

Strategic Management of Quality Improvement of Madrasah Aliyah Graduates in Modern Islamic Boarding Schools

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ABSTRACT. This research is a descriptive qualitative study aimed at describing the practice of management education and training at the Research and Development Agency for Legal and Judicial Education and Training at the Supreme Court of the Republic of Indonesia. In this research, data collected through interviews, observation, and documentation techniques. The data that has been collected is then analyzed using data analysis techniques, the Miles and Huberman model, which consists of data reduction, data presentation, and concluding. Based on the research results obtained six findings. First, education and training activities are based on KMA Number 140/KMA/SK/K/2008. Second, the governance of the education and training program of the Education and Training Research and Development Agency for Law and Justice of the Supreme Court of the Republic of Indonesia consists of planning, implementing, and evaluating activities. Third, there are two strategies implemented in implementing education and training at the Supreme Court of the Republic of Indonesia, namely strategies in learning and strategies in developing education and training programs. Fourth, based on the research results, it can be seen that there are problems and weaknesses in the components in the implementation of education and training, such as participants, teaching staff, and facilities and infrastructure. Fifth, some changes are being made to improve the use of technology and increase the budget for the implementation of education and training. Sixth, there are two anticipatory steps taken towards the governance of the implementation of education and training to obtain optimal results.

Keywords: Graduate, Islamic Boarding School, Quality, Strategic.

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INTRODUCTION

Talking about the development of Islam in Indonesia, it cannot be separated from the discussion about pesantren. Pesantren is an Islamic educational institution capable of carrying out its missionary vision from time to time. The ability to carry out this missionary vision is due to the ability of the pesantren to adapt and face the challenges of the times (Isbah, 2020). This adaptability can be carried out by the pesantren well because the *Kiai* as the leader of the pesantren can become an accommodating person for various policies made by the government (Yusuf & Taufiq, 2020).

Islamic boarding schools have played an active role in educating the life of the Indonesian nation. Historically, Islamic boarding schools were community-based Islamic educational institutions. Many community cultures are formed by the existence of Islamic boarding schools in

carrying out Islamic education activities for the community (Pribadi, 2013). That is why pesantren as an Islamic educational institution has taken root and grown from society, then developed by the community. Along with the times, the term *pesantren* is often referred to as *Pondok Pesantren*. *Pesantren* or Islamic boarding schools are one of the Islamic education programs in Indonesia which have a significant contribution to national development (Hayati, 2015). Islamic education activities in Islamic boarding schools have become an established social reality. The exciting thing is that each Islamic boarding school providing Islamic education services has its characteristics. It makes the boarding schools grow and develop in various ways and give rise to various variants of the pesantren. Based on the variants at each Islamic boarding school, the writer argues that Islamic boarding schools often apply different management patterns. The different management patterns between the Islamic boarding schools are also influenced by the figure of the *Kiai* and the leadership styles used by the *Kiai* in managing the Islamic boarding schools (Asifudin, 2017).

It then has implications for the different systems used by each pesantren. There are three systems used by Islamic boarding schools, namely classical Islamic boarding schools (*Salafiy*), modern Islamic boarding schools (*Khalafiy*), and integrated Islamic boarding schools that combine classical systems with modern systems. All boarding schools such as classical pesantren, modern pesantren, and integrated pesantren have Islamic educational objectives that must be achieved. The profile of graduates produced by pesantren becomes the goal of achievement in Islamic Education. The existence of these graduates' goals and profiles has resulted in a mechanism for institutional management. Institutional management activities in Islamic boarding schools have also resulted in a mechanism for teaching activities. Unfortunately, not all Islamic boarding schools have a robust education management mechanism, even though the success or failure of the boarding school in providing its educational services will be significantly influenced by the ability of the boarding school leader or manager to carry out various managerial activities (Khoiri, 2017).

