PAPER NAME

Strategies of Madrasah Development Center through the.pdf

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WORD COUNT

7935 Words

CHARACTER COUNT

46636 Characters

PAGE COUNT

10 Pages

FILE SIZE

316.7KB

SUBMISSION DATE

Jan 29, 2023 12:22 PM GMT+8

REPORT DATE

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Strategies of Madrasah Development Center through the Implementation of Madrasah Accreditation Acceleration Program in South Sulawesi

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Abstract : This study aims to analyze madrasah development center strategy in acceleration implementation of madrasah accreditation. This research is a qualitative research using phenomenology approach. The focus of this research is on MDC South Sulawesi, as an institution to accelerate accreditation program of madrasah in South Sulawesi. The data were obtained from the research informants who were appointed by purposive proportional random sampling, namely (1) Head of Madrasah Education Regional Office of South Sulawesi; (2) MDC Director (4) Team work Curriculum and Supervision of MDC, (5) Working Group on Empowerment and Community Participation and Student Affairs and employees who are deemed to be qualified. The focus of this research is the MDC strategy in the implementation of acceleration program Madrasah accreditation is an activity strategy in fulfillment of SNP through facilitation, consultation and advocacy to madrasah and other relevant activities help improve education quality in madrasah environment as measured by: (1) socialization of institutions and programs work, (2) Implementation of work programs, and (3) Monitoring and Evaluation of MDC work program. The main instrument of this study is the researchers themselves. The results of the study found that MDC strategy in the implementation of acceleration program of Madrasah Accreditation is effective in encouraging madrasah to become excellent madrasah through the fulfillment of 8 national standards of education implemented in several stages: (a) Socialization of institutions and work programs is very effective by involving all stakeholders,) Implementation of work program through line-based, implementation of training, workshop and mentoring and mentoring, module development and advocacy of madrasah and network development with stakeholders through partnership, participative and collaborative principles; and (c) Monitoring and Evaluation of work program. Acceleration of Madrasah accreditation program succeeds because MDC can grow high appreciation of stakeholders to be involved and responsible for the success of program implementation, preparing school residents and community members to have the required competence through education and training, and implement mentoring process and program assistance by involving stakeholders in every stage of program implementation.

Keyword: Acceleration of Madrasah Accreditation Program, MDC

I.   Introduction

Madrasah education is part of a national education that has a small contribution in the development of national education or national education policy. Madrasahs have made a very significant contribution to the process of national and community intelligence, particularly in the context of broadening access and equity of education (Maksum, 1999). With relatively low cost and the distribution of institutions reaching remote areas, madrasahs open access or wider opportunities for the poor and marginal to get educational services (Zainal, 2010). The existence of madrasah as part of the national education system is contained in Law Number 20 of 2003 on National Education System. The position of the integration of Islamic education in the National Education System is reflected in several aspects (Yahya, 2014) namely (1) is the most important aspect of national education making religious education as one of the mandatory content in all types and education and (2) madrasah by itself inserted into in the category of school path education. This recognition resulted in no difference between MI / MTs / MA and SD / SMP / SMA in addition to the typical Islamic religion. The integration of madrasah into the national education system is thus not an integration in the sense that is administered and managed by the Ministry of Education that the presence of education in addition to general, vocational, academic, professional, vocational and special skills (Article 15). In this Law MI, MTs, MA and MA Vocational are already included in the type of general education and vocational education.

Madrasahs with all their limitations need to pay attention to the improvement of quality, relevance, and competitiveness directed at improving the quality of education in accordance with indicators of National

Education Standards (SNP) established by the National Education Standards Agency (BSNP). SNP is a minimal criterion of the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia. (Article 1 No. 17 of Law 20/2003 on National Education System and Article 3 of PP 19/2005 on SNP). The National Standards of Education serve as a basis for the planning, implementation and supervision of education in order to realize a quality national education (Article 3 of PP 19/2005 on SNP). National Standards of Education aims to ensure the quality of national education in order to educate the nation's life and shape the character and civilization of a dignified nation (Article 4 of PP 19/2005 on SNP). National Standards of Education is the elaboration of Law Number 20 Year 2003 on National Education System, as set forth in Government Regulation Number 19 Year 2005.

