



Analysis of Quality Management of Islamic Education at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency

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Abstract— This study aims to describe the management of Islamic education institutions to improve the quality of Islamic boarding schools. This research phase consisted of a number of activities, namely (1) examining the units of analysis, (2) mapping the management models of Islamic educational institutions, and (3) analyzing the management model of Islamic education to improve the quality of education in the research object. The Islamic boarding school chosen as the research location is the Pabelan Islamic Boarding School, Magelang. Pabelan Islamic Boarding School is a boarding school that has proven its existence and has graduated many alumni who are widely active in Indonesia. To facilitate this research, researchers used the theory of quality management of Islamic educational institutions which is based on four quality indicators, namely (1) the quality of graduates, (2) the quality of the learning process, (3) the quality of school services and (4) the quality of the school environment. The research method uses a qualitative descriptive method. The research subjects were leaders, senior teachers and students. The research subjects were the analysis of the quality management of the Kulliyatul Mu'allim Al-Islamiyah Pabelan Islamic Boarding School and confirmation of the correctness of the material through source triangulation and method triangulation. The results of the analysis are expected to be able to formulate quality management for Islamic educational institutions in Indonesia. This study will analyze strategies to improve the quality of education, the factors that support and inhibit the process of improving the quality of education, and the efforts made by the Pabelan Islamic Boarding School in improving the quality of education.

Keywords—Islamic Education, Islamic Boarding Schools, Quality of Graduates

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I. INTRODUCTION

Background and Problem Formulation

Islamic boarding schools have grown rapidly in Indonesia (Fathoni, 2019; Takdir, 2018; Yasid, 2018). Islamic boarding schools have become one

of the roots of national education in Indonesia so that pesantren have become the wealth of the nation. Islamic boarding schools are non-formal educational institutions under the auspices of the Ministry of Religion of the Republic of Indonesia (Asiah et al., 2022; Fathoni, 2021).

However, Islamic boarding schools have not received proper attention from the community (Anggadwita et al., 2021; Hasanah, 2021). This has an impact on the quality of Islamic boarding schools which have not succeeded in realizing the hopes of Muslims to produce superior and quality generations (Iffah & Fauziah, 2021). Islamic boarding schools are not fully capable of implementing the National Education Standards, especially those related to the teacher's role as an educator (Wakiah & Usman, 2020). The professionalism demands of a teacher are not only from the government, but also asked by the citizens who utilize the teaching energy in guiding, teaching, and educating students (Major & Watson, 2018; Murdianto & Fathoni, 2023; Sancar et al., 2021; Sims & Fletcher-Wood, 2021). The reason is that without the professionalism of the teacher, it is very unlikely that students will be able to achieve the expected quality of learning outcomes (Hodges et al., 2020).

In fact, seeing the great opportunities and strong resources, Islamic Boarding Schools can be expected to realize these noble ideals in the field of education (Rahmatullah & Said, 2019; Zaman et al., 2022). In addition, geographically, Magelang is an area that has many Islamic educational institutions in the form of Islamic boarding schools (Morse et al., 2020), both Islamic boarding schools that apply conventional and modern management (Aldowah et al., 2019). So that Magelang is believed to be a strategic and potential area for the development of Islamic educational institutions.

Journal offers solutions to the problem of managing Islamic education institutions to improve the quality of Islamic boarding schools (Aldowah et al., 2019). Quality management is a must for an educational institution in order to produce the expected processes and results (Le Berre et al., 2020). Pondok Pesantren must try to apply the standards that have been set in order to become an accountable institution.

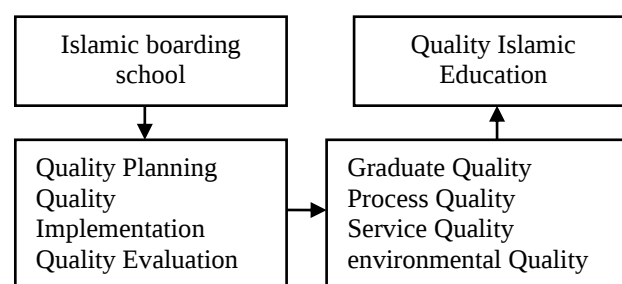
Unfortunately, until now, many Islamic boarding schools have not entered this realm. A

number of Islamic boarding schools are still managed conventionally and have not yet implemented the quality standards needed to create modern education (Munifah et al., 2019; Rohaeni et al., 2021).

