# The Organizational Effectiveness Model for Quality Improvement of Madrasah: A Case Study of State Madrasah Tsanawiyah in Indonesia

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**ABSTRACT:** The present study aims to comprehend what enables Madrasahs at MTSN in Jambi City to be effective by developing a substantive theory of school effectiveness that can be applied to schools that have not been effective in managing education under the same conditions to achieve effectiveness. The Sequential Exploratory Design of mixed method is applied in this study. The methodology begins with the first phase namely collection and analysis of qualitative data. Thus it followed by the second phase namely collection and analysis of quantitative data which construct based on the interview result selected through purposive sampling. The participants of qualitative method consist of teachers, school principals, and committees. Meanwhile for the qualitative method the participants consisted of ± 266 teachers. The result elaborated the Madrasah organizational effectiveness model for improving school quality was the most important, namely collaboration and communication, vision and goals as well as conformity with standards were the main or determining factors in realizing madrasa effectiveness in the context of Jambi City. Implications of findings are implies for the stakeholder of Madrasah. Recommendations were made to increase efforts to make public Madrasah in Jambi City more effective.

**KEYWORDS:** Effective Schools, Madrasah, Mixed Methods, School Quality

## 1. INTRODUCTION

The organizational effectiveness defined in economics means the profit or desired result achieved by an organization (Pounder, 2001). However, in the context of Madrasah, of course the desired output is not a profit or profit, therefore the desired outcome or output should be clearly defined (Samy & Cook, 2009). To measure organizational effectiveness in Madrasahs or in higher education organizations is a difficult task. Although it is difficult to measure effectiveness, this is one way for Madrasas to measure their performance. The process required by Madrasahs is to be able to measure outcomes according to a set of planning standards or benchmarks (Samy & Cook, 2009). In achieving this outcome Madrasahs can be considered effective by stakeholders and users of their outputs.

One of the efforts to improve the quality of education is to create quality Madrasahs in order to realize graduates according to the expectations of graduates, parents, further education, government and the business world as well as society at large. In managing Madrasas that are effective and oriented to the quality of education requires a serious commitment to quality improvement, long term (human investment) and requires the use of certain equipment and techniques. This commitment must be supported by a high dedication to quality through continuous process improvement by all parties involved.

Madrasah effectiveness is a Madrasa in which all its resources are organized and utilized to ensure that all students, regardless of race, gender, or socio-economic status, can learn essential curriculum materials in Madrasas (Ubaidillah, 2011). The effectiveness of Madrasah shows the ability of Madrasas to carry out their functions optimally, both economic functions, socio-humanitarian functions, political functions, cultural functions and educational functions. Madrasah effectiveness is closely related to effective Madrasahs, namely Madrasas that have good management standards, are transparent, accountable and accountable, and are able to empower every important component of Madrasas, both internally and externally, in order to achieve the vision, mission, and goals of Madrasas effectively and efficiently.

Much research in educational organizations i.e. in Madrasahs or Madrasas has been driven by the key question "What factors most influence student learning outcomes?" Most of the research following the learning model by Carroll (1963) and later Bloom (1976) has been carried out in one of three different paradigms: (1) input and output studies. focuses on finding relationships between various Madrasah inputs; (2) effective Madrasah studies, concentrating on the importance of Madrasah processes and Madrasah management, particularly Madrasah organization and administrative practices; and (3) a study of teaching effectiveness, centered on the relationship between the teaching process and Madrasah outcomes (Scheerens, 2001).

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Muhaimin (2015) states that in order for the learning and teaching process to run well as an effort to make Madrasah effectiveness, good management is needed regarding the management of education by the head of Madrasah to employees by placing them in positions that match their expertise background (the right man in the right). place), experience and education, strictly speaking the placement and division of tasks for each subordinate must be done wisely, for that the head of the Madrasa is to be given input, accurate and accountable information, for that the head of the Madrasa needs to trust the appointed employee in managing the education.

In this regard, the researchers conducted initial observations on June 5, 2019 to August 5, 2019 in several State Madrasahs in Jambi City. Observations were made to find out about the effectiveness of the organization as seen from the administrative staff who were still not optimal and the consistency with moving the wheels of an organizational system. From the results of these observations, the researchers found several problems, namely the lack of coordination and communication between the principal and the treasurer of the Madrasah MTs Model, MTs Negeri Sijinjang, and MTs Negeri Kenali Besar Jambi City related to the drafting of the budget (budgeting) needed for activities in Madrasahs. . from these problems the researchers found several key points, namely; 1) the pattern of coordination between human resources in Madrasah organizations is weak, 2) the functions and duties of managers are not yet clear so that the process of effectiveness and efficiency of using Madrasah programs has not been carried out efficiently, 3) the lack of administrative staff, and 4) the distribution of aid funds to students is not precise.

