



LEARNING QUALITY MANAGEMENT BASED ON KIND AND STRONG CHARACTER IN DAARUT TAUHIID VOCATIONAL SCHOOL BANDUNG

Irwan Maulana¹, Fairus Sintawati²

¹Sekolah Tinggi Ilmu Tarbiyah Serang, Jln. Sultan Agung Sujung Kec. Tirtayasa, Serang Banten, Indonesia

²Universitas Faletehan, Jl. Raya Cilegon KM. 06 Kramatwatu, Serang – Banten, Indonesia

Correspondent Email: irwanmaulana@upi.edu

Email: fairussintawati05@gmail.com

ABSTRACT

Learning quality service management based on character in vocational high school had important role to produce school graduates who had skills and characters. Daarut Tauhiid Vocational High School had kind and strong character (BaKu) concept implemented into all learning activities. This study aimed to describe Learning quality service management based on characters of kind and strong in Daarut Tauhiid Vocational High School. The method used was descriptive qualitative approach. Data collection techniques used were observation, interview, study documentation and data validation test by data collection, data reduction, data display, and data verification. The result of this study showed that learning quality service plan based on kind and strong characters formulated by the principal and teacher council through character learning program (*PBM Berkarakter*) and the programs supported such as industries visitation, *tahsin* and *tahfidz* al-Quran, literacy, entrepreneurship skill, and skill certification. Learning quality service based on kind and strong characters implementation conducted through character learning program (*PBM Berkarakter*) in the class and habituation out of class. The implementation conducted based on the standard operational procedure (SOP). The assessment conducted through daily assessment, program assessment, and academic assessment. Daily assessment meant to assess students' character and academic, weekly assessment conducted through self-assessment and peer assessment (PD-PAT), monthly assessment conducted by all Daarut Tauhiid *civitas* and the representation of students assessed the teacher by giving recommendation and critics, mid semester assessment and final semester assessment through mid-semester assessment test (PTS) and final semester assessment test (PAS). By this, learning quality management based on kind and strong characters ran well.

Keywords: Plan, Implementation, Assessment

INTRODUCTION

Education is a tool to construct a civilization. Education has important role in the construction of nation. Based on constitution number 20 years 2003 about national educational system chapter I commend decision number 1 described that education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have the power of religious spirituality, self-control,

personality, intelligence, noble character, and the skills needed. This education is carried out as well as possible by educational institutions and there must be cooperation between one another.

Global competition has been going on for a long time which is characterized by technological developments. Therefore, students are not only required to master skills, but also soft skills and morals. Vocational

High School is one of the schools that is believed to be capable of creating educational products that are innovative, creative, and productive (Yunus & Syafar, 2020). Learning management of quality learning services has an important role in creating good human beings by meeting the national standards of education in Vocational High School as written in Permendikbud number 38 of 2018 Chapter I Introduction, namely: (1) having faith and having noble character; (2) have a strong mental attitude to develop themselves in a sustainable manner; (3) mastering science and technology and art as well as having skills in accordance with development needs; (4) have productive abilities in accordance with the field of expertise either for work or entrepreneurship; (5) contribute to developing a competitive Indonesian industry to face the global market.

In order to realize the learning objectives above, management of learning quality services is needed because management of learning quality services can improve the quality of learning (Firdos Mujahidin, 2019). Learning quality service management can also be used to implement Vocational High School national education standards (SNP), namely (1) graduate competency standards; (2) content standards; (3) learning process standards; (4) educational assessment standards; (5) standards for educators and educational staff; (6) facilities and infrastructure standards; (7) management standards; (8) operating standards.

