

# Strategy of Excellent *Madrasas* in Improving School Quality: A Study at *Madrasah* Insan Cendekia Serpong, Banten

Mufasirul Alam\*, Aas Siti Sholichah, Desy Ayu Ningrum

Erna Fauziah, Lalu Muhammad Samiudin

Universitas PTIQ Jakarta, Indonesia

[mufassirulalam@ptiq.ac.id](mailto:mufassirulalam@ptiq.ac.id)\*

## Abstract

This research aims to determine the strategies of superior madrasas in improving quality management. The research method uses qualitative methods with a field study approach. The research techniques use observation, interviews, and documentation. Madrasas are formal institutions that provide education at elementary, middle, and high school levels. One of the determinants of madrasah quality is quality management. Quality management is a systematic process used by organizations to ensure that products or services meet customer expectations and set quality standards. The quality management strategy used to improve the quality of madrasas is to strengthen the vision of madrasas to become strong and superior institutions. Apart from that, the curriculum is innovative and relevant which is strengthened by the support of both internal and external stakeholders. Apart from that, the quality and competence of teachers through training, workshops and training on teaching and teacher enrichment becomes a benchmark for the success of management, by strengthening students' abilities in the cognitive, affective, and psychomotor domains by strengthening various achievements in various fields of science and extracurricular activities. Teacher competence is also supported. digital literacy skills to adapt to today's digital world. Evaluation and monitoring are an inseparable part that can be carried out to assess the ability and involvement of school principals, teachers and students and administrative staff so that they can carry out quality management according to madrasah procedures.

**Keywords:** Strategy, Quality Management, *Madrasah*

## INTRODUCTION

The success of a madrasa in managing learning is influenced by various factors, one of which is quality management (Sibuea, 2023). Quality management is a systematic process used by organizations to ensure that products or services meet customer expectations and set quality standards (Iswati et al., 2023). It consists of a series of activities and processes designed to identify and reduce defects to enhance quality and ensure that every step in the learning process or service delivery is consistent and effective. Educational quality management encompasses many aspects, from planning, implementation, and control to continuous quality improvement. Key elements of quality management include: First, Quality Planning, which involves defining quality goals and requirements and determining how to achieve them (Ristianah & Ma'sum, 2022). This includes establishing quality standards, policies, procedures, and the necessary resources. Second, Quality Control, which refers to using operational techniques and activities to meet quality requirements. This often involves inspections, testing, and measurement to ensure that products or services meet the established standards. Third, Quality Assurance, which includes activities that ensure the production or service delivery process meets specified quality requirements. This involves audits and reviews to ensure compliance with

standards and procedures. Fourth, Quality Improvement, which involves continuous efforts to increase the efficiency and effectiveness of operations and the quality of products or services. Techniques such as Six Sigma, Lean, and Total Quality Management (TQM) can be applied for this purpose.

The success of a madrasa in managing and enhancing quality management is reflected in its quality and achievements. One madrasa that has successfully implemented quality management and maintained high standards is Madrasah Aliyah Negeri Insan Cendekia Serpong (abbreviated as Madrasah Aliyah Negeri (MAN) Insan Cendekia Serpong). This madrasa is known for its excellence in education and numerous achievements, including being recognized as one of the top schools. In 2021, *Madrasah Aliyah Negeri (MAN) Insan Cendekia Serpong* ranked highest nationally with an average UTBK (Computer-Based Written Examination) score of 637.807. In 2022, MAN Insan Cendekia Serpong achieved the top position for the average *Ujian Tulis Berbasis Komputer (UTBK)* score in the 2022 SBMPTN (Joint Selection for State University Entrance) with a total score of 666.494, placing first among the 1,000 best schools as reported by the LTMPT (Institute for University Entrance Tests). *Madrasah Aliyah Negeri (MAN) Insan Cendekia Serpong* is among 37 outstanding *Madrasah Aliyah Negeri (MAN)* schools selected for the 2024 SNPDB (National Selection for New Student Admissions). It also ranked in the top 100 schools based on the 2022 UTBK scores, as announced by the LTMPT in 2023, securing the first position nationally with an average UTBK score of 666.494 (Febiola, 2024).