One of the well-tested Islamic boarding schools in Magelang is the Pabelan Islamic Boarding School. Pabelan Islamic Boarding School is a boarding school that has been around for a long time and in its journey (Kang & Kim, 2021), this boarding school has experienced ups and downs. Pabelan Islamic Boarding School was re-established with a more modern system and curriculum (Shalikhah et al., 2023). The formal education used is *Kuliyatul Mu'alimien Al-Islamiyah* (KMI), which has been equated with high school based on the Decree of the Minister of National Education (Craik et al., 2019). This paper intends to describe the planning, implementation and evaluation education quality management at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency.

Problem Solving Approach

Based on the problem formulation and research objectives, the approach method used is the management science approach (Tumangkeng & Maramis, 2022). Method The approach to management science is a method or procedure and methodology used to determine the quality management of Islamic educational institutions which consists of quality planning, quality implementation, and quality evaluation (Van Workum et al., 2019). The management approach in this study can be explained in the following figure:



Picture 1.1 : Management Approach in Improving the Quality of Islamic Boarding Schools

II. Literature Review

State of the Arts

Islamic education quality management is a series of activities in the form of a process of managing collaborative business within an educational organization to achieve educational goals that have been set effectively and efficiently (Bahri et al., 2022; Rahman et al., 2022; Saihu, 2020). Broadly speaking, there are at least two main factors that affect the quality of the process and results of teaching and learning in the classroom, internal factors are psychological, sociological and physiological factors that exist in students and teachers as students and learners (Araniri, 2018). While external factors include all factors that influence the learning process, namely environmental input, input facilities and other external input. So that education carried out based on the pattern of Islamic teachings can be achieved.

The indicators of Islamic education management to improve the quality of Islamic boarding schools consist of four indicators, namely the quality of educational products or graduates (Kurniawan et al., 2019), the quality of the learning process, the quality of good school services, and the quality of the school environment as shown by schools that are clean, beautiful, peaceful (Darmaji et al., 2019).

The implementation of Islamic education quality management at the Pabelan Islamic Boarding School is embodied in the vision, mission and goals of the institution (Crawford & Serhal, 2020). The Pabelan Islamic Boarding School has a written work plan document, diagram or school organizational structure and job descriptions for each member of the organization. All planning must lead to a more coordinated achievement of school quality through education management (Mangaroska & Giannakos, 2019). The principal is expected to involve all members of the organization to find out the direction and goals to be achieved (Van Workum et al., 2019), both the principal's and the school's goals.

According to Yudhi Fachrudin, the strategy

for improving the quality of pesantren-based schools is essentially intended as an effort to utilize and empower all resources owned by schools and Islamic boarding schools in order to achieve goals effectively and efficiently (Wu et al., 2019), based on reference to national education standards by integrating the national curriculum while maintaining Islamic material. education takes place not only in the classroom formally (Reffiane et al., 2019), but in the pesantren environment so that the development of both academic and non-academic achievements can be carried out optimally (Mangaroska & Giannakos, 2019). Based on a review of previous studies, this study is a continuation of previous research themes (Fachrudin, 2021).

III. RESEARCH METHODS

Research design

This study is a qualitative research with a case study approach. It is hoped that this research will produce descriptive data from the interviewees and the behavior of the people observed naturally to be interpreted or interpreted (Aspers & Corte, 2019; L. Haven & Van Grootel, 2019; Silverman, 2020).

This research was conducted to analyze and formulate quality management at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency, Central Java Province (Irwandani et al., 2019). The approach used in this study is a management approach (Guess et al., 2020). According to Putra, management qualitative research is conducted to explore meaning by managers in carrying out management functions (Hikmi et al., 2020). The management approach is seen as suitable for understanding research data in this field (Van Deursen, 2020). Specifically (Sieck et al., 2021), this study uses the theory of educational quality management as an analytical knife to describe the management of research objects (Estacio et al., 2019). In collecting data, this study used observation techniques, *in-depth interviews*, and documentation (Dunn & Hazzard, 2019). The data obtained will be analyzed using a

qualitative descriptive method.

