

Strategy for Improving Quality of Education Based on Akhlakul Karimah

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Abstract: *Quality education is education that can produce graduates who have the basic ability to learn, so they can participate and even become pioneers in renewal and change by empowering educational resources optimally through good and conducive learning. Quality education or schools are also called high achieving schools, good schools or successful schools, effective schools and excellent schools. Excellent and quality schools are schools that are able to compete with students outside of school. Also has cultural roots and moral values that are good and strong (akhlakul karimah). Quality education is education that is able to answer the various challenges and problems that will be faced now and in the future. Quality or quality of education is the ability of educational institutions and systems to empower educational resources to improve quality in accordance with the expectations or goals of education through an effective educational process. One of the Islamic educational institutions, namely madrasa as an institution that is able to realize quality education and be able to instill religious values (akhlakul karimah) so that it can realize quality education based on morality based on morals..*

Keywords: *Strategy, Quality of Education, Akhlakul Karimah.*

Introduction

The era of globalization has entered into various aspects of life that place nations as part of world values. This globalization begins with the development of information technology which then has implications for politics, social, economy and culture, including education. Educational institutions face serious challenges in being able to keep abreast of and be at the forefront of global change. Many problems arise from all walks of life which, if unable to be answered, the educational institution will lose its authority before the dynamics of the fast-moving era.

Educational institutions as the most important instrument in preparing human resources are required to be able to provide reliable quality human resources. From this reliable human resource, it is expected that the country will be able to compete in the arena of the world, in the present and in the future. Improving the quality of human resources must be planned, directed, intensive, effective and efficient in the development process, otherwise the nation cannot compete in undergoing the era of globalization.¹

The problem of education is not endless in public discourse, because of the large implications for the sustainability of a nation. The strength and progress of a nation depends on how advanced and successful education is.

If we look at the condition of education in Indonesia, we can see clearly failure for the failure of the education system. One of them is viewed from a variety of indicators that are not sustainable. The unloading wisdom in the education system, does not take us anywhere, except just turning there. In line with that, Ngainun Naim said, problems for the sake of education continue to occur. It seems that this nation is only busy with problems that have never changed. Starting debates about UNAS, jockeying, corruption of textbooks and a host of other problems, continued almost routinely.²

Education in Indonesia is increasingly far from shared idealism. Spiritual, intellectual and moral construction is weakening and it is not uncommon for pragmatic, anarchic and wild actions to occur that indicate degradation and even moral decadence in the Indonesian

¹ Prim Masrokan Mutohar, *Manajemen Mutu Sekolah, Strategi Peningkatan Mutu dan Daya Saing Lembaga Pendidikan Islam*, (Yogyakarta, Ar Ruzz Media, 2013), 190

² Ngainun Naim, *Rekonstruksi Pendidikan Nasional, Membangun Paradigma Yang Mencerahkan*, (Yogyakarta, Teras, 2010), 6

nation. Chaos begins from the root of the problem, namely the direction and purpose of national education to spread to other components that should indeed be influenced by the educational goals, both the condition of educators, students, learning systems, mindset and others.

As a formal educational institution, madrasahs must be able to show their existence as educational institutions that are able to compete in the global era. madrasah must immediately improve itself into an excellent and effective educational institution in responding to the development of education and the demands of education users, especially in building morals and values. In order to become an excellent and highly competitive educational institution that is in demand by the community, it must improve itself and be oriented to the needs and demands of the global world without eliminating its existence as a nation and a nation of noble character.

Definition of Quality of Education

The basic meaning of the word quality according to Dahlan Al-Barry in the Indonesian Modern Dictionary is "quality": "quality, good or bad of goods. As quoted by Quraish Shihab which defines quality as the level of good or bad something or the quality of something.³

Meanwhile, if considered etymologically, quality is defined as an increase in level towards an improvement or establishment. Because quality implies weight or high or low. So in this case the quality of education is the implementation of education in an institution, to the point where education in that institution has achieved a success. According to Supranta quality is a word that for service providers is something that must be done well. As explained by Guets and Davis in his book, Tjiptono states that quality is a dynamic condition related to products, services, people, processes, and the environment that meets or exceeds expectations. The quality of education according to Ace Suryadi and H.A.R Tilaar is the ability of educational institutions to utilize educational resources to improve learning abilities as optimal as possible.