Daarut Tauhiid Vocational School has a good and strong character-based learning quality service management concept (BaKu). The good character in question is sincere, honest, reliable, humble, strong character is discipline, courage, tough (Abdullah Gymnastiar, 2020). Management of learning quality services has management functions, namely planning, implementation, and evaluation (Badrudin, 2017). This implementation is of course carried out by school organizations because schools have goals and are directed by goals (Abdul Aziz

Wahab, 2011). Good and strong character in the management of learning quality services has an important role at Daarut Tauhiid Vocational School because good and strong character (BaKu) is included in the typical Daarut Tauhiid curriculum which is expected to form graduates who are (1) *salimul aqidah*; (2) *sohikul Ibadah*; (3) *matinul khuluq*; (4) *tahfidzhul quran*; (5) and *qowwiyul aqli*. This research focuses on three things, namely the planning of learning quality services at Daarut Tauhiid Vocational School, the implementation of learning quality services at Daarut Tauhiid Vocational School, and learning evaluation at Daarut Tauhiid Vocational School.

METHODOLOGY

This study uses a qualitative approach. Qualitative research is used to observe the process of interaction and plunge into it so as to understand and interpret the real reality. The existence of dynamics in the field, open questions, interview data, observation data, documentation data, audio-visual data, textual analysis and images are characteristics of the existing qualitative research approach (John W Creswell, 2019). This research will observe social situations, namely actors, places, and activities (Sugiono, 2020). Key informants in this study were school principals, vice principals, heads of competence, teachers, and students. Research techniques using observation, interviews, documentation studies, and test the validity of the data. Observations were made to observe good and strong character-based learning quality service management. Interview planning good and strong character-based learning quality services, implementation of good and strong character-based learning quality services, assessment of good and strong character-based learning quality services. The documentation study observes the curriculum being taught, both plan curriculum and unplan curriculum. Data analysis techniques use data collection, data reduction, data presentation, and data verification. Data validity checking

techniques use source, time, theory, and method triangulation.

RESULTS AND DISCUSSION

Based on the results of data analysis collected through in-depth interviews, observation, and documentation, the results of research on quality service management of good and strong character-based learning, based on interviews with school principals (KS), the quality service management of good and strong character-based learning is carried out in three stages, namely: (1) planning; (2) implementation; (3) assessment. Based on the results of interviews with key informants, planning for quality learning services based on good and strong characters is carried out by making programs related to learning quality service management, namely: (1) industries visitation; (2) *tahsin* and *tahfidz* al-Quran; (3) character education; (4) literacy culture; (5) entrepreneur skills; (6) skill certification; (7) curriculum and target expertise of Daarut Tauhiid Vocational High School. All programs made are compiled and included in the medium-term work plan (RKJM).

In addition, based on the results of interviews with the deputy principal (WS) and principal (KS) in good and strong character-based learning planning, a meeting was held to have the same point of view. The good and strong character initiated by K.H Abdullah Gymnastiyar, the leader of the Daarut Tauhiid foundation, is implemented through the Typical DT (Daarut Tauhiid) curriculum. Daarut Tauhiid Vocational School in its planning uses two curricula, namely the official curriculum and the typical DT (Daarut Tauhiid) curriculum. In addition, based on the results of interviews with school principals (KS), deputy principals (WKS), and heads of competencies (KK) it is mandatory for teachers to make lesson plans which then include good and strong characters that have been adapted to the themes to be studied.

Based on interviews with school principals, deputy principals, competency heads, and teachers, the implementation of quality learning services is carried out in the classroom and outside the classroom. The implementation of this character-based learning is carried out through habituation. Clean, tidy, organized, orderly program (BRTT). Based on the results of observations, the implementation of quality learning services in the classroom is carried out in accordance with the learning implementation plan (RPP) by (1) the teacher starts learning with prayer; (2) students continue reading the Koran; (3) the teacher starts learning; (3) the teacher conveys reflections in class and conveys Good and Strong characters; (4) the teacher reads *hamdallah* and then closes the lesson.