Research framework

The research framework is the disclosure of conditional problems regarding Islamic boarding school-based madrasah quality management seen from the Planning, Implementation and Evaluation of Education Quality Management.

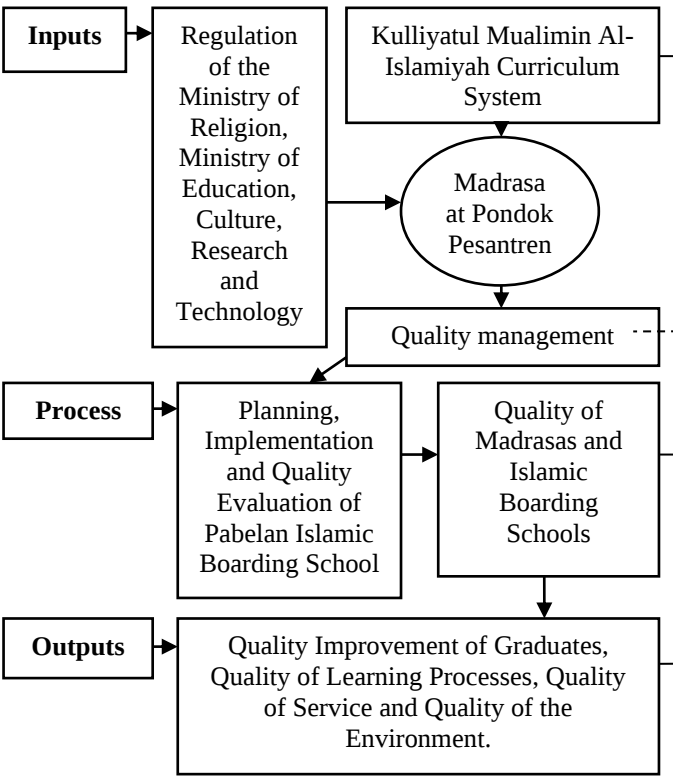


Figure 2.1 : Thinking Framework

Data collection technique

Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data (Tieman, 2020). Data collection techniques can be done by observation (observation), interviews (interviews) (Alhammadi et al., 2020), documentation and a combination of the four In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques involve participant observation, in-depth interviews, and documentation (McGuinness & Fulton, 2019). To obtain data, according to Asmadi (Solomon & Rudin, 2020), there are three kinds of data collection methods in qualitative research, namely interviews, observation, and documentation. The

following figure describes the data collection techniques in this study.

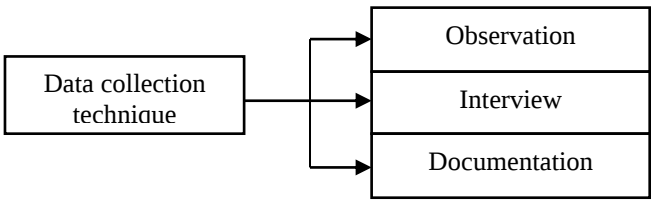


Figure 2. 2 : Qualitative Research Data Collection Techniques

Observation Techniques

Observation techniques in this study were carried out directly or indirectly (Chandrasekar et al., 2020). The author uses observation, namely data collection techniques by making direct observations of learning activities in the classroom, as well as outside the classroom on the subjects/research partners where they are and can carry out their activities every day to see and observe the learning process (Tubagus et al., 2020). Activity education at the Pabelan Islamic Boarding School, which is related to the implementation of the KMI curriculum to improve the quality of graduates, the quality of the learning process, the quality of school services and the quality of the school environment.

Interview Techniques

The interview technique is carried out in the form of an oral question and answer between two or more people directly or conversation with a specific purpose as a process of collecting data for a study. The results of the interview must be recorded immediately after completing the interview so that they are not forgotten or even lost (Bhatti, 2019). Because the interviews were conducted in an open and unstructured way, the researcher needs to make a more systematic summary of the interview results. The interview technique in this study was carried out by conducting direct dialogue with data sources, namely the Leaders of the Pabelan Islamic Boarding School, the Director of KMI Pabelan Islamic Boarding School, KATU KMI, Head of Madrasah Tsanawiyah, Head of Madrasah Aliyah, Arabic Teacher and Santri or students. The interview process was documented in the form of written and audio-visual notes, this was done to add

value to the data obtained.