Based on the results of a preliminary study in Banten Province, it can be seen that several factors are causing it. First, there is a dependence on the leadership and management activities of the *Kiai*. As a result, management activities are often hampered when the *Kiai* is absent. Second, management activities at Islamic boarding schools often overlap with management activities at madrasahs which it carries out formally. Third, the curriculum in Islamic boarding schools has not been developed systematically and by developments in science and technology. Fourth, educational activities for *Santri* in Islamic boarding schools are sometimes not by the stated objectives; the implementation of education is finally carried out from the road without a clear plan. However, on the one hand, the author also found two Islamic boarding schools that have institutional solid management activities, namely the Al-Hasyimiyah Islamic boarding school in Cilegon, Banten province, and the Dar-El-Istiqomah Islamic boarding school in Serang City, Banten Province.

In the two Islamic boarding schools, two exciting findings were found. First, the two Islamic boarding schools have madrasahs, which provide legal education services. Second, the two Islamic boarding schools can graduate students who study at madrasah aliyah with various competencies needed by today's society. The implication is that graduates from both Islamic boarding schools (*madrasah aliyah*) can take part in society in a strategic position.

The profile of pesantren graduates and their contribution to various aspects of life have proven that pesantren education has contributed to its development. The community believes that pesantren is not an alternative educational institution, but rather the primary educational provider that will produce quality human resources with a leadership spirit and master Emotional and Spiritual Quotient (ESQ). Apart from being essential for increasing a country's human development index, ESQ is an essential element for a leader (Rodliyah, 2019).

The above facts make the author assume that behind this two modern pesantren in producing quality *madrasah aliyah* graduates, various strategies are used to produce quality madrasah aliyah graduates. That is what makes the author interested in conducting a study of strategic management practices to improve the quality of madrasah aliyah graduates in modern Islamic boarding schools. So this research is aimed at describing and analyzing strategic management practices in improving the quality of madrasah aliyah graduates in Al-Hasyimiyah modern Islamic boarding school, Cilegon City, Banten Province, and Dar-El-Istiqomah Islamic boarding school, Serang City, Banten province. The thing that makes this research interesting to study is that the authors describe the relationship between madrasah and pesantren in providing educational services. Several studies still found that the authors distinguish between *madrasah* and *pesantren* (Ahmad, 2015). In this study, the authors did not distinguish between the two but tried to describe their relationship in producing quality graduates.

Several studies are relevant to the author's research. First, research by Ara Hidayat and Rizka Dwi Seftiyani entitled "Strategies for Developing Curriculum and Infrastructure for Ma'had Aly Pondok Quran Bandung." This research is a follow-up study from previous research on strategic planning to establish Ma'had Aly Pondok Quran in Bandung. This research focuses on curriculum and facilities at Ma'had Aly Pondok Quran Bandung, using descriptive field-based research and data collection through documentation, observations, and interviews. The research data was analyzed using a summary of strategic factor analysis. The subjects of this study were the Chairman of Ma'had Aly Pondok Quran, Muhafizh, Person in Charge of Human Resources Development and Infrastructure Ma'had Aly Pondok Quran, and twenty Ma'had Aly students. The results showed that the standard content of the Ma'had Aly curriculum still needs to be added and adjusted to support the legality of Ma'had Aly. The material that needs to be added in Ma'had Aly Pondok Quran is Manhaj Da'wah, Tafsir, Ulumul Qur'an and its branches of knowledge, Tawhid, Fiqh of Worship, Computers, English, and Research Methodology. Meanwhile, Ma'had Aly Pondok Quran's infrastructure, a priority in the development, is a boarding school for boys and classes to support learning (Hidayat & Seftiani, 2019).

Second, Munir's research entitled "The Continuity and Change of Pesantren Tradition: Study Network Main Pesantren and Pesantren Graduates in East OKU Regency, South Sumatra." This study aims to determine the continuity and change of the Islamic boarding school tradition, a study of the Main Islamic Boarding School Network and Graduate Islamic Boarding School in East OKU Regency, South Sumatra. This study is sociology research of Islamic Education, especially in the history of intellectual and Islamic educational institutions in East OKU. The continuity and change approach considers this social phenomenon. The results showed three main pesantren in East OKU as a source of traditional Islamic boarding schools, namely: 1) Sriwangi Islamic Boarding School, 2) Lebak Kajang Lubuk Harjo Islamic Boarding School, Semendawai Tribe III District, and 3) Sukaraja Islamic Boarding School. The three pesantren have become the source of the pesantren tradition for more than 20 graduates of the pesantren in East OKU. The source of the pesantren tradition in East OKU is based on the same sources of Islamic boarding school tradition, such as the tradition of Javanese pesantren, especially pesantren in East Java (Munir, 2016).