*Madrasah Aliyah Negeri (MAN) Insan Cendekia Serpong* is a prime example of an accomplished madrasa that successfully integrates academic education with Islamic values, producing competent and virtuous graduates. The excellence of *Madrasah Aliyah Negeri (MAN) Insan Cendekia Serpong* in the field of education is closely related to comprehensive quality control practices. At this madrasa, all educational elements, including the curriculum, classrooms, facilities, and learning processes, are managed to high standards to ensure optimal educational quality (Kemenag, 2024). This involves integrating Islamic values into the national curriculum, maintaining quality standards amidst changing educational policies, and efficiently managing human resources and infrastructure.

There are also challenges in meeting the demands of technological development and increasing globalization. In the digital era, there is a growing need for further adaptation and innovation in quality management. For example, the use of technology in education must be balanced with the preparation of competent personnel. Additionally, active participation from all stakeholders, including teachers, students, parents, and the community, is crucial to creating a conducive and high-quality educational environment.

Based on this context, this paper focuses on the implementation of quality control at MAN Insan Cendekia Serpong. It aims to identify and analyze the various existing quality management strategies, the factors that support their success, and the challenges associated with them. Therefore, this paper is expected to provide useful recommendations for improving the quality of education in other madrasas in Indonesia. The significance of this research lies in the fact that effective quality control in madrasa educational institutions not only enhances the quality of education but also contributes to the achievement of national educational goals. By understanding best practices and overcoming existing obstacles, madrasas can continue to evolve and produce graduates who can compete at the national and global levels.

## METHOD

### Research Design

This study employed a qualitative case study design to facilitate an in-depth, holistic exploration of the participants' experiences within their natural educational setting. A qualitative approach was selected because its open-ended nature provides the flexibility needed to capture profound, process-oriented insights that emerge during the investigation (Creswell & Poth, 2018). Furthermore, the case study strategy allows the researcher to meticulously investigate specific programs and activities bounded by time and context, ensuring

a comprehensive depiction of the phenomenon without the interference of the researcher's preconceptions (Yin, 2018).

### **Participants**

Participants were strategically selected using purposive sampling to ensure comprehensive perspectives on the case. The subjects included the school principal, members of the curriculum division, teachers, and students. These individuals were chosen due to their direct involvement and lived experiences in the implementation of the targeted educational program, thereby providing rich, multi-layered data regarding the research focus.

### **Data Collection**

To establish empirical rigor and data credibility, this study utilized methodological triangulation. The primary data collection techniques comprised sustained direct observation at the research site and in-depth, semi-structured interviews with the participants. Additionally, document analysis was employed to corroborate the observational and interview data. Consistent with qualitative traditions, the inquiry process remained adaptive; research questions evolved dynamically based on the ongoing interpretation of textual data, observational field notes, and emerging thematic patterns in the field.

## **FINDING AND DISCUSSION**

### **Finding**

#### ***Quality Management at Madrasah Aliyah Negeri (MAN) Insan Cendekia Serpong***

Quality management can essentially be defined as a method of continuously improving performance at every level of operation or process within every functional area of education, utilizing all available human resources and capital. Quality management in education should be a primary agenda to enhance the quality of education (Niarti et al., 2021). The concept of quality management in schools/madrasahs can be observed through the final exam results of students. Additionally, it can be reflected in the alumni's ability to apply the knowledge acquired during their school years in their daily lives and within society.

A quality management system is designed to meet integrated quality standards. These standards establish control measures to ensure that the final product or service aligns with customer needs (Rahmi, n.d.). Integrated quality thus aims to guarantee that each activity contributes to achieving the primary goals and is carried out efficiently. Quality management is a comprehensive philosophy of life and organizational activities that emphasizes continuous improvement to enhance quality, productivity, and reduce costs.

Quality management is the continuous effort to improve services, products, people, and the environment. Quality should aim to meet the needs of current and future customers. The importance of quality has significant implications for management practices, leading to the concept of quality management. Management involves the methods of organizing, guiding, and leading subordinates to ensure that ongoing efforts achieve the predetermined objectives. Quality management is a comprehensive and integrated way of managing an organization. It is directed at consistently meeting consumer needs and achieving continuous improvement in every organizational activity.