The importance of understanding the effectiveness of Madrasas is not only related to improving the quality of education but also in line with the national policy, namely the decentralization of education in the context of implementing regional autonomy. With regard to the decentralization of education, in the field of basic education, the Ministry of National Education has prepared the concept of Madrasah autonomy, namely Madrasah-based management. In addition, it is important to develop theory from within the relevant context when trying to determine the main cause of effectiveness in education in Jambi City Madrasahs namely in terms of education management capacity. Research exploring the critical factors that contribute to Madrasah effectiveness can inform Madrasah leaders, teachers, and policy maker's recommendations and options on issues that enable some Madrasahs to be effective in Madrasah contexts. The findings of this study can help stakeholders and lead to improvements in academic achievement and services to students so that learning is more optimal.

In this regard, the researcher found a point of interest to conduct more complex and focused research. Therefore, the present study is here to explore the management capacity factors that contribute to the effectiveness of Madrasahs, namely the management of educational organizations at State Madrasahs in Jambi City. The purpose of this study is twofold: the first objective is to understand what enables Madrasahs at MTSN in Jambi City to be effective. The second objective of this research is to develop a substantive theory about Madrasah effectiveness that can be applied to Madrasahs that are not yet effective in managing education under the same conditions to achieve effectiveness.

## 2. LITERATURE REVIEW
### 2.1 Effective Madrasas
Effective Madrasah according to Prince George County Public Schools (Ridawati, 2008) is a Madrasa in which all resources are organized and utilized to ensure that all students, regardless of race, gender, or socioeconomic status, can learn essential curriculum materials in Madrasahs. Then, when viewed from the perspective of the quality of education, it can be said that an effective Madrasa is a Madrasa that: (a) has student input with potential in accordance with the curriculum, (b) can provide quality learning services, (c) has Madrasa facilities that support effectiveness and efficiency of teaching and learning activities, (d) have the ability to create a conducive Madrasa culture as a reflection of the professional leadership performance of the Madrasah principal. In addition, madrasas can also be studied in terms of management. Madrasah management is the process of utilizing all Madrasah resources carried out through rational and systematic actions (including planning, organizing, mobilizing actions and controlling) to achieve Madrasah goals effectively and efficiently, Hammond and Dunham (in Ridawati, 2008).

General systems theory (Von Bertalanffy, 1950) is used as a way of viewing Madrasas as a social system: the different parts of the system can be tested objectively and validly. General System Theory shows that there are open and closed systems. In a closed system, the main part of an organization is the internal elements while the open systems approach considers the interaction of the organization with the external environment as important for the success of the organization (Shafritz, Russell & Borick; Wang 2004). Madrasas as an open system that are interconnected with their environment will certainly refer to these theories.

In addition, there is also Bourdieu's Theory of Practice. Rawolle and Lingard (2008) claim that Bourdieu is a practice concept to be an open category for activities with social character and meaning. Meanwhile in Bourdieu's theory of practice there are four aspects that are emphasized in its application, namely (1) Cultural Capital, (2) Social Capital, (3) Economic Capital (4) Symbolic Capital.

Garmston and Wellman (Uhar, 2010) state that effective Madrasahs are Madrasas that are able to realize what is referred to as self-renewing schools or adaptive schools, which is a condition where Madrasah institutions as an entity are able to handle the problems they face, while demonstrating their capability to innovate.

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## 2.2 General Characteristics of Effective Madrasas

Scheerens (2001) explains that the characteristics of an effective Madrasa that can be applied to education in general are: vision, mission and expectations; teaching and learning; management and leadership; student assessment; the relationship between Madrasahs and parents and relationships with other Madrasahs. Bellei, Morawietz, Valenzuela, & Vanni (2020) argue that consistency in the findings can be an indicator that can be used to see the factors that affect the effectiveness of Madrasahs.

## 2.3 Effective Madrasah Models

In the Madrasah effectiveness model according to Marzano (2005) emphasizing eight (8) dimensions to make Madrasah effectiveness, namely a) instructional leadership b) clear mission c) good environment, d) high expectations for success e) continuously monitoring student progress (f) ) learning opportunities, g) carrying out assignments on time, h) having a positive relationship between Madrasahs and parents. Then, according to Michael Fullan (2013) explaining the effectiveness of Madrasah consists of curriculum assessment, teaching, and learning. According to him, innovative teaching practices include three elements, namely a) pedagogic abilities including increased learning, self-management and evaluation, collaboration, and communication skills. Second, b) learning outside the classroom includes an emphasis on problem solving and innovation in the real world and the use of communication and information technology in achieving a learning goal.

## 2.4 Factors Affecting Effective Madrasas

Rutter (1980) identified eight factors within Madrasahs that determine high levels of effectiveness: (a) the balance of intellectually capable and underprivileged children in Madrasahs, (b) reward and punishment systems, (c) Madrasah environment, (d) Participation of children in taking responsibility for their Madrasah life, (e) Use of homework and setting clear goals, (f) good punctuality and willingness to deal with student problems, (g) Importance of preparing lessons in advance and keeping attention whole class students, (h) Combination of assertive leadership along with a decision-making process in which all teachers feel that their views are represented.

## 2.5 Effective Organizational Culture

The organizational culture literature contains information on how organizational leaders use effective organizational culture to improve performance and productivity (Flamholtz and Randle, 2012; O'Reilly et al., 2014). Organizational managers believe that an effective organizational culture is an asset, and an ineffective culture is a liability for organizational success (Flamholtz and Randle, 2011). Eaton and Kilby (2015) show that organizational managers use organizational culture to control and moderate the work environment across the organization.