Third, Muhammad Thoyib's research entitled "Charismatic Leader on Developing Visionary Pesantren Bidayatul Hidayah in East Java: Profile and Strategy of Dr. KH. Ahmad Musthofa Kamal's Leadership." The purpose of this study was to determine the charismatic figure of the *Kiai* (Dr. KH Ahmad Musthofa Kamal) and the strategy of developing the visionary pesantren Bidayatul Hidayah Pasuruan East Java, which has competitive values, both at the national and international levels. Therefore, this research is qualitative in field research using interviews, observation, and documentation in data collection and using the interactive model of Miles and Huberman's analysis in analyzing findings consisting of data reduction, data presentation, and conclusion drawing. The results of this study concluded: Dr. KH Ahmad

Musthofa Kamal is a Kiai who since his youth has had a high value of charisma around the community at the Bidayatul Hidayah Pasuruan pesantren, which is marked by high obedience and commitment to him, including in the implementation of his pesantren education policy; As well as the innovative pesantren development strategy carried out by Dr. KH Ahmad Musthofa Kamal at the Bidayatul Hidayah Islamic Boarding School includes several things: a) Improving the quality of the education process at Bidayatul Hidayah Islamic Boarding School by developing educators' competence with domestic and foreign scholarships, providing competency enrichment such as Islamic astronomy training and pesantren curriculum, developing special Islamic boarding school education facilities (language, *Qiroah al-Kutub*, *Huffadz Lil Qur'an*, al-Polar at-Turast), and developing visiting teaching programs from Middle East-Europe; b) Increasing the quality of pesantren education outcomes in various programs, including strengthening graduate competencies through entrepreneurship training and community service, strengthening pesantren graduate networks and strengthening cooperation networks between pesantren and world Islamic organizations (Thoyib, 2018).

There are similarities and differences between the author's research and the three studies above. The similarities include: (1) both making the boarding school and graduate from the boarding school the object of their study; and (2) jointly examine Islamic boarding schools in terms of strategies in developing students. While the differences include: (1) in the first study, it focuses more on the description of strategies in developing the curriculum and facilities and infrastructure for Islamic boarding schools in Ma'had Aly, while the author's research focuses more on improving the quality of madrasah aliyah graduates in Pondok Pesantren; (2) the second study aimed to determine the continuity and change of Islamic boarding school tradition, the Study of the Main Islamic Boarding School Network and Graduate of Islamic Boarding School in East OKU Regency, South Sumatra, while the author's research examines the strategy of Islamic boarding schools in improving the quality of graduates at Madrasah Aliyah; and (3) the third research aims to determine the charismatic figure of the Kiai (Dr. KH Ahmad Musthofa Kamal) and the development strategy of the visionary pesantren Bidayatul Hidayah Pasuruan, East Java which has competitive values, both at the national and international levels, while the author's research is aimed at describing and analyzing strategic management practices in improving the quality of madrasah aliyah graduates in modern Islamic boarding schools.

METHOD

This study uses descriptive methods with a qualitative approach in finding, exploring, analyzing data, including objects, places, and times, methods, information, and sources of information according to facts in the field. The technique of collecting data through interviews, observation, and documentation study. Interviews were conducted with informants who had been determined and were deemed able to obtain complete information. Interviewed parties included Kiai, boarding school administrators, and teachers. In addition to interviews, the authors also conducted observations by observing the environment and other places related to the behavior of school residents, learning infrastructure, and other conditions. Meanwhile, documentation study is written information that can be used as material for analysis and used to complement research (Sugiyono, 2010).

The research locations were Islamic Boarding School Modern Al-Hasyimiyah, Cilegon City, Banten Province, and Islamic Boarding School Dar-El-Istiqomah Serang City, Banten Province, and the informants who were the subjects of this study were the head of the madrasa, teachers, students, and graduates. Data analysis was carried out through data reduction, data presentation, and conclusion drawing. The data validity test includes the stages of the credibility test (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). The data were then analyzed using the data analysis technique model of Miles and

Huberman, which consisted of three stages: data reduction, data presentation, and verification (Milles *et al.*, 2014).

