals.

2. Implementation of MBM in improving the quality of education at MAN 1 Makassar is an activity in regulating, coordinating and utilizing the organizational resources of madrasas to achieve the vision, mission and objectives effectively and efficiently. This is in accordance with what was stated by Arismunandar (2006: 15-16) that the effectiveness of management education always refers to the comparison of results achieved with the objectives set; the closer the results achieved with the desired goals the more effective the implementation of education. While efficiency refers to the comparison of the results achieved with the costs, labor and infrastructure used, the better the results achieved with a small cost, labor, and infrastructure used more efficiently the implementation of education.

3. The implementation of the MBM at MAN 1 Makassar is quite well implemented, this can be seen from several aspects, namely:

a. In terms of giving autonomy to madrasas in the functions of each field of management (curriculum management, education management, student affairs, finance and finance, facilities and infrastructure, and public relations) all went well, each field was able to develop activities in an autonomous...
manner according with the madrasa program.
b. In terms of democratic and professional leadership, it is also in accordance with the concept of education management, where the head of the madrasah in taking any policy always involves all madrasa members including the madrasa committee, community leaders around the madrasa, guardians so that all existing policies are able to be carried out well.
c. In the case of compact teamwork, this can be seen at the beginning of each month in a structured and incidental coordination meeting outside the monthly meeting. All of this is inseparable from the ability of the headmaster to direct and motivate all existing education management staff in carrying out their duties properly.

4. With the implementation of the MBM, MAN 1 Makassar has carried out various educational services quite well, this can be seen from several indicators, namely:
a. Student learning services, learning activities at the madrasa run well and smoothly, this can be seen from the activities of the teachers who have been well programmed both intra-curricular and extra-curricular activities.
b. In terms of madrasah facilities and infrastructure, madrasas optimally provide complete facilities and facilities in order to support learning activities and the development of talents and interests of students.
c. In terms of programs and financing, the program of activities at the madrasah is carried out by involving all existing components of the madrasa besides that the madrasa also conducts budgeting for all programs that have been jointly established.
d. In terms of community participation and madrasa culture. With a maximum of all madrasah management functions so that madrassas are able to maximize the role of the community to participate in the development of madrasas. In addition, communication between madrasas and the madrasa environment is also well developed, this can be seen from the activities of the madrasa always involving the community and vice versa. The results of the discussion above show that madrasa-based management at MAN 1 Makassar is able to realize effective madrasas.

5. The implementation of the MAN 1 Makassar MBM can be seen from the perspective of planning, organizing, implementing, monitoring and evaluating. Based on the results of the research conducted, it can be concluded that:
a. Planning is available at every policy-making level, starting from the Head of Madrasah, Head of Administration, Deputy Head of Madrasah, Head of Laboratory, Head of Library, homeroom teacher and subject teacher. This plan is written and submitted to the authorities so that all planning is well coordinated. After planning is collected by a team formed by the Head of Madrasah, it is arranged in a series according to the field. For example the planning of the curriculum, facilities, student affairs, and so on. After planning neatly arranged in accordance with the field, the initial stage of discussion is carried out by the team, namely: Head of Madrasah, Head of Administration, Deputy Head of Madrasah, Head of Laboratory, Head of Library to determine the priority scale that is more important and needed for educational purposes in accordance with vision, mission and goals of MAN 1 Makassar. After planning based on priority, the next step is to draw up a draft discussion with the madrasa committee. In deliberations with the madrasah committee, the Head of Madrasah submits the plan according to the results of the deliberations in the first stage. Based on the results of the deliberations with the madrasa committee, a full one-year MAN 1 Makassar plan was prepared to be implemented. The annual plan is usually
organized in June and discussed with the madrasa committee in July. Planning involves students, teachers, the head of the laboratory, the deputy head of the madrasa, the head of the madrasa and the school or madrasa committee. However, in the process of deliberation planning is adjusted to the level. For example, students discuss with subject matter teachers and homerooms, homeroom consultants with Deputy Head of Madrasah, Deputy Head of Madrasah, Head of Administration, Head of Laboratory consult with Head of Madrasah, Head of Madrasah deliberate with Supervisor, School / Madrasah Committee.

b. Organizing at MAN 1 Makassar is adjusted to the plans that have been prepared. Organizing is done for the division of tasks and determining the authorities and responsible for a task. The head of the Madrasah determines the duties and functions of each organ. With the division of tasks and the formation of an organizational structure in MAN 1 Makassar, all tasks can be carried out and divided up, easily monitored and evaluated. However, however, based on the facts and analysis carried out there are several positions in an organization that are occupied by staff that are less professional so it needs to be considered in order to realize the vision and mission of MAN 1 Makassar. To occupy a position that will carry out certain tasks should ideally be professional. The professional in question is having the competence and educational background that is in accordance with the tasks to be carried out. If a position is very necessary to realize the vision and mission, the solution that can be taken is to pawn the available resources at the same time as time continues to improve the quality of existing staff resources by providing their competence and providing opportunities to continue their education.

