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Research Article

## Cultural Values in Improving the Quality of Madrasah Education in Indonesia

Sri Mulyati<sup>1</sup>, Muhammad Al-Mighwar<sup>2</sup>

1. SMP PLUS KP 2 PASEH Bandung, E-mail: [Sri.raisha.shakila@gmail.com](mailto:Sri.raisha.shakila@gmail.com)
2. UIN Sunan Gunung Djati Bandung, E-mail: [malmighwar@gmail.com](mailto:malmighwar@gmail.com)

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**Abstract.** There is a need for reform in a national education order that is in line with developing demands. Therefore, in the world of education, improving the quality of education has a very big role. Improving the quality of an educational institution means improving the quality of students from that educational institution to be better and highly competitive with various outstanding achievements. The cultural values in improving the quality of madrasahs are (1) discipline values, (2) responsibility values, (3) togetherness values, (4) openness values, (5) honesty values, (5) ways of respecting other individuals, (6) social values, (7) values of unity and unity. Implementation starts from implementing a culture of discipline and also a culture of hard work which is instilled and carried out by all parties in the madrasah.

**Key words:** Quality Improvement, Madrasah Education, Cultural Values.

## INTRODUCTION

Regarding the National Education System which has been mandated in Law Number 20 of 2003, there is a need for reform in a national education order that is in line with developing demands. Therefore, in the world of education, improving the quality of education has a very big role. Improving the quality of an educational institution means improving the quality of students from that educational institution to be better and highly competitive with various outstanding achievements. This improvement in the quality of education can be identified by the number of students who have achievements in academic and non-academic fields, as well as graduates who are very relevant to their goals.

Educational institutions which are now in great demand besides schools are also madrasahs, madrasahs are one of the educational options that attract interest because of the large amount of learning studying religion and the provision of sciences regarding religious matters more compared to existing public schools. Madrasahs divide PAI lessons into 4 of them (1). Qur'an Hadith, which studies how to read and write the Qur'an and the hadiths of the Prophet Muhammad SAW from various narrators, (2). Fiqh, which studies the procedures for worship, (3). Aqidah Akhlak, which studies divine knowledge as well as politeness and knowledge in Islam, (4). Arabic, which studies vocabulary and everyday language using Arabic. As well as other lessons about religion, because the madrasah's curriculum is based on Islam.

Improving the quality of madrasah education will influence the results of the learning that has been implemented. This quality improvement cannot be separated from the process that will later create results. Related to this, management is needed as a process that includes planning, directing, organizing and supervising the steps taken by members of the organization as well as the use of other resources in order to realize the ideals of the organization as outlined in the goals of the organization that have been agreed and set. Based on the statement above, it can be said that management is one of the most important factors in improving the quality of education so that it becomes better and of higher quality.

Management has a very big influence on the process of improving the quality of education. With good management, the quality produced will also be good, and conversely, if management is bad, it will also be difficult to increase the quality of education. In this research, what will be analyzed is improving the quality of madrasah education through developing organizational culture, where the role and contribution of developing organizational culture will have a big impact on increasing the quality of education and creating the impression that madrasahs are able to compete and differentiate madrasahs from other schools. Through organizational culture, the people within it can also be formed so that they have the same values and goals, where organizational culture acts as a system of a group of people who work together in a guided and controlled manner to create efficient and directed development.

## RESEARCH METHODS

In this research, the approach used is descriptive qualitative, the data collection is library research, and the data analysis is content analysis related to

improving the quality of madrasah education through developing organizational culture. This research was carried out using the literature method, whether sourced from books, writings and notes, or from previous research and formulating research problems through literature study.

## RESULTS AND DISCUSSION

### Understanding Organizational Culture as Improving the Quality of Madrasah Education

Improvement means the process and method of improving something or business activities with the aim of advancing something to something better than that previously. Quality can be interpreted as quality or more specifically a measure of the level of good and bad, good and bad or the degree or level of something. Usually the word quality is widely used in the fields of business, engineering and manufacturing which relate to concepts and techniques in improving the results of products or services for the better.