Documentation Techniques

Documentation technique is done by collecting data by recording data obtained through documents. Documents are records of past events. Documents can be in the form of writing, pictures, or someone's monumental work. Document study is a complement to the use of observation and interview methods in qualitative research. In this research documentation, the authors obtain a number of documents that can support the research process. In addition, the documents analyzed in this study include curriculum manuals, syllabus and lesson plans, as well as profiles. and a brief history of the Pabelan Islamic Boarding School.

Data analysis technique

The data analysis technique was carried out in three stages, namely data reduction, data presentation, and conclusion.

Data reduction

Data reduction is defined as a selection process, focusing attention on simplifying, abstracting, and transforming "rough" data that emerges from written records in the field. In this case the data obtained through interviews, observation and quality management activities at Islamic boarding schools.

Data Presentation

Data "Presentation" is meant as a set of structured information that gives the possibility of drawing conclusions and taking action. Data display is the process of presenting data. The most common form of qualitative data model so far is narrative text. In research In this case, after being collected and the data has been reduced, the data is arranged systematically to make it easier to understand.

3.1.1 Conclusion Drawing

At this stage it is a process in which the researcher is able to describe a research result related to the implementation of quality management at the Pabelan Islamic Boarding School and the events that occurred during the research process in the field.

3.2 Preparation of Research Outcomes

After the process of data analysis and drawing conclusions has been completed, the next step is compiling the research results in the form of a report according to a predetermined format. Furthermore, based on the results of this research report, the Research Team will conduct a review of research reports involving experts in the field of education to ensure that the results of these reports are appropriate if published in the form of scientific articles or books. After obtaining recommendations from the Review Team, the Research Team will compile scientific articles to be published in Sinta 2 Accredited National Journals and monographs to be published by Unimma Press.

IV. RESULT DISCUSION

Educational Quality Management Planning at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency

In this study the authors describe the results and discussion of research conducted at Pabelan Islamic boarding schools, especially Madrasah Tsanawiyah and Madrasah Aliyah according to research indicators, namely planning for graduate quality, planning for quality of learning, planning for quality of madrasah services, planning for quality of the future madrasah environment in terms of design, implementation and review of teaching quality management at the MTS and MA of the Pabelan Islamic Boarding School. from the results of the observations of researchers that the Quality Improvement Planning Process in the Pabelan cottage is as follows:

Table 3. 1. Educational Quality Management Planning.

No.	Indicator	Task
1.	Graduate Quality	The teacher assigns Ustadz and Ustadzah who are guided in making the program semester/annual program, curriculum, lesson plans and work with local school counselors. To improve the performance

		of ustadz, ustadz and administrative staff, English language training will be continued with the Neuro Linguistic Programming method. Ustadz and Ustadzah Featured are given the opportunity to study for S1 and S2 at home and abroad, and the costs are borne by the pesantren with the condition that they continue to become teaching staff at the Pabelan Islamic boarding school.			to participate, starting from teachers and even as a motto, after that the institution held a joint workshop which included the preparation of SOPs, plans for a 1 year program of work according to the madrasa budget, creation of a website with e- pabelan uses the internet network at http://pabelan.or.id .
2.	Quality of Learning Process	The Pabelan Islamic Boarding School uses an integrated system, namely the Curriculum of the Ministry of Religion, the Ministry of Education and Culture, Gontor Modern Islamic Boarding Schools and Traditional Islamic Boarding Schools. The Islamic Boarding School curriculum has the same goal of forming an intelligent generation, meaning that graduates of the Pabelan Islamic Boarding School must be physically and mentally healthy, have noble character and are intelligent or good at academics and have high intellectual ability to compete with fellow graduates.	4.	Environmental Quality	Dispose of trash in its place, maintain and care for and not damage the plants around the school. maintain the cleanliness of the classroom and madrasah. Daily picket activities are a routine activity for students and become the daily behavior of students to clean up the school environment.
3.	Quality of Education Services	Planning meetings, then technical guidance, then set guidelines for all madrasas			

The KMI Curriculum Education Quality Management Planning is seen from the aspect of content standards, process standards and PTK standards as follows:

Content Standard Planning

Content standard planning begins with the formation of the Madrasah Curriculum Development Team (TPKM). The second planning step undertaken by Pondok Pabelan is the development of a basic framework for the curriculum which consists of three foundations or frameworks, namely the philosophical, legal and conceptual framework. The third step in designing content standards is to structure the curriculum and competency standards. The fourth step in designing content standards is determining the learning load. The fifth stage of content standard planning is curriculum planning/development. The sixth step in designing content standards is curriculum

development. The seventh step in standard planning content is to create an educational calendar.

