

Awareness of Madrasah Human Resources Empowerment in Education Quality Improvement

(Multi-Site Study of MTs.N 1 Tulungagung and MTs.N 4 Tulungagung Indonesia)

Suharni^a, Akhyak^b, Kojin^c

^a nisuhar82@gmail.com

a. Doctoral Program of UIN Sayyid Ali Rahmatullah Tulungagung,

b. UIN Sayyid Ali Rahmatullah Tulungagung

Abstract

This research is based on the reality of the phenomenon of empowering madrasah human resources at MTsN 1 and 4 Tulungagung to improve the quality of education. The main factor that is very influential in the success of learning is the presence of professional educators and education personnel. Professional educators and education staff not only master the fields of science, teaching materials, and appropriate methods, but can motivate students, have high skills, and have broad insight into the world of education. The focus of this research is the process of raising awareness of the human resources of madrasahs at MTsN 1 and 4 Tulungagung. This study uses a qualitative approach, type, and multi-site design. Data collection techniques used in-depth interviews, participant observation, and documentation. Data analysis uses the Miles Huberman model starting from data condensation, data presentation, verification, and conclusion drawing and using the Robert K Yin model for multi-site data analysis. Data were analyzed from individual site data and across sites. Test the validity of the data through credibility, transferability, dependability, and confirmability. The results of this study are 1) madrasah HR awareness is carried out on the three main components of madrasahs. The madrasah principal's awareness process is carried out through experience and personal analysis. The process of raising the awareness of educators and education personnel is carried out through internalizing the vision, mission, and goals of the madrasah, exemplary madrasah principals, and motivation. The madrasah committee awareness process is carried out through a personal approach to madrasah managers in meeting forums;

The results of this study strengthen Dessler's theory that HR empowerment aspects related to HR management positions include recruitment, screening, education and training activities, awarding, and assessment. Also developing Choiri's theory, that awareness is the first stage in the empowerment process. It also strengthens Robert Adam's empowerment theory that empowerment must start from self-awareness, build oneself, and have power in one's name.

Keywords: Empowerment, Madrasah HR, Education Quality;

1. RESEARCH CONTEXT

The education quality assurance system in Indonesia has been regulated in the Minister of National Education Regulation No. 63 of 2009, covering many things, including quality limits, quality assurance objectives, and quality level references, which are contained in several articles, including the ultimate goal of education quality assurance, is the high intelligence of human life and the nation as aspired by the Preamble to the Constitution Republic of Indonesia in 1945 which was achieved through the implementation of SPMP. (PP. No. 63 tahun 20091).

The paragraph above explains that the high intelligence of human life and the nation as referred to in Article 2 paragraph 1 refers to the comprehensive and balanced quality of human life and the Indonesian nation which includes at least 1) the quality of faith, piety, morals, and personality; 2) intellectual, aesthetic, psychomotor, kinesthetic, vocational, and other human competencies by their respective talents, potentials and interests; 3) the content and level of sophistication of science, technology and art that color and facilitate life; 4) creativity and innovation in living life; 5) level of independence and competitiveness. (Edward Sallis, 2010).

Nowadays, efforts to improve the quality of education are continuously carried out by various parties in the context of developing human resources and developing the character of the nation. Improving the quality of education is a development goal in the field of national education and MTsN 1 and MTsN 4 Tulungagung are good madrasas in Tulungagung Regency. This madrasa is located in a religious community. Therefore, the role of madrasas as educational institutions with Islamic characteristics is highly expected by all levels of society so that they can contribute to creating quality human beings. This role will be realized when the madrasa can produce quality students and can take part in building a religious community, especially in Tulungagung Regency.

One of the main factors that greatly influence the success of learning is the presence of professional educators and education personnel. Professional educators and education staff not only master the fields of science, teaching materials, and appropriate methods, but can motivate students, have high skills, and have broad insight into the world of education. According to Sallis, an important aspect of the role of leadership in education is to empower teachers and give them broad authority to improve student learning. The professionalism of educators and education staff is also consistently one of the most important factors in the quality of education. Professional education personnel can teach students effectively. Considering that the existence of educators and education staff in producing academic achievement is very influential, it is proper that the quality of educators and education personnel must be considered.