Quality improvement based on SNP focuses on innovative learning process innovation on all types, levels and educational paths so as to create an effective, efficient learning process, fun and educate based on the stages of development of the age and mental maturity of learners. It is contained in 8 National Standards of Education including: (1) content standards; (2) process standards; (3) the competency standards of graduates; (4) standards of educators and education personnel; (5) standard of facilities and infrastructure; (6) management standards; (7) standard of financing; and (8) educational assessment standards. The indicators are used as the basis for determining the criteria and qualification of school / madrasah quality through the accreditation process to determine the feasibility of the school / madrasah education unit. This is in accordance with the Education Quality Assurance System (SPMP) is a subsystem of the National Education System with the main function of improving the quality of education. Quality assurance of education is systemic and integrated activity by education unit or program, unit organizer or educational program, local government, government, and society to raise the nation's intelligence level through education.

The condition of madrasah in general has not been able to provide quality education services Reality shows that most madrassas are still handcuffed a number of classic problems such as qualifications and competence of educators who are still minimal and facilities and infrastructure and support of insufficient budget. Thus the quality management program based on madrasah is very important through the process of madrasah management directed at improving the quality of education, autonomously planned, organized, implemented, and evaluated involving all school stakeholders. Therefore, as a grant of autonomy, education management experts from various countries who called Madrasah-Based Management as school autonomy, or triumphed victories not only at the district and city levels but also in schools (Bafadal, 2006).

Suryosubroto, (2004) Madrasah based quality improvement management is a new alternative in the management of education that emphasizes the independence and creativity of schools. Aldwell and Spink (1988) in Winarno view MBS as a self-managing school, a school that has adopted meaningful and consistent decentralization so that it has the authority to make decisions related to the allocation of resources that include knowledge, technology, authority, material, people, time and finances (Dimmock (ed), 1993). In the context of education is management it should be understood that between management or administration cannot be separated from education. According to Mulyasa (2000) that both meanings are often used differently but based on their main function, the term is identical because the difference between them is inconsistent and insignificant. Mulyasa, (2000) argued that management education means as a systematic, systemic, and comprehensive cooperation process in order to realize the goals of national education. Thus, the management of education is an effort made to manage the implementation of education in a systematic, sustainable in to order achieves educational goals that have been set before both in short-term goals and long-term goals.

One of the new paradigms of education in the context of school management or management according to Mulyasa (2000) is the need to apply the concept of School Based Management (SBM) that can appropriately involve all elements or components of education, both schoolchildren and community members in the management. Madrasah based management is one of the government's efforts to achieve the excellence of the people of the nation in the mastery of science and technology, which is shown with political statements and national guidelines (GBHN). The application of educational technology and the use of planning strategies still depend on improvisation or situational management, while there are significant differences with effective school learning and school processes (Alobiedat, 2010). It is expected to be made a foundation in the development of education in Indonesia of quality and quality (Bafadal, 2006). It must be admitted, however, that there is a significant relationship between the value and the model of student assignment of the system and work teams and the resources of teachers and schoolchildren in meeting student learning needs (Yau, 2013).

Efforts to improve the quality of madrasah are done by making effective the role of Madrasah Development Center (MDC). MDC is a non-structural semi-autonomous institution directly responsible to the Head of Provincial Office of the Ministry of Religious Affairs. It is fully realized that for madrasahs no longer a second choice for the community in choosing educational institutions, it becomes imperative that madrasahs improve the quality of madrasah education related to the eight SNP (National Education Standards). To that end, the Ministry of Religious Affairs of South Sulawesi province has established the accelerated Madrasah Acceleration program by involving the MDC institution as a partnership in achieving the objectives of the

program. Therefore this research is directed to analyze the effectiveness of MDC program in supporting the successful implementation of acceleration accreditation program of madrasah in order to improve the quality of Madrasah education in South Celebes.

II. Research Methods

This research belongs to qualitative research with phenomenology approach intended as problem solving procedure which is investigated by describing or describing the condition of the subject or object being studied (person, institution, community, etc.) that is implementing acceleration program of madrasah accreditation by MDC in South Sulawesi at present now based on facts that appear or as it is with descriptive interpretive methods to be able to provide systematic, factual and actual descriptions of efforts to improve the quality of madrasah in South Sulawesi. The data were obtained from the research informants who were appointed by purpossive proportional random sampling, namely (1) Head of Penmad Ministry of Religious Affairs Republic of South Sulawesi; (2) MDC Director (4) Pokja Curriculum and Supervision of MDC, (5) Working Group on Empowerment and Community Participation and Student Affair as well as employees who are deemed to have qualification to provide the needed information in research .