Process Standard Planning

Planning Standards The process begins with forming study groups and lesson plans for subject groups, compiling lesson plans for each subject teacher, compiling lesson plans for each subject teacher, preparing teaching materials for each subject teacher, and the curriculum for each teacher specifically preparing a tool for assessing learning outcomes for each teacher.

PTK Standard Planning

CAR Standard Planning The first step in designing CAR standards is to determine the number and qualifications of PTK that meet the minimum requirements through planning teacher needs. The second step in designing PTK standards at the Pabelan Islamic Boarding School is to meet the CAR competency standards. Steps to improve teacher professional competence include teacher involvement in educational activities such as: Workshops, IHT (internal training) at MGMP. The third step in the conventional PTK design is to increase the CAR's ability to use information technology to convey learning. The fourth step in designing PTK standards is to improve PTK's ability to manage official correspondence, taxes and computers. The fifth step in designing conventional PTK at the Pabelan Islamic Boarding School is the ability of educators to design and implement innovative learning to increase the creativity of students. The sixth step in standard CAR design increases CAR's ability to assess students' attitudes, behaviors, and skills.

Implementation of Education Quality Management at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency

In this study the authors describe the results and discussion of research conducted at Pabelan Islamic boarding schools, especially Madrasah Tsanawiyah and Madrasah Aliyah according to the research indicators, namely the implementation of graduate quality, implementation of quality learning, implementation of quality of madrasah

services, implementation of environmental quality of future madrasas in terms of design, implementation and review of teaching quality management at the MTS and MA of the Pabelan Islamic Boarding School.

Table 3. 2. Implementation of Education Quality Management.

No.	Indicator	Task
1.	Graduate Quality	Implementation of graduates based on our curriculum is the creativity, skill, sincerity, and perseverance of teachers.
2.	Quality of Learning Process	The implementation of teaching and learning takes place routinely every Monday-Sunday at 04:00-21:30 while Friday is a holiday, additional activities are carried out on Friday, Arabic muhadharah (speech) practice, Scout training, Sunday night Arabic/English Muhadharah activities, Tuesday English muhadharah evening, Thursday night and Indonesian language muhadharah.
3.	Quality of Education Services	Implementation continues to maximize the use of time while the work that can be managed is much better than before. The cottage service system is very far away, because it can measure how many people can be served today and get a comfortable place combined with the digitalization system
4.	Environmental Quality	In the development of Islamic boarding schools'

human resources (HR) in the field of environment, the Pabelan Islamic boarding school has become a pioneer in the environmental care movement and has become a model for eco-Islamic boarding schools in the Central Java region. Islamic boarding schools also provide training related to environmental preservation related to reforestation, biopores, making organic fertilizers, processing animal feed and other uses of nature.

The implementation of KMI Curriculum Education Quality Management is seen from the aspect of content standards, process standards and PTK standards as follows:

Implementation of Content Standards

The implementation of the Content Standards begins with the preparation and preparation of the TPKM Madrasah level curriculum. For local content, MA Pondok Pabelan assigned two local content materials, namely: English and Arabic. Another activity in implementing content standards is the preparation of a basic education framework. Technical standards for preparing short, medium and long term strategic plans. Technical formulation of the vision and mission of Pondok Pabelan. designing the structure of the curriculum which includes models and arrangement of learning objects, student needs and units of study, division of face-to-face time, types of mulok. subjects. independently develop curricula that involve all teachers. preparation of an educational calendar that takes into account the number of effective study weeks, breaks, breaks between semesters, graduation breaks, religious holidays, public/national holidays, special and special holidays. holiday. madrasa activities. disseminating

the vision, mission and objectives of the madrasah to all madrasah members.