Educators and education staff are human resources available in schools, this is an input that has a very large influence on the learning process and student academic achievement. Empowerment of educators (teachers) and education staff is an effort to provide opportunities for educators and education staff to use and develop their scientific potential, professionalism, experience to produce quality performance, and ultimately improve student academic achievement.

Madrasah human resource empowerment programs must be directed at efforts that enable educators and education staff to provide excellent service to students and gain recognition and appreciation from the community. The main elements in the learning process include educators or teachers, subject matter, and students or students. Educational staff or administrative staff are supporters of the learning process that

influences in achieving the goals according to the plan. Educators or teachers are the main and important element in the learning process because in the process educators are people who have obtained various things related to their professional duties. The teacher is the party who provides various things students need such as knowledge, skills, and attitudes. This shows that the existence of the teacher is very important as the party responsible for maturing students both for themselves and for other parties. The subject matter is the main and important element in the learning or education process. The existence of teachers and students is meaningless without the material provided. The subject matter is of course material according to the needs and development of students. So before it is given to students, it must first be arranged in such a way that the material can be understood and accepted by students, so that it can be useful for their future.

Management of education personnel in madrasas must be shown to empower education personnel effectively and efficiently to achieve optimal results, but still in pleasant conditions. In this regard, the functions of the management of education personnel in schools that must be carried out by teachers and principals are to attract, develop, pay, and motivate education personnel to achieve educational goals optimally; help education personnel achieve positions and standards of behavior; maximize career development, and align individual, group and institutional goals. (Mulyasa, 2010)

Every institution always wants its personnel to carry out their duties optimally and contribute all their abilities for the benefit of the institution, and to work better from day today. In addition, the education staff themselves as humans also need improvement and improvement in themselves, including in their duties. In connection with that, the function of coaching and developing educational personnel is a personnel management function that is necessary to improve, maintain, and improve the performance of education personnel. This activity can be carried out through on-the-job training and in-service training. This coaching and development activity does not only concern the ability aspect but also concerns the careers of education staff. (Mulyasa, 2015)

2. THEORETICAL REVIEW

Empowerment is a process, which is a concept of giving authority to individuals or community groups to make decisions autonomously, participative, and democratically. The granting of this authority is a learning strategy and respect for human values, that every individual or community group has the ability and potential that can be contributed to life together, both in the context of national and state life. The empowerment process has 3 stages, namely awareness, capacity, and empowerment.

a. Awareness

Awareness is the first stage in the empowerment process. At this stage, the target who wants to be empowered is given "enlightenment" in the form of giving awareness that they have the right to have "something". For example, private madrasah is given awareness that these institutions have potential and advantages that can be developed towards higher quality educational institutions. educators and education staff (Michael J. Witkowski, 1992). Programs that can be carried out at the awareness stage, for example, provide knowledge like cognition, belief, and healing. The basic principle at this stage is to make the target understand that the institution or organization needs to be empowered, and the empowerment process starts from themselves (not from outsiders). (Moh. Miftachul Choiri, 2014) The awareness program explains the role of educators and education personnel in the field of institutional security. This awareness shows users where they can play an important role in protecting institutions through information. Awareness serves to instill a sense of

responsibility and purpose in employees who handle and manage information, and it encourages educators and education personnel to be more concerned with work in the environment. (Michael E. Whitman, Herbert J. Mattord, 20004) Awareness is the lowest level solution for information assurance (Corey D. Schou, Kenneth J. Trimmer, 2004)

b. Capacity

Empowerment is capacity or capacity building which means "to enable". To be given empowerment, an organization or institution must first be equipped with knowledge, for example before a madrasa is given the responsibility of being a "superior madrasa" first it is given capacity programs to make the institution "skillful" in managing superior madrasas. The capacity building process includes three types, namely human capacity, organization, and value system.

Human capacity in the sense of enabling humans both in the context of individuals and groups. This activity can be carried out through various activities, among others, by organizing training, workshops, seminars, workshops and so on. Furthermore, organizational capacity can be carried out in the form of organizational restructuring. The purpose of organizational restructuring, among others, is to increase the efficiency and effectiveness of the organization's work. However, this step sometimes creates a new problem in an organization, namely the feeling of dissatisfaction of some people because their authority and work have been reduced or trimmed. Capacity has been further broken down into three mutually influencing and interdependent categories: personal, interpersonal and organizational. (Mitchell, C. and Sackney, L. 2000). Its internal and elaboration capacities are now sufficient to capture the ever-changing flow and context of school improvement. (Fullan, M. 2006). Creating and maintaining conditions, culture and structure; facilitate learning and skills-oriented experiences and opportunities; ensure linkages and synergies between all component parts. (Stoll, L. and Bolam, R. 2005).

Therefore, in the capacity of the organization, it would be better if the organization reorganized its structure based on the conditions and needs of the institution, explained its duties and authorities so that each person involved in it would act procedurally in accordance with the rules of the organization or institution. The next capacity is the value system which is carried out by helping the target and making the "rules of the game" among the organization's management. Within the scope of the organization, the value system is related to the articles of association and by-laws (AD/ART), corporate procedures and so on. At a further level, the value system consists of organizational culture, ethics, and good governance. (Stoll, L. and Bolam, R. 2005

c. Power supply

The third stage of empowerment is the giving of power itself or empowerment in the narrow sense of giving power. At this stage, the institution or organization is given power, power, authority or opportunity. The provision of this power is adjusted to the quality of the skills that the organization already has. The goal is that the organization can manage the planned activity programs that can be carried out independently according to their conditions and needs, because each institution has different situations and conditions.

Empowerment in general has a relationship with the development of resources owned by an organization, both internal and external resources. Empowerment is needed as a prerequisite to raise awareness among

organizational members. In the context of education, empowerment is very much needed by schools as a way to foster critical awareness that change is a shared responsibility, every member of the community in the school.

a. Empowerment of Madrasah Principals

The head of the Madrasah as an educational leader is required to carry out his duties and responsibilities related to educational leadership as well as possible, including as a teaching leader. (Sulistiyorini, 2006). The madrasah principal is a key figure in development and progress activities. The madrasa principal not only has the responsibility and authority in madrasa programs, but also has the responsibility to increase accountability for the success of students and their programs.

In addition to being able to carry out a management process that refers to management functions, a madrasa head is also required to understand and apply all the substance of educational activities.

The managerial competencies contained in the Appendix to the Regulation of the Minister of National Education Number 13 of 2007 dated April 17, 2007 are as follows:

- a) Able to prepare school/madrasah plans for various levels of planning.
- b) Develop school/madrasah organizations as needed.
- c) Leading schools/madrasahs in the context of optimally utilizing school/madrasah resources.
- d) Managing change and development of schools/madrasahs towards effective learning organizations. Teachers and staff in the context of optimal utilization of human resources.
- e) Creating a conducive and innovative school/madrasa culture and climate for student learning
- f) Manage teachers and staff in the context of optimal utilization of human resources.
- g) Manage school/madrasah facilities and infrastructure in the context of optimal utilization.
- h) Manage school/madrasah and community relationships in the context of disbursing support for ideas, learning resources, and school/madrasah financing.
- i) Managing students in the context of accepting new students, and placing and developing student capacity
- j) Manage curriculum development and learning activities in accordance with the direction and goals of the school according to applicable supervisory standards. (PP, Nomor 13 Tahun 2007)

b. Teacher Empowerment

Empowerment of teachers is one of the steps taken by principals in optimizing teachers so that they are able to provide good performance until finally they can offer more effective and efficient services. Empowerment of teachers can be done through the mobilization or activation of all components or potentials possessed by teachers by providing the widest possible power and authority so as to support teacher work productivity. Thus, teachers must improve their competence as follows.

1) Pedagogic Competence

In the National Education Standards, the explanation of Article 28 paragraph (3). It was stated that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

2) Personal Competence

In the National Education Standard, the explanation of Article 28 paragraph (3), it is stated that what is

meant by personality competence is the ability of a personality that is steady, stable, mature, wise, and authoritative, being an example for students, and having noble character.

3) Professional Competence

In the National Education Standards, the explanation of Article 28 paragraph (3). It was stated that what is meant by professional competence is the ability to master learning materials in a broad and deep manner that allows guiding students to meet the competency standards set out in the national education standards.

4) Social Competence

In the national education standard, the explanation of Article 28 paragraph (3). It was stated that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. From the description above, it appears that competence refers to the ability to carry out something that is obtained through education.

Teacher competence refers to rational performance and actions to meet certain specifications in carrying out educational tasks. It is said to be rational because it has direction and purpose, while performance is real behavior in the sense that it is not only observed but includes something that is not visible to the eye.

c. Empowerment of Education Personnel

The success rate of an Islamic education process in a madrasa is strongly influenced by the success of its leaders in managing the educational staff available at the madrasa. In this case the empowerment of education personnel in madrasas, the Castetter concept in human resource development (PSDM) can be used as a comparison material in its development. Some individuals are best served by helping one another, or working for the common good, rather than having their needs met by benevolent professional educators. (Gallant, R. V., Cohen, C., & Wolff, T. 1985). Operationally, the application of the Castetter concept in empowering education personnel in Indonesia can be identified into general strategies and specific strategies.

a. General strategy

First, the development of education personnel must be carried out based on a clear plan of needs (educational planning based on manpower recruitment) so that there will be no imbalance between the need for education personnel and the available education personnel.

Second, in the world of education, it is necessary to develop professional attitudes and abilities. An educational staff must be able to not depend on the work given by others. For this purpose it is necessary to develop knowledge and entrepreneurship but also attitude, initiative, and confidence in one's abilities.

Third, cooperation in the world of education with companies needs to be continuously developed, especially in utilizing companies for practical laboratories and study objects.

b. Special strategy

Specific strategies are strategies that are directly related to the development and improvement of more effective management of education personnel, these strategies are related to welfare, pre-service education of prospective education personnel, recruitment and placement, quality

development of education personnel and career development.

First, in relation to welfare, it is necessary to strive for the following: 1) salaries of education personnel need to be constantly adjusted in order to achieve a reasonable standard for the life of education personnel and their families; 2) the improvement of the welfare of education personnel carried out by the central government must be followed by the local government, the community, the business world, and parents in line with the ongoing regional autonomy; 3) To meet the needs of education personnel in remote areas, it is necessary to apply a contract system, with a better and more attractive reward system.

Second, pre-service education needs to pay attention to the following: 1) improve the education system in accordance with community and development needs; 2) it is necessary to orient the education program so that there is no inequality of education personnel; 3) education of education personnel needs to be carefully prepared through a quality education system.

Third, recruitment and placement of education personnel need to pay attention to the following: 1) recruitment of education personnel must be based on selection that prioritizes quality; 2) in line with the spirit of regional autonomy and decentralization of education, the recruitment of education personnel needs to be based on regional needs with district and city coverage; 3) it is necessary to implement a system for the appointment, placement, and development of educational staff that allows prospective education personnel to develop themselves and their careers freely so that they can develop their abilities according to the needs of society and the times.

Fourth, improving the quality of education personnel needs to pay attention to the following: 1) it is necessary to continuously improve the capacity of educational staff so that they can carry out their duties effectively and efficiently; 2) improving the quality of education personnel can be done through formal, informal, and non-formal education, in this case the education and training institutions within the national education office need to always optimize their roles in accordance with their duties and functions; 3) in accordance with the principles of school-based quality management and the spirit of decentralization, schools need to be given greater authority to promote the quality of education.

According to Ghazali, the realization of an integrated system that can be carried out in development activities, namely: (1) Learning, related to learning knowledge, both general knowledge and knowledge of religion; (2) Guidance, carried out through the kyai or mentored teacher so that a person is able to change his behavior; (3) Practice, is the implementation of learning and coaching activities that have been carried out. So someone is no longer awkward in the world of work (Sirait, J. T. 2016)

c. Committee Empowerment

The school committee is an independent body that does not have a hierarchical relationship with schools or other government institutions. School committees and schools have their own independence but still have to work together. (Bedjo Sujanto, 2007) Thus, it is necessary to empower committees that can improve their performance.

The objectives of the committee establishment are:

- 1) improve and maintain close, harmonious relations, cooperation and shared responsibilities between families, communities, schools and government.
- 2) encourage and improve relations between organizations and individuals.
- 3) assisting in launching educational activities by not interfering with the affairs of teaching techniques which are included in the authority of the principal, teachers, and the relevant educational institution.
- 4) seek assistance from the community in the form of objects or money/services in order to facilitate the activities of the teaching and learning process in schools. (Hendyat Soetopo, Westy Soemanto, 1982)

The position of the school committee is in the middle between parents, students, teachers, local communities and the private sector on the one hand and the school as an institution, principals, regional education offices, and local governments on the other. When there are complaints from the community, this is where the position and role of the school committee comes in. The role of the school committee is expected to bridge the interests of the two. The formation of school committees is based on community initiatives that care about education and not based on instructions from government agencies.

In Kepmendiknas Number: 044/U/2002 it is emphasized that the school committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in education units, both in preschool education, school education, and outside school. The name and scope of authority of this forum is adjusted to the conditions and needs of each educational unit, for example: school committees, education committees, out-of-school education committees, school boards, school or madrasa councils, kindergarten committees, or other appropriate names. with community empowerment and school empowerment. The essence of the participation of the School Committee is to improve the quality of decision-making and school planning that can change the mindset, skills, and distribution of authority over individuals and communities that can expand human capacity and improve living standards in the school empowerment management system.

3. APPROACH AND TYPE OF RESEARCH

This research, when viewed from the location of the data source, belongs to the category of field research (field research). Field research is to look for events that are the object of the ongoing research, so as to get direct and up-to-date information about the issues in question, as well as cross-checking the existing materials. (Suratno Arsyad Lincoln, 1995) In terms of the nature of the data, it is included in qualitative research, namely research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically and by way of description in the form of words. words and language, in a special natural context and by utilizing various natural methods. (Lexy J. Moleong,2006)

If viewed from the point of view of the ability or possibility of research to provide information or explanation, then this research is a descriptive research. Descriptive research is research that seeks to describe certain social units which include individuals, groups, institutions, and society. In this case the researcher seeks to describe in depth how the management of human resource empowerment (HR) madrasas in improving the quality of education. (Lexy J. Moleong,2006)

This research is a case study of descriptive research, namely research that aims to study intensively about certain social units, which include individuals, groups, institutions, and society. (Yatim Riyanto, 2002) This case study research is used by researchers for reasons as stated by Sevilla et al. quoted by Abdul Aziz, because we will engage in more in-depth research and a more thorough examination of individual behavior. (Abdul Azis S.R., 1988) In addition, case studies can also lead researchers to enter the smallest social units such as associations, groups, families, schools and various other forms of social units. Case studies also attempt to describe a specific background, object or event in depth. ((Bogdan dan Taylor, 1982) This opinion is supported by Yin who states that case studies are the strategy chosen to answer the questions of how and why, if the focus of the research is to examine contemporary (present) phenomena in real life (R.K. Yin, 2002)

The researcher uses a case study to examine how the management of human resource empowerment (HR) of madrasah in improving the quality of education is due to the following reasons: 1) case studies can provide important information about the relationship between variables and processes that require a wider explanation and understanding. 2) case studies provide an opportunity to gain insight into the basic concepts of human behavior. Through investigation, researchers can find characteristics and relationships that may not be expected and previously suspected. 3) Case studies can provide useful data and findings as a basis for building a background for larger research plans and for the development of social sciences.

Researchers used several methods to collect data, including in-depth interviews, observation, participants and documentation. Regarding the analysis of qualitative research data, see the chart below.

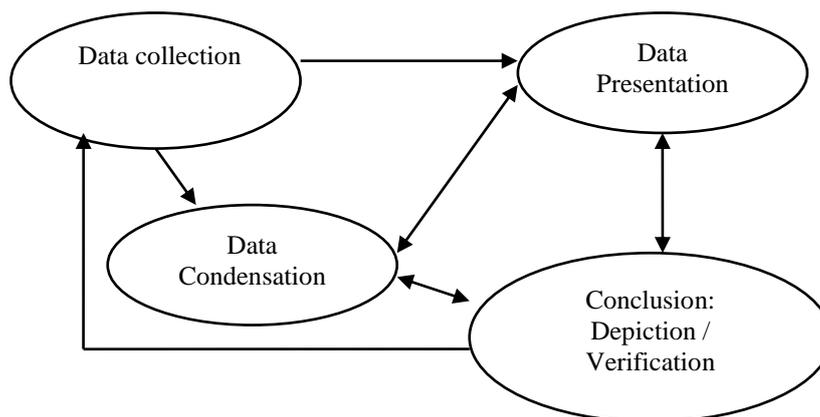


Figure 1 Data Analysis Techniques

The data analysis cycle as the process does not happen once, but interacts reciprocally as described below.

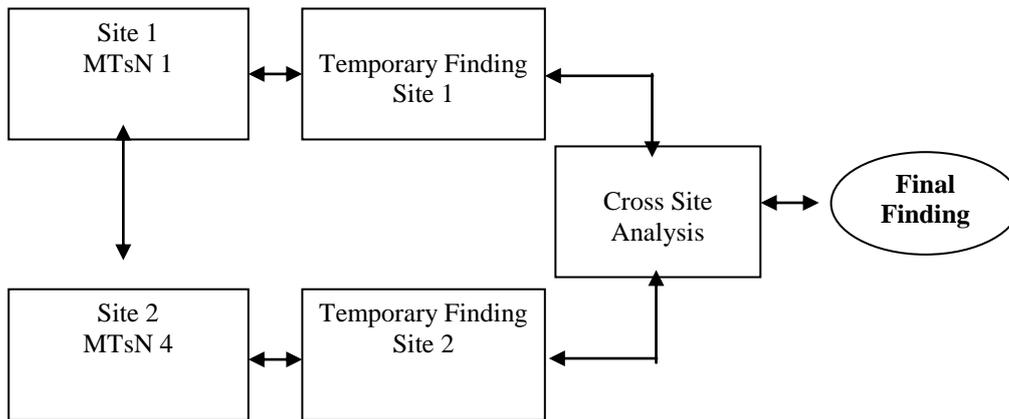


Figure 2 Cross-Site Data Analysis Activities

Checking the validity of data using, Trust (credibility), Transferability (Transferability), Dependence (dependability), Certainty (confirmability)

4. DISCUSSION

Based on research findings regarding awareness of the empowerment of human resources (HR) madrasas in improving the quality of education is carried out by :

a. Awareness of madrasa heads in improving the quality of education

Awareness of madrasah heads in improving the quality of education is carried out through stages 1) experience as educators; 2) comparative studies with educational institutions that are more competitive; 3) fostered programs from relevant agencies, 4) personal analysis of the madrasa head on the institution he leads; 5) openness to input from education and education personnel; 6) supervision of madrasa supervisors; 7) inspiration from the condition of students; 8) aspirations of the madrasa committee; 9) input from the student's guardian.

The results of this study are in accordance with Moh. Miftachul Choiri awareness is the first stage in the empowerment process. At this stage the target who wants to be empowered is given "enlightenment" in the form of giving awareness that they have the right to have "something". Programs that can be carried out at the awareness stage, for example, provide knowledge in the nature of cognition, belief, and healing. The basic principle at this stage is to make the target understand that the institution or organization needs to be empowered, and the empowerment process starts from within themselves (not from outsiders). (Moh. Miftachul Choiri 2014) Furthermore, according to Dessler policies and practices in mobilizing human resources or aspects related to management positions in human resources which include recruitment, screening, education and training activities, awarding and assessment. (Gary Dessler, 2014)

According to Juran quality is fitness for use, this means that a product or service should be in accordance with what is needed or expected by the user. Quality planning is the initial process in a quality

management cycl. (The Juran trilogy, 1986) shows three important interrelated processes, namely quality planning, quality planning, quality control, and quality improvement. The quality planning stage involves determining customer needs and developing the products and processes needed to meet consumer needs. Quality control is an important process to ensure that the realization of production operations is in accordance with the predetermined plans. Quality improvement is a process for companies to acquire customers and make them repeat customers. Efforts to improve quality cannot be separated from quality planning, because good quality is caused by proper planning.

Awareness of madrasah principles in improving the quality of education will be effective if it is carried out with an experiential approach, comparative studies, coaching, analysis, openness, supervision of madrasa supervisors, inspiring student conditions, aspirations from the madrasa committee and input from students' guardians. According to Fitra, in order to improve the quality of education, madrasah principals are carried out by means of work in the field of school administration and work related to educational professional development. (Muh Fitra, Peran, 2017) The principal's success is mainly based on his ability to lead. The key to the smooth work of the madrasa principal lies in stability and emotion, as well as self-confidence. This is a psychological basis for treating staff fairly, providing exemplary behavior, behavior and carrying out their duties. The principal of the madrasa is required to show his ability to foster cooperation with all personnel in an open work climate that is partnership, as well as increase the active participation of parents.

- b. Awareness of educators and education personnel in improving the quality of education Awareness of educators and education personnel in improving the quality of education through 1) internalization of the vision, mission, and goals of madrasas; 2) exemplary madrasa head; 3) motivation; 4) involvement of educators and education personnel in workshops and seminars related to education.

The results of this study are in accordance with Chusnul Chotimah and Khoirun Nisa, improving the quality of learning or teaching and learning processes, can be achieved through the development/guidance of educational staff. Educational staff is the most important thing in an educational institution. Without educators, it is impossible for schools to run well. Besides, it is also necessary to increase the management of physical facilities and study time for students. (Chusnul Chotimah dan Khoirun Nisa, 2019) Educators are the main factor that must be developed, in order to improve the quality of education in a school. The quality of educators/teachers must be improved when carrying out the teaching and learning process. Among others, a teacher must master classroom management, be able to develop classroom management techniques.

Awareness of educators and education personnel in improving the quality of education will be effective if it is carried out by internalizing the vision, mission and goals of madrasas, exemplary madrasa heads, motivating and involving educators and education staff in workshops and seminars related to education. This is in accordance with Amentembun's opinion that quality education personnel will not be realized properly without being properly empowered. (Amentembun, 1994) Empowered education personnel means that their professional abilities are enhanced and then given proportional authority because the characteristics of empowerment are essentially to give ability or enable and to give authority.

The forms of education staff development can be organized as follows.

- a) Upgrading courses

These courses are intended to “refresh” and “improve” knowledge and skills, as it is known that science and technology is developing very rapidly, so personnel with the knowledge and skills that they have had must always be “up to date”. Thus, he must not be left behind in developing his professional expertise, its implementation can cooperate with the relevant agencies.

b) Exercise "vestibule"

This exercise is conducted when a large number of personnel must be trained immediately. This "vestibule" exercise emphasizes more on teaching the best techniques, so that you become accustomed to routine work.

c) On-the-job training

In this “on the job” exercise, the new personnel are assigned a specific job in an office or laboratory. He is guided by an experienced staff member who is an expert instructor.

d) “programmed” teaching

"Programmed" teaching is an exercise method based on the findings of psychologists. "Programmed" teaching uses teaching machines, tape recorders, programmed books and so on.

c. Committee awareness in improving the quality of education

Awareness of the committee in improving the quality of education is carried out through three methods, namely 1) personal approach of madrasa managers with the committee through informal meetings; 2) limited meeting forums and agency reports; 3) madrasa committee general meeting.

The results of this study are in accordance with Zaenal Arifin's opinion that improving the quality of education is not only the task of school managers, but is the obligation of all components of society. This is understandable because basically schools are only a small part of the overall education system. (Zaenal Arifin, 2019)

Empowerment of committees built by madrasah principals, madrasa committees and community leaders by organizing schools in formulating madrasa program planning in groups that join School committees in a bargaining position and continuously trying to influence decision making, preferably than mobilizing by schools before seeking the community to be involved in planning work programs in schools and then expect the community to be involved in it even at the lowest degree, with one main emphasis not being against programs that have been designed by schools, preferring the empowerment strategy carried out by schools, by trying to raise awareness the public to be aware of their rights and obligations so that they are able to exercise control over government policies or actions.

5. CONCLUSION

Based on the research focus and research findings on the awareness of human resource empowerment of madrasah human resources in improving the quality of education in the two madrasah tsanawiyah institutions, the following conclusions can be formulated.

Awareness of the empowerment of madrasah human resources in improving the quality of education is carried out on the three main components of madrasahs.

First, the head of the madrasa through a) experience as an educator, b) comparative studies with educational institutions that are more competitive, c) fostered programs from the relevant agencies, d) personal analysis of

the madrasa head towards the institution he leads, e) openness to input from education staff and education; f) supervision of madrasah supervisors; g) inspiration from the student's condition; h) aspirations of the madrasa committee; i) input from the student's guardian.

Second, educators and education staff through; a) internalization of the madrasa's vision, mission, and goals; b) exemplary madrasa head; c) motivation; d) involvement of educators and education personnel in workshops and seminars related to education.

Third, the madrasah committee through a) personal approach of madrasa managers with the committee through informal meetings; b) limited meeting forums and agency reports; c) madrasa committee general meeting.

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