



Management strategy and operational management are increasing the quality of islamic education

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ABSTRACT

Seeing that education in Indonesia has not fully met people's expectations which is marked by the low quality of graduates, the resolution of educational problems that are incomplete, or tends to be patchy. This study aims to determine the concept of strategic management and operational management in improving the quality of Islamic education. This type of research is descriptive qualitative research with research subjects namely school principals and deputy principals in the curriculum section. The data were collected through interviews, observation and documentation. While data analysis was carried out using interactive modeling techniques developed by Miles et al. which consists of data collection, data reduction, data presentation, and drawing conclusions. The results of the research shows, that in the process of implementing the quality of education, improvements are also made if something goes wrong. The implementation of strategies and operations on the quality of education is controlling the steps that are carried out in a controlled manner it takes place as should, so the quality of the planned product can be achieved and controlled. The process of evaluating strategic and operational management in improving the quality of Islamic education. In the evaluation process, a *reward and punishment system* is implemented to boost competitiveness in the madrasah academic environment. The inhibiting factors of strategic and operational management in improving the quality of Islamic education include 1) there is no team in the school's internal quality management section, 2) many school fees are neglected, 3) the field of facilities and infrastructure, especially the guidance and counseling room, is still inadequate and the ratio spaced for movement towards students that are still lacking. So that the results of this study in practice can be used as a basis of the formulation of strategic management and operational management in improving the quality of education. While theoretically this research provides scientific development and contribution of thought in education.

KEYWORDS

Strategic Management;
Operational Management;
Quality of Education

Received: 1 November 2022
Accepted: 10 December 2022
Published: 30 January 2023

Introduction

The rapid development of science and technology has resulted in rapid changes in society and industry. Digital transformation will create new values and become a pillar of industrial policy on many countries. Unknowingly, we have entered the era of *society 5.0*, where in this era it offers people's lives side by side with technology, the internet is not only for information but for living life. This of course does not only have an impact on economic, social and cultural life, but also greatly impacts the world of education.

The world of education, consciously or not, is currently moving into an efficient and transparent world market covering limited areas. Educational institutions are currently dealing with the swift currents of globalization which demand the relevance of school programs to the needs of society and the world of work for the quality of graduates (output). In this context it leads to a better quality of education. Khori (2016: 7) states that quality Islamic education is education that is able to develop abilities, shape character, and is able to carry out national civilization which includes aspects of faith, piety, noble character, health, knowledge, skills, creativity, independence, democracy, and responsibility.

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Looking at the reality, it seems that education in Indonesia has not fully met the expectations of society, which is marked by the low quality of graduates, the resolution of educational problems that are not complete, or tends to be patchy. Responding to this phenomenon, of course, creating a quality Islamic educational institution as expected by the community is not only the responsibility for the school, but the responsibility for all parties concerned (Fernando et al., 2022). As explained by Prawisentonono (2002: 12) that the quality of education will be influenced by the extent to which institutions is able to optimally manage all potentials starting from educational staff, students, learning processes, educational facilities and infrastructure, finance, and including relations to between the community.

In the world of education, competition cannot be avoided with the emergence of educational institutions, especially private schools, starting from playgroups, SD/MI, SMP/MTs, SMA/MA/SMK, to universities with international labels. Of course this is a challenge to educational institutions to carry out all the concepts of organizational management strategies in order to improve the quality of superior education in accordance with the demands of change. Therefore, educational institutions must be able to provide maximum service to the community and be able to compete effectively.

It is necessary to anticipate in these situations and circumstances by strengthening the ability to compete in the field of education, so the application of the concept of strategic management and operational management greatly influences the quality of education in institutions. There for later it can produce individuals that have quality resources according to the needs of the times. In research conducted by Adam (2018: 61) explained that the process of implementing strategic and operational management is a very tough job, because successful implementation requires clear ideas about developing issues and how to overcome them. To achieve the goal, of course, a mature strategy must be built, so that in field operations it will be more coordinated with the strategy that has been developed before.

MTs Muhammadiyah 1 Gondangrejo is the only madrasa under the auspices of the Gondangrejo Muhammadiyah association with the number of students increasing quite well every year. Based on the research explanation for, strategic management and operational management are two things that are interrelated to achieve goals. Therefore, it is interesting and very important to study more deeply how the concepts of strategic management and operational management improve the quality of Islamic education.