Education has the meaning of learning, the insight, creativity and habits of a group of people are passed down from one generation to the next through teaching, training and research. Most education occurs with the help of other people's guidance, but it can also occur naturally or autodidactically. Madrasah is a word in Arabic which means school, which comes from the word *darasa* which means study. In Indonesia itself, madrasahs are schools that specialize in Islamic lessons contained in their curriculum. Development is a process carried out with the aim of improving the overall social system including politics, economics, infrastructure, defense, education, technology, institutions and also culture.

Culture is the totality of attitudes, mannerisms and patterns of behavior as well as knowledge and insight that are inherited and owned by members of a particular society. Culture also influences several aspects of life, including; beliefs, customs, politics, language, clothing, buildings and works of art. There are several opinions from experts who explain that culture is a regular form of human activity that is systematic and passed down from generation to generation continuously through learning in order to create certain ways of life that are adapted to the conditions of the human environment.

An organization is generally defined as a place for a group of people who work together rationally and systematically, who are led, monitored and controlled to achieve certain goals by utilizing the resources within it. Quality improvement cannot be separated from the role of management as a process to achieve goals. Management for improving the quality of madrasah education can be defined as a way of organizing or controlling by providing greater freedom for madrasahs in managing madrasah resources and encouraging and motivating madrasahs to increase the activity of all parties in the madrasah and also all levels of society to meet school quality needs. and achieve what has become its goal.

The Ministry of National Education defines the meaning of quality itself as the overall character described by goods or services that shows their expertise to meet the required needs. The quality paradigm in terms of education covers 3 educational qualities namely (1) input, (2) process and (3) output. It is explained more clearly if

the meaning of educational input is as a guide for all resources , as well as software and also expectations and must be fulfilled in order for the process to take place. Human resources are *Input* from resources, including; chairman, lecturers, counselors, students and other resources, namely; tools, economics, and other materials. Then device *input* includes; statutory regulations, organizational structure, plans, job descriptions, structured plans and others. Next, *input* your hopes, such as: vision, mission, which is the target to be realized. Readiness and availability of *input* are absolutely necessary so that the process can run well. From the statement above it can be concluded that good and bad *input quality* can be determined based on the readiness of *the input*. *The process* can be said to have high quality if it is coordinated, harmonious and input guidance is carried out in a harmonious way, thereby creating an atmosphere of enjoying learning which means fun learning, motivating interest in learning. and can also empower students.

### **Why Organizational Culture Can Improve the Quality of Madrasah Education**

A number of researchers conducted empirical research, with research results that prove that culture has a very big meaning and role in encouraging the development of improving the quality of education in an educational organization. However, in fact the quality of education in Indonesia itself can still be said to be quite poor . and less when compared with other countries in the world. In this way, the government is motivated and also encouraged to improve the quality of education at all levels of education due to the low quality of existing education. It's just that the strategy implemented by the government is still felt to be very inadequate and not very effective. The government emphasizes improving the quality of education which focuses on structural as well as cultural aspects, as can be seen from the way the government focuses on structural intervention, namely through rearranging existing components, updating arrangements, system engineering, curricular reorientation, conveying appropriate and motivating information. as well as holding various trainings for each educational institution.

The ineffectiveness of the structural dimension strategy has finally led several experts in the field of education to predict that with development that applies a cultural approach to development, it will encourage the quality of national education to accelerate and move up to a better route , namely structural intervention that continues side by side. with cultural intervention and also the factors that support this cultural intervention.

Then another very prominent obstacle that is being faced by the world of education is the decline in moral values which is reflected in the character of current students in several school institutions. This occurs at the school level from primary education to secondary education. From another point of view, the decline in the morals and character of students shows that there is not yet optimal integration in the management of the education system implemented in schools. The management system used is integrated learning which requires a relationship between intracurricular and extracurricular activities provided by an education system which is directly linked to moral and character education in the learning process carried out at school and the educational culture implemented.

Based on the explanations above, in this research the environmental context that will be used as the research context is institutions with an Islamic education base, namely madrasahs. In This organizational work culture, if seen from an Islamic religious perspective, is a way to fully actualize potential which must continue to be nurtured and strengthened with religious understandings, namely faith, thought and remembrance , as well as other scientific fields that can provide welfare and happiness for nature. universe by adhering to the sources of Islamic culture, namely the Al-Qur'an Nulkarim and the Sunnahs of the Prophet Muhammad SAW which we usually know and know by the terms morals, temperament, character, character that will stick to a person. One of the things that will be managed is by studying religious knowledge more deeply, one of which is by pursuing a quality education at a madrasah.