The term *madrasa* is a translation of the word school in Arabic. The word "*Madrasa*" in Arabic is a form of "adverb of place" (*zharaf makan*) derived from the root word *darasa*. Literally, "madrasa" means "a place where students learn" or "a place for teaching." From the root word *darasa*, the term *midras* can also be derived, meaning "a book studied" or "a place of learning." When translated into Indonesian, the word "*madrasa*" means "school." However, the word "school" itself did not originally come from the Indonesian language but from a foreign language, namely *school* or *scola*. Technically, in its formal teaching and learning process, a madrasa does not differ from a school. However, in Indonesia, a madrasa is not merely understood as a school but is given a more specific connotation, namely a religious school (Mariana & Helmi, 2022).

Therefore, the term *madrasa* is not only defined as a school in the narrow sense but can also refer to a house, palace, *kuttab* (traditional school), library, *surau* (small prayer house), mosque, and others. Even a mother can be considered the first madrasa for her children. The discourse on Islamic education in Indonesia is inseparable from the national education system, as Islamic education is a sub-system of the national education system. This means that the management, quality, curriculum, and provision of personnel, along with other aspects of national education, also apply to the development of Islamic education in Indonesia. A madrasa serves as a medium for obtaining both general and religious education at the elementary and secondary levels.

*Madrasa* represents a modern educational system because clerics or religious scholars who studied in the Middle East were also familiar with the Western model of education. Thus, the madrasa model is like general schools, offering general education but providing a more extensive religious education.

A *madrasa* signifies a place or medium where children undergo the learning process. This means that a madrasa is where children experience a guided, directed, and controlled learning process. Therefore, technically, a madrasa illustrates a formal learning process that is no different from a school. However, in a cultural context, a madrasa has a specific connotation. It is an institution where children learn about religious matters and the intricacies of religious teachings. Hence, in practice, the term madrasa is better known as a religious school.

A *madrasa* can also be defined as a formal educational institution (school) that not only teaches religious sciences but also general knowledge. Unlike a (Islamic boarding school), students in a madrasa are not required to live in a dormitory. The structure of a madrasa consists of levels, namely *Madrasah Ibtidaiyah* (MI), *Madrasah Tsanawiyah* (MTs), *Madrasah Aliyah* (MA), and *Al-Jami'ah* (Higher Education/State Islamic University or UIN) (Turmidzi, 2026).

In the context of educational quality management, inputs represent the foundational elements required to operationalize the learning process. These inputs provide the necessary framework, resources, and direction for institutional activities. Drawing on Santoso et al. (2020), educational inputs can be categorized into three primary dimensions:

1. Resource Inputs: This encompasses both human capital (e.g., institutional leaders, educators, administrative staff, and students) and non-human assets (e.g., physical infrastructure, facilities, and operational funding).
2. Software Inputs: This refers to the structural and regulatory frameworks that organize the institution, including organizational structures, legislation, job descriptions, curriculum plans, and pedagogical methods.
3. Expectation Inputs: These are the normative and strategic guidelines manifested in the institution's vision, mission, and objectives that steer the school toward its desired future state.

The educational process entails the systematic transformation of institutional inputs into desired learning outcomes. A high-quality educational process is achieved when resources are managed in a harmonious and integrative manner, thereby cultivating a stimulating environment that empowers students and fosters intrinsic motivation. Effective educational institutions such as high-performing schools and *madrasas* typically exhibit operational excellence that can be synthesized into three core characteristics:

1. Pedagogical and Leadership Excellence: This involves highly effective teaching and learning dynamics driven by strong, visionary school leadership and the efficient management of educational staff.
2. Organizational Culture and Governance: Effective institutions maintain a safe, orderly, and stable environment while promoting institutional autonomy, transparency, and accountability. This is sustained by cohesive, dynamic teamwork and seamless internal communication.
3. Adaptability and Stakeholder Engagement: Quality-driven schools demonstrate a psychological and physical willingness to change, ensuring continuous evaluation and responsiveness to emerging needs. Furthermore, they actively foster high participation from both the school community and external stakeholders, coupled with effective environmental management.

Educational Output. Educational output refers to the achievements of a school resulting from the learning process and school management. The output is considered high quality when the achievements, especially students' learning achievements, show high performance in both academic and non-academic areas.

#### ***Implementation of School/Madrasah Quality Management***

The implementation of school quality management is a crucial step to ensure that the educational process runs smoothly and achieves the desired outcomes. This process begins with the establishment of a clear vision, mission, and strategic objectives. The school's vision and mission should reflect the educational values and aspirations that are intended to be achieved, while the strategic objectives need to be formulated specifically and measurably. This strategic plan serves as a guide for all school activities, from curriculum development to performance evaluation, and must be communicated to all relevant parties to ensure mutual understanding and commitment (Kurniati et al., 2023).