In the context of education, the notion of quality or quality in this case refers to the educational process and educational outcomes. From the context of the "process" of quality education involved various inputs (such as teaching materials: cognitive, affective and,

³ Quraish. Shihab, *Membumikan Al-Quran*, (Bandung, Mizan, , 1999), 280

psychomotor), methodology (which varies according to the ability of teachers), school facilities, administrative support and infrastructure and other resources as well as creating an atmosphere that is conducive. With school management, class support functions to synchronize these various inputs or synergize all components in the interaction (process) of teaching and learning, both between teachers, students and supporting facilities in the classroom or outside the classroom, both in curricular and extra-curricular contexts, both in academic and non-academic substance environments in an atmosphere that supports the learning process of learning.⁴

Quality education is education that can produce quality graduates, namely graduates who have academic and non-academic achievements who are able to become pioneers of reform and change so as to be able to answer the various challenges and problems they face, both now and in the future (Nation's hope).

The study of the problem of improving the quality of education will be related to so many variables. Improving the quality of education is an effort to respond to demands for change that occur in the community so that the graduates produced can meet the needs of the community. In this connection, the indicator that can be seen is customer satisfaction is maintained. That is, customer satisfaction becomes one of the dimensions in quality development in addition to the dimensions of the standard quality of graduates, commitment, total involvement, and continuous improvement.

The indicator of the quality of education lies in the achievement of learning or the quality of its graduates, so that the quality of education will not be achieved without the performance of productive and achievement students because students (students) are one of the human resources that determines the quality of education. Among the components related to improving the quality of education, include: teachers, principals, other staff, educational goals, educational programs or curriculum, learning implementation, learning monitoring, learning evaluation, school climate and the carrying capacity of other resources, such as infrastructure, tools, learning resources.

The Concept of Quality Development

⁴ Abdul Chafidz, *Sekolah Unggul Konsepsi dan Problematikanya*, MPA No. 142, Juli 1998: 39

Planning for quality education means planning thinking abilities, changing attitudes, and improving students' skills. Therefore, to produce quality education that can meet the needs of consumers requires quality planning / quality. According to Juran, quality planning is the activity of (a) determining customer needs and (b) developing products and processes needed to meet those needs.⁵

Soenarya said that education quality planning is related to the preparation of activities related to the quality planning of teaching and learning processes. The quality of teaching and learning is determined by three inputs, namely (1) the quality of students; (2) quality and quantity of instrumental input; (3) environment.

Monitoring of student performance is needed to determine whether the program determined for students can be implemented and can be absorbed by students or not, or there are deficiencies that can be used as input in the next program so that the results of this monitoring can be used as feedback on decision makers in setting, selecting, and developing programs for students, including the teacher's role in classroom management, including: preparing teaching plans, leading in the teaching process, motivating in learning, and supervising / evaluating learning outcomes. According to Weber, there are several approaches in viewing class management as follows: 1) the power approach. The teacher's role is to establish and maintain classroom rules; 2) permissive approach; 3) modification approach. The teacher's role is to accelerate the desires of student behavior through the application of principles derived from reinforcement theory; 4) socioemotional climate creation approach. The teacher's role is to build and maintain a positive classroom environment; 5) group approach. The teacher's role is to accelerate the development and implementation of effective classroom systems.

As for the monitoring in the school program is closely related to all components that are running and specified in the plan. Are the plans that have been made according to when they were implemented or are there irregularities? The results of monitoring of the implementation of school programs are used as input and feedback for further improvement or improvement of the program.⁶

⁵ J.M Juran, *Kepemimpinan Mutu: Pedoman Peningkatan Mutu untuk Meraih Keunggulan Kompetitif*. (Jakarta: PT. Pustaka Binaman Pressindo, 1995), 99

⁶ Wilford Weber, *Classroom Management*. (In *classroom teaching Skill: A Handbook*. Ed. James M. Cooper at all. Lexington: Dc. Heath and Company. 1977), 101

Quality improvement / quality is an act of pursuit of quality, the process must be continuously improved by being changed, added, developed, and refined (continuous improvement). The work process to produce a product / output must be carried out based on the stages of work that have been planned and the success measures that have been set together. Both of these are made into a standard work process. Standards are set together between the leader and the personnel involved in the work. The agreed standards are then tested in a limited scope which is then assessed or measured. The measurement results will be used as a benchmark for doing / not modifying the established standards. The results of the evaluation are then applied in carrying out the daily work process, so that the smaller work is protected from mistakes and various preventive actions can be carried out based on a reliable evaluation and assessment process.

The work process must still be evaluated so that various errors and developments can be anticipated and made improvements and then tried again, tested again, then the new system is implemented in the work and so on according to the Demings cycle.

Teacher Quality Improvement

Teachers who have a very important position and strategy in developing the potential of students. In the teacher, the glory and safety of the future of the nation by planting noble basic values as the ideals of national education by forming a personality of birth and inner well-being, which is pursued through religious education and general education. Therefore, it must be able to educate various things, so that he becomes a proportional educator. So as to be able to educate students in creativity and daily life.

Following Upgrading, according to experts that upgrading is all educational efforts and experience to improve the expertise of teachers to align their knowledge and skills in accordance with the progress and development of science in their respective fields. Whereas the upgrading activity itself is aimed at: Enhancing the quality of officers as their respective professions, Increase work efficiency towards the achievement of optimal results, Development of work excitement and welfare improvement.

So that upgrading can improve the effectiveness and efficiency of work, expertise and improvement, especially education to deal with globalization.

Take Educational Courses, this will add insight, while the courses usually include Arabic and English education and computers.

Increase reading, Being a professional teacher is not only mastering or reading and only based on one or a few books, professional teachers must read a lot of various books to add material to be delivered so that as educators there will be a lack of knowledge and information that appears and develop in society.

Conducting Other School Visits (comparative studies), One thing that is very important is that a teacher conducts inter-school visits so that he will broaden his knowledge, exchange ideas and information about school progress. This will add to and complement the knowledge it has and address the problems and shortcomings that occur so that improving education can be achieved quickly.

Establishing Relationships with Student Guardians, holding a meeting with the guardians of students is very important, because with this the teacher and parents will be able to communicate with each other, know and look after students and can lead to positive actions. Because the hours of education provided at school are fewer when compared to the hours of education in the family.

The Concept of Akhlakul Karimah Education

Religious education and morals are related. Good behavior / morals can be cultivated among others through the inculcation of religious education values. It is recognized that to grow good morals can also be obtained from the results of human reasoning (ratio). However, good character will be stronger if it is based on religious values that come from revelation

According to Douglas Supelham, in Soenarjati & Cholisin, there are several approaches to moral education, namely:

- 1) The Evocation Approach: Students are given broad opportunities to express responses to something the teacher has said.
- 2) Inculcation Approach: Students are invited to think or act according to a predetermined pattern. This approach aims to internalize a value or moral.
- 3) Awareness approach (awareness): This approach aims to make students recognize and realize the values that exist in themselves about a situation, recognize the value of others, be able to state the reasons for the position taken against

something, and can also understand the reasons for the choice of position of others.

- 4) Approach to Moral Reasoning (Moral Reasoning): Students are invited to reason about a problem, position or deeds, to then increase to a higher moral level. How to improve it through problem solving that is manipulated in a short story.
- 5) Approach Analysis (Analysis): The goal is to foster students in a sense of action that is more emphasized on the use of logical thinking and scientific approach procedures.
- 6) Clarification Approach: The application of this approach methodologically can be through the inquiry of values with random questions and answers, games and so on.
- 7) Commitment Approach: Students first agree on a pattern that will be used as an evaluation criterion or deed. After that invited to study or do something based on agreed criteria.
- 8) Integration Approach (Union): After students understand a problem (including its values and morals), students are integrated into real life. They are brought into being a part of life.

The above approaches aim to plan and improve morals in oneself and one's actions so that they have the awareness and ability to determine living standards about what is good, valuable, fair, and true. The problem of morals is a matter of life and can not be fostered without special effort.

Strategic steps in religious and moral education as well as the efforts that need to be carried out include:

First, moral education can be done by strengthening the implementation of religious education, because the values and teachings of religion are ultimately intended to form good morals. *Second*, religious education that can produce moral improvement must be changed from the model of religious teaching to religious education. Religious teaching means the transfer of religion knowledge transfers knowledge about religion, while religious education means fostering and realizing human behavior in accordance with religious demands.

Third, moral education can be carried out with an integrated approach, namely by involving all scientific disciplines. The coaching effort is carried out by developing approaches and methods that are appropriate so that teachers are able to link the substance of the material being taught with the values of faith and devotion. To achieve

this goal, the Ministry of National Education (MONE) in collaboration with the Ministry of Religion (MORA) organizes training for teachers of non-religious subjects in the context of fostering student faith and devotion. For Imtaq coaching through non-religious subjects, the guidance for Imtaq coaching is carried out in an integrated manner in various subjects in schools. As for the method used, according to Ahmad Tafsir is internalization with modeling, habituation, and motivating techniques.

Fourth, the creation of a conducive environmental climate that supports the growth of students' faith and devotion. Efforts are made by providing means of worship and other activities that support fostering the faith and devotion of students, holding Friday prayers together, providing books and holy books of the Koran in the mosque, organizing lightning boarding schools, and maintaining schools from bad influences from outside.

Fifth, extracurricular activities that breathe Imtaq. Coaching through this activity can be done through congregational prayer activities in mosques or prayer rooms at school, filling Ramadhan holy month activities, participating in coordinating Eid al-Adha prayer activities and slaughtering sacrificial animals, Islamic breathing competitions at schools, fostering mosque libraries. *Sixth*, moral education must involve all teachers. The implementation is not only to be done by religious teachers but by the teachers of each subject in an integrated manner.

Seventh, moral education must be supported by the will, compact cooperation and earnest effort from families, schools and communities as the Tri Center of Education. Parents must increase their attention to children, take time to provide guidance, good example and habituation, strive to create a harmonious, peaceful household so that children are easily directed to positive things. Schools must also strive to create an environment that is religious, such as familiarizing prayer, establishing discipline in cleanliness, orderliness, honesty, help, so that religious values become the habits, traditions or culture of the school of all students. Teachers' attitudes and behavior that cannot be emulated or deviated should not hesitate to take action. Meanwhile the community must also strive to create a conducive environment, such as accustoming congregational prayers, mutual cooperation, community service, maintaining order and cleanliness, away from things that can damage morals. The community must help prepare a place for the interests of the development of

talent, hobbies and youth skills, such as the sports field training centers.

Eighth, moral education must use all opportunities, various means including modern technology. Opportunities for creation, exhibitions, visits, camping and so on must be used as opportunities for fostering morals. Similarly, various facilities such as mosques, prayer rooms, educational institutions.⁷

Faith Value Education Strategy Through the Concept of Monotheism

Speaking of personal intellectual-religious (Science & Imtaq), is inseparable from the meaning of the substance of faith and piety. The power of faith and piety breeds morals, noble morals in human life, such as honesty, fairness in all situations, spoken of the truth although it feels very heavy and many more noble norms are sparked. Therefore it is appropriate to state that faith and piety are the key to practicing noble values.⁸

Sometimes the influence of faith on a person occurs drastically, regardless of age and level of livelihood or certain periods, whether in adolescence, adulthood or old age. Furthermore, how faith and piety can be developed and improved in life as the actualization of a personal intellectual-religious. This can be done through education by offering and rebuilding the concept of monotheism uluhiyah, rububiyah, mulkiyah, and rahmaniyah as the foundation of his educational philosophy.

Tauhid Uluhiyah departs from the view that only Allah is worthy of worship, not worshiping other than Him (shirk). Actualization of this view in the educational process provides many opportunities for students to answer questions, question answers, and question questions, without being burdened by fear. Thus, the education process will produce positive values in the form of a rational-critical, creative, independent, free and open attitude.

Tauhid Rububiyah departs from the view that God created, managed and preserved the natural world. Actualization of this view in the educational process will produce positive values in the form of rational empirical, objective-empirical and mathematical objectives.

⁷ Tafsir, A. *Filsafat Pendidikan Islam*. ...130

⁸ Mudlor, A.. *Iman Dan Takwa Dalam Perspektif Filsafat*. *Majalah Tarbiyah*, 13 (41), 1996 : 44

Tauhid Mulkiyah departs from the view that Allah is the owner of everything and the Master of all, the Owner and Ruler of mankind and the universe and Ruler in the days to come. Actualization of this view in the education process is the realization of awareness and experience of the values of the mandate and responsibility between teachers and students.

Tauhid Rahmadiyah departs from the view that Allah is Maha Rahman and Rahim. Actualization of this view in the educational process is the realization of patience in the business of education, compassion tolerant and mutual respect. The philosophy of education building which is based on the concept of monotheism must be understood in an integrated way.⁹

The concept offered above operationally can be applied through a divine value education strategy which includes: (1) Strategies for growing Divine values The strategy that needs to be developed is a clarification strategy, because this strategy uses a lot of rational, appreciation, and reflective approaches. According to Raths, Harmin and Simon, there are three basic processes in clarification, namely; (a) Choose: choose from a number of alternatives, choose after considering the consequences of each alternative, or choose freely. (b) Respect: like and feel good about his choice, confirm his choice or opinion. (c) Carry out, according to what the choice: repeatedly in a pattern of life.

This strategy can develop students' abilities in communicating ideas, beliefs, values and feelings. However, if not done carefully it will be trapped in a mere rational approach. As a result, being able to forget the affective aspects so that the internalization process does not occur and only the addition of information even appears extreme individualization because students have the opportunity to provide their own assessment.

(2) Ubudiah Divine Value Growth Strategy, Important steps in this strategy are: (a) Give an example in behavior that is in accordance with the values adopted. (3) Teach values, so students can distinguish between good and bad values. The approaches used in this strategy are charismatic, appreciation and action. (3) Muamalah Divine Value growing strategy. Muamalah values which are also reflected in moral behavior, appear in everyday relationships. In this case, a transinternal strategy is needed which includes the following steps: (a) listening; (b)

⁹ Muhaimin. *Iman dan Takwa: Tinjauan Konseptual dan Pengembangannya dalam Pendidikan. Majalah Tarbiyah*, 13 (41): 1996: 56

respond; (c) give value; (d) organizing values; (e) internalization. The approaches that support this strategy are authoritative, action, appreciation, rational and reflective.

Personality Education Strategies

There are many ways or models of learning to encourage children or students to grow up to be smart, intelligent and creative and personal. The key to these models is to treat children according to the child's self-presence, and foster a positive self-image that is realized by each student or child. These models include:

- a. Ego Development, The aim is to solve every crisis of child development effectively. So to develop the learning process first recognize the stages of development and adjust learning to these stages. Teachers / training facilitators or parents play a role in expressing the child's pure personality by rejecting the negative self-identity of the child.
- b. Psychiatric Development (Teen Problem Solving), Aiming at realizing freedom of learning. The teacher / training facilitator or parent is important in understanding the child's needs and linking the learning activities to the needs of the teenager.
- c. Psychology Education (Building Identity), The learning process is carried out by expressing students 'concepts of human development, and researching the situation as a laboratory for the development of children's or students' role experiences. The teacher / training facilitator connects the laboratory experience with the concept of the development of human life.
- d. Moral Development (Breaking Moral Barriers), The learning process includes: (a) recognizing the stages of child development; (2) discussion of moral dilemmas related to child development; (3) connecting every child's moral dilemma with reasoning at a higher stage and the child's self; (4) guiding children beyond the contradictions of reasoning.
- e. Purification (Active Self-Assessment), The learning process includes freeing choices after considering the consequences, giving gifts and hopes, reinforcing appropriate actions and making repetitions. The role of the teacher / training facilitator or parent is to create an encouraging atmosphere,

so that students can learn from one another and exchange values.

- f. Self-Introduction (Self-Identity), The learning process is carried out by recognizing the characteristics and attention of each student, diagnosing the attention of students, describing organized ideas. Teachers / training facilitators or parents maintain students' attention in relation to the activity material or curriculum.
- g. Class Meeting (Decision Making), The learning process is done by creating an atmosphere of student involvement through discussion of a problem, students make personal criteria, determine a role that will be done by students, together (teacher / training facilitator and students) assess the role played. The teacher / facilitator of the training has a role in creating an atmosphere of students' involvement and obedience to agreement on the criteria and their role.
- h. Class Games (Problem Solving), The learning process includes: preparing groups and selection of participants and observers, designing face to face, determining the role play, designing discussions and evaluations, follow-up, deepening discussions, exchanging experiences and making conclusions. The teacher / training facilitator creates an atmosphere of openness for role trials, and follows a series of role plays.
- i. Self-direction, The learning process includes activities to create an open atmosphere, and each student determines their own learning patterns. The teacher / training facilitator or parent as empathic facilitator, explains the attention of students and prepares materials.
- j. Communication Sensitivity Training, The learning process is carried out through group pattern determination, delivery of problems, responding with response scales, group members assessing the response. The teacher / training facilitator explains communication skills.
- k. Sensitivity to Understanding Others, The learning process is carried out by presenting the situation and letting students respond, discussing the role playing situations and responses, generalizing role playing and discussion about it. The teacher / facilitator of the training fosters sensitivity and keeps the role play effective.

- l. Transactional Analysis (Social Transactions), The learning process is done by: diagnosing class transactions, the results of each game, refusing to give results to the perpetrators of the game, stressing the position of the offender in other contexts and situations. The teacher / training facilitator develops an open atmosphere and avoids broken games.
- m. Human Relation, The learning process is done by actualizing the focus of the relationship, organizing exercises and then analyzing behavior patterns during the exercise. The teacher / training facilitator maintains a sense of security, creating ambiguity in order to dilute the pattern of behavior.¹⁰

Recommended Strategies for Promoting Moral Based Education

- 1) Faith and Takwa Education.
Attention to the education of faith in God, piety and fear of Him, earnestly implanted in the souls of children, including important matters that must be a priority scale for teachers.
- 2) Cultivate independence of thought and opinion.
The teacher provides teaching of scientific material accompanied by evidence and propositions and discuss thematically scientific.
- 3) Updating the means and language of delivery.
The teacher needs to study the direction and instruction language that has been used so far, and to update ways to exert influence and advice.
- 4) Be realistic in your goals and expectations.
By looking at the existing constraints, the teacher should put goals that are real in nature that can be implemented in everyday life.
- 5) Sincerity.
Sincerity is a language that can only be spoken well by honest and sincere people. If this is owned by the teacher, the advice he says will be accepted by the students. Sincere direction and advice are more effective when they are balanced with exemplary.
- 6) Make use of student activities.
Extracurricular activities are events that have a role to direct and educate students, namely through: (a) The meeting between the teacher and student in an informal setting outside the classroom, has the role of adding affection and removing many barriers and

¹⁰ Miller, John P.. *Cerdas di Kelas: Sekolah Kepribadian: Rangkuman Model Pengembangan Kepribadian dalam Pendidikan Berbasis Kelas*. (Yogyakarta: Kreasi Wacana. 2002), 59

obstacles. (b) These activities are followed by students who are serious so as to open up opportunities for students to set an example. (c) This activity has the role of forming friendship between students. (d) These activities have an impact on educational values, such as study tours, scientific competitions, speeches and others. (e) Activities like these provide alternative controlled activities for students

Conclusion

Based on the results of the discussion of the theory on improving the quality of education based on the moral values of the karimah the authors conclude as follows:

Strategies of Islamic educational institutions that can be carried out in Improving the Quality of Values Based Education on Moral Value include: Development of religious ubudiyah, habituation and training, exemplary, integrating moral education in subjects; , increasing teacher resources, forming moral culture, streamlining parenting activities, educating morals on a spiritual basis (creed and faith) that directs students to arrive at ihsan degrees. Efforts that can be carried out by Islamic education institutions in Improving the Quality of Values-Based Education in the Ethics of Karimah: integrating programs related to worship activities, planning scheduled and structured activities programs, making the hostel a place for students to work together with others, building a sense of brotherhood, educating discipline, being on time, being independent, responsible, building an Islamic environment and giving uswah hasanah

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