Implementation of Process Standards

Implementation of Process Standards is carried out by the teacher compiling a curriculum based on the results of a content standard review, the teacher analyzing indicators of achievement for each subject, the teacher analyzing SK, KI, KD, the curriculum preparing a curriculum curriculum, the purpose of which is to analyze each subject. Regarding learning and the learning process, the teacher analyzes the performance indicators of each subject. The preparation of study material for MA Pondok Pabelan is left entirely to the responsibility of each subject teacher and adjusted to Competency Standards (SK) and Basic Competence (KD) or General Learning Objectives (Objectives) and Specific Learning Objectives (Objectives). In preparation for learning, the teacher prepares his own lesson plan or jointly in the MGMP group for similar subjects at Madrasah. The valid lesson plan format for Pondok Pabelan meets the general provisions for the lesson plan format provided in the Learning Implementation Guidelines. Active, innovative, creative, effective and fun learning methods.

Implementation of PTK Standards

Implementation of CAR standards includes: recruiting quality PTK, sending teachers who have not been accepted for proficiency testing to the education board, encouraging and encouraging teachers to improve their academic qualifications (S2, S3), conducting IHT/workshops and other activities.

The first stage of applying the CAR standards is the recruitment of PTK that meets the standards. The second step in implementing CAR standards is to send uncertified teachers for competency tests. The third step in implementing CAR standards is to motivate and encourage teachers to improve their academic qualifications (S1, S2). The fourth step in implementing CAR standards is holding IHT/Workshops and other activities to increase the use of information technology in learning. The fifth

step in implementing CAR standards is organizing/sending training.

Evaluation of Education Quality Management at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency.

In this study the authors describe the results and discussion of research conducted at Pabelan Islamic boarding schools, especially Madrasah Tsanawiyah and Madrasah Aliyah according to research indicators, namely Evaluation of the quality of graduates, Evaluation of the quality of learning, Evaluation of the quality of madrasah services, Evaluation of the environmental quality of future madrasas in terms of design , implementation and review of teaching quality management at the MTS and MA of the Pabelan Islamic Boarding School.

Table 3. 3. Evaluation of Education Quality Management.

No.	Indicator	Task
1.	Graduate Quality	Pondok Pabelan Islamic Boarding School has 24-hour continuous learning with special emphasis on Tafaquh-Fiddin efforts: scholarships, leadership and basic teacher training.
2.	Quality of Learning Process	Evaluation is carried out after each subject of tahsin recitation or practice of the Qur'an, muraja'a (parking of the Qur'an and al-Hadith) and muhadhara or lectures or da'wah and sermons.
3.	Quality of Education Services	Awards were given to the best teacher category and the most innovative administrative personnel. This year's assets are also evaluated on the basis of service quality
4.	Environmental Quality	Based on the observations of researchers, the Pabelan

Islamic Boarding School has waste management that meets the requirements of the 3R principles (reduce, reuse and recycle). Islamic boarding schools also provide separate trash bins that separate organic, inorganic and D3 waste. Apart from that, the Islamic boarding school also has a waste management site, which is to manage organic waste (leaves) to be put into biopores and can later be used as fertilizer.

The KMI Curriculum Education Quality Management Evaluation is seen from the aspect of content standards, process standards and PTK standards as follows:

Evaluation of Content Standards

Evaluation of content standards includes evaluating the achievement of the vision, mission and objectives of the madrasah, evaluating the implementation of the developed subject curriculum, evaluating curriculum development, evaluating self-development. life skills training, evaluation. education based on local and global education.

Process Standard Evaluation

Standard Evaluation of the learning process is carried out after the completion of each basic competency (KD). The main purpose of evaluation is the curriculum component, which consists of identity, competency standards, core competencies, indicators, learning materials, learning activities, assessment, use of time and learning resources.

PTK Standard Evaluation

Evaluation of PTK Standards in the teaching process at Pondok Pabelan MA, based on the observations of researchers it was found that most teachers use laptops and the internet in the teaching process, especially for presenting material, editing

notes, giving assignments and enriching teaching works from material on the internet.

Educational Quality Management Planning at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency.