Furthermore, the development of a relevant and innovative curriculum is key to the implementation of quality management. The curriculum must be designed to meet students' needs and address future challenges. This includes adjusting teaching materials, selecting appropriate teaching methods, and integrating technology into the learning process. Teachers as the primary implementers, need to be involved in curriculum development to ensure that the materials taught are in line with educational standards and accommodate various learning styles.

Training and professional development for teachers are essential aspects of implementing quality management. Teachers should be given opportunities to participate in training and workshops relevant to their fields and receive updates on the latest teaching methods. This professional development helps teachers enhance their skills and apply best practices in the learning process. Additionally, regular evaluations of teacher performance can provide constructive feedback and encourage continuous improvement (Sibuea, 2023).

Monitoring and evaluation are integral components of school quality management. Schools need to implement an effective evaluation system to assess various aspects, such as teaching processes, the curriculum, and student learning outcomes. This evaluation involves collecting data through tests, observations, and feedback from students and parents. Data analysis from these evaluations enables schools to identify strengths and weaknesses, as well as design corrective actions necessary to improve the overall quality of education (Aspranawa, 2015).

The Involvement of all stakeholders in the quality management process is essential for the success of its implementation. Schools must ensure effective communication between teachers, students, parents, and the community. Collaboration and active participation from all parties will create a supportive and motivating learning environment. With strong support from all stakeholders, schools can face existing challenges and achieve the educational goals that have been set more effectively and efficiently (Jatmiko, 2017).

#### ***Madrasah Strategy in Improving Quality Management***

The quality management strategy of *Madrasah Aliyah* Negeri (MAN) Insan Cendekia Serpong includes various approaches aimed at maintaining and continuing to improve the quality of education. As a

leading educational institution in Indonesia. MAN Insan Cendekia Serpong is committed to excellence and quality by implementing a quality management strategy that involves school leaders, teachers and students as well as existing infrastructure. The approach applied focuses on curriculum development, empowering teachers and adapting facilities and infrastructure to create a conducive and progressive learning environment.

The MAN Insan Cendekia Serpong curriculum is designed to integrate Islamic values with modern science. The goal is to ensure that students not only acquire general knowledge but also have a strong moral and spiritual foundation. The curriculum is always updated to keep up with the latest developments in science and technology and meet the needs of the world of work. This strategy ensures that MAN Insan Cendekia Serpong graduates have high competitiveness and are ready to face global challenges.

”The vision that MAN Insan Cendekia Serpong wants to achieve is to ensure that every student has an integration of religion and science (science). As BJ’s message. Habibi as the pioneer of this school, the integration of religion and science is not 50% religion and 50% knowledge, but 100% religion and 100% general. For this reason, the efforts made to make this vision a success are by quality teaching staff, curriculum, facilities and infrastructure and school management.”

To make this vision a success, the school carries out "boarding". Every student is required to live/stay in a dormitory that has been prepared complete with learning facilities. The school activity schedule is carried out starting from class in the morning until evening activities. Activities carried out apart from formal learning also include self-development activities, religious strengthening, and strengthening socialization between students.

*Madrasah Aliyah* Negeri Insan Cendekia Serpong, which places each student to live in a dormitory for three years. This of course requires all students to take part in learning that is not only formal activities, but also non-formal activities such as Islamic boarding school activities. For example: congregational prayers, reciting the Koran, studying at night. This is done so that educational goals are achieved, namely students have maximum abilities in general learning and maximum abilities in religious learning. Evening activities carried out at MAN Insan Cendekia Serpong are facilitated in addition to the accommodation room, study room, library and facilitated by accompanying teachers who have skills in the fields of Islamic Religious Education and the Al-Qur'an. Apart from having Islamic Religious Education (PAI) teachers in madrasas, they also have PAI teachers in dormitories.

“The activities conducted at MAN are divided into two categories: school activities and dormitory or *pesantren* activities. School activities are guided by teachers, while dormitory activities are supervised by dormitory teachers who teach Islamic education and oversee evening study sessions. In addition, we are provided time to use computers according to the designated schedule. Other facilities include a comfortable and spacious library, which makes it easier for us to study in peace and focus, serving as an alternative study place. Every student is required to stay in the dormitory. They are allowed to bring learning tools to support their study activities, including laptops and mobile phones as learning devices. Their use is regulated according to the needs of the students. Laptops and mobile phones are not allowed to be taken to the beds and can only be used at night and during study hours in the daytime” (Basit, 2026).