The focus of this research is MDC strategy in acceleration program accreditation Madrasah is an activity strategy in the fulfillment of National Education Standards through facilitation, consultation and advocacy activities to madrasah and other relevant activities to help improve the quality of education in the madrasah environment as measured by: (1) socialization of work institutions and programs, (2) , and (3) Monitoring and Evaluation of MDC work program of South Sulawesi Province. The main instrument of this research is the researcher itself by using the research fittings which include: (1) interview guide, (2) observation / check list, and (3) document notes. Data validation technique is performed to obtain data validity and eliability can be obtained through examination of cedibility, transferability, dependability and confirmability of data and sources. Data analysis techniques used qualitative data analysis through triangulation process after data collected through interview and observation directly in the field. After that process the sequence of data, organize it into a pattern, categories, and units of basic description so that the theme can be found and can be formulated working hypothesis through data collection, data reduction, display data and conclusion / verification. The stages of the analysis activity are carried out in an interactive cycle process in which the researcher must be able to move between four "coil axes" (interactive analysis techniques) during data collection and move back and forth between reduction activities; presentation; verification and conclusion.

III. Result and Discussion

A.   RESULT

Acceleration of Madrasah Acceleration Program is a concrete manifestation of the strategic planning of Islamic Education which emphasizes on improving the quality of madrasah education. This program is implemented so that the madrasah can meet the criteria of accredited madrasah as standard quality of madrasah quality. Accreditation is an activity of assessment of program feasibility in educational unit based on 8 (eight) National Standards of Education in accordance with PP No.19 of 2005. Accreditation acceleration program is implemented specifically to prepare madrasah in Islamic Education to be accredited by BAN S / M. So that in 2014 all MI / MTs can be accredited by BAN S / M and 50% of them are accredited with a minimum of B as targeted by the Ministry of Religious Affairs RI in the development of madrasah education.

This program, in South Sulawesi, is implemented by MDC as a partner institution to implement accelerated accreditation program for madrasah. To know that, the research focuses on several indicators, namely (1) Socialization of work institutions and programs, (2) Implementation of work programs, and (3) Monitoring and Evaluation of MDC program of South Sulawesi.

Socialization of work institutions and programs

Acceleration program of madrasah accreditation is conducted by referring to the mechanism and pattern of madrasah development developed in jilnis acceleration accreditation program of madrasah. In the research location, the implementation of this program refers to several important stages: (1) program socialization to stakeholders, (2) program implementation, (3) program monitoring and evaluation as well as (4) program follow up. These four stages are grouped according to several important stages established in the programming guidelines. This is particularly important as it relates to the most effective strategies used to boost madrasahs in order to meet minimum standards and criteria for school and madrasah implementation and management.

Implementation of the program begins at the stage of program socialization conducted at the provincial, district and madrasah levels by involving the stakeholders of the program, namely MTOG (Madrasah Technical Oversight), Australian Embassy, Kemenag Regional Office, Institutional Field and Penmad Field, Regional Government, KPAI-Educational Partnership , and Partner Institutions namely SNIP, BAP S / M, Madrasah and

community. The involvement of all components of stakeholders is a guarantee to have the same vision, mission and objectives in improving and developing the masrasah effectively.

The socialization materials presented are (1) an explanation of the basics, benefits and objectives of the Education Partnership program between the Indonesian and Australis governments in helping madrasahs meet the qualifications of accredited madrasahs, (2) explanation of program mechanisms that will be implemented from the line based to madrasah mapping to end (4) madrasah financial manual, (7) Madrasah financial deviation.

Based on the concept of strategy in the perspective of what the organization does, it requires an organization such as MDC to require the formulation of a step (eventualy does) to improve the quality of the madrasah. This is realized through several phases and stages implemented by MDC implemented through the socialization stage of the program as the initial stage. This condition is realized in the form of socialization of institutions and work programs so that daat impact on the involvement of all stakeholders of the program and community stakeholders to build madrasah into a quality madrasah. Implementation of this socialization with a view to providing a real picture of the essence of the acceleration program accreditation madrasah for the entire stake holders education.

As in program implementation procedures that in principle, program socialization is needed to build partnership cooperation among stakeholders. The existence of knowledge and equality of perceptions about the program is needed to support program implementation and program sustainability after the end of the assistance. In addition, socialization activities can also be a means to capture support from other potential institutions that can support the implementation and sustainability of the program after the end of the assistance.

Therefore, the MDC conducts socialization by involving all components of madrasah stakeholders, namely program stakeholders and madrasah stakeholders, which are implemented at each program location at the district / city level by the method of exposure of the program and interactive dialogue between all the participants present. The socialization stage is carried out to perform target madrasah mapping conducted by MDC in cooperation with SSQ C-3 which is responsible for the improvement of madrasah quality. The process of socialization is implemented by involving all stakeholders of education, school residents and citizens.

Implementation of MDC work program

Implementation strategy of the program which is the stage of program implementation at the madrasah level is very helpful madrasah meet the needs of madrasah in order to prepare themselves to follow the accreditation process. This preparation is related to EDS filling which contains an accreditation instrument covering 8 National Education Standards to evaluate the real condition of madrasah. Based on these evaluations, this program is referred to as a line-based process, to map madrasahs based on qualification of prerequisites on accreditation instruments.

The madrasah mapping stage is very affect the formulation of MDC work program in the procurement of acceleration program accreditation madrasah. Madrasahs will be grouped according to the lowest component of SNP fulfillment. Based on the findings of this study, it is known that there are three very minimal standards filled with madrasas, namely (1) Education Standards and Education Personnel, (2) Standard of Facilities and Infrastructure, and (3) Financing Standards. These three components become the basis of MDC in mapping madrasah target program. Based on this view, MDC implemented the Madrasah Target Mapping with technical procedures implemented by MDC SSQ C-3 with the following steps: (1) Target Madrasah Determination, (2) EDS Target Madrasah, (3) Based line for target madrasah to verify to EDS data to determine program qualification (4) End Line, to know progress of program achievement, (5) Visitation of Madrasah Accreditation By BAP S / M

School mapping serves to obtain a brief profile of each madrasah, so that for program planners the data activities obtained will be used for determining the target madrasah as well as determining the types of activities required. As for the school mapping program implementers used as an early reference or early depiction of madrasah so as to better know the madrasah. Therefore, seeing the importance of madrasah mapping, every madrasah that will get this program is required to fill in the madrasah mapping form in detail and correctly.

This implemented line-based process became an effective madrasah mapping model using three mapping models to determine the social condition of madrasah, objective conditions using participatory rapid appraisal and social survey methods. This model provides more opportunities for MDC to fully understand the objective conditions of the madrasah to become program targets.

The next step implemented by MDC in the implementation of acceleration program of madrasah accreditation in the form of training and workshop which is accompanied by mentoring activity or post training and workshop. In addition, it also comes with module development as well as providing madrasah advocacy as an integral part of the program. The three stages in this model are considered very effective to meet the needs of madrasah in order to prepare themselves to follow the process of madrasah accreditation. The design of this activity is also complemented by the strengthening of the system imposed on the madrasah at the time the

education program and workshop are implemented. Further strengthening of the system in the form of coordination progress report activities, stakeholder engagement activities, technical support and dissemination conducted by the mentor during the program progresses.

The implementation of the accelerated acceleration program is done in three main activities: (1) Training for teachers, Head of Madrasah and madrasah committee, (2) Mentoring / mentoring during ongoing activities or programs and (3) Block Grant funding for improvement physical and rearrangement of madrasah. Strategic activities are emphasized on improving the quality of madrasah education to meet the feasibility of the program in educational units based on 8 (eight) National Education Standards in accordance with the mandate of PP No.19 of 2005 with minimum qualification accredited B.

Several program support activities implemented by MDC are through the module of Effective and Healthy Madrasah Development (PMEdS) aimed at providing participants with understanding on capacity building, madrasah leadership, madrasah management, change management, dynamic and healthy madrasah physical environment, effective teaching and learning practice , madrasah culture, team work, community learning and involvement of community participation. This finding is indeed one of the activities that can help the madrasah meet the 8 national standards of education. Facilitating students and teachers for the development of competencies especially through training, workshops and Modules. The learning system in the module is developed through active, creative, effective, interesting and fun learning.

There is a relationship between training and workshop on the fulfillment of 8 national education standard indicators. For example, on content standards supported by Education Unit Level Curriculum (KTSP) training and workshops that should also be planned and contained in the Trades of Madrasah Development through Madrasah Employment (RKM) and The work of the Madrasah Budget (RKAM) documents. The RKAM and RKM documents were obtained from the training and the Madrasah based management (MBM) Workshop. This illustrates the integration of training implementation and the needs of madrasah in fulfilling the indicators of madrasah accreditation. One of the many advantages of the MDC strategy is that the madrasah mentoring mechanism is carried out by the mentors set by the Australia - Indonesia Partnership Education Program phase 3 of 12 mentors to accompany 58 targeted madrasah. Mentor visits the madrasah at least 2 times a month in charge of reporting madrasah development and assisting the MDC SNIP to prepare an activity plan and present important information related to the partnership program at the madrasah

Advocacy model (defense) of madrasah that we do with the activities of defense, delivery (socialization), creation, assistance, encourage madrasah socialize ideas, discourse, ideas, increased participation of the community (stakeholder) in improving the quality of madrasah. Facilitate madrasah through program socialization to community, community leaders, lurah, RT and village head, village priests and local businessmen. Optimizing the involvement of the community through socialization and reporting activities to the community and directly involving the community in madrasah activities. (1) Coordination between SNIP and SSQ C-3 as partner of Kanwil Kemenag for UPPAM program (2) Coordination between Ministry of Religious Affairs, Provincial Accreditation Board and SNIP MDC / SSQ C-3 South Sulawesi for the determination of the quality of madrasah the number of accreditation quotas. Madrasahs are encouraged to compete by implementing sustainability programs by collaborating with various parties, including with AIPJ for legal identity, inclusive social programs and other stakeholders and developing the Effective and Healthy Madrasah Development Module (PMEdS).

To ensure the sustainability of the program, the madrasah are encouraged to develop and build with stakeholders through partnership, participatory and collaborative principles. This is based on preliminary analysis that the madrasah kuran is able to build a networking network to generate community participation to be equally responsible for madrasah management. This community participation is very helpful for madrasah in the management of madrasah menajdi madrasah efetkif. Based on No. Kepmen. 44 of 2013 on education councils and school committees, requires a communication network, collaboasi and participation between the community, parents of students with the madrasah.

Monitoring and Evaluation of MDC work program of South Celebes Province

The program monitoring and evaluation strategy is an effective step to evaluate the achievements of each program that will ultimately be able to comply with the overall national education standards that are at the end of monitoring and evaluation using accreditation instruments. This stage is referred to as the end line of madrasah, as the final stage of the whole evaluation program before the madrasah follows the visitation activities in the context of madrasah accreditation.

Monitoring and evaluation of programs using Indicators of accreditation instruments. Program progress is seen from the end line results conducted by every madrasah with the results of 26 Madrasah Nilai A, 31 Madrasah Nilai B and one madrasah worth of accreditation C. Monitoring and evaluation of the program implemented by (1) SNIP / MDC / Partnership, (2) head (5) Head of BAP Sulawesi Selatan, (7) Head of Institution, (8) Head of UPA and (9) Head of Pokja

Monitoring also evaluates the follow-up phase of accelerated accreditation program for madrasah. After the whole process has been completed, the MDC has established an institution that can become a mediating and advocate for the program's targeted madrasah. Follow-up and development of the work program is carried out (1) establishing cooperation with various parties, including with AIPJ for legal identity, (2) implementation of social inclusion program and other stakeholders and (3) Establishing a Communication Forum Partnership Madrasah Mutu (FKKMB), involving Mentor and the targeted madrasah community.

Implementation of the program based on the results of monitoring and evaluation of the program implemented in two models of evaluation and monitoring program implementation conducted by stakeholders Program (Kanwil Kemenag, Kandep Kabupaten, UPPAM, MDC SSQ C-3 and mentor) while evalausi khsusu implemented by BAP S / M to evaluate and conduct visitation in order to accreditation process of madrasah to determine qualification of madrasah accreditation. This stage shows the significant development and changes in the implementation process of the program implemented by MDC in the acceleration program of madrasah accreditation. From the end line results, it is known that 100% madrasah are accredited with predicate A, B and C. Comparison between accredited A and B madrasah with accredited madrasah C is quite far. The number of accredited Madrasahs C is only 2 for Madrasah Ibtidaiyah and 1 for Madrsah Tsanawiyah from 131 madrasah targeted program.

The strategy can be realized through partnerships with government and private parties in terms of funding, in collaboration with communities in the provision of madrasah facilities and infrastructure and implementing recruitment process of teachers in accordance with their expertise and educational background, including strengthening consolidation and building network with all stakeholders. In addition, madrasahs can prioritize the effective implementation of effective madrasah programs in accordance with the needs of madrasah needs to be adjusted with 8 standards set by BSNP as the key to the success of madrasah in improving quality.

IV. Discussion

Acceleration program accreditation madrasah itself was born because of some consideration of them is because of the number of madrassas that do not have an accredited madrasah qualification. And this program is implemented specifically to prepare madrasah in Islamic Education environment to be accredited by BAN S / M. So that in 2014 all MI / MTs can be accredited by BAN S / M and 50% of them are accredited with a minimum of B as targeted by the Ministry of Religious Affairs RI in the development of madrasah education (Islamic Education Strategic Plan 2010-2014, Ministry of Religious Affairs). Based on the research finding that acceleration program of madrasah accreditation is done through stages (1) program socialization to stakeholders, (2) program implementation, (3) monitoring and evaluation program.

These three stages are implemented in a structured manner involving the overall components of stakeholders coordinated by the MDC. The most basic stages are the socialization of the program outlining the basics, benefits and objectives of the program, the partnership model between Indonesia and the Australian Government, the exposure of the mechanisms and stages of the program to the target madrasah including the stages of Madrasah accreditation assessment by BAP S / M. Socialization is one of the stages of strategy implemented by MDC. According to David (2011) Strategy is a joint means with long-term goals to be achieved. This greatly supports the ability and success of MDC in outlining and conveying strategic information for the target madrasah through the explanation of several program implementation mechanisms such as mentoring mechanism and madrasah contract process flow.

Related to this, the strategy is also meant as a comprehensive master planning, which explains how the company will achieve all the goals that have been set based on the mission that has been set previously (Rangkuti (2013), This is similar to Stoner, Freeman, and Gilbert Jr (2005), that the concept of strategy is based on two perspectives: (1) the perspective of what an organization wants to do (intense to do), and (2) from what perspective the organization finally does (finally does) what organizational perspectives do, to require an organization like MDC to require eventualy does to improve the quality of madrasah This is manifested through several phases and stages implemented by MDC implemented through the stages of program socialization as an early stage.

If it refers to the theory of socialization, the implementation of MDC socialization is included in the group of active socialization theory, not the socialization of the fasif. The activity of this program is new to the preparation of madrasah in order to participate in the accreditation visitation process. During this time, the accreditation process has never been socialized to all stakeholders, so the burden of responsibility alone becomes the task of madrasah. While the achievement of accreditation scores is influenced by the involvement of the community or education stakeholders. This program has created a new precondition, in which all stakeholders are actively involved in the management of madrasah which is the differentiator of the previous program. Mead (Liliweri, 2001) states that humans not only respond to new values but create their role in the material conditions in which they live in order to successfully respond to new things. Implementation of the

socialization strategy by MDC requires stakeholders to be involved and actively participate in activities that are different from the implementation of similar programs in general.

The findings of this study correspond to the view of the importance of improving the quality of human resources, in which the government together with the private sector both have and continue to strive to realize the mandate through various efforts of development of higher quality education (Umaedi, 1999). This is the hallmark of the MDC-run program by involving all government, private and community components. The success of the madrasah enhancement program through this program certainly requires the involvement of all education stakeholders.

Implementation of the program is conducted to meet the indicators of national education standards 8 through programs implemented by MDC specifically to achieve a certain quality. Quality is the advantage of a product or service produced through well-planned work processes as the ultimate goal of the madrasah. For that an institution including madrasah must maintain the quality or quality that has been there or improving to better to maintain their existence in order not left by the customer. In this concept quality or quality is the achievement of the highest standards in a job, product, and service that cannot be exceeded (Rosyada, 2004) Both quality as a relative concept. In this concept the quality or quality of the madrasah achieved through the accelerated accreditation program madrasah MDC so that the community as a customer can feel the results of the learning process conducted in the madrasah environment. With the qualification of accreditation obtained by madrasah, it will be a bargaining value of madrasah in the community, because the quality is the guarantee of an institution to its customers.

The purpose of this program is based on the assumption that the quality of madrasah through acceleration program acceleration program can be improved. However, if in the stage of improvement that the implementation of a job has reached certain predetermined standards then the work is qualified (Dede, 2004; 286). If linked in school / madrasah management, the quality indicator refers to the quality standard set by BSNP that is the content standard, process dock, graduate competency standard, education standard and educational staff, management standard, funding standard and assessment standard. The improvement of school quality, can also be measured by student-teacher ratios, average teacher wages, and length of school year, strengthens the beneficial effects of education on several health measures, including self-rated health, smoking, obesity, and death. This is the basis for the importance of creating a healthy school environment that is an essential part of the minimum standards of the required madrasah environment (Frisfold, 2011).

This research confirms that quality improvement can be driven through several stages of the program, namely madrasah mapping of socialization targets, stages of program implementation and program evaluation. Some of the supporting activities that are carried out are workshops, and mentoring programs to the evaluation phase through partnership with Provincial Accreditation Board (BAP). It is found in this section that there is a progressive increase in the number of accredited madrassas with varied grades from unaccredited to accredited with qualifications A, B, and C. These conditions will increase madrasah accountability in the community. The results obtained are different from the achievements of madrasah without acceleration program accreditation of madrasah. Most madrassas are only able to qualify B and C in very minimal amounts. This means that the benefits of this program can boost madrasah progress to meet the qualifications required to become madrasah with higher accreditation scores.

This finding confirms that the advantages of the MDC program are the program's ability to encourage madrasahs to be eligible for qualified madrasah. Quality Madrasah means madrasah with accredited predicate to maintain its existence. According to Peter and Waterman (1982) that all organizations that want to maintain their existence must be obsessed with quality. Quality must be in accordance with customer requirements. Quality is the desire of the customer is not the desire of school. Without a quality that suits the customer's wishes, the school will lose its customers and will close or disperse. Although (Vallya, 2015) assesses the usefulness of the accreditation process in relation to the school's strategic decision making in the core process of accreditation is not appropriate for the new competition field facing schools / madrasah.

Improvement of quality in all types and levels of education (basic, secondary, and high), basically focused on three main factors, namely: (1). The adequacy of educational resources to support the educational process in the sense of adequacy is the provision of the number and quality of teachers and other education personnel; textbooks for students and libraries; and (2) the quality of the educational process itself, meaning the curriculum and the implementation of teaching to encourage students to learn more effectively; and (3) the quality of the output of the educational process, in terms of skills and knowledge that students have acquired (Gaffar, 2004). The improvement of the quality of madrasah is strongly linked to the adequacy of resources as the determinants of school attainment in developing countries and has an impact on student achievement, especially in poor and underprivileged schools (Leon, 2014).

The implementation of this program also has several strategic advantages by emphasizing on increasing the qualification of madrasah resources. For this purpose, the program carries out quality improvement activities of educators and education personnel in the form of teacher education and training, Madrasah Principals and

madrasah committees. The advantage lies in the mentoring / mentoring model during ongoing activities or programs while still supported by the provision of Block Grant for physical improvement and madrasa arrangement. Education and training for madrasah heads is based on the mindset that the effectiveness of madrasas is related to the quality of madrasah head administrators where the more effective the madrasah heads play their role, the more effectively the school vision and mission is applied and the more efficiently managed human resource management (Vally and Daud, 2015).

The program also bases its implementation of the importance of teacher education and teaching to develop professional compotencies to support learning, facilitate and build collaboration, in support of factors affecting professional development, the effectiveness of professional development and issues about its impact on learning (Avalos, 2011). Madrasah heads need to encourage teachers to attend various training and workshops for madrasahs to be a significant boost to the success of madrasah improvement. According Mangkunegara, (2000: 43) training as: a short-term educational process using systematic and organized procedures, so that operational employees learn the knowledge of engineering workmanship and expertise for a particular purpose. Mathis (2002: 5) places training as a process whereby people attain certain abilities to help achieve organizational goals therefore, this process is tied to organizational goals, training can be viewed narrowly or broadly. This concept is built by MDC by conducting training for madrasah stakeholders in order to be able to improve their knowledge and knowledge which can increase their supporting capacity on improving the quality of madrasah.