1. Quality Management Planning for Graduates of the Pabelan Islamic Boarding School can be said that Islamic boarding schools are still relatively new in making management programs to improve the quality of graduates, so the expected results are not very visible. It takes a long time to see the expected actual results.
2. Process Quality Management Planning for the Pabelan Islamic Boarding School can be said that the role of the manager is very important for planning the internal goals of the organization to achieve goals. There is an urgent need for directors with competency improvement agencies. To make the school in terms of quality customer satisfaction.
3. Service Quality Management Planning for Pabelan Islamic Boarding School To achieve quality services for students and the community, Pabelan Islamic Boarding School has a plan by scheduling meetings to formulate policies that apply to all madrasahs, Planning in the curriculum field by offering prospective new students to choose 2 class programs according to their abilities, Planning in the infrastructure sector with the construction of the Pondok Pabelan Service System room. IT planning stays up to date by implementing digital services.
4. Environmental Quality Management Planning for Eco-Pesantren uses the principles of sustainable development in the physical design and activity plans using the rural pesantren model.

Based on the Quality of KMI Curriculum Planning, it is stated into three, namely:

1. Content Standard Planning
Content standard planning is carried out with curriculum planning in order to compile and develop curriculum at the education unit level, it is necessary to form a subject development

working group whose task is to formulate the basic framework of the curriculum, develop the structure and competency standards of the curriculum and adjust the curriculum. learning load to determine, development of curriculum preparation and educational calendar.

2. Process Standard Planning

Planning Standard Process carried out with Learning in the context of planning can be interpreted as follows: The process of preparing topics, using learning media and applying learning approaches or methods and in-depth evaluations at certain times to be carried out at certain times to achieve the goals that have been set.

3. PTK Standard Planning

PTK Standard Planning is carried out with Education and Training: In House Training (IHT), Internships, School/madrasah partnerships, Distance learning, Tiered training and special training, Short courses at TTIs or other educational institutions, Internal coaching by schools/madrasahs, Education advanced (study assignments) including other educational activities: Seminars and Workshops, Research, Writing teaching materials, Making learning media, Production of technological/art works.

Implementation of Education Quality Management at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency.

1. The Implementation of Quality Management for Graduates of the Pabelan Islamic Boarding School can be said that in practice the management of improving the quality of graduates at the Pabelan Islamic Boarding School has not been maximized, this can be seen from the presence of students in tutoring activities because these students are lazy to come or someone is helping their parents, which also means that there is no the proactive attitude of parents in supporting activities programmed by the school. The importance of student attendance

is none other than because students, especially grades 3 and grade 6, will face the National Assessment.

2. Implementation of Process Quality Management at the Pabelan Islamic Boarding School can be said that schools must be able to create a comprehensive work program in order to achieve quality education.
3. The Implementation of Service Quality Management at the Pabelan Islamic Boarding School can be said that in the implementation of madrasah service quality at the Pabelan Islamic Boarding School which includes five dimensions namely tangibility, reliability, responsibility, safety and empathy can have a positive and significant effect on stakeholder satisfaction.
4. It can be said that the Implementation of Eco-Pesantren Islamic Boarding School Environmental Quality Management is in accordance with the Basic Principles and Norms of Eco-Pesantren, namely the basic principles of eco-Islamic boarding school are; matters of worship (*Rub'u al-Ibadat*), matters of social community (*Rub'u al-Muamalat*), matters of kinship (*Rub'u al-Munakahat*), matters of application of sanctions (*Rub'u al-jinayat*). Basic Norms of Eco-Pesantren Programs and activities developed based on the Al-Quran, As-Sunnah and the Books of the Salaf, include: benefit, togetherness, openness, equality, honesty, justice and environmental sustainability.

Based on the Quality of Implementation of the KMI Curriculum, it is stated into three, namely:

1. Implementation of Content Standards
Implementation of the curriculum is divided into two parts, namely the school level and class level. At the school level, the school principal acts as the person in charge who is responsible for preparing annual plans, planning the implementation of activities, chairing meetings, keeping statistics and compiling reports. At the same time, grade level teachers play a dominant role in ensuring the smooth implementation of

the curriculum in the classroom. The teacher has three things to do in class, namely learning assignments, extracurricular activity guidance and teaching assignments.

2. Implementation of Process Standards

The quality management steps in the learning carried out are in line with the implementation of learning, namely continuous learning in the learning class, which is the point. regarding school performance, namely classroom and student management including teacher management

3. Implementation of PTK Standards

There are eight models of teacher qualifications and competency improvement, including: learning assignment model, study permit model, accreditation model, distance learning model (pjj), periodic model, block time model (block time), map-based model, distance education (pjj)

Evaluation of Education Quality Management at the Pabelan Islamic Boarding School, Mungkid District, Magelang Regency.

1. Evaluation of Quality Management for Graduates of Pabelan Islamic Boarding School can be said that in the field supervision is carried out by MTS and MA supervisors who are tasked with supervising and evaluating formal education units and secondary education units.
2. Evaluation of Process Quality Management of Pabelan Islamic Boarding School can be said that Monitoring and Evaluation of Quality Management of Pabelan Islamic Boarding School has the following things: Raw inputs such as infrastructure, students, educational staff, funding, etc. do not comply with the standards expected to achieve quality education. All not functioning properly required qualifications. Also infrastructure such as buildings, computer laboratories etc cannot be utilized optimally. Most of the quality policies already exist as expected, even though schools are already functioning they have not been implemented and access to information still needs to be improved. It is also important to optimize each member of

the organization for independent monitoring of work.

3. Evaluation of Quality Management of Pabelan Islamic Boarding School Services can be said that in measuring the success of the quality of madrasah education services at MTs and MA at Pondok Pabelan. The assessment stages carried out at MTs and MA Pondok Pabelan are carried out at the monthly service. Evaluation has a huge influence. Evaluation is carried out directly, because the head of the madrasa sees together with the servants it is called a direct evaluation, which is then conveyed in joint deliberations at official meetings to strengthen work professionalism.

4. Evaluation of Environmental Quality Management at the Pabelan Islamic Boarding School can be said that the form of environmental education through the eco-Islamic boarding school model is a form of effort in continuing the message of the Prophet Muhammad SAW and aims to strengthen the morality of the nation's generation by protecting and managing the environment for the benefit of the people who receive support from Islamic values and spiritual life to achieve the goal of increased environmental awareness.

Based on the Quality Evaluation of the KMI Curriculum, it is stated into three, namely:

1. Evaluation of Content Standards

Evaluation of Content Standards is mentioned by several factors, namely student characteristics, environment, program objectives, equipment used, procedures and mechanisms for implementing the program. This model curriculum evaluation is designed to compare the performance of various program dimensions by using several specific criteria to provide reasoning.

2. Process Standard Evaluation

Process Standard Evaluation uses different methods in learning; lectures, questions and answers, discussions, examples of group work and tests,

social dramas, group problem solving systems, training, field trips, and others.

3. PTK Standard Evaluation

Evaluation of PTK Standards is carried out by efforts to increase teacher competence which includes four competencies, namely Pedagogic Competence including: mastery of student characteristics from the physical, moral, social, cultural, emotional and intellectual aspects. Personality competence includes: acting according to religion, law, social and Indonesian national cultural norms. Present yourself as an honest, noble person, and a role model for students and society. Social competence includes: acting objectively and not discriminating based on considerations of gender, religion, race, physical condition, family background, and socioeconomic status. Professional competence includes: teachers must always update and master the subject matter presented. teachers seek information through various sources such as reading the latest books, access from the internet, always following the latest developments and progress related to the material presented.

V. CONCLUSIONS

Pondok Pabelan Quality Management Planning is carried out by planning content standards beginning with the formation of the Madrasah Curriculum Development Team (TPKM) chaired by the Madrasah Head. Planning Process Standards begins with the formation of a team to study the syllabus, lesson plans, teaching materials, and evaluation tools by each teacher accompanied by the TPKM. Planning Standards for Educators and Education Personnel meet the minimum standards, namely S1, competency standards (pedagogic, personality, social and professional) through recruitment and selection. education and training as well as continuing education.

The implementation of Pondok Pabelan Quality Management is carried out by implementing content standards starting with

mastery learning carried out at (KKM) 76-81. Implementation of Process Standards Starting with the preparation of a syllabus based on mapping of content standards, making an analysis of achievement indicators for each subject, conducting an analysis of competency standards, core competencies and basic competencies. Implementation of PTK Standards Beginning with recruiting teaching staff who meet the minimum undergraduate standard.

Evaluation of Pondok Pabelan Quality Management is carried out by evaluating content standards starting with evaluating the Vision and Mission which is carried out every year by the madrasa leadership and the madrasah committee. Evaluation of the final process standard is carried out on the results of the analysis of the learning process and evaluation of the preparation of teaching materials. Evaluation of PTK Standards: Begins with calculating the number of teachers who meet the minimum standard (S1).

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