**Figure 1.** Principal of MAN Insan Cendikia Serpong

*Madrasah Aliyah* Negeri (MAN) Insan Cendekia Serpong also focuses on the development of teachers' skills as part of quality management. Teacher training programs and professional development are carried out through internal training and collaboration with other educational institutions. Effective teachers integrate educational technology with character-based learning, enabling them to teach effectively and inspire students to excel.

The quality of educators is crucial in teaching. Various competencies must be met by teachers to achieve high-quality learning. One effort made is to prepare educators who are competent in their respective fields. *Madrasah Aliyah* Negeri (MAN) Insan Cendekia Serpong, in addition to recruiting educators based on two criteria competency and field of study also considers these factors. The competency criteria refer to a teacher's ability in a specific field, which is measurable and experienced. The field of study criterion involves accepting teachers based on the subjects they teach. For example, a teacher of Islamic Religious Education (PAI) must be certified or hold a degree in PAI education.

"The criteria for competence or ability are that someone with a degree in Applied Chemistry can teach Chemistry and Physics, due to their mastery of the relevant field of knowledge. This is based on an interview with the principal of MAN Insan Cendekia Serpong, Abdul Basit: "The input for educators is the teacher's bachelor's degree, not based on the major but more on their competence and teaching skills" (Basit, 2026).

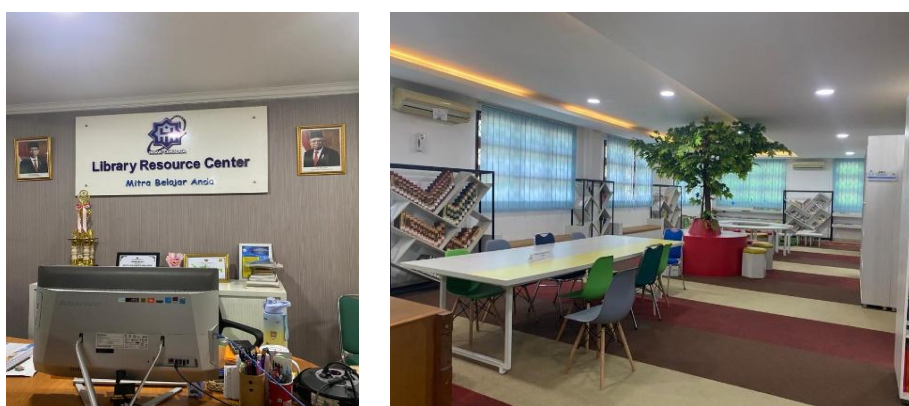
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MAN Insan Cendekia Serpong has once again brought honor to Indonesia through its student, Muhammad Ezra Sarliviano, at the annual International Chemistry Olympiad (ICHO) 2023 in Switzerland. In this event, Ezra managed to win a bronze medal. Ezra's achievement is not an easy feat. He had to compete with participants from 90 countries involved in the competition.

The management of facilities at MAN Insan Cendekia Serpong is also an important part of its quality management strategy. The facilities, including laboratories, libraries, and classrooms, are well-maintained to support optimal teaching and learning processes. These facilities continue to be improved to ensure they meet high teaching standards and support both academic and non-academic activities for students.

“There is a computer laboratory, classrooms equipped with LED displays, and a comfortable library for students' reading and learning information needs” (Basit, 2026).



**Figure 2.** Library Room of MAN Insan Cendekia Serpong

The library of MAN Insan Cendekia Serpong has a variety of book collections. Not only textbooks, but also books to foster reading interest, including religious knowledge, motivation, biographies, tafsir, and other books that support and encourage students to study and search for learning materials. In addition to the library, MAN Insan Cendekia Serpong also provides computer laboratories. There are dedicated classrooms where students can use computers. This aligns with the current situation where digital technology has become one of the media in learning.



**Figure 3.** computer teacher in the computer laboratory.

To enhance multimedia skills, it is divided into three categories: graphic design, photography, and videography. Graphic design is an applied science aimed at communicating messages, information, ideas, concepts, and invitations to people in visual form. Graphic design also includes various elements such as the creation of illustrations and typographic layouts. Photography, on the other hand, is an activity or process of

creating artistic images in the form of photos using light as a medium with a device called a camera, for specific purposes and goals.

