

Analysis of Obstacles and Quality Education Strategies at MI NW Nurul Haramain Narmada

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Abstract

Continuous improvement of education is necessary to strengthen the quality of educational institutions and schools. The improvement of an institution's quality necessitates the implementation of multiple tactics, with the leadership of the school principal being a crucial factor. The research aim is to ascertain the factors and approaches influencing the educational quality at MI NW Nurul Haramain Narmada. The employed approach is a qualitative descriptive methodology. The research findings suggest that MI NW Nurul Haramain has encountered hurdles and implemented improvements. The challenges encountered are incomplete data entries in the EDM, with certain indicators displaying consistently low values, as observed by the school. The enhancements at MI NW Nurul Haramain Narmada encompass a range of activities, including the practice of memory (tahfidz), the art of calligraphy, the sport of futsal, the study of mathematics and science, the pursuit of music, the learning of Arabic and English languages, and participation in the Scouts program. Thus, it can be inferred that MI NW Nurul Haramain Narmada exhibits noteworthy progress.

Key word: Approaches, academic standards, primary schooling.

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Introduction

The educational institution of a school plays an important part in the advancement and growth of society. Schools, when organized in a formal and structured manner, play a crucial role in advancing and developing civilized society (Kurniawati and Pardimin 2021). Education comprises multiple facets, one of which involves the community. Community participation is vital to help achieve educational goals in Indonesia, as ultimately, it is the community that understands the demands that must be satisfied in the future (Tontowi, Untari, and Kiswoyo 2022). Hence, it is incumbent upon the community to enhance the standard of education, necessitating their active involvement in establishing educational objectives for the forthcoming period.

The objective of education is to revolutionize the character of the nation and provide students with the necessary skills and competence to lead a more sophisticated life in the future. Efforts done by the government include creating policies in the sphere of education. These policies will function as directives in the execution of education. Education policy in Indonesia must conform to multiple education standards. Policies aimed at enhancing the quality of education are of utmost importance in cultivating persons with a dynamic mindset, advanced critical thinking abilities, and strong interpersonal skills (Lestari and Gistituati 2023). As education quality develops, human thinking undergoes a transformation from ignorance to understanding and from unawareness to awareness. Enhancing education quality is crucial for improving human quality.

The implementation of education standards will play a crucial role in assessing the caliber of education provided in schools (Dewi, Marsyidin, and Sabandi 2020). Ensuring the quality of education is a crucial priority that must be addressed in education development strategies, as it leads to the production of graduates who possess the ability to contribute to their own personal growth, their families, society, and the nation as a whole. (Azwardi 2021). The education standards in Indonesia are established by a regulatory organization that encompasses eight key areas: graduation, curriculum, method, management, educators and educational staff, assessment,

finance, facilities, and infrastructure. Schools in Indonesia are expected to meet all of these standards in order to enhance the quality of education (Dewi, Marsyidin, and Sabandi 2020).

The quality of education in both public and private schools is contingent upon the school principal's dual function as both a manager and a leader (Ayubi 2023). An institution of high caliber unquestionably relies on the presence of a competent and influential school principal, whose position is pivotal in shaping the educational excellence of the school. Enhancing school quality is not just the duty of the school principal, but rather a collaborative endeavor to recognize and elevate the entire quality of the school. The common objective is to generate a more superior future generation (Wati et al. 2022).

Several variables, such as teachers, students, facilities and infrastructure, educational environment, and curriculum, contribute to the success of education quality. Additionally, the environmental aspect has a significant impact on students' achievements (Pradini, Sudjanto, and Nurjannah 2019). Moreover, educational institutions have some measures of education quality that act as benchmarks for improving the overall quality of the institution. These indicators include: 1. Government backing, 2. Competent leadership, 3. Teacher proficiency, 4. Appropriate syllabus, 5. High-caliber graduates, 6. Efficient organizational culture and atmosphere, 7. Sufficient facilities and infrastructure, 8. Well-structured school management, and 9. Community endorsement (Nurdiana, Nurdjan, and Saleh 2023).