Literature review

Strategy Management

According to Anwar (2020: 2) states that strategy is a set of actions or activities to deliver the goals that are determined according to the target. According to David (Taufiqurokman, 2016: 15) states that strategic management includes observing the environment, formulating strategies, implementing, evaluating, and controlling strategies. Therefore the concept of strategic management emphasizes observing, evaluating opportunities and threats by looking at the strengths and weaknesses of the organization.

Strategic management is a series of managerial decisions and actions that determine organizational performance in the long run. One thing that becomes a common thread is that the strategy is based on an integrated and holistic analysis. This means that after the strategy has been drawn up, all elements within the organization must be properly and correctly internalized with the vision and mission because in a long-term perspective it is formulated to realize the vision and mission.

According to Ahadiat (2010: 16) that design school is a view that is very influential in the strategy formation process. This means the way of thinking in proposing a strategy formation model that seeks to achieve integration between internal and external capabilities. Basic design school has two important factors in the formation of strategies on managerial values and social responsibility. Two aspects that must be seen internally are distinctive competence and externally are key success factors. As the strategy has been determined, the next step is to evaluate and choose the best strategy. After the designed strategy has been agreed upon, the next step is the implementation stage.

Based on Miller's opinion in (Adam, 2018: 16) explaining that the series of strategic management preparations are environmental analysis both internal and external, strategy formulation, strategy selection, strategy implementation, and strategy analysis. Thus, in strategic management there are three components of activities that are interrelated and which must be considered, namely analysis, formulation, and implementation. This is planned in order to achieve the goals set by an institution.

The purpose of the strategy is to maintain or achieve a superior position compared to competitors. Competition in fighting over educational objects, it must be a strategy to defend them so they do not run to other competitors. As quoted by Adam (2018: 60) states that in facing competition in determining the object of education, one must pay attention to the analysis of the strengths and weaknesses of competitors. Every organization must achieve excellence if it can take advantage of opportunities in an environment that allows the advantages of its strengths.

Operational Management

The development of operations management is very rapid, especially when associated with innovation and new technology that is often applied in business operations. Therefore, an operations management position is needed to create something new in product change and innovation to be the best. Heizer & Render (2005: 4) states that production or operational management is a series of activities that can generate value in the form of goods or services by converting inputs into outputs.

Richart in (Rusdiana et al., 2014: 18) argues that operational management is an area of management that specializes in the production of goods using special tools and techniques to solve production problems. Meanwhile, according to Purnomo (2017: 2) explained that operational management is an arrangement of various production functions that can provide added value from materials that are processed into a product or service.

According to Rusdiana et al. (2014: 21-22) explained that the most important functions in operations are 1) processing is the method used for input processing; 2) supporting services are a means in the form of organization for determining the techniques and methods to be carried out; 3) planning, is the determination of linkages and organization of operational activities to be carried out at a certain time or period; 4) control or supervision is a function to guarantee the implementation according to plan.

The scope of operational management according to Rusdiana et al. (2014: 23) explains that there are three interrelated aspects within the scope of operational management, namely 1) structural aspects, namely aspects that build an operations management system and interact with one another; 2) functional aspects, namely aspects related to management and organization of structural components or their interactions starting from planning, implementing, controlling, and repairing; and 3) environmental aspects, namely providing another dimension to the operations management system in the form of the importance of paying attention to developments and trends that occur outside the system.

Operational management is a series of processes in creating goods and services, or activities that change shape by creating or adding to the benefits of an item or service used to meet human needs. In terms of quality, if the product or service produced can exceed the expected target, the product or service can be said to be successful or of high quality. In this way, to improve the quality of products and services, the functions involved in operational management can work together.

Education Quality

In the educational context, quality in the learning process implies that the ability of the resources of educational institutions, including in this case Islamic educational institutions (MI/MTs/MA/PTAD) to transform multiple types of inputs to achieve a certain degree of added value for students. Educational institutions can be considered quality if they are able to give birth to academic excellence at the level of education and are managed in an *integrated quality manner*, so as to be able to produce Islamic education services that are in line with the needs of society.

According to Thoyib (2012: 18) states that Islamic education institutions in strengthening the quality of Islamic education services need to carry out a more comprehensive identification of a number of quality attributes of Islamic education. So that people can clearly know and consider Islamic education services as products that have advantages and high competitive value. The context of quality in this case is a need that can be interpreted as a need not only for the present, but also for the future. This means that people's satisfaction with the educational outcomes achieved by educational institutions, especially Islamic educational institutions, is in accordance with the expectations of society in the present and in the future.