There are several types of organizational culture proposed by Jumadi, including; (1) A culture with positive character is a culture that will support increasing the quality of education, positive character in creating people and an environment with a better and more harmonious atmosphere so that this character can support the quality of education to continue to improve . (2) Negative culture is one of the characteristics that will hinder improvements in the quality of education, this negative character will also make the situation uncondusive, the environment is not well coordinated which slows down improving the quality of education (3) Culture with a neutral character, namely a culture that neither supports nor hinders improving the quality of education. A culture with a character like this can be said to have no influence whatsoever on improving the quality of education, therefore a culture with a character like this is called a culture with a neutral character.

From the several types of organizational culture above, a conclusion can be drawn that organizational culture has a very important role in an organization. The assessment of the magnitude of the role of culture for an organization is also slowly being realized in educational circles. An educational institution is an institution that has a unique culture and is very different from the culture of other institutions .

Then educational organizations are divided into two, namely; (1) macro organizations , namely educational organizations that can be seen from the content of the organization in a broad context, for example; education and culture departments at the head office level , provincial offices, district or municipal offices as well as education and culture offices in sub- district areas. (2) micro organizations are where educational organizations can be seen from the buildings visible in madrasahs or educational institutions where teaching and learning processes or teaching and learning activities are directly held.

Essentially the function of organizational culture is; (1) Motivate all members with the aim of recognizing individuals related to the organization as a whole, the importance of understanding oneself with the organization as a whole will create a final understanding of how to harmonize oneself with the organization concerned. (2) Encouraging the growth of a teamwork spirit, not individually, after being in an organization, an individual will slowly unite his understanding with his organization which will foster a sense of cohesiveness in achieving common goals by creating a teamwork spirit which is valued as one of the processes in making it easier to achieve goals. (3) The relationship between the results achieved and humans in the

organization, when teamwork achieves success in achieving initial goals, these results will always be linked to humans as members of the organization because success will not be achieved without cohesive teamwork between members. (4) When an organization becomes stronger, it will be easier to carry out supervision, with solid and harmonious cohesion making it easier for an organization to achieve its goals and strengthen the power within it, the stronger it is, the more controlled, coordinated and easily monitored it will be in its supervision. (5) Clarify management's views regarding the reward system, (6) Criticism is carried out spontaneously and openly, in the organization there will always be improvements that will be made to achieve goals, therefore the criticism submitted will be expressed spontaneously and openly to build ideas to achieve goals better. (7) Emphasizes that organizational culture is an organization with an open system.

In relation to the cultural values used in schools, the Ministry of National Education referred to Torrington and explained that the assessments used by a school organization are (1) disciplinary values , (2) responsibility values, (3) togetherness values, (4) ) values of openness, (5) values of honesty, (5) ways of respecting other individuals, (6) social values, (7) values of unity and oneness.

Based on the statement above, it is very clear that culture in educational institutions is a form and value of beliefs as well as a direction of goals that have been planted and also spread among members of organizations in the school environment and also madrasahs regarding their duties in order to produce quality output or graduates who will *eventually* relevant to the objectives and have achievements in academic and non-academic fields.

## CONCLUSION

The important role of organizational cultural values in improving the quality of madrasah education can be seen in terms of its implementation, starting from the application of a culture of discipline and also a culture of hard work which is instilled and carried out by all parties in the madrasah. Understanding the vision and mission of all parties in the madrasah environment is something that must be given more attention because the vision and mission are the goals and hopes of the madrasah, apart from that, what is no less important is the leadership of the madrasah head and competent teaching staff. It is also related to adequate physical and madrasah facilities which are supporting factors for the realization of organizational culture as a support for improving the quality of education in madrasahs.

The cultural values that can improve the quality of your madrasah are (1) discipline values , (2) responsibility values, (3) togetherness values, (4) openness values, (5) honesty values , (5) ways of respecting other individuals, (6) social values, (7) values of unity and unity.

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