The implementation of learning outside the classroom based on interviews and observations is carried out through habituation. Students and teachers are accustomed to practicing good and strong characters in everyday life. Principals and vice principals as the main implementers of quality service management for character-based learning carry out their programs based on established procedures. The SOPs for school principals are as follows:

Table 1 Standard Operational Procedure

| Principal | Deputy Head of School Curriculum | Deputy Head of School Students Affair |
|--|---|--|
| Planning a training for the teachers | Availability of strategic plans, work programs and curriculum according to applicable regulations | Preparing the facilities and infrastructure that need to be prepared |
| Planning certified training for advocacy educators | Organized and controlled teaching and learning activities effectively | Collaborating with the curriculum |
| Making RKJM which | The implementation | Collaborate with school principals |



| | | |
|--|--|---|
| is translated into RKT and RKAS | of comprehensive evaluative activities | |
| Creating a typical Daarut Tauhiid curriculum | The implementation of coordination, communication and supervision both internally and externally | Making a one-student program one achievement |
| Setting up facilities related to teaching and learning | Presentation of the curriculum section performance report | Create a one-student program and achievements |
| Creating a supervision team for educators | | Entrepreneurship |

The implementation of programs of each department is as follow:

Tabel 2 Learning Quality Service based on Kind and Strong Characters (BaKu)

| Program | Implementation |
|--------------------------------------|--|
| industries visitation | Visiting companies that collaborate with Daarut Tauhiid Vocational High School |
| <i>Tahsin and tahfidz</i> al-Quran | It is carried out in stages according to the class |
| Implementation of character learning | Incorporating BaKu characters into every lesson |
| literacy culture | Making useful writings such as preaching and science and include them in the www.jurnal.isdt.com link |
| Entrepreneurship Skill | Implemented in industrial work practice activities and produce products according to the world of work and industry (DUDIKA) |
| skill certification | Provision of expertise certification to students |

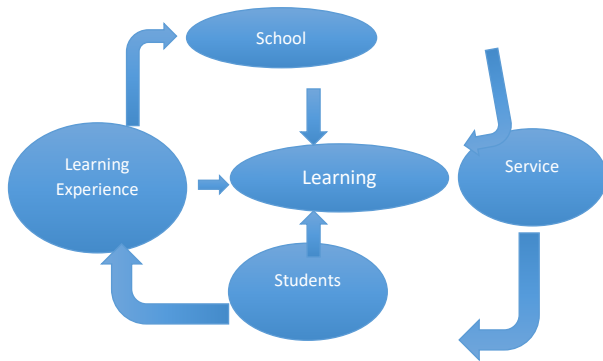
Based on the results of interviews, the assessment carried out by Daarut Tauhiid Vocational School was carried out in three areas, namely daily assessment, program assessment, and semester assessment. In practice, the assessment is carried out through daily assessments, weekly assessments,

monthly assessments, three-month assessments, six-month assessments. Daily assessments are carried out through observations of students' character both inside and outside the classroom. Weekly assessment is carried out by conducting self-assessment and peer-assessment (PD-PAT). This assessment is done by students assessing themselves and then assessing each other with others. Monthly assessments are carried out with the entire teacher council. In this assessment, student representatives will express their opinions about the learning carried out, then Daarut Tauhiid Vocational School will provide a customer satisfaction survey to parents, a three-semester assessment is carried out through a mid-semester assessment (PTS) and a six-semester assessment through a final semester assessment. In this assessment there is no remedial for students whose scores are below the KKM which aims to practice honesty and confidence in their own abilities.

Good and strong character-based learning quality service management has an important role in improving the quality of learning. There are three things in the management of learning quality services that must be considered, namely (1) input in the management of learning quality services including vision, mission, school goals, policies, curriculum or learning programs, learning facilities, competency formulation, and professional education staff ; (2) the process or strategy in the management of learning quality services is that which is developed by the school or teachers including the use of learning and evaluation strategies as well as the participation of the business world in planning, implementing teaching and learning activities, and evaluating learning; (3) monitoring and control system which includes determining the scope of supervision, supervision strategy, monitoring follow-up in the form of improvement and improvement efforts (Herawan et al., 2016). In addition, (Dadang Suhardan, 2016) provides a quality

concept related to character-based learning quality services, namely:

Figure 1. The Concept of Educational Quality Management



Planning in learning quality services has a big influence. Planning has a major influence in achieving goals (Malayu S P Hasibuan, 2005). At least in planning you have to make 5W + 1H (Badrudin, 2017). In planning learning services it is important to set targets to be achieved in the future (Tim Dosen AdPend, 2019). Furthermore, (Tim Dosen AdPend, 2019) explains the function of planning related to good and strong character-based learning quality service management as follows: (1) explaining and detailing the objectives to be achieved; (2) provide guidelines and set goals to be achieved; (3) the organization obtains the best standard of resources and utilizes them according to the assigned main tasks; (4) become a reference for members of the organization in carrying out activities that are consistent with procedures and objectives; (5) provide a limit of authority and responsibility for all executors; (6) monitor and measure various successes intensively so that deviations can be found and corrected early; (7) allows for the maintenance of compatibility between internal activities and external situations; (8) avoid waste. In planning character-based learning quality services in Vocational High School, of course it must be adjusted to graduate competency standards based on Permendikbud number 34

of 2018, namely: (1) faith and piety to God Almighty; (2) nationality and love for the motherland; (3) personal and social character; (4) physical and spiritual health; (5) literacy; (6) creativity; (7) aesthetics; (8) technical ability; (9) entrepreneurship.

In addition, it is necessary to formulate certain characters that you want to include in the service. In this case, the government formulated 5 strengthening character education, namely: (1) religious; (2) nationalist; (3) integrity; (4) independent; (5) mutual cooperation. This character is of course structured as a framework to improve the quality and quality of character education in Indonesia. Daarut Tauhiid Vocational School formulates good and strong character (BaKu) which originates from the Koran and hadith as sources of Islamic religious teachings. Indonesia as a country that adheres to Pancasila, of course there is no conflict between religion and Pancasila because religion has an important role in education (Chamidi, 2018). These characters are good characters, namely sincere, honest, reliable, humble and good character, namely discipline, courage, tough. In addition, the involvement of committees in good and strong character-based learning planning is considered important by Daarut Tauhiid Vocational School. The involvement of the school committee will provide insight into what is really needed (Rosnani, 2020). As a response to the SKL formulation, Daarut Tauhiid Vocational School has five graduate outputs, namely: (1) *salimul aqidah*; (2) *shahihul* worship; (3) *matinul khuluq*; (4) *tahfidzhul* quran; (5) *qowwiyul aqli*, as well as related programs, namely: (1) industrial visitation; (2) *tahsin* and *tahfidz* of the Holy Koran; (3) literacy culture; (4) entrepreneur skills; (5) skill certification; (6) PBM with character. In addition, teachers are required to make lesson plans that are integrated with the national curriculum and Daarut Tauhiid's distinctive curriculum. In this case, teachers are given the freedom to use learning methods



that are fun and involve students. RPP must be arranged systematically, motivationally, inspiringly, so that students are involved in it (Rusman, 2018).

The implementation of learning needs to involve various school components. The principal holds in-house training (IHT) as one of the goals is to align the vision. In leadership, it has a function to guide or guide members to achieve the goals set (Hendro Widodo & Etyk Nurhayati, 2020). Leadership also functions to influence subordinates to achieve the expected goals (Diding Nurdin & Bambang Ismaya, 2020). The principal pays attention to character-based learning. In this case, Brooks and Goble (1997) in (Nurdin, 2017) explain the characters that need to be applied, namely (1) trustworthy; (2) treats people with respect; (3) responsible; (4) fair; (5) caring; (6) good citizens. (Thomas Lickona, 2013) explains the importance of applying character, namely: (1) moral knowing; (2) moral feeling; (3) moral action. Daarut Tauhiid Vocational High School has the concept of good and strong character (BaKu) which is applied to the teaching and learning program (PBM Berkarakter) in the classroom and habituation outside the classroom. The three points have been implemented by Daarut Tauhiid Vocational High School. Learning to use technology is important for students to get information that is useful for them (Mayasari et al., 2021). Learning at Daarut Tauhiid Vocational High School uses the internet, laptop, screen, and in focus.