Tampubolon's opinion in (Thoyib, 2012: 21) provides that the results of identification regarding the quality of educational attributes which essentially include about 1) relevance, namely conformity with needs including curriculum or syllabus and educational facilities according to needs; 2) efficiency, i.e. thrifty in the use of resources according to needs; 3) effectiveness, namely the suitability of the plan with the results achieved to produce the services that have been planned; 4) accountability (responsibility); 5) creativity, namely the ability to innovate, update, or create something that is in accordance with the times; 6) fun and motivating situations; 7) appearance (tangibility), namely neatness, cleanliness, beauty, and physical harmony; 8) empathy, namely the ability to provide services; 9) responsiveness, namely the ability to respond quickly and precisely, 10) productivity, namely the ability of educational institutions to produce products that meet customer needs both quantitatively and qualitatively; 11) academic ability. In simple terms all the attributes of the quality of education can be described as follows:

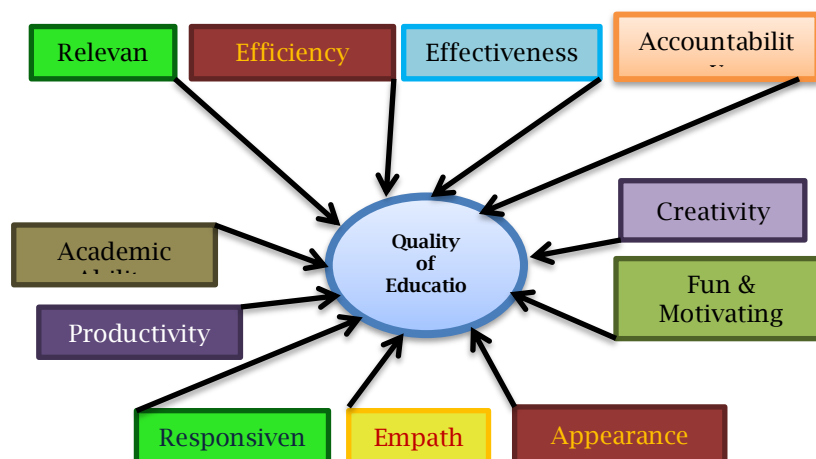


Figure 1. Attributes of Islamic Education Quality

The quality of education does not mean something statistical, but a concept that can develop according to the needs of educational outcomes related to the development of science and technology. In the opinion of Thoyib (2012: 22) explained that the urgency of the quality of Islamic education, especially the private sector in the stage of national education competition in Indonesia. *First*, quality directly shows the characteristics and identity of Islamic educational institutions. The better the quality of Islamic education, it will automatically get social guarantees to always use its educational services.

Second, the quality of a superior Islamic educational institution will always have a coherent relevance to the needs of society. This assumption appears as an implication and credibility of quality management appointed by Islamic educational institutions. *Third*, the existence of good quality Islamic education will always have the opportunity to be able to control the implementation of educational programs that have been proclaimed in accordance with predetermined quality standards. In addition to this, it also develops and improves the quality of Islamic education products in a higher quality, dynamic and competitive direction, as the nature of quality always develops according to the demands of the times and global competition.

The quality of education can be said to be successful if it meets the quality standards that should be achieved. Thus, it can be seen from the indicators of the quality of Islamic education produced as well as the absorption of the output of education in the world of work. Based on Atkinson's opinion (Thoyib, 2012: 24-25) explains that there are three indicators of quality, namely 1) the quality of Islamic education can be seen from the *ultimate outcome of education*, the benchmark is in the behavior of graduates of an educational institution after they plunge into society or competition in the world of work; 2) measuring the *immediate outcome of education*, the result of which is the behavior of students in the form of knowledge, attitudes and skills after completing their education; 3) the quality of Islamic education can be seen from the educational process. It is considered that the educational process can determine the immediate and final results of an education.

Methods

This research is a type of descriptive qualitative research. In this study, it produces data onto form of descriptive narrative from subjects, informants, and observes behavior by digging in depth which will produce a finding in the form of structured information and concepts that can provide an overview and understanding related to the concept of strategic management and operational management in improve the quality of Islamic education at MTs Muhammadiyah 1 Gondangrejo Karanganyar.

The subjects in this study were the principal and vice principal of the curriculum section. The informants from this study were two class teachers. This research was conducted at MTs Muhammadiyah 1 Gondangrejo, Karanganyar, Central Java. The data onto study were collected through interviews, observation, and documentation. While data analysis was carried out using interactive modeling techniques developed by Miles et al. which consists of data collection, data reduction, data presentation, and drawing conclusions.

Results

Management of the quality of education carried out at MTs Muhammadiyah 1 Gondangrejo is related to observing the environment in order to improve the quality of education, most of which have met national standards and the quality of implementation. The standards used are in accordance with the SPM (*Standar Pelayanan Minimal*) reference from the Ministry of Religion by adding superior components from madrasas in accordance with the

fulfillment of the achievement of the vision and mission of the institution. This is what makes the uniqueness of educational institutions with the vision "Independent, Achievement, and Quranic". This vision is to make madrasahs capable of producing generations of knowledgeable, faithful, pious and independent human beings.

The basis of formulating strategies and operations to improve the quality of education at MTs Muhammadiyah 1 Gondangrejo is carried out by management of school-based education quality improvement leading to the establishment of an effective model. Based on this, the school places work professionalism and empowerment of all internal madrasah members as the main basic for the success of all madrasah quality improvement programs. One manifests of the strategic plan to improve quality of MTs Muhammadiyah 1 Gondangrejo is the existence of a Special Program class and Al-Quran tahfidz activities.

The scope of improving the quality of education includes components of the education system, namely 1) input which includes students, teachers, education staff, and other resources including the presence of dedicated students in supporting Al-Quran tahfidz activities; and 2) school management processes including the development of school culture, learning processes, and assessments. Therefore, the Islamic education curriculum is very much included in the framework of implementing a management strategy for improving the quality of education related to the relevance to the quality of graduates according to needs.

Implementation of the strategy for the education quality improvement programs at MTs Muhammadiyah 1 Gondangrejo by empowering all existing components to carry out the program that has been determined in the madrasah annual work meeting which includes, among others: 1) annual program, for PK classes it is targeted to memorize 1 juz of Al-Quran, 2) semester program, there is an exam in memorizing Al-Quran, 3) weekly programs are carried out by memorizing Al Quran then depositing memorization and also every week there is Al Quran tasmi activity by the students, 4) there is enrichment and remedial program, and 5) development program self. The implementation of the operational program is monitored through educational supervision carried out by the head of the madrasa, so that activities do not deviate from the planned agenda and are in accordance with the quality standards applied to the madrasa.

Program evaluation activities at MTs Muhammadiyah 1 Gondangrejo is carried out every two week by clarifying the problems that arise and solving them related to the community members that are responsible for the process. The reward system is a form of appreciation for outstanding students and educators who are carried out to spur competitiveness in the academic environment of madrasahs. The punishment system is also implemented in order to provide a deterrent effect and discipline the performance of teaching staff.

The supervising or controlling strategic the education quality improvement program that is implemented by the head of the madrasah at the beginning and end of the semester. This is done to determine the level of supervision on a regular basis which covers all scopes for the madrasa. Therefore, supervision will be able to provide the appropriate needs of participants and produce graduates that have good knowledge and skills.

Implementation of standard facilities and infrastructure at MTs Muhammadiyah 1 Gondangrejo includes mosques, classrooms, computer laboratories, libraries, sports facilities, ceremonial fields, healthy canteens and Student Health Unit rooms. As for the standard of financing at MTs Muhammadiyah 1 Gondangrejo, it comes from student entry fees and Madrasah Operational Assistance from the government and foundations. Madrasahs also provide scholarships for students that excel both academically and non-academically.

Obstacles from strategic and operational management at MTs Muhammadiyah 1 Gondangrejo namely 1) there is no team in the school's internal quality management section, resulting in weak supervision in implementing quality education in Madrasahs, 2) in carrying out obligations every month namely the payment of tuition fees is neglected, so that it has an impact on financing standards for the payroll of teachers, 3) the field of facilities and infrastructure, especially the guidance and counseling room are still inadequate, when there are students that should carry out guidance in the counseling room, it is carried out in the teacher's room so that the lack of comfort of students in carrying out the process of counseling guidance services. As well as the ratio of space for movement toward students that are still lacking, according to the policy that the ratio of space for each student is approximately 1 m² while the land area of the madrasa is only 1,250 m² / 295 students.

Discussion

Islamic educational institutions as educational units must be able to carry out quality education. Based on the opinion of Mutokhar (2014: 26) that the quality or quality of education can be achieved properly, if madrasahs or schools are able to implement quality management properly. Basically the implementation of management as a consequence of the demands and changes in the paradigm of Islamic education which must be able to compete for makes continuous improvement in response to the development of science and technology and the demands of society in the era of regional autonomy.