## 2.6 Effective Madrasa Leadership

Madrasah leadership is associated with a central role in effective Madrasah theory, through the ability of Madrasah management to set shared goals and visions and create the prerequisites for collegial work with shared and shared goals (Leithwood, Patten, & Jantzi, 2010; Leithwood & Riehl, 2003). Madrasah leadership has been shown to influence a wide range of educational outcomes (Seashore Louis, Dretzke, & Wahlstrom, 2010), although the direct effect of Madrasah leadership on student outcomes is rather modest (Hattie, 2008; Muijs, 2011). For the most part, Madrasah leadership roles for educational outcomes can be understood as indirect, by establishing frameworks and guidelines, clarifying Madrasah vision and objectives, and ensuring that staff resources and competencies are available in the right place at the right time (Leithwood & Riehl, 2003). 2003).

## 2.7 Effective Madrasahs in the Context of Madrasah Management

Meier, & Hicklin, (2007) for example, define management as a field of science that systematically seeks to understand why and how humans work together to achieve goals and make this collaborative system more useful for humanity. Educational management is a process of managing education through the cooperation of a group of people by utilizing various resources that seek to achieve educational goals.

## 2.8 Madrasah in Jambi Context

Historically and sociologically, the first Islamic educational institution in Jambi was the madrasa. The name "madrasa" was deliberately chosen by Jambi scholars because it was inspired by their experience when studying in Mecca. The growth of madrasah in Jambi has its roots in the Middle East. The early madrasah buildings in Jambi had several classroom-like rooms, but they did not function as classrooms because of their larger size. Room dividers seem to be more intended for grouping study areas.

## 2.9 Relevant Research on the Effectiveness of Madrasas

In research (Scheerens, 2001), found that research on the effectiveness of Madrasahs in developing countries is more than that of research on the effectiveness of Madrasas in developed or industrialized countries. In a study conducted by Sadker and Karen Zittleman (2010) found five main characteristics of effective Madrasahs, which are often referred to as five-factor theory (Stenger, 2013). The five characteristics are (1) leadership qualities, (2) high expectations of students and teachers, (3) continuous monitoring of student performance and development, (4) clear goals and directions, and (5) safety and comfor student. These five factors will

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encourage student success and improve the quality of education services provided by Madrasahs. Systems theory does not provide insight into social practices to be more effective. Therefore, to understand and explain the process of effectiveness, it is necessary to use theory of practice or theory of practice (Bourdieu, 1977) to complement general systems theory in an analytical perspective.

## 3. METHOD

### 3.1 Conceptual model of the study

The present study was at February 2020 with a mix method research model. There are ± 266 teachers, principals and Madrasah committees in State MTS throughout the city of Jambi who participated in this study. in the first stage of this research employed survey to collect the data of this present study. The process of reviewing related studies and the assessment of validity toward the instrument of the research were conducted before the data collection technique is conducting. related to the process, at the first stage of research the process that the researcher went through included; 1) build contacts and access at the research site, 2) design a survey adapted from the Shannon & Bylsma questionnaire (2007), 3) implement a questionnaire conducted through two methods, namely offline (directly to Madrasah teachers) and online (through google form). then in the second stage followed by a qualitative method with a case study design regarding Madrasah management capacity, namely Madrasah effectiveness. At this stage, the activity that the researcher carried out was interviewing several selected participants.

### 3.2 Instrumentation

According to Hair et al (2016). The review of literature stage is carried out to assist researchers in defining the data findings and also to find theories that can be used as research concepts, especially in terms of methodology and research instruments. In this study, the researcher used two research instruments which were adapted and developed from several theories. In the quantitative method, the researcher used an instrument questionnaire which was adapted from Shannon & Bylsma (2007) in the book "Nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning". The data questionnaire is used to find out several things, namely; The questionnaire is intended to obtain attitude data about Madrasah effectiveness through a Likert scale (5) always, (4) often, (3) Neutral), (2) No and (1) never. Then for the second research method, the researcher used interviews which were developed according to the responses and answers given by the informants from the results of the questionnaire. The purpose of implementing the interview technique is to find out the responses and opinions of the participants regarding the problem under study.

then in the next stage, the researcher tested the validity of the data of the two research instruments. In the first instrument, the researcher implemented a trial technique through a pilot study before being distributed to the participants in this study. According to Garson (2012) the purpose of the pilot study activity is to determine the characteristics of survey respondents and to check the accuracy of the assessment and evaluation of research instruments. . Overall this study took 50 participants from the projected sample for teachers selected as a pilot study.