The teaching methods and media at *Madrasah Aliyah* Negeri Insan Cendekia Serpong are supported by the madrasah's e-Learning program, facilitated by the Ministry of Religious Affairs (Kemenag). This digital program integrates e-learning with materials such as Arabic and Mathematics. In 2022, e-learning was used for questions, and students wrote their answers directly on the platform. Digital tools are used for exams in 10th grade, where all students have laptops. The 10th-11th grade curriculum uses modules and electronic books via e-learning, with all digital resources including a digital whiteboard. In the 12th grade, students are taught programs like Photoshop, while 11th-grade students learn programming, such as creating quadratic equations.

The *madrasah* e-learning is a free application from the Ministry of Religious Affairs (Kemenag), aimed at supporting and facilitating the learning process starting from Madrasah Tsanawiyah (MTs) to *Madrasah Aliyah* (MA). The goal is to make the learning process structured, engaging, and interactive. E-learning was launched in 2020 and has been very helpful in the learning process. In addition to being effective, e-learning is also time-efficient and reduces paper usage. This became especially important during the global COVID-19 pandemic, which restricted people's ability to work and learn in person. The learning process shifted to remote learning due to social distancing measures to prevent virus transmission.

E-learning was especially beneficial during the COVID-19 pandemic. Everyone could access this service through the procedures provided by Kemenag. The application operates in three sections. First, the online class, which includes content starting from the beginning of the learning process, the creation of competency standards, lesson plans (RPP), learning materials, teacher journals, daily assessments, computer-based tests (CBT), and report card management. Second, the "*Guru Berbagi*" (Teachers Share) platform, which allows teachers from across Indonesia to share any useful information. Teachers can easily post information, and others can comment, provide feedback, or even like the post. Third, the Madrasah Community Forum feature, which enables students and teachers to easily share ideas and open discussion forums. It includes a social media platform for communication between teachers and students, where they can comment, share ideas, and exchange thoughts in a chat feature. This application can be accessed by madrasah operators, teachers, students, guidance counselors, class teachers, and school supervisors (principals) (Sentoso et al., 2020).

"Efforts to foster creativity in digital-based learning media include not only using PowerPoint (PPT) but also incorporating various photos and videos that are developed. For example, the Sociology teacher actively creates educational videos to enhance students' enthusiasm for learning. This aligns with the interview results with the principal of MAN Insan Cendekia Serpong: "Teachers are beginning to develop digital learning, as I see the Sociology teacher actively creating educational videos. This, of course, can increase teachers' creativity and students' enthusiasm for learning. To enhance creativity and teachers' abilities in managing teaching materials, we facilitate each teacher to participate in seminars, workshops, and training on teaching methods or learning media. We provide facilities such as time to participate and cover costs during the activities" (Abdul Basit, 2026).

Teachers' creativity is demanded to such an extent that the learning process can be engaging, targeted, and of high quality. The ease of accessing the internet is also a crucial factor that determines the quality of teachers in the digital era. Every school must facilitate internet access to ensure the continuity of the learning process. Additionally, the advantage is that it does not require much time. The internet is easily accessible as long as there is a network. This facility is provided by *Madrasah Aliyah* Negeri Insan Cendekia Serpong.

The awareness of the importance of using the internet for learning requires schools to facilitate teachers and students so they can learn comfortably and easily. Furthermore, the unlimited reach of the

internet gives teachers and students the freedom to browse and find materials that are relevant and up to date. Maximizing the use of the internet will foster innovation and creativity among teachers in creating teaching materials. Teachers can create teaching materials using sources available on the internet, such as books, journals, and articles. Additionally, there are various applications to support the creation of photos and educational videos. This provides ease for teachers in producing more innovative, creative, and varied work. Furthermore, students can also access various important information through different applications, features, books, journals, and articles to provide insight and enrichment in their learning.



**Figure 4.** Classroom learning uses digital technology.

The quality management at MAN Insan Cendekia Serpong involves student development through various extracurricular activities. These activities are designed to develop students' extracurricular skills and abilities, such as leadership and creativity. By participating in co-curricular activities, students can enhance their self-confidence and build strong character, which is crucial in daily life and in the future. The extracurricular activities developed at MAN Insan Cendekia Serpong include Paskibra (Flag Hoisting), Hadroh (Islamic music), Dance, Broadcasting, Scouting, Football, and Basketball. To introduce extracurricular activities to students, especially those in grade X, the Student Council (OSIS) organizes an extracurricular night event attended by all students. This event features performances from various extracurricular groups at MAN Insan Cendekia Serpong. The goal of this activity is to introduce extracurricular activities to grade X students, allowing them to choose activities outside of the classroom (Kurniati et al., 2023).



Scout Activities



Paskibra Activities

The quality management implemented at MAN Insan Cendekia Serpong focuses on character strengthening. Strengthening the school culture that supports character formation in students is part of the quality strategy at MAN Insan Cendekia Serpong. The school creates an environment that prioritizes learning, where Islamic values such as discipline and hard work are integrated into daily life. This strong school culture is expected to help students develop positive attitudes that positively impact their performance and personal integrity.

Character strengthening at MAN Insan Cendekia Serpong is achieved through various programs and activities aimed at shaping students' characters with strong Islamic values. Several steps and programs are implemented in the quality management strategy, with a focus on strengthening school culture that shapes student character. First, the Application of Islamic Values in Daily Activities. Students at MAN Insan Cendekia Serpong begin their daily activities with congregational prayers and Quran recitation. Additionally, students are encouraged to perform congregational prayers and regularly attend Islamic lectures and discussions. These activities introduce students to the practice of religious values and positive habits from an early age.

Second, Character-Based Learning. Character strengthening is achieved through a value-based education approach, where values such as discipline, responsibility, honesty, and integrity are integrated into the teaching and learning process. Teachers not only teach academic subjects but also impart ethical values based on Islamic principles in every lesson.

Third, Discipline and Order Education Program. Discipline is highly emphasized at MAN Insan Cendekia Serpong, both in dress code and daily behavior. The school enforces strict discipline and order rules aimed at shaping students' disciplined attitudes in all aspects, helping them to value time and responsibility.

Fourth, Character-Based Extracurricular Activities. Extracurricular programs such as the student council (OSIS), scouting, and other organizations also focus on character development. Through these activities, students learn to collaborate, understand differences, and develop leadership skills. These extracurricular activities are grounded in Islamic values, helping students become more proactive.

Fifth, Reward and Sanction System. MAN Insan Cendekia Serpong introduces a reward and punishment system to instill responsibility and discipline in students. Awards are given to active and high-achieving students, while educational sanctions are applied to those who violate the rules. This approach aims to increase students' motivation to be disciplined and honest.

Sixth, Social Activity Adaptation. Students also participate in various social activities such as community service, visits to orphanages, and environmental protection activities. These social events teach students to empathize and care for their surrounding communities, which is part of the positive character the school aims to instill.

Seventh, Spiritual and Moral Development Program. MAN Insan Cendekia Serpong runs an intensive spiritual and moral development program, including Tahsin and Tafiz Al-Quran teachings. This program provides students with ongoing spiritual guidance to help maintain their commitment to Islamic values in daily life.

Eighth, Personality Reflection and Evaluation Activities. At the end of each semester, students are required to evaluate themselves and reflect on their attitudes and behaviors during the learning process. Through this activity, students should recognize both the strengths and weaknesses of their behavior and continually strive to improve themselves (Harahap, 2019).

School culture is formed through teacher examples (Saputra & Saputra, 2020). The teachers at MAN Insan Cendekia Serpong serve as role models who demonstrate good character to their students. The professional attitude of the teachers, including honesty, discipline, and behavior aligned with Islamic values, allows students to learn from real-life examples and adopt these behaviors in themselves.

The environment supports character building. MAN Insan Cendekia Serpong also creates a physical and social environment that supports the development of student character. A clean and orderly school environment reflects values of discipline and responsibility. The harmonious interactions between students and all departments at the school strengthen a positive culture that influences the development of student character. Through various programs, MAN Insan Cendekia Serpong strives to produce students with strong character, integrity, and discipline, in line with Islamic values.

In addition, to improve quality management, MAN Insan Cendekia Serpong conducts regular evaluations. To maintain educational quality, MAN Insan Cendekia Serpong regularly evaluates the knowledge process and student learning outcomes. The periodic evaluation is designed to continuously

monitor the development and quality of education so that the school can identify strengths and weaknesses in the training systems introduced. This evaluation covers various aspects, from the effectiveness of teaching methods to the quality of the curriculum and students' academic and non-academic skills. Teachers and staff regularly assess whether the materials delivered meet the needs of students and if the teaching methods used are effective. Based on the results of the evaluation, the school can determine which areas need to be maintained and improved, as well as which areas require further enhancement.