RESULT AND DISCUSSIONS

Result

Based on the results of the research, it can be seen that there are four activities carried out in strategic management practices to improve the quality of graduates in madrasah aliyah at the Modern Al-Hasyimiyah Islamic Boarding School, Cilegon City, Banten Province, and Dar-El-Istiqomah Islamic Boarding School in Serang City, Banten Province, namely: First, conducted an environmental analysis of improving the quality of Madrasah Aliyah graduates at the Modern Islamic Boarding School in Banten province. Environmental analysis is carried out by conducting a study of Islamic boarding schools' internal and external conditions. The analysis of the internal environment examines the strengths and weaknesses of the modern Islamic boarding school. Meanwhile, in the external environment analysis, the opportunities and threats that exist in madrasah aliyah in modern Islamic boarding schools are examined.

The results of the analysis of the internal environment at *madrasah aliyah* in modern Islamic boarding schools include: 1) having teachers who are loyal to madrasah aliyah, 2) having students who are studying at *madrasah aliyah* to deepen their religious knowledge so that they have high motivation to learn, and 3) have adequate educational facilities and infrastructure. Teacher loyalty to madrasah aliyah has made teachers highly dedicated to work, where this high dedication is shown by their professional attitude in organizing learning activities for students. Students who have high learning motivation can finally achieve high learning outcomes because of their internal factors and two external factors, namely professional teacher performance and the existence of adequate educational facilities and infrastructure. It is what then makes the students become qualified graduates.

Based on the results of internal and external analysis of madrasah aliyah in modern pesantren it was found that: (1) parents are so loyal to the Kiai that they can accept various policies made by the Kiai, and this acceptance implies that any policy made can be implemented optimally to improve the quality of graduates; (2) a very strategic location, namely in cities. It facilitates bureaucratic affairs between madrasah aliyah and the government. This ease of bureaucracy also has implications for the smooth running of educational services at madrasah aliyah. When the implementation of educational services runs smoothly, learning activities for students will run optimally, and madrasah aliyah graduates will be produced according to expectations; (3) there is still a policy from the Kiai that has not been appropriately communicated to the teachers so that sometimes teachers experience confusion in carrying out learning activities, because of Kiai's busy and leadership patterns that use top-down command lines; (4) The location of madrasah aliyah in the city makes students close to the center of the crowd so that their concentration of learning can be easily damaged; (5) Many graduates can go on to higher education at their famous universities, and some are even accepted to work in the industrial sector.

The analysis of the internal environment and the analysis of the external environment above are then used as material to formulate a strategic plan for improving the quality of Islamic school graduates at Islamic boarding schools. It is done so that the planning formulated is by the various potentials possessed by the Madrasah Aliyah. This suitability will make the formulated strategic planning structured rationally, empirically, and can be accounted for rational and empirical strategic planning will result in the implementation of strategies that are possible to achieve a goal (Wiyani, 2017).

So the second step in strategic management practices to improve the quality of graduates in madrasah aliyah at the Modern Al-Hasyimiyah Islamic Boarding School in Cilegon City, Banten

Province, and the Dar-El-Istiqomah Islamic Boarding School in Serang City, Banten Province is to formulate a strategic plan to improve the quality of Islamic school graduates in modern Islamic boarding schools. The strategic planning for improving the quality of graduates of *Madrasah Aliyah* Islamic boarding schools is carried out by prioritizing the vision, mission, and objectives. It is because, in strategic planning, institutional governance is designed to lead to the achievement of the vision, mission, and objectives.

The curriculum is the area most focused on institutional governance to produce quality madrasah aliyah graduates. The curriculum is structured in several considerations, namely: (1) compatibility between the curriculum and the vision, mission, and objectives of Islamic schools (madrasah aliyah); (2) compatibility between the curriculum with the needs of society and the times; (3) compatibility between the curriculum and the needs of graduate users. The management of Islamic boarding schools realizes that curriculum is a necessity that must be developed and implemented to produce quality graduates. The national pesantren curriculum is combined with the curriculum in modern pesantren to produce a unique curriculum and produce qualified graduates. With this uniqueness, graduates of this pesantren will have competitiveness.

So it can be said that in the strategic planning of the boarding school management, the development of a curriculum that combines traditional curriculum with the modern curriculum is an effort to improve the quality of graduates. The development of the curriculum has implications for the preparation of learning plans made by the teacher. The teacher manages to learn methods and media, learning materials, and learning activities through a learning implementation plan that he compiles. Then in the process of preparing strategic planning to improve the quality of madrasah aliyah graduates in modern Islamic boarding schools, attention is also paid to the management of teaching and education personnel, the arrangement of student management, the arrangement of financial management, the arrangement of management of facilities and infrastructure, and the arrangement of public relations management. Management at *madrasah aliyah* in modern pesantren realizes that curriculum development to produce quality graduates can be achieved when there is support from educators and education professionals who work professionally; quality input is generated from the new student recruitment process oriented towards quality, facilities, and infrastructure.

Then the third step in strategic management practices to improve the quality of graduates in madrasah aliyah at the Modern Al-Hasyimiyah Islamic Boarding School in Cilegon City, Banten Province and the Dar-El-Istiqomah Islamic Boarding School in Serang City, Banten Province, is to implement a strategy to improve the quality of Islamic school graduates in modern Islamic boarding schools. The two institutions have implemented strategies to improve the quality of graduates by prioritizing three aspects.

First, the programming aspect, programs are a series of activities carried out by educational institutions in achieving goals. Educational programs are divided into several programs, namely education and teaching programs arranged in short-term programs, medium-term programs, and long-term programs. The short-term program includes daily programs, namely cultivating disciplined life and implementing extracurricular activities. Meanwhile, medium-term programs and long-term programs are processes carried out to achieve the vision. In the long-term program, there are management efforts such as teacher development, provision of educational facilities and infrastructure, and investment spendings such as spending on land purchases and spending on building buildings as educational centers for students. The education program at madrasah aliyah in modern Islamic boarding schools promotes an integrated management system. In the Islamic boarding school system, the education program at traditional Islamic boarding schools is combined with modern Islamic boarding schools. For example, the Kulliatul Muallimin al-Islamiyah (KMI) program, which was developed from the modern Pondok Gontor Ponorogo, and the curriculum of the Ministry of Religion of the Republic of Indonesia. Then the program becomes the hallmark of an institution that makes graduates from the institution unique

and competitive. This uniqueness and competitiveness then lead to the creation of quality graduates.

The second, the budget aspect, the use of the budget is carried out to realize or implement the planned strategy. In order to obtain an adequate budget for implementing the strategy, the public and donors will collect budgets. In addition, the management of madrasah aliyah also collaborates with the government to obtain operational assistance from the government. The madrasah head controls the education budget, starting from the madrasah budget planning process, the budget exploration process, the budget utilization process, and the budget reporting process. The madrasah management realizes that implementing strategies to improve the quality of graduates can be effective and efficient when supported by an adequate education budget. That is why the budget is one of the aspects considered to improve the quality of Islamic school graduates.

Third, procedure, the procedure concerning improving the quality of graduates is carried out by carrying out four stages, namely: (1) the work meeting stage at the beginning of the school year; (2) new student admission stage; (3) the implementation stage of the *Kulliatul Muallimin al-Islamiyah* (KMI) curriculum; (4) the student competency test stage. At the working meeting, we discussed various strategies to achieve short, medium, and long-term programs. The work meeting involved the management of the modern Islamic boarding school, the management of the madrasah aliyah, and the school committee. It is done so that there is a standard view of all parties. With this standard view, their performance will lead to achieving the vision of the madrasah. Then the new student admission procedure is carried out by forming a new student admission committee. The committee arranges the committee's activity program so that the program can run well.