Competitiveness and satisfaction of customers or consumers of education must be used as the main factors in improving the quality of education. So that educational institutions are able to carry out their duties and responsibilities as agents of change in responding to the renewal and development of science and technology. Thus, educational institutions will be able to prepare reliable human resources, so that they can make a positive contribution to the development of society and the State as a whole in the various fields needed.

In line with the opinion of Ahmad, S. (2021: 161), which states that educational institutions is the spearhead of the process of life getting better. Basically education is a way of inheriting the value of knowledge which becomes a person's capital in carrying out life in the future. Thus, many people think that the educational process can improve destiny so that it can change human civilization. The development of institutions at this time is progressing rapidly, but problems will occur if developments are not accompanied by proper education management. That is, if madrasas or schools with good management will experience setbacks because they are unable to compete and face the challenges to changing times.

The focus on improving the quality of education lies in the process or system for achieving the goals of the school organization itself. The results of the study Kuntoro (2019: 84) explained that the management of improving the quality of Islamic education in schools is an effort to improve the quality of Islamic education centered on school education itself, applying a set of techniques based on the availability of quantitative and qualitative data, as well as empowering all elements of the school to sustainably increase the capacity and ability of school organizations to meet the needs of students and the community.

Improving the quality of education needs to be seen from many sides. Hadis & Nurhayati (Fadli, 2017: 218) explained that in a macro perspective many factors influence the quality of education, including curriculum factors, educational policies, educational facilities, information and communication technology applications in education. Improving the quality of education must have a strategic component in order to improve the quality of an educational institution including the quality of Islamic education, especially in private Islamic educational institutions. Private Islamic educational institutions will be able to appear with a competitive advantage if their implementation is able to apply the quality management components of Islamic education programs appropriately.

The struggle to realize quality Islamic education within Islamic educational institutions must of course be built and developed through the management of quality Islamic educational institutions by developing the three main components in a systematic, mature and precise manner. More comprehensively, based on the concept of the Juran Trilogy in (Thoyib, 2012: 57-59) as follows:

Table 1. The Juran Trilogy: Three Components of Educational Quality Management

No	Quality planning	Quality implementation	Quality evaluation
1.	Diagnose and define education customers	Carry out the education quality plan determined in accordance with the specified steps and technical procedures	Analyze the results of educational program evaluations that have been carried out on quality control that has been implemented and determine weaknesses.
2.	Planning educational products that are in accordance with the needs of education customers	Make improvements to errors or weaknesses that occur based on the results of educational evaluations while the process is still ongoing	Develop plans to improve the quality of education programs based on the weaknesses and needs of education customers
3.	Develop and determine systems and processes that can produce educational products	Conduct final evaluation of educational processes and products as well as take inventory of strengths and weaknesses in improving the quality of further education	Prepare educational facilities and infrastructure as well as the necessary human resources
4.	Describe and document all processes in the education quality management system which are determined into activities and operational steps	-	Form a collaborative team and empower it to be able to implement education quality improvement
5.	-	-	Implement plans to improve the quality of education programs with systems and processes such as education quality control

From the table above, a theoretical description can be obtained which describes the components of education based on the Juran Trilogy which is an integrative and process-based unit. All educational quality management functions have various operational applicative stages beginning with quality planning. In this context, based on the results of the research, most of the strategic management and operationalization have been carried out in accordance with the theory. However, there are several steps that have not been implemented in improving the quality of Islamic education.

The success of improving the quality of Islamic education depends on the planning stage, because the existence of a mature and appropriate education quality planned can determine the output process that will be realized. In accordance with the opinion Budiman & Suparjo (2021: 322) in his research stated that the success rate of implementing Islamic education management strategies sometimes decreases due to several factors, namely the existence of a strategy without direction, paralysis of planning, and too much focus on process. Thus directly or

indirectly it can be said that planning the quality of Islamic education is the main key of creating quality Islamic education that is good, mature, appropriate, and of good quality, and is able to have competitiveness (*competitive value*) and excellence in the era of internalization of education.

According to Turmidzi (2021: 46) states that the process of providing education in madrasas is a process of changing attitudes and behavior, namely personal formation and directed at students. Therefore, the efforts to develop attitudes and behaviors can be done through teaching and training process. Education as a process of preparing citizens of a patriotic spirit and education as a process of preparing the workforce. Therefore, education must prepare a mature strategic and operational management.

