



## **Evaluation of Madrasah Based Management Programs in Private Aliyah Madrasah in Central Lombok Regency**

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**Abstract:** The objectives of this research are to understand, explain and improve Madrasah based Management Program (Islamic Concept). The research used qualitative approach which used evaluation model of CIPP (Context, Input, Process and Outcome). It was conducted at Islamic High School Jonggat sub-district. Instruments used were observation and deep interview technique. The results were that some weaknesses of programs in the effort of increasing teacher's human resources that were not mastering learning model media (could not operate the laptop and in focus), increasing the facilities need and low cost. Recommendations; it is suggested to those who are in the stakeholders to pay attention to this issue. So, the implementation of the program could be done successfully later.

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## **Introduction**

Madrasah is a formal, religiously characterized educational institution that is the least respected by government and society at large. Since its establishment until now, the madrasah has been virtually beyond the collective memory of the Muslim community itself, and until now the madrasa remains in the spotlight and public consumption, filled with problems that continue to engulf them; Poor standard of education, standard of teachers, level of learning, inadequate funding for education and very weak management of education resulting from a lack of program evaluation can also be found in madrasahs that have never been assessed and assessed 'they' themselves (Suhardi and Ary, 2015).

It is therefore not surprising that madrasah are on the edge of the mainstream of the dynamics of national education, in addition to the views of some people who believe that madrasahs are just formal educational institutions that do not have the human resources (teachers) capacity to enhance the standard of education. Local authorities also marginalize Madrasah educational institutions on the basis that madrasahs are educational establishments under the auspices of the Ministry of Religion and not the responsibility of local governments. And the most prominent of the above problems is the minimal human capital (teachers) ability in the learning process.

In addition, there are 50 percent of teachers in Madrasah Aliyah in Jonggat District who do not have the ability operate a laptop and projectors as learning media and they are also still "do not know" the learning process and 60 percent of teachers still do not have the ability to stand in front of students and also "do not have the mental readiness yet. The



condition makes the students "not serious" in attending the learning process and the teachers also become the material "ridicule" of some students against "some" teachers and affect other programs in madrasas that cause madrasa not to progress.

This article appears as a question of how to assess programs in the field of human resource development (teachers) by training the Madrasah Aliyah subject teachers in Jonggat District. This program is conducted jointly by residents of Madrasah Aliyah in Jonggat Subdistrict, as a response to restore the educational conditions in madrasas. Residents of Madrasa are expected to develop teacher capacity and evaluate the ongoing program.

Evaluation is the method of defining, achieving and providing relevant details for assessing alternative decisions (Stufflebeam, 2007). Evaluation is a systematic research method to assess the design, implementation and effectiveness of a program (Chelimsky, 2009). Evaluation is looking for something valuable in the form of information, production and certain procedures (Sanders, 2004). The program as a series of design activities in the future by bringing specific changes and introduced to the participants (Owen, 2006).

The program is a number of activities carried out to achieve several goals (McDavid and Hawthorn, 2006, 15). A program must end with an evaluation, (Rogers, 2000). It can be argued that assessment is the whole task of data and information collection, analysis, interpretation and decision-making, as well as actions or processes to be evaluated and then assessed to what degree the objectives that have been formulated can already be achieved. Then it is important to adequately plan and assess educational programs, because education must be carried out and will be effective if assisted by human resources (teachers) with the skill and other resources. When thinking about Madrasah-based management principles and theories is an parallel from school-based management that is cited by many experts including; SBM describes a collection of practices in which more people at the school level make decisions for the school. It often begins with decentralization: a delegation of certain powers from the central office to the schools that may include any range of power-from a few, limited areas to nearly everything,(Allan Dorsnelf, 2003). The idea is School Based Management is a set of activities involving several people in decision-making at a school. *as a from of decentralization that identifies the individual choool as the primary unit of improvement and relies on the redistribution of decision-making authorit* (Malen, Ogawa, and Kranz, 2002).

That means school-based management is a form of decentralization that views schools as a core development unit and relies on the redistribution of decision-making authority. Madrasah-based management is also a strategy for building effective and successful madrasas and ensuring broad autonomy for madrasas and community participation in the national education policy system. Some indicators which indicate the progress of the definition of education management are as follows, according to the Center for Religious and Religious Education as follows; (a) Efficacy of learning process, (b). Strong leadership on madrasa, (c). Effective management of the education staff, (d). Madrasah has a tradition of quality; (e). Have a compact, intelligent and versatile team,(f). Independence, (g). Madrasah, and group engagement, (h). Carry out continuing evaluation and development, (i) Have accountability, (Research and Development Center of Ministry of Religion. It can be concluded that Madrasah-based management is basically the madrasa's autonomous harmonization of resources by involving all stakeholders directly related to madrasas in the decision-making process to achieve national educational goals.

Madrasah program in Madrasah Aliyah District of Jonggat, among others; a) human resource-enhancing program (teachers); b) curriculum; c) student program;) facilities and



infrastructure programs; e) public relations programs; and f) management programs with sub-programs which can not be described in this article. The writing of this article focuses on assessing programs for the development of human capital with the sub centric training of subject teachers. To improve the standard of education in madrasas, the writing of this article aims to find out, clarify and provide feedback and recommend training courses for the subject teachers. Whereas the system under review refers to the assessment criteria or standard criteria as listed below;

At the context stage, there is a curriculum to enhance the quality of human resources with sub-components training subject teachers, with aspects being assessed that have a legal basis, aims, vision, and madrasa mission, while the evaluation criteria are laws and policy regulations that apply and guarantee the implementation of teacher training program.

At the input stage, which is the preparation for implementation planning on evaluation aspects beginning with the collection of subject teachers, administration and documentation, madrasah organizations, finances, facilities and services, with evaluation criteria, i.e. there are madrasa committees to collect data on subject teachers. Training schedules and other administrative services are available, madrasa teacher teams provide training material, government support, madrasa committees and parents are available. And there are facilities and infrastructure that support the training course, among others; rooms, furniture, laptop, Infocus, sound system and other madrasa-owned facilities.

The process stages with the part being evaluated, namely the implementation of the subject teacher training, the element being evaluated is, among other things, training the subject teacher with evaluation criteria; The teacher may understand the learning models provided by the instructor, the teacher may master the learning models provided by the instructor, the teacher may master the learning material provided by the instructor, the teacher may present the learning models to the instructor and fellow participants, the teacher may use learning tools such as laptops and projectors

Whereas at the product stage is the goal of implementation at the product stage for the element being evaluated, the quantity of subject teachers can be trained with the assessment criterion, namely, the awareness of the subject teacher increases and increases after completing the training and the standard of the education increases.

## **Research Method**

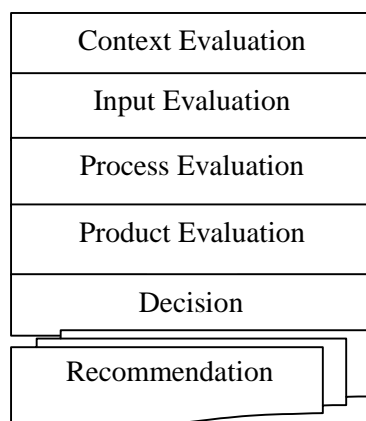
This research is a qualitative approach using evaluation method carried out at Madrasah Aliyah in Jonggat District, Central Lombok. The research approach used in this assessment study uses qualitative research techniques aimed at identifying and evaluating a phenomenon, occurrence, social behavior, attitude of confidence, interpretation, person or group thought. Furthermore, the evaluation research aims to find out how to implement the program, the extent to which the program is being implemented, the achievement of the program objectives as specified, and to identify the obstacles to implementation. Procedures for data collection, performed by observation, interviews and recording of all events that occur in the field.

This is the raw data to be evaluated using an integrated model of analysis which is data reduction, data presentation and conclusions drawing. Data on the program level are gathered through records, program reports, program implementer interviews and madrasah principals and other teachers. Whereas triangulation of data, including all interview data, data in the form of documents, statements and other impressions on the human resources

improvement program (teacher) conducted at Madrasah Aliyah in Jonggat District was carried out for data validation.

The evaluation model employed is the evaluation model CIPP (Context Input Process Product). The context assessment (context assessment) is said to be the basis of the evaluation which aims to provide reasons for setting goals (Stufflebeam, 2007). Therefore the evaluators' attempts to assess this context are to provide an summary and description of the environment, needs and goals. Assessment of the inputs (assessment) is an evaluation aimed at presenting information about how to use the available tools to achieve system objectives. The assessment of the process stage is geared towards the degree to which the scheduled activities were carried out. Evaluation of the company aims at assessing and evaluating results of the project. Product evaluation reveals the changes occurring in the input. Product assessment in this phase offers details as to whether the plan should be extended, changed again or even stopped.

The evaluation model can be seen in Figure 1 below to explain the CIPP model's relationship with decision-makers:



**Figure 1. Feature Evaluation** (Stufflebeam, 2007)

This assessment model is considered most fitting in carrying out a thorough evaluation of the Madrasah-based management system in Madrasah Aliyah District of Jonggat.

## **Finding and Discussion**

From the results of the analysis of several methods, conducted and carried out research conducted, obtained the following research results :

### **a. Context Evaluation**

The results of background assessment with the standard requirements are Madrasah Aliyah's legal basis, vision, and mission in Jonggat Subdistrict. In fact, there is a legal basis, vision and mission, and the madrasa is conducting the teacher training as a subject. The application of human resource management systems has a beneficial correlation with the conclusion or decision. And if seen from the study of the need for teacher training, then the madrasa chief, instructor, and madrasa committee actually agree that the human resource development system (instructor) is being implemented.

Positive support from the madrasa residents was provided with the conclusion or decision of implementing the subject teacher training. Whereas the feasibility study of reality implementation shows that Madrasah Aliyah will advance in Jonggat District after attending the teacher training for the subject. And there was an rise as a



kind of transparency to the city at the end or decision. Madrasahs have set up a program to enhance the standard of human capital (teachers) as a translation of the mandate of RI Law No. 20 of 2003 on the National Education System in Article 28 (1) states that educators must have academic qualifications and skills as learning agents, be physically and mentally healthy and have the capacity to achieve national educational goals (BSNP, 2003). This strategy was designed and enforced in the context of subject-teacher instruction. The aim of this program is to train and produce qualified educators, that is, teachers with a good level of knowledge, skills and work ethic. Improving operational performance through the utilization of available training tools, as well as acknowledging and rewarding teachers' job experience as part of the instructional process.

**b. Input Evaluation**

The results of the standard input evaluation include: compilation of data on subject students, administration and documentation, madrasah organisations, funding, facilities and infrastructure. And in fact it reveals that there are 50% of subject teachers involved in training, office stationery, attendance lists, names of participants, schedule of events, rules and training materials, 3 informants / instructors providing training materials, support from madrasah committee and parents. Space, chairs, sound system, laptop and projector are on site. Since the assumption or decision is that 50 percent of the subject teachers participate in the training, the administrative needs to promote the training course, all instructors should supply the material according to the training schedule, obtain financial support from the madrasah committee and parents and supplementary support facilities. The results of the input evaluation suggest that all aspects have met the standard criteria, and that one factor that has not met the standard criteria is funding that has not yet provided government support.

**c. Process Evaluation**

The outcomes of the process evaluation are based on standard standards including; the teacher can understand the learning model, the teacher can master the learning model, the teacher can master the learning content, the teacher can present the learning model before the resource persons and fellow participants and the teacher can use learning tools such as laptops and projectors. In reality; 50% of subject teachers are able to understand it, 30% of teachers are able to master it and 20% of teachers have not been able to master it, while 60% of teachers are able to apply it by having a predicate and 40% of teachers get a low predicate. The conclusion is that all subject teachers must engage actively in the training process, be innovative in the learning process, be careful in the nature of the teaching work and be constantly carried out.

**d. Product Evaluation**

Product evaluation results can be educated with common standards representing 50 percent of subject teachers. The teacher's awareness of the subjects actually improved after undergoing training and enhancing educational quality. The inference is that all teachers involved in the training possess knowledge. The product evaluation results indicate that there are 1 aspects that meet the standard requirements, namely that 50 percent of the subject teachers were educated.

**Discussion**

Human resource development programs must be introduced by subject teacher training, as there are still 30% of teachers in Madrasah Aliyah, Jonggat District, who have never taken





part in the education and training of subject teachers, including teacher training. In addition, it was found that 60 percent of teachers who do not have the mental readiness to stand in front of the class and offer the subject material in front of the class either by using learning models and learning media so that it becomes content students "ridicule". According to the deputy head of the madrasah curriculum, when we delivered a letter to all the teachers that the madrasa team will be monitoring the teacher's success in the classroom during the teaching and learning process, there would have been teachers pretending to be sick during the supervisory time. This is the basis on which the subject training program for teachers must be carried out.

Although the outcomes are still far from expectations and have not been maximized, Madrasahs has been able to incorporate a system to improve the quality of human resources by educating the subject teachers to increase the quality of the subject teachers that has been achieved. All that has a link with the madrasah's operations, outcomes with the program, policies, priorities, and mission. Subject teacher training conducted by madrasahs follows the human resources development system. Decision making is an educational activity and is taken on the basis of madrasahs 'cooperation so that teachers' participation in this training is the right way to enable all teachers to have a sense of responsibility for the programs implemented. And also have a partnership after evaluating the efficiency, effectiveness and transparency between the program outcomes, policies, priorities and purpose. Effectiveness and efficiency can be understood operationally as a state that shows a program's level of performance according to defined standards (Robert N. Anthony and Vijay Govindarajan, 2012).

If an analysis of effectiveness and productivity can be understood in the sense of human resource management programs with the goal of improving the quality of teaching staff, the outcome will be increased awareness of subject teachers, while the benefits of the exercise will give rise to improved quality of teaching and learning which will have an impact on student learning achievement. Whereas in efficiency analysis, by providing 100% input achievement rates and costing Rp.63,000,000, this means that 50% of subject teachers have been effective in quantity training and yet the consistency of the results has been "not yet." This training should be the government's responsibility even though the government has not in fact provided financial help.

And if an accountancy review is done, the result of this operation is an improvement in the expertise of the subject teacher. The goal is to improve the quality of the teaching staff and the national education project, which is to improve the quality of the education that can be achieved. The quality of education can be measured as regards processes and outcomes. Education is considered process quality if the teaching and learning process is carried out successfully and the students experience meaningful learning.

Confronted with this situation, the management of education is centralized based on the competence and wellbeing of the teachers. From the results of this study it seems clear that the ultimate determinant in improving the standard of education is not the shift in curriculum, management capabilities and policies at the central or regional level of government, but rather the internal factors that exist in madrasahs, namely the role of teachers, educational facilities and their use. As top boss, the madrasah head must be able to enable all owned units to handle all existing resources and achieve optimum efficiency in human capital enhancements. Human resources are more important if they have attitudes, behaviours, experiences, abilities, knowledge and competencies that are relevant to the needs of different areas. This teaching is one of the ways in which teachers shift.



Each instructor should be able to examine himself and find out everything that is not or was not understood before. The very important role that training plays in enhancing the standard of human resources so that they are matched with other citizens, regionally, nationally and globally, can be clearly seen. Various manifestations of social, cultural, economic and political existence that arise give a clearer image that if we can not use it, what we currently have will eventually become meaningless. This is because of the issue of poor human resource efficiency. If human quality refers to competence and capacity, then a century of high quality human capital will be the future. Improving the quality of human capital is no longer a matter of concern, but is a bet and test for every person, group and even country, as well as a lifelong cycle that covers different areas of life and is carried out through education. In anticipating the environment, the program to enhance the quality of human resources will bring benefits to madrasahs in the form of profitability, morale, work efficiency, and institutional stability, and will continue to acquire knowledge without worrying about age.

The older the human resource, the more sophisticated the way of thinking and a lot of experience, both inside and outside the workplace, has helped. In addition, cost support is a deciding factor in the performance of each program run by madrasahs, with no fixed input costs, deflation will occur in the process and results that are not of quality will be born. So it is anticipated that the seriousness of the government, madrasah committee and parents will help any madrasah program to be run.

### **Conclusion**

Conclusions that can be taken from the results of the assessment and discussion mentioned above; Madrasahs have effectively trained 50 per cent of the subject teachers; in the Human Resource Management System (teacher), the quantity has an effect on the awareness of the subject teacher after completing the training but the standard of the practice has not been achieved.

### **Suggestion**

From the above conclusions, it may be recommended; first, Madrasahs should be able to carry out on an ongoing basis program activities aimed at enhancing human capital (teachers) so that the quality of teachers and the quality of education can achieve goals; government, madrasah committees and parents should increase cooperation in supporting the programme by allocating the budget or fund.

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