Meanwhile, the implementation stage of the curriculum, educational, and teaching programs that have been agreed upon and implemented, and evaluated are carried out continuously. Then at the student competency test stage, an examination assessment consisting of a national exam and a boarding school material exam is required and mandatory for all students. The competency test also measures students' ability to memorize *Juz Amma* and three *Juz Al-Quran*, speech skills, and foreign language skills (Arabic and English). After the students are declared graduated, a graduate association is formed, intended to accommodate graduates in their careers, both in higher education and in the world of work. Meanwhile, the fourth step in strategic management practices to improve the quality of graduates in madrasah aliyah at the Al-Hasyimiyah Islamic Boarding School, Cilegon City, Banten Province, and the Dar-El-Istiqomah Islamic Boarding School in Serang City, Banten Province is to control and evaluate strategies to improve the quality of Madrasah Aliyah graduates in Modern Islamic Boarding School. This step is taken to diagnose the various obstacles in strategy implementation, set performance standards, measure teacher performance, and take corrective actions to overcome various obstacles. The obstacles faced in efforts to improve the quality of graduates consist of internal constraints and external constraints.

Internal obstacles faced include: (1) supervision activities by the head of the madrasah to teachers have not been carried out continuously so that the success of teachers in carrying out learning activities is less measurable; (2) there are educational facilities whose function is less than optimal in supporting the implementation of educational programs for students; (3) the leadership has not appropriately developed teacher competence because the budget in madrasah has not been in favor of human resource development efforts (teachers); (4) extracurricular activities are still not effective and efficient, this is because students' interest in extracurricular activities is weak; and (5) it is easy to find students who are less consistent in carrying out their foreign language habituation activities (Arabic and English).

Then the external obstacles faced include: (1) it is difficult for graduates to coordinate with the management of madrasah aliyah because there is not yet a place for secretarial activities for graduates; (2) administrative demands from the government on teachers make teachers sometimes spend more time fulfilling administrative demands and leave their duties as educators and teachers of students; and (3) lack of training activities outside the institution related to curriculum development for the Kulliatul Muallimin al-Islamiyah (KMI) program.

Boarding schools and madrasas strive to provide educational services by national education standards. They believe that providing educational services can be made according to standards; it will result in a quality education process. From this quality education process, quality graduates are born.

Then, related to the results of the strategy to improve the quality of graduates, it can be seen that the quality of graduates produced by the two madrasah aliyah is already good from an academic and non-academic side. Several graduates continue to pursue higher education at home and abroad, such as at Al-Azhar University in Egypt, Sudan University, Madinah University, Inter-Nation University in Malaysia, and at Recep Tayyip Erdogan University. In addition to academic factors such as graduates' achievements, the institution also conducts collaboration efforts with the campus. It has shown the seriousness and seriousness of the institution to improve the quality of its graduates. In addition, there are graduates from madrasah aliyah in modern Islamic boarding schools who have become teachers at the primary and secondary education levels and become lecturers at domestic universities and employees of the Banten provincial public prosecutor's office. Some graduates become village heads in one of the sub-districts in Serang Regency, Banten Province. However, most graduates become Islamic religious educators at various formal and non-formal educational institutions.

Discussions

Environmental analysis in this study was carried out by looking at various aspects, internal and external, combined with strengths, weaknesses, opportunities, and threats. From the analysis, that each institution has different strengths and weaknesses and opportunities and threats, depending on the environment that makes up it. The environmental analysis results have also shown that in the two institutions studied, there are various management constraints in the structure and human resource issues. In strategic management practice itself, human resources are an essential factor in achieving an effort, including in efforts to improve the quality of graduates.

From the research results, it can be seen that the strength of the madrasah is in the management system that adopts the Gontor modern cottage system with its uniqueness, namely the discipline of education and teaching, combining religious ministry curriculum materials and Islamic boarding school curriculum, and the use of Arabic and English in learning both in class and daily. -day. Meanwhile, the weakness is in the human resources, namely teachers. Not all teachers have developed a curriculum model adopted from the Gontor modern Islamic boarding school so that the curriculum applied is evident to the imitation curriculum. The management can overcome its weakness by optimally developing human resources, especially teachers. When this can be done, the weakness will become strength; even become a great strength because the institution already has adequate educational facilities and infrastructure.

The environment in management itself forms external problems. These external factors include the geographical environment and society, social relations between the community, the relationship between educational institutions and the government, even with the industrial world. The strategic geographic locations of the institution and the harmonious relationship with stakeholders have become opportunities and threats that come from outside. However, from the research results, it can be seen that the strengths and opportunities that can be used as capital in

the success of efforts to improve the quality of madrasah aliyah graduates are the input, in this case, students who fall into the quality category. Students are said to be in the quality category because they have high learning motivation and have a strong interest in participating in various activity programs organized by the teachers.

The environmental analysis results have not been fully used as a basis for the formulation of a strategic plan. There is still a limited understanding of environmental analysis results on the part of the management of madrasah aliyah and the leadership of modern Islamic boarding schools. That is what makes the writer recommends that the environmental analysis process carried out by the madrasah aliyah should involve the Kiai and teachers in the Islamic boarding school.

The research result shows that in planning a strategy to improve the quality of madrasah aliyah graduates in modern Islamic boarding schools, several stages have been carried out where each stage is related. These stages include determining a vision, formulating a mission, and setting goals. The vision, mission, and objectives are then strengthened by making policies that favor their achievement.

From the research results, it can be seen that vision and mission are relevant, but the facts in the field are that there is a mismatch between the implementation of the activity program and the vision and mission. It suggests there are still teachers who do not yet understand the vision and mission. As a result, what the teachers have done has not led to achieving goals in the medium-term and long-term programs. This problem is caused because not all teachers are involved by management in the preparation of strategic plans.

For the management of *madrasah aliyah*, vision and mission, and goals are the fundamental keys of educational programs. Based on the three, then the management determines the strategy to be planned and implemented in improving the quality of graduates. Vision, mission, goals, and strategies are vital in strategic management practices in educational institutions, so teachers are involved in their preparation.

From the research results, it can be seen that in planning strategies to improve the quality of graduates in madrasah aliyah at modern Islamic boarding schools, the madrasah is more focused on curriculum development because there is a belief in them that the quality of graduates will increase or not will be significantly influenced by the curriculum that is designed and applied. In the curriculum, various activities are designed to improve the quality of graduates, starting from learning activities, acculturation or habituation activities, and extracurricular activities to competency test activities. It can be said that the process of curriculum development both in the modern Islamic boarding school Al-Hasyimiyah, Cilegon City, Banten province and the Dar-El-Istiqomah Islamic boarding school in Serang City, Banten province adopted more of the curriculum developed by Imam Zarkasyi at the Gontor modern Islamic boarding school. The developed curriculum combines the pesantren and madrasah systems. In developing the curriculum, Imam Zarkasyi integrated formal, non-formal, and informal education by utilizing the pesantren environment. Students are taught religious and general science subjects in the classroom and receive education on morality, mental and work skills, and other values in the pesantren tradition in well-designed informal and non-formal education (Zarkasyi, 2020).

Then so that the curriculum can be developed and implemented correctly, the management of Madrasah Aliyah will develop teacher competencies so that teachers can work optimally. It can be said that efforts to develop teacher competence are carried out to implement the curriculum successfully. However, the madrasah management also realizes that the arrangement of student management, the availability of the education budget, the provision of educational facilities and infrastructure, and the relationship between the madrasah and external parties must still be considered. To produce high-quality graduates, each component starting from the curriculum, teachers, budget, facilities, and infrastructure, as well as social relations, must support the delivery

of educational services. The results showed that an adequate budget, adequate facilities and infrastructure, and a harmonious relationship between teachers and madrasah principals could result in productive teacher performance. With this productive performance, learning activities will be of quality and produce quality graduates (Rizal & Nurjaya, 2020).

However, on the other hand, it is found that the implementation of the graduate quality improvement program initiated by educational institutions has not fully covered an essential aspect of strategic management, namely the budget. It happens due to various factors. The overlapping policies between madrasah aliyah policies and those of Islamic boarding schools also implement strategies in improving the quality of graduates not optimal. Whether it is admitted or not, a program can be implemented based on a policy (Wiyani, 2020). Its condition, of course, various steps must be taken by the head of the madrasah, such as (1) creating an organizational structure that describes the line of coordination between the madrasah aliyah and the boarding schools; (2) make the main tasks and functions of each party involved in the organizational structure so that there is no overlap in work; and (3) establishing a relationship and community sector which is tasked with establishing relationships with Islamic boarding schools and the community to ensure that each stakeholder is in a unified vision and carries out activities that lead to achieving the vision.

Then from the results of the research, it can be seen that the implementation of the curriculum to improve the quality of madrasah aliyah graduates is carried out through the optimization of learning activities, the optimization of cultural and habituation activities, the optimization of extracurricular activities, and the optimization of competency test activities for students both at madrasah aliyah and in Islamic boarding schools. Meanwhile, from the outer side, a graduate organization was created to accommodate graduates for careers at the higher education level and in the world of work. The impartiality of the management of madrasah aliyah to the graduates is influenced by the concern of the head of the madrasah towards its graduates. This concern arises because there is a belief in the head of the madrasah that graduates are one of the assets of madrasah aliyah, which must be developed even though they no longer attend madrasah aliyah. The head of the madrasah is a school leader who cares about graduates and madrasah members. When leading, the madrasa principal also often advises teachers to care about their students and care for graduates. So it can be said that improving the quality of graduates in madrasah aliyah is done through managerial channels and emotional channels. In several cases in educational institutions, it is found that the use of emotional pathways in achieving a goal is found. It can occur when the leadership practiced by the head of the madrasa is based on his patient, sincere and sincere attitude in leading (Toyib *et al.*, 2020).

The results also indicate that the strategy to improve the quality of graduates in madrasah aliyah at modern Islamic boarding schools is carried out through a procedure. Procedures often referred to as Standard Operating Procedures (SOPs) are sequential systems of steps or techniques that describe how a task or job is completed. Procedures specifically detail the various activities that must be done to complete company programs.

The procedures developed in improving the quality of graduates include (1) input, namely the admission of new students, starting from the formation of the committee to deliberations to determine the number of new student admissions, which are of course adjusted to the capacity and requirements that have been set; (2) a process that describes the course of educational and teaching activities and the implementation of various extracurricular activities; (3) output, namely the output produced through the examination process and a series of assessments from various sides, both in terms of cognition, affection and psychomotor; (4) outcome, namely the use of graduated by the community in general. In this case, the institution provides information and assistance for graduates to continue to higher education.

On the other hand, the control and evaluation of the graduate quality improvement program at Madrasah Aliyah have not fully met expectations. It is because the control and evaluation are less systematic. The reason is that there is no particular unit in charge of controlling the quality of graduates. According to predetermined standards, the quality control of graduates can be carried out by madrasah aliyah to measure the achievement of academic and non-academic achievements (Sauri *et al.*, 2019).

Control and strategy evaluation are carried out to diagnose constraints and measure the success of each stakeholder in improving the quality of graduates and obtaining materials for continuous improvement. By making continuous improvement efforts, efforts to improve the quality of graduates can also be carried out sustainably. In the context of integrated quality management, continuous improvement efforts are the main thing that must be done if an institution wants to get quality in every aspect it develops, including aspects of its graduates (Wiyani, 2019).

CONCLUSION

The management strategy for improving the quality of Madrasah Aliyah graduates in the modern Islamic boarding school in Banten has not been effectively implemented. It is just a strategy and has not studied the essence of strategy and its substance, so it is less long-term oriented than strategic management. The strategies formulated to improve the quality of graduates are formulated on the vision and mission but are not fully oriented towards environmental analysis both internally and externally, so the strategies formulated are still temporary opportunity, strength-threat, and weakness-threat. Then in the planning of a strategy to improve the quality of Madrasah Aliyah graduates in modern Islamic boarding schools in Banten, it has been oriented towards the vision and mission and a strategy developed through various policies but has not touched the substance of the basic needs. Although there is a synchronization program centered on students and teachers in a variety of activities, there is still a mismatch between the plans formulated with what is done.

Meanwhile, the program's implementation to improve the quality of graduates has been optimally implemented by the Madrasah Aliyah educational institutions of modern Islamic boarding schools. However, it has not yet touched an essential point of the implementation principle, and It makes some parties sometimes less consistent in implementing efforts to improve the quality of graduates. The control strategy for increasing Madrasah Aliyah graduates at the Modern Banten Islamic Boarding School has not touched external aspects and is still in the form of internal improvements in teacher performance appraisals such as the entry and exit of teachers from class during learning. It does not fit the essence of a strategy where performance results are monitored, and actual performance is compared with the desired performance. The function of the head of a madrasah as manager and supervisor has not run optimally. That is because they are too focused on fixing the internal physical aspects of the madrasah so that the external aspects of the madrasah are neglected.

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