Training is needed to assist stakeholders, especially teachers and heads of madrasahs in order to increase the skills and knowledge closely related to the management and development of madrasah. Most teachers do not use evidence from assessment to improve individual student performance so that teachers need to improve their performance in individual teaching and assessment to improve their effectiveness in the classroom and in learning (Panhoona, 2014). Education and training is an effort to improve the performance of employees, as proposed by Wursanto, (1998) is the addition of knowledge; skills; change and shape attitudes, skills so that work can be completed more quickly and effectively. The training form implemented by MDC to memennuhi terget is the library management training, the KTSP workshop is accompanied by the practice of making RPP and Syllabus for teachers, preparation of KTSP and ICT workshop. In the managerial aspect, effective madrasah training, madrasah work plan preparation, healthy life training in madrasah, library training, financial training and madrasah administration.

The advantage of this program is the ability of madrasah management to redistribute human resources based on educational and training results. According Torres (2016) need to improve the quality of the re-distribution of educational resources optimally to maintain accountability and decision making when implementing improvement programs in schools. The redistribution of madrasahs is based on the results of education and training programs for teachers. The training and mentoring model for teachers is determined by three key factors: technology, art, and network (Lim, 2015) with the aim of improving teacher professionalism. The placement of teachers with tasks and responsibilities is based on the results of curriculum, administration, financial, library management workshops, healthy life workshops and Active, Innovative, Creative, Effective, and Joyful Learning (PAIKEMI) learning through teacher-based competency mapping.

This finding confirms that through mapping the competence of teachers, the madrasah can easily place its human resources in accordance with the needs and competencies it has. The use of competence as a basis for teacher education and training has become commonplace in identifying three competence models of behavior, a competent process model of action in terms of flexibility and cognitive models that emphasize knowledge and understanding in the underlying competent actions. This is an important factor in performance that can be realized in the implementation of training and education for teachers (Reynold, 1995). The advantages of this program can be seen from the positive significance to the improvement of understanding knowledge and skills of madrasah stakeholders, namely, school and community residents. This increase has an impact on the performance of madrasah in fulfilling the established quality standard. Therefore, the strategy is effective through the stages of (1) increasing the competence of the school (Madrasah head, teachers and education personnel through training and workshop with post-workshop mentoring model) (2) mentoring process to accompany the madrasah after the workshop and (3) training modules or workshops to guide madrasah in carrying out its activities in order to meet the 8 national standards of education.

The results show that the strategies used by the MDC on accelerated acceleration programs for madrasahs are quite effective in South Sulawesi in order to encourage madrasahs to become accredited madrasahs. The effectiveness of this program still needs to maintain the sustainability of its program through the strategy of: (1) Developing partnership pattern with the government or private parties and the main community in funding the activity program, (2) Overcoming information and socialization to the community about quality and quality of madrasah, (3) local potential to open and create opportunities for cooperation with the private sector in meeting the needs of madrasah.

V. Conclusion

Empirical research facts and findings form the basis of the conclusion that MDC strategy in acceleration program implementation Madrasah accreditation is very effective in pushing madrasah to become superior madrasah because madrasah ability fulfill 8 national standard of education. This is because acceleration program of madrasah accreditation is done through several stages: (a) Socialization of institutions and work programs to stakeholders. This socialization is intended to introduce programs to madrasah stakeholders in order to be involved and actively participate in order to improve the quality of madrasah. This process is a significant differentiator from other programs that do not place the involvement of madrasah stakeholders as a prerequisite for the inefficiency of madrasah improvement programs. Through this socialization, all stakeholders of the program and stakeholders of the community have positive appreciation and mutual commitment to build madrasah into qualified madrasah, (b) Implementation of the work program is very helpful for madrasah to meet the needs of madrasah implemented through mapping stages of targeted madrasah through line based, training, mentoring and mentoring, module development and madrasah advocacy and network development with stakeholders through partnership, participative and collaborative principles.

Mentoring and mentoring process of madrasah become the benefits of the program, because there is a process of mentoring the progress and stages of the program to be a guarantee of achievement of the goals of each stage of the program. It also emphasizes on the importance of increasing the qualification of human resources (madrasah stakeholders) in order to improve their competence in supporting the achievement of the program, and (c) Monitoring and Evaluation of work programs involving all components of program stakeholders using school/madrasah (S/M) accreditation instruments containing indicators 8 National Education Standards. Implementation of this stage involves stakeholders who have been on other programs only done unilaterally by other external agencies. Thus, these findings confirm that the success of the accelerated acceleration program of madrasahs because the MDC can foster a high appreciation of stakeholders to be involved and responsible for the success of the program implementation, preparing schoolchildren and community members to have the required competence through education and training, and carry out the process mentoring and program assistance by involving stakeholders in every stage of program implementation.

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