MAN Insan Cendekia Serpong adjusts its curriculum to remain relevant to the developments in science, technology, and the local community's needs. If deficiencies are found in the existing curriculum, such as materials that do not meet the needs of students or the workforce, the school will refine or update the materials to make them more relevant. In addition, assessments are conducted on school management and teaching methods used. For example, if the evaluation shows that students are struggling to understand certain concepts, the school may ask teachers to use technical tools or visual aids to help them better grasp the material by applying project-based learning.

The assessment of student learning outcomes also provides insights into academic progress, serving as a basis for determining the most suitable teaching methods based on students' learning styles and needs. If necessary, MAN Insan Cendekia Serpong adapts teaching methods to help each student reach their maximum potential by using individualized and group learning approaches. Furthermore, regular evaluations help transform the school's educational system. Based on the analysis and testing results, MAN Insan Cendekia Serpong can develop more effective programs to enhance learning quality.

These assessment results provide feedback to students and parents, including the use of information technology to improve access to learning materials and organize collaborative activities that stimulate critical thinking and communication among students. This helps students identify their strengths and weaknesses and encourages continuous improvement. Parents can also better understand their children's needs and offer more effective support at home. Additionally, the results of periodic evaluations serve as a basis for improving teaching methods. If evaluations indicate the need for improvements in certain aspects, the school can organize special training and workshops to help teachers address these challenges. The goal of this phase is for teachers to continuously develop their abilities and provide the best service to their students.

Through comprehensive periodic evaluations, the goal is not only short-term improvement but also to build a solid foundation for long-term educational quality enhancement. This study shows that the school supports and enhances the quality of education to create an outstanding generation with strong character, ready to face global challenges.

## **Discussion**

The strategies of excellent madrasas in improving school quality extend beyond academic achievement to include integrated and sustainable management practices. A study at Madrasah Aliyah Negeri Insan Cendekia Serpong highlights the importance of visionary leadership, strong organizational culture, and collective commitment to quality. The integration of religious and scientific knowledge through a holistic curriculum fosters both intellectual excellence and character development. Continuous teacher development, innovative learning approaches, and effective use of technology further support this process. In addition, systematic monitoring and evaluation ensure that programs meet established standards. Moreover, stakeholder involvement, including parents and the wider community, strengthens institutional support and accountability. From a human resource perspective, selective recruitment and fair reward systems enhance performance and motivation. Overall, these strategies demonstrate a comprehensive approach that combines religious values with modern management to achieve sustainable educational excellence.

## CONCLUSION

*Madrasah Aliyah* Negeri (MAN) Insan Cendekia Serpong is listed among the top 100 schools based on the 2022 Computer-Based Written Test (UTBK) scores. This success is the result of the efforts and hard work carried out by the madrasa in improving quality management. In the implementation of quality management, MAN Insan Cendekia Serpong follows a systematic and periodic process that includes planning, organizing, implementing, and evaluating. The steps taken by MAN Insan Cendekia Serpong to improve quality management involve having a vision to provide 100% religious knowledge and 100% science education. This vision is then developed in the curriculum, which is implemented innovatively, strengthening teacher quality through various enrichment activities such as workshops, training, and seminars. Additionally, teaching materials are developed based on digital platforms. To ensure that the learning process is focused, MAN Insan Cendekia Serpong requires all students to live in the dormitory. Activities are held from morning to afternoon, starting with formal activities, followed by extracurricular activities, character strengthening, and enrichment of learning materials. Equipped with computer laboratories, dormitories, and digital classrooms, MAN Insan Cendekia Serpong is able to implement quality management effectively. As a benchmark for the success of quality management, regular and systematic evaluations are conducted to ensure that the quality of learning is measurable and can be maintained at the highest level.

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## AUTHOR CONTRIBUTIONS STATEMENT

The author contributed significantly to the completion of this research. The author was responsible for the conceptualization of the study, data collection, and drafting of the manuscript. The author also contributed to data analysis, interpretation of findings, and revision of the manuscript. The author has reviewed and approved the final version of the manuscript and is responsible for the overall content of the study.

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