c. The implementation of the MBM at MAN 1 Makassar was already good. This can be seen how MAN 1 Makassar can do tasks starting from planning, organizing, implementing, monitoring and evaluating properly. Every organizational activity is carried out by planning involving relevant parties, and the distribution of tasks is carried out in accordance with the organs that have been determined in accordance with the duties and functions of these organs, and each policy maker is supervised by the above organs and evaluations are carried out regularly. starting from every month, semester and end of the year. The best according to researchers are all activities, from planning, organizing, implementing, monitoring to documented evaluations. So that it can be learned, it can be an input for the future and can be a reference for other parties.

d. The supervision of the MBM in MAN 1 Makassar was basically directly supervised by the madrasah supervisor, and was structurally supervised by Mapenda from the Medan Ministry of Religion Office. But in the MAN 1 Makassar environment, supervision can be carried out at every level of the organizational structure, such as the Head of Madrasah oversees all activities in MAN 1 Makassar, the Deputy Head of the Madrasah Curriculum oversees the implementation of learning, Deputy Head of Madrasah Student Affairs oversees the activities of students, Deputy Heads Madrasas in the Field of Facilities and Infrastructure supervise facilities and infrastructure, Head of Laboratory oversees the use and utilization of laboratories and so forth. Supervision is carried out in accordance with the duties of each organ.

e. Madrasah-Based Management Evaluation is carried out jointly with relevant parties, namely the Head of Madrasah, Madrasah Committee, Mapenda and all related to Madrasa-Based Management
in MAN 1 Makassar. Evaluation is carried out at the end of each year, namely by conducting deliberations. But it needs to be realized that evaluation is not only done formally but also when the process is running.

6. The role of leadership of the Head of MAN 1 Makassar is very much needed in implementing the MBM. The type of leadership of the head of a democratic madrasa that is able to accept and provide a harmonious and dynamic atmosphere throughout the madrasa community is always compact and solid in carrying out the success of madrasas to achieve educational goals. The type of democratic leadership used by the headmaster involves all parties, and this type becomes the support of the head of the madrasa in taking a policy in the madrasa. This type is owned by the head of MAN 1 Makassar so that it creates a cool, calm atmosphere and there has never been a problem without resolution.

7. Management characteristics of madrasah-based quality improvement in MAN 1 Makassar can be seen through system education. This is based on the understanding that madrasa is a system so that the breakdown of characteristics is based on input, process and output.

a. Input of education, in the input of education includes: 1) having clear policies, objectives and quality objectives, 2) available and ready resources, 3) highly competent and dedicated staff, 4) having high achievement expectations, 5) focus on customers.

b. The process, in the process there are a number of characters namely: 1) PBM that has a high level of effectiveness, 2) Strong school leadership, 3) Safe and orderly school environment, 4) Effective management of education staff, 5) Schools have a quality culture, 6) Schools have compact team work, smart, and dynamic.

c. The expected output is the achievement of the madrasa produced through the learning process and management in the madrasa. In general, output can be classified into two, namely output in the form of academic achievement in the form of SKHUN, championship subjects, ways of thinking (critical, creative, reasoning, rationalog, inductive, deductive and scientific). And non-academic output, in the form of high curiosity, self-esteem, honesty, good cooperation, tolerance, discipline, sports achievements, art from students and so on

Thus madrasah based management is implemented by MAN 1 Makassar in an effort to improve the quality of education as optimally as possible in the hope that it can realize the vision, mission and objectives of madrasah education and generally be able to realize national education goals.

F. Conclusion

The process of implementing madrasah based management in improving the quality of education at MAN 1 Makassar is well improved. This is indicated by all components of education management, starting from curriculum, personnel (educators and staff), student achievements; facilities and infrastructure; financial and financing; and community relations. Implementation of the madrasah based management evidence improved the quality of education through vision, mission and educational goals of MAN 1 Makassar.

Supporting factors for the implementation of madrasah-based management in improving the quality of education at MAN 1 Makassar, both internal and external turned out into significant potential for the development of educational quality at MAN 1 Makassar.

Implementation of madrasah based management in improving the quality of education at MAN 1 Makassar can be seen in academic and non-academic
achievements. Students learning achievements from National Examination which showed satisfactory results. Therefore its increased public trust. Moreover institutionally based on the Decree on the Determination of Accreditation Results of National Accreditation Board School-Madrasah within 92 score is rank A (very good).

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