In the data from the first trial (questionnaire results), the researcher carried out the process of calculating construct reliability through CA (Cornbach, 1971) whose value was accepted if it was above 0.7. As shown in the table below, all Cronbach Apha and Composite Reliability (CR) are greater than (>0.7) thus the questionnaire items fulfill and ensure the reliability of the instrument (the indicator is consistent in measuring the construct). The following is a display of table 8:

**Table 1. Construct Reliability Testing Results based on Convergent Validity**

| Dimensions of Madrasah Effectiveness | Cronbach's Alpha | Composite Reliability |
|---|---|---|
| Collaboration & Communication (KK) | 0.878 | 0.906 |
| Parental and Community Involvement (KOM) | 0.850 | 0.893 |
| Leadership (KP) | 0.896 | 0.921 |
| Conformance to Standard (KS) | 0.891 | 0.920 |
| Learning Environment (LB) | 0.907 | 0.923 |
| Professional Development (PK) | 0.841 | 0.887 |
| Supervision of the Learning Process (PP) | 0.872 | 0.907 |
| Standards and expectations (SH) | 0.821 | 0.874 |
| Vision and Goals (VT) | 0.824 | 0.875 |
| **Total variables** | 0,975 | |

Next, the researcher tested the validity by using the calculated R value which was compared with the R table with the results showing that all of the questions consisted of; VT, SH, KP, KK, KS, PP, PK, LB, and KOM totaling 54 items are declared valid and can be used for main research at the quantitative stage.

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Meanwhile, regarding the results of the data obtained from the qualitative method, namely the results of interviews, researchers checked the validity of the data through member checking. Where the process carried out is to provide the participants with the transcription of the interview recording data to be rechecked and confirmed.

### 3.3 Data Collection

After testing the reliability and validity in the quantitative method, the next phase is to distribute the instrument to the participants in this study. The data were obtained from several public Madrasah-based schools in the city of Jambi. At the time of carrying out the research a letter of permission was submitted to the school and signed by each participant and the principal of the Madrasah. The distribution of the questionnaires has been carried out through two methods, the first one is directly (offline) and remotely (online) assisted by Google Form. During data collection process the researcher spent one month. Then all responses are inputted and decompiled via Microsoft excel and SPSS.

Furthermore, the second phase of the research methodology is qualitative. in which the data collection process is implemented through a technical semi-structured interview. In the implementation, the researcher interviewed the participants who were selected and willing to be interviewed related to the research topic. In addition, in the qualitative method, the researcher will also collect data from the results of the document. The data is in the form of written, visual and physical material (Meriam, 1998). Which, in this study researcher collect supporting documents related to the effectiveness of Madrasahs at MTSN Jambi city. The last data is generated from the demographic data of the participant's questionnaire. The demographic questionnaire was used to find out the background of the research participants consisting of name, position, length of work and so on.

### 3.5 Data Analysis

Then related to the data analysis process, this study implemented two ways to analyze the data. The first is to analyze quantitative data obtained from the results of data analysis through the SPSS application. Which in the analysis of quantitative data in this study, researchers used Cornbach alpha, Mean, and Standard deviation analysis. As for, the output of this method used descriptive and inferential statistical data.

Meanwhile, in qualitative data analysis, the researcher implemented a case study approach that included several stages. as for the intended stages are; 1) transcription, 2) archiving, 3) printing, 4) reading transcription data carefully, 5) codification assisted by NVIVO software, 6) translation, 7) thematic analysis, and 8) data presentation.

## 4. FINDING AND DISCUSSION

This study aims to understand the determinants of organizational effectiveness for improving the quality of public Madrasahs in the context of the city of Jambi. Then this research focuses on finding out how the characteristics and social conditions of Madrasah effectiveness. This research uses a sequential mized method research design approach. The first stage is a qualitative method which is carried out by interviewing the Head of Madrasah, Deputy Head of Madrasah and Teachers. then proceed with the second stage, namely the quantitative method by means of a cross sectional survey design used to collect data from teachers and staff at six MTSN in Jambi City. Then an inductive approach is used to analyze the research data.

The findings in this mix method study examine research results that are in line with research conducted by Sadker and Zittlemen (2016). Which in their findings found five main characteristics of effective Madrasahs, or better known as five-factor theory (Stenger, 2013). The five characteristics are (1) leadership qualities, (2) high expectations of students and teachers, (3) continuous monitoring of student performance and development, (4) clear goals and directions, and (5) safety and comfort. student. Similar findings were also found by Anrig (2013). which in its findings there are five keys to effective Madrasas, namely; (1) a coherent learning guide, (2) an effective system to improve the professional capacity of teachers, (3) strong parent-madrasah relationships, (4) student-centred learning, and (5) strong leadership. Both studies examine that the most effective madrasas are those that are able to develop very high trust between stake holders.

In this study, researchers used several theories to determine the effectiveness of Madrasahs. As for the theories that researchers use, they are general systems theory (von Bertalanffy, 1950); and (2) theory of practice or theory of practice (Bourdieu, 1977). After being analyzed using an inductive approach, this study found nine characteristics of effective Madrasahs and became the main categories in this study, namely; (1) Vision and Goals, (2) Standards and expectations, (3) Leadership, (4) Collaboration/Communication, (5) Compliance with Standards, (6) Supervision of the Learning Process, (7) Professional Development, (8) Learning Environment, (9) Parental and Community Involvement. The nine factors also have sub-themes. The following are the nine factors that contribute to the effectiveness of State Madrasahs in the city of Jambi which are analyzed through the NVIVO Pro 12 software:

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**Table 1. The Conclusion Nine factors that contribute to the effectiveness of State Madrasahs**

| Nine characteristics of effective Madrasas & the Sub-themes | Files (Number of Informants) | References (Number of information that appears) |
|---|---|---|
| **Collaboration and Communication** | 2 | 2 |
| The principal and teacher always discuss the program regularly | 7 | 12 |
| Involve teachers in preparing Madrasah budget work plans | 7 | 10 |
| **Leadership** | 1 | 1 |
| Open and Democratic | 7 | 7 |
| Head of Madrasa with high integrity | 3 | 3 |
| The head of the madrasa gives a reward | 1 | 1 |
| **Parental and Community Involvement** | 2 | 2 |
| Good coordination with Madrasa committee | 4 | 6 |
| Good coordination with parents | 5 | 8 |
| **Conformance to Standard** | 1 | 1 |
| Teachers use a variety of learning approaches | 1 | 1 |
| Budgeting according to technical guidelines and guidelines | 3 | 6 |
| Aligned with Eight National Education Standards | 6 | 9 |
| **Learning Environment** | 1 | 1 |
| Madrasa's concern for students | 4 | 5 |
| Conducive Learning Environment | 3 | 4 |
| **Supervision of the Learning Process** | 1 | 1 |
| The Learning Process is Evaluated by the Head of Madrasah | 4 | 4 |
| Effective feedback from Madrasah principal | 6 | 7 |
| **Professional Development** | 1 | 1 |
| Encouraging teachers to continue S2 | 2 | 2 |
| MGMP runs effectively | 4 | 4 |
| **Standards and Expectations** | 1 | 1 |
| Teachers help students achieve educational standards | 2 | 2 |
| Consistent on improving the quality of education | 4 | 4 |
| **Vision and Goals** | 1 | 1 |
| strives to create excellent Madrasas | 4 | 4 |
| Commitment to realizing the vision and achieving goals | 7 | 9 |
| Have the same understanding to achieve the vision and goals | 4 | 6 |

based on table 1, there are three columns with several terms. each of these columns explains the information and coding results from the participants' answers related to the factors that contribute to the effectiveness of public madrasahs. in the first column describes the types of factors that appear. Then the second column "file" explains the number of participants who provide explanations related to these factors. In addition the third column is "references" which explains the amount of information provided by participants.

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## COLLABORATION AND COMMUNICATION

From the interview results, the theme of collaboration and communication was the most discussed theme by the participants. Wentz (1998) concludes that an understanding of the importance of communication is critical to the effectiveness of educational institutions. This suggests that different stakeholders in Madrasahs need to be aware that the communication they convey verbally and non-verbally their actions are as important as the words they speak (Wentz, 1998). Collaboration takes time to build trust, understand and grow respect. Rutgers (2009). In this study, it was determined that collaboration and communication play an important role in contributing to the effectiveness of Madrasahs i.e. Madrasah Principals and teachers always discuss the program regularly and involve teachers in budgeting.

The results of this study explain that collaboration between Madrasah principals and Madrasah teachers is a priority they use to achieve organizational effectiveness goals. In addition, this study also explains that communication is an important aspect of Madrasah effectiveness. which the communication may take the form of; 1) providing regular feedback to teachers after monitoring and issuing program progress reports is also considered as communication between stakeholders in Madrasah, 2) inviting fellow teachers to discuss priority programs on a regular basis, and 3) involving fellow teachers in preparing school work plans and budgets

## LEADERSHIP

Another theme that was widely discussed by participants related to the factors that contribute to the effectiveness of Madrasahs is leadership. Mahembe and Engelbrecht (2014) emphasized in their research that leadership behavior by emphasizing positive behavior and outcomes for Madrasahs indicates that Madrasas become effective through positive leadership behaviors. This opinion is in line with the findings in the present study. Thus, in this study explains that an effective, open and democratic leadership attitude is the single most significant factor that contributes to the effectiveness of Madrasah Tsanawiyah in Jambi City.

Aspects of leadership that have integrity with a shared vision in leadership influence other factors that contribute to effectiveness. When there is trust in a set of ideas by different stakeholders, communication occurs which results in other factors that contribute to effectiveness. Hoadley, Christie and Ward (2009) assert that effective leadership has the capacity to inspire and lead improvement efforts in Madrasahs.

Several actions related to the democratic leadership style of Madrasah principals obtained from the results of this study were related to the theory proposed by Kouzes and Posner (2012). Whereas, the Madrasah heads as democratic leaders are leaders who are able to invite others together towards the same vision, strengthen collaboration, become role models in leadership and good supervisors of what is being planned, and are always supportive to colleagues and his subordinates.

In addition to the head of the Madrasah from the statement it can be concluded that the teacher also plays a role in determining the contribution to effective leadership. This is shown from the role of teachers in managing and managing an effective classroom. In addition, another role is that the teacher also contributes to the collaboration and communication system with Madrasah stakeholders. In this regard, Williams (2011) also states that effective and smooth leadership can be realized through the combined expertise and experience of various stakeholders within the institution. Then, the combination of expertise and experience will create a collaborative approach in achieving the same vision.

## PARENTAL AND COMMUNITY INVOLVEMENT

Education is a shared responsibility between teachers, Madrasah staff, families and communities, as well as the students themselves. Families and other adults can be involved in the education of students through various activities. The family involvement is a key factor in improving student academic achievement. Such involvement can produce positive factors, namely an increase in academic achievement, good behavior and good social skills. The involvement of these various aspects is a form of collaborative activity (Williams, 2011).

The results of the study explain that Madrasas as post-bureaucratic organizations are flexible, must be able to make strategic and fast decisions, respect motivation and entrepreneurship (interpreners), value creativity not conformity, give authority to members to make local decisions and develop initiatives, and consider insiders organization is more of a partner than an asset. In this case, Madrasas take input from the community, process inputs based on the community "model", and finally issue outputs that will return to the community.

According to (Lezotte et al., 2011), one of the characteristics of effective educational institutions (Madrasah) is the high partnership between the home (parents) and Madrasah. Research has also found that community involvement in Madrasahs can increase teacher effectiveness, and this in turn increases students' positive behavior and student learning quality (Nana Adu-Pipim Boaduo, Milondzo, & Adjei, 2009).

As described by (Epstein, 1997; Shannon & Bylsma, 2009). some forms of community involvement with Madrasahs are childcare, communication, volunteering, home learning, decision making, and collaboration. In this regard, in this study the researchers found that the form of community involvement in the Madrasah effectiveness improvement program was reflected in

several actions, namely; 1) good coordination between Madrasah stake holders and the Madrasah committee, and 2) good coordination between school stakeholders and parents.

## CONFORMANCE TO STANDARD

The next theme that became the most discussed was the discussion of "conformity with standards" which was interpreted as curriculum alignment, assessment system instructions that affected the teaching and learning process. based on the results of interviews, in this theme there are several discussions including; (1) teachers use a variety of learning approaches, (2) in line with the eight national education standards, (3) budgeting according to technical and operational guidelines.

According to Anrig (2013), one of the keys to increasing the effectiveness of Madrasahs is to have various guidelines and teaching models that are coherent with the Madrasa's vision and mission. The results of the study explain that the findings put forward by Anrig (2013) are related to what happened at MTSN Jambi city which became the object of research. in which several MTSNs in Jambi, which are the research locations, the teachers have applied various models of learning approaches that are in accordance with government directives in the curriculum. where the learning model is guided by eight national education standards. Based on Permendiknas number 22 of 2006 the eight national education standards consist of; 1) graduate competency standards, 2) content standards, 3) process standards, 4) education and education personnel standards, 5) facilities and infrastructure standards, 6) management standards, 7) education financing standards and 8) education assessment standards. Besides that, learning activities also provide more opportunities for students to be more creative and achieve.

Budgeting according to standards is an important part of implementing the eight national education standards (SNP) (Alawiyah, 2017). Based on the results of the research, the budgeting at MTSN in Jambi has been made in accordance with the technical and operational guidelines in force. In addition, the preparation of other fund reports has also been made based on the appropriate technical and technical bookkeeping management structure.

Then from the results of the analysis, the researchers found that the results of the reports that have been made by the participants have followed the elements contained in the BOS financial accountability report guidelines contained in the report of the Minister of Education and Culture No. 1 of 2018. The elements consist of 1) description of expenditure, 2) BOS financial management process, and 3) the financial reporting process up to the ministerial level.

Based on the National Education Standards, teachers and Madrasah heads are the most important elements that must exist in the management and administration of Madrasahs. Especially the teacher is a very important element, without the professionalism of the teacher it will be impossible for students to achieve maximum quality of learning outcomes. In this regard, several participants explained that the National Education Standards serve as the basis for planning, implementing and supervising education to realize quality national education. While the main objective is to ensure the quality of national education in the context of educating the nation's life, forming a dignified national character and civilization. With the existence of education based on the SNP, the existing Madrasas can produce quality national education.

In addition, content standards are a benchmark used by participants in determining teaching materials, competencies and graduate outcomes at the final level of education. Some of which are benchmarks used by the participants in measuring the competencies, skills and subjects given to graduates. In response to that matter, SNP (national education standard) is expected to be able to formulate and implement a program to fulfill the SNP, as well as utilize various available resources through several strategies. According to participants, the 7 strategies are to follow the rules that have been set by the central government in terms of setting the curriculum, such as the use of KMA 183 184 for general religious learning.

## LEARNING ENVIRONMENT

The next theme that was widely discussed by the participants in this study was the "learning environment". A supportive learning environment can be defined as a Madrasah climate and culture characterized by reasonable expectations of behavior, consistent and fair application of rules and regulations, and responsive and caring relationships between teachers and students. In a supportive learning environment, children are valued and respected; their heritage and background is seen as an "asset", not a drawback. Mutual respect and trust are at the core of a supportive learning environment. From some of the informants' statements, they consistently found new themes from the learning environment, namely (1) the Madrasa's concern for students and (2) a conductively learning environment.

The first sub-theme explains that there are several things that can build Madrasah effectiveness in the learning environment. The intended environment is; 1) the existence of an emotionally warm learning atmosphere, 2) the existence of an environment that maintains the consistency of improving the academic abilities of high-quality students, 3) taking the time to build positive interpersonal relationships between teachers and students, and 4) the emotional closeness communicated by the teacher to students which is shown through a smile, a gentle touch, and builds a feeling of closeness.

A conducive and comfortable learning atmosphere can make students absorb quality material. In addition to a conductively learning atmosphere, learning media can also create an active learning atmosphere. Then another role of teaching media is to

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facilitate the process of interaction between students and teachers, students and students in relevant scientific fields. Based on research results, these activities can make schools able to show competitiveness and superior quality to their graduates. Learning is the intensity of systemic and synergistic linkages between teachers, students, learning climate, and learning media in producing optimal learning processes and outcomes in accordance with curricular demands. Learning quality is a level of achievement of learning objectives. The achievement of these goals is in the form of increasing knowledge, skills and developing student attitudes through the learning process in the classroom.

## SUPERVISION OF THE LEARNING PROCESS

Monitoring or monitoring is defined broadly, is analyzing what we do with the results we get. Learning is monitored by tracking various assessment results such as test scores, student developed results, performance, and other evidence of learning. Teaching is monitored by supervisors, namely the Madrasah principal for program and teacher evaluation and by the teachers themselves as they reflect on teaching and learning practices. Information about the effectiveness of learning processes, educational programs, and materials is collected from various sources that reveal student learning, for example, general assessments, observations, dialogues, examination of student work, and so on. which information is used for further management improvement and instruction planning.

The results of the study revealed that the learning process was evaluated by the Head of Madrasah. Madrasah principals are the key driving force for Madrasah development and progress and are responsible for increasing accountability for student and program success. In order for this to be achieved properly, the leadership of the Madrasah head needs to be empowered, so that the Madrasah head is able to play a role in accordance with his duties, authorities, and responsibilities. In addition, in this case the head of the Madrasah also acts as a supervisor who supervises the work carried out by teachers and staff in providing services to students, parents and Madrasas. The purpose of this monitoring activity is as a reflection material to determine the level of effectiveness of Madrasa performance. Besides that, the purpose of this process is to find out the function of the system that makes adjustments to the plan, to make sure that the deviation of objectives is within tolerable limits so that the performance of officers, processes and outputs are in accordance with the plan.

Monitoring requires regular review and refinement and is arguably the process that most directly contributes to the determined learning outcomes. Measures used in monitoring provide feedback to teachers and learners, as well as other stakeholders, who are responsible for making changes to ensure continuous learning progress.

To maintain the quality of teacher performance, it is necessary to have quality control in the form of educational supervision of teachers in Madrasahs. Educational supervision is divided into two, namely academic supervision and managerial supervision. Academic supervision is the supervision of teachers in the teaching and learning process including program planning, implementation of learning programs and evaluation of learning programs.

Supervision activities are carried out not without a purpose. Based on research results Supervision is an assessment process or procedure in giving direction and conducting a critical assessment of the learning process. Supervision is an activity carried out by the head of Madrasah to supervise and direct all educational devices in order to achieve educational goals.

## PROFESSIONAL DEVELOPMENT

Professional development includes a wide range of learning opportunities for educators generally in the workplace, preparation for study in specific groups and trainings. In relation to educational reform it certainly recognizes continuous, on-the-job, professional development as the best hope for changing instruction to enhance student learning. Professional development certainly aims to help educators reflect on their teaching strengths and be able to identify areas and specifics for professional development.

Based on the results of the research, the first professional development activity was the support from Madrasah for teachers in continuing their master's degree. This is support from the head of Madrasah as educator, supervisory manager, leader, innovator, motivator and entrepreneur and is responsible for making efforts in the field of improving teacher professionalism such as postgraduate studies, because teachers are professional educators and are a very important component. In the education system as a whole, this must receive central attention, first and foremost.

In addition, the second professional development activity is improving the quality of teachers through the Subject Teacher Consultative Forum (MGMP), a professional organization that brings together teachers of similar subjects. Through this MGMP program, the school hopes to facilitate discussion group forums for teachers to collaborate in the same field of knowledge. With this program, teachers are expected to be able to develop new knowledge and skills for professional improvement and learning quality. In addition, the purpose of establishing the MGMP as stated in the MGMP Development Standard is to broaden the teacher's insight and knowledge in various matters, especially mastery of the substance of the subject matter, syllabus preparation, preparation of learning materials, learning strategies, learning methods, maximizing the use of learning facilities/infrastructure, take advantage of learning resources.

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## STANDARDS AND EXPECTATIONS

The learning process involves the ability to relate previous knowledge to the new information provided. High expectations are closely related to effective teaching that is developed through collaborative, fact-based, and professional development (Bishop, Berryman, Powell and Teddy, 2007). The study further determined that high expectations increase confidence in success.

This study found that all stakeholders had high expectations for learners. Having high expectations is reflected in the support provided by teachers and Madrasah principals. It is further reflected in a positive learning environment. It was found that students and teachers agreed that, if expectations were high, success in achieving the vision and goals would be achieved. Peer motivation and influence among students is directly related to strategies for success and is categorized as high expectations created for students.

Ko, Sammons and Bakkum (2013) report that teachers are one of the key elements in any Madrasah and effective teaching is one of the main drivers for Madrasah improvement. Effective teaching correlates with learning achievement which is supported by teacher behavior in managing the classroom. In order for effective teaching to be achieved, the most important thing is that the teacher has good content or subject knowledge. The study found that the teacher's role is to ensure that teachers are prepared to become effective teachers. Collaboration with external partner groups such as the MGMP helps in providing professional development for teachers. The main objective of teacher professional development is to improve the teaching ability of teachers. The findings show that the focus of the development program should be on subject content knowledge in Madrasahs that are members of the MGMP.

Another aspect found in the theme of effective teaching is the importance of planning and preparation by the teacher. Teachers in these studies have shown that the resources available in Madrasahs play a role in contributing to Madrasah effectiveness. The study found that collegiality and support among Madrasah head teachers contribute to effective teaching that is consistent in improving the quality of Education in Madrasahs. Professional development keeps teachers motivated and explores new ideas from other teachers in other Madrasahs. Effective teaching was found to be influenced by supportive learning areas that involved students, teachers and Madrasah principals in the role of Madrasahs.

Akey (2006) explains that the field of supportive learning is an area that will increase the sense of belonging to the way of teaching and learning by creating a caring social environment where teachers are very concerned about the development of students. The study found that Madrasahs were a supportive learning area where all were concerned about the diverse cultures within Madrasas as reported by teachers. The convenience aspect is important to ensure a supportive learning area. This study finds that the area of supportive learning in Madrasahs has other forms that contribute to Madrasah effectiveness. This includes good partnerships between parents and Madrasahs in maintaining disciplined learning areas that aid classroom management. Punctuality with students in class contributes to the area of learning. Supportive learning areas influence teacher motivation and increase teacher effectiveness. It was further determined that it had a greater impact on students and their ability to achieve success.

## VISION AND GOALS

Identifying the core objectives of an organization is an essential element of an effective Madrasah system. A successful organization needs a feeling about what its members are doing. The Madrasah effectiveness model has emphasized the importance of a clear shared focus in the context of education restructuring and reform. Effective systems with strong program coherence, in other words, programs and practices that are consistently and closely linked to focus are more likely to have a positive impact on student achievement than poorly coordinated systems..

Based on the results of the study, the researcher found that the first vision that made the characteristics of an effective Madrasah "try to create an excellent Madrasah". Excellent madrasas are usually indicated by academic achievement usually measured through examinations or ongoing assessments. In realizing the goals of Madrasahs, of course, the role of education managers will try to focus on creating highly competitive or superior Madrasas. In line with the above opinion that an effective Madrasah model is to implement a Madrasah education curriculum that can hone students' learning experiences, such as working together and collaborating, for example in solving problems..

Then the second vision of an effective Madrasa is to have a common understanding to achieve the vision and goals. A clear focus and shared understanding includes an enthusiastic vision of organizational members as well as specific goals, which focus attention, effort, and resources. A vision is expressed in a clear and detailed word picture that describes the organization or Madrasah as it will look when its objectives are successfully achieved. Effectively determining a specific focus, Madrasah leadership and stakeholders use a collaborative process to analyze data and target one or two areas as Madrasah objectives. In other words, effective Madrasas/Madrasah succeeds in setting shared goals based on data, aligned with stakeholders.

Effective Madrasah Management includes management at the grade level, Madrasah, and Madrasah contexts. Dimensions that must be considered in management: a) class level, namely the dimensions of curriculum or teaching quality, learning procedures/strategies, and teacher behavior in class; b) Madrasah level, namely the dimensions of the quality of education policies, organizational quality, timing, opportunities to implement the curriculum; and c) Madrasah context level, namely various

educational policies by the government that support Madrasah and effective learning, demographic and socio-economic characteristics, characteristics of Madrasas themselves, steering bodies such as Madrasah boards, and stakeholders.

## 5. CONCLUSION

This research is a series of studies using an exploratory of mixed-method. Therefore there are two methods in this research, namely quantitative and qualitative methods. The findings in this study found several results. The results of the first study show that there are several important things related to the Madrasah effectiveness model in the context of the city of Jambi through the nine characteristics proposed by Shannon & Bylsma (2007), namely (1) a clear and shared focus; (2) High standards and expectations for all students; (3) Effective Madrasah Leadership; (4) High level of collaboration and communication; (5) Curriculum, instruction and assessment aligned with standards; (6) Intensive learning and teaching monitoring; (7) Focused professional development; (8) A supportive learning environment; and (9) High level of parental and community involvement. The second finding is that collaboration and communication are the main aspects that can be used to improve the quality of Madrasahs. And the third finding is related to the problems that arise during realizing Madrasah effectiveness. While the problems consist of; 1) the low involvement of parents, and 2) the implementation of teacher professional development programs that have not been maximized and have not been based on goals.

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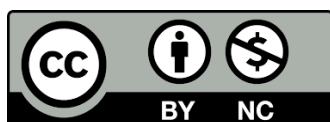
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