Based on Mulia's opinion (2019: 73) states that organizational strategy can be achieved through three *balanced* scorecard perspectives, namely 1) a financial perspective which includes success, continuity which ultimately leads to prosperity which is achieved by always paying attention to customer satisfaction, 2) the customer perspective includes customer satisfaction, user satisfaction achieved from process quality, target quality, and instrument quality, and 3) internal business perspective includes process quality, target quality, and instrument quality obtained from organizational competence and commitment.

Thoyib (2012: 61) explained that the implementation of strategies and operations in the quality of education is a substantial control, namely steps that are carried out in a controlled manner so that they take place as they should, so that the quality of the planned product can be achieved and controlled. Based on the results of research conducted by Prasetyo (2022: 115) stated that the implementation stage of strategic management is oriented towards sustainability, Islamic boarding school that has survived try to revitalize with the aim at academic programs, transformation of learning systems from traditional models to technology-based learning, and functionalization of Islamic boarding school as disease prevention facilitators. There for in facing similar obstacles, Islamic boarding schools can guarantee the quality of their teaching to the local community. During the process of implementing the quality of education, improvements are also made if something goes wrong. If an error occurs, the implementation process is temporarily stopped, then the error is analyzed and the appropriate alternative solution is sought. After the problem has been solved, the process of implementing the strategy and operationalizing the quality of Islamic education can be continued.

The evaluation process of strategic and operational management to improve Islamic education quality is indicated by the results of the study, strategy evaluation and operationalization are related to the products produced by madrasas. Program evaluation activities at MTs Muhammadiyah 1 Gondangrejo are carried out every 2 week by clarifying the problems that arise and solving them related to the community members that are responsible for the process. Based on the opinion (Sari & Fadhil, 2022: 35) in research it states that evaluation is very important to do in an agency or organization. It is stated that evaluation is an attempt to monitor in measuring organizational performance and take corrective actions.

The reward system is a form of appreciation for outstanding students and educators who are carried out to spur competitiveness in the academic environment of madrasas. The punishment system is also implemented in order to provide a deterrent effect and discipline the performance of teaching staff. There for the existence of a reward and punishment system in the evaluation process is carried out as an effort and a form of innovation to improve the quality of education. Mahfud (2019: 48) stated that the performance will be rewarded, if the instructions are carried out properly, there will certainly be positive rewards. But on the contrary, if the instructions are carried out haphazardly, the reward will be negative. According to Tampubolon in (Thoyib, 2012: 64), operational process of evaluating the quality of education has two objectives, namely to control and improve quality.

The inhibiting factor is one of the causes of the failure or non-implementation of the program to improve the quality of Islamic education. Based on the results of the study there are several obstacles to strategic and operational management in improving the quality of Islamic education as follows: 1) there is no team in the school's internal quality management section, resulting in weak supervision in implementing quality education in Madrasahs, 2) in carrying out obligations every month namely the payment of tuition fees is neglected, so that it has an impact on financing standards for the payroll of teachers, 3) the field of facilities and infrastructure, especially the guidance and counseling room are still inadequate, so that when there are students that should carry out guidance in the counseling room, it is carried out in the teacher's room so that the lack of comfort of students in carrying out the process of counseling guidance services. As well as the ratio of space for movement toward students that are still lacking, according to the policy that the ratio of space for each student is approximately 1 m² while the land area of the madrasa is only 1,250 m² / 295 students.

Conclusion

Islamic education is actually a cure for diseases that afflict modern humans, which is built on the basis of human nature. Islamic education aims to cultivate the total human personality in a balanced way through spiritual, intellectual, self-rational, emotional, and bodily sensitivity training. The success of improving the quality of Islamic education depends on the planning stage, because the existence of a mature and appropriate education quality plan can determine the output process that will be realized.

At the implementation stage, in the process of implementing the quality of education, improvements are also made if something goes wrong. The implementation of strategies and operations on the quality of education is a

substantial control, namely steps that are carried out in a controlled manner so that they take place as they should, so that the quality of the planned product can be achieved and controlled. The evaluation process of strategic and operational management in improving the quality of Islamic education. In the evaluation process, a reward and punishment system is implemented to boost competitiveness in the madrasah academic environment.

The inhibiting factors in strategic and operational management in improving the quality of Islamic education include 1) there is no team in the school's internal quality management section, 2) many school fees are neglected, 3) the field of facilities and infrastructure, especially the guidance and counseling room, is still inadequate and the ratio space for movement of students who are still lacking.

Acknowledgements

The researcher expresses gratitude for all the support given in this study.

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