Researchers conducted interviews with teachers at MI NW Nurul Harumaian to obtain insights into the school and its data. According to the interview results, the school's accreditation remains at a B level principally because it did not meet several standards throughout the accreditation process, particularly in terms of buildings and infrastructure. MI NW Nurul Haramain is continuously enhancing its development by applying diverse measures and enhancements to increase the quality of education. Efficient allocation and utilization of school resources can lead to the enhancement of school quality (Fadila et al. 2020). MI NW Nurul Haramain likewise utilizes the existing amenities in its vicinity and fulfills the requirements of its students.

The school serves as an intermediary in the provision of education. The formulation of each school's policy must take into account the specific conditions of the school, such as its geographical, cultural, environmental, and local community livelihood factors. In this manner, the school will be able to identify the strengths and weaknesses of its construction components in order to maximize the production generated (Haryono 2022). The objective of school-based quality improvement management is to: 1) augment the caliber of primary education by granting the school autonomy and authority to effectively manage and empower its existing resources, 2) foster consciousness among school residents and the community by engaging in collaborative decision-making to organize education, 3) heighten the school's accountability to parents, the community, and the government for the quality of education provided, and 4) promote a healthy sense of competition (Lallo et al. 2021).

Stephen P. Mary and Robbin Coutler, as noted by Nurhaya, highlight that strategy is not merely a yearly initiative; it necessitates maturity, certainty, and a sufficient amount of time for its execution. Success is attained by the consistent and persistent implementation of a plan, while failure arises from the constant alteration of methods. When implementing strategies or planning, it is essential to follow several steps. These steps include: 1. Determining the mission, goals, and strategies, 2. Identifying potential risks and opportunities, 3. Assessing the available resources within the organization, 4. Identifying areas of strength and weakness, 5. Developing strategies, 6. Executing the strategies, and 7. Evaluating the outcomes (Nurdiana, Nurdjan, and Saleh 2023),

Nahrowi (Lallo et al. 2021), states that the objective of managing the quality of primary schools is to enhance their autonomy and empower them. This is achieved by granting more freedom in the allocation of school resources and promoting the active involvement of school residents and the community in enhancing the quality of education. There are two factors that account for the limited success of attempts to enhance the quality of education thus far. Firstly, the education development strategies have primarily focused on providing various resources and

support, such as teaching materials, educational facilities, teacher training, and staff, with the assumption that these inputs alone will guarantee the desired level of quality output. Furthermore, education management has mostly focused on a broad scale, with regulations and decision-making processes controlled by bureaucratic structures at the central level (Asha 2019). Consequently, numerous factors anticipated at the broader level of society do not materialize or function as intended at the more specific level of individual schools. Simply said, the central bureaucracy often fails to fully and accurately take into account the intricacy of educational issues, the conditions of school environments, the diverse learning demands of kids, and society's educational goals.

The presence of quality in the education sector brings several advantages. Firstly, it strengthens an institution's responsibility towards the community and the government, which is the primary source of funding. Secondly, it ensures the competence of its graduates. Thirdly, it fosters a more professional environment. Lastly, it stimulates healthy competition among educational institutions (Hafizin 2021). Policies targeting the enhancement and improvement of primary school quality has attributes that can effectively contribute to the attainment of goals related to the advancement and cultivation of school quality (Lestari and Gistituati 2023). By implementing an effective strategy, schools can significantly impact their capacity to accomplish their objectives. In order to formulate an optimal strategy, educational institutions must possess a comprehensive understanding of the factors within their surroundings that can facilitate the attainment of their predetermined objectives. The importance of education in a school cannot be overstated as it cultivates traits in future generations, resulting in the development of Intelligence Quotient (IQ), Emotional Quotient (EQ), and Emotional Spiritual Quotient (ESQ) (Ayubi 2023).

In the realm of education, the quality of a school can be assessed based on its specifications, which refer to the established requirements it meets. A quality school is defined as one that has successfully fulfilled or surpassed the basic requirements, which encompass standards such as graduation competence, education and educational personnel, curriculum, and other relevant criteria. A high-caliber educational institution is one that can generate graduates or students who satisfy the demands of stakeholders, including securing employment, possessing attitudes that align with societal requirements, and actively contributing to the advancement of the community, whether on a local or national scale.

The purpose of the research is to examine the barriers to educational quality in primary schools and provide ways for enhancing educational quality in primary schools. This research is anticipated to function as a point of reference for enhancing the educational standards within an institution.

Method

This study utilizes a qualitative methodology with a descriptive design to examine the factors that impede and enhance the school's quality at MI NW Nurul Haramaian. Descriptive qualitative research entails gathering data obtained from the field and presenting it in written or narrative format to substantiate the findings of the study. The researcher employs a qualitative methodology in the research implementation, whereby data is not acquired using statistical techniques or calculations, but rather through the observation of phenomena and the collection of data via interviews, observations, and recording (Sugiyono 2017). The data analysis technique adheres to the theoretical paradigm proposed by Miles and Huberman, which has three distinct stages: data reduction, data display, and verification/conclusion. This analysis technique is iterative and persists until reaching saturation, which signifies that the data is exhaustive (Mattehew B. Miles, A. Michael Huberman 2014).

Results and Discussion

According to the research conducted at MI NW Nurul Haramain Narmada, as indicated by the data from the Madrasah Self-Evaluation (EDM), it is evident that the school has successfully developed a system to ensure high quality. Nevertheless, many components of the Madrasah Self-Evaluation (EDM) have not attained flawless ratings, specifically:

1. The madrasah culture offers excellent educational resources for both professors and students.
2. The madrasah has yet to become acquainted with the execution of assessments regarding the proficiency of educators and educational personnel.
3. The school principal should engage in additional self-development activities to improve their leadership abilities.
4. The madrasah should routinely arrange remedial and counseling activities.
5. The madrasah should enhance its provision of digital learning tools and media.

Teachers should enhance the utilization of textbooks in both physical and digital media during the instructional process.

The school facilities and classroom infrastructure of MI NW Nurul Haramain Narmada are satisfactory, nevertheless, there is a need for remodeling in three classes. The principal's office is insufficient in terms of facilities as it is shared with the teachers in a single room. As a result, the school did not achieve a "A" grade in the MI accreditation process, but instead received a "B" grade. Consequently, MI NW Nurul Haramain Narmada necessitates ongoing enhancement in its educational facilities and infrastructure.

MI Nurul Haramain Narmada has adopted an autonomous curriculum in order to enhance the quality of education at the school. The school has endeavored to fulfill the prerequisites outlined in Law Number 14 of 2005 about Teachers and Lecturers to ensure the presence of qualified educators. Professional teachers are those who fulfill the academic qualifying criteria, possess pertinent educational backgrounds, and demonstrate proficiency in the four essential teacher competencies: personal, pedagogical, professional, and social. Professionalism can be exhibited by holding an educational certificate acquired via the process of teacher certification. Hence, being employed as a civil worker does not only determine a teacher's level of professionalism.

Each educational institution possesses distinct qualities that enhance its individual administration. My location is in the northwest. Nurul Haramain sets itself apart by incorporating tahfidz, the memorization of religious texts, into the curriculum for all students in grades 1 through 6. Additionally, it requires students to live in the dormitory.

The Minister of Education and Culture Regulation Number 28 of 2016 is responsible for overseeing the quality assurance of primary and secondary education in Indonesia. This law delineates two quality assurance methods employed in educational units: the internal system, known as SPMI-Dikdasmen, and the external system, referred to as SPME-Dikdasmen. Each formal educational unit manages the internal quality assurance system, whereas external institutions operate the external quality assurance system. Hence, effective internal organizational management inside educational units is crucial for improving educational quality.

Conclusion

The education quality management at MI NW Nurul Haramain Narmada is consistently focused on enhancing its standards through the implementation of many techniques devised by the school principal and other staff members. The school had challenges during the initial phases of growth at MI NW Nurul Haramain Narmada, which necessitated a continuous improvement of its facilities and infrastructure. The techniques enforced by MI NW Nurul Haramain Narmada, which require all students to live in the dormitory, demonstrate the continuous modifications and advancements made for the school's advancement. This encompasses advancements in educational facilities and infrastructure, along with enhancements in extracurricular activities such

as the memorization of the Quran (tahfidz), calligraphy, futsal, mathematics and science, music, Arabic language, English language, and Scouting.

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