In addition, the *tahsin* and *tahfidz* al-Quran programs are carried out in stages under the student representatives. Industries visitation is carried out by visiting companies that have collaborated with Daarut Tauhiid Vocational High School both in West Java and outside West Java. In addition, the literacy culture program is carried out under the waka of student affairs by making writings in the form of da'wah, science, and health and will be uploaded to www.jurnalisdtd.com. The use of links in

literacy is very important as a response to the times (Nailla et al., 2021) In addition, the implementation of the entrepreneurship skills program is carried out in entrepreneurship subjects which are practiced in industrial work practices as well as making products that will be exhibited on career day activities to the world of work and industry (DUDIKA and parents in Daarut Tauhiid). Skill certification is carried out through training that given so that this becomes a provision for students. The certification given is international certification so that it becomes a provision for students. All programs function as one of the implementations in achieving outputs for graduates of Daarut Tauhiid Vocational High School and also SKL. Programs made in Vocational High School must be dynamic and flexible so that they can develop according to their respective competencies and can meet the demands of the world of work.

Evaluation of good and strong character-based learning quality services is important to do. Evaluation is useful for measuring and assessing the quality or not of a program. This evaluation is inseparable from the expected quality which is oriented towards (1) focusing on customer; (2) total involvement; (3) measurements; (4) commitments; (5) continuous improvement (Dita Luthfia, 2019). In the assessment must apply the principles: (1) valid; (2) objective; (3) integrated; (4) open; (5) comprehensive; (6) systematic; (7) based on criteria; (8) accountable (Ida Farida, 2017). The assessment carried out for schools uses a special format made by Daarut Tauhiid Vocational School which includes pedagogic, social, personality, and attitudes. In this assessment, if there are deficiencies found, the teacher will be given training according to what is needed. In addition, moral assessment for teachers is an important point for teachers there. Program evaluation is carried out by the school principal by giving a mandate to curriculum and student deputy heads to assess ongoing and ongoing programs. The results of



this assessment will be reported to the school for evaluation at a later date. Daily assessment is an important thing that is carried out every day to assess the knowledge and morals of students and teachers. Self-Assessment and Assessment Between Friends (PD-PAT) is an assessment that is carried out once a week. This assessment is carried out by students to assess themselves with the format that has been made and assessments between friends using the form that has been made.

Monthly assessments are carried out with the foundation and will be assessed as a whole and will receive advice from the foundation. In addition, the *yaumiyah* practice assessment (daily practice) will also be assessed by the head of competence and productive teachers. In this assessment, a customer satisfaction survey was conducted to parents of students. This assessment is carried out as one of the quality benchmarks given. In addition, in this assessment, suggestions and criticisms from student representatives will also be asked for the improvement of the school. Mid-semester and semester assessments are carried out through mid-semester assessments and end-semester assessments. In both of these assessments there is no remedial with the aim of training students in terms of their abilities.

CONCLUSIONS AND SUGGESTIONS

The management of learning quality services at the Daarut Tauhiid Vocational School is carried out referring to graduate competency standards and school output goals. The BaKu character-based learning quality service planning is formulated by the school principal, vice principal, and the teacher council and school committee through programs such as (1) industries visitation; (2) *tahsin* and *tahfidz* al-Quran; (3) Character PBM; (4) literacy culture; (5) entrepreneurship skills; (6) skills certification. In addition, there are two curricula, namely the national curriculum and the typical Daarut

Tauhiid curriculum. The implementation of learning quality services is carried out by the principal, vice principal and the teacher council in accordance with their respective duties. Implementation refers to the RKJM, oriented to graduate output and graduate competency standards. Evaluation of learning quality services is carried out based on daily evaluations, weekly evaluations, monthly evaluations, three semester's evaluations, and semester evaluations.

REFERENCES

- Abdul Aziz Wahab. (2011). *Organizational Anatomy and Educational Leadership*. Bandung: Alfabeta.
- Abdullah Gymnastiar. (2020). *The character of BAKU endeavors to build an Islamic youth generation*. MQS: 2020
- Badrudin. (2017). *The Foundations of Management*. Bandung: Alfabeta.
- Chamidi, A. S. (2018). *Character Educational Management Mabadi Khaira Ummah in Maarif 2 Vocational High School Gombong*. *Wahana Akademika: Jurnal Studi Islam dan Sosial*, 5(1), 17. <https://doi.org/10.21580/wa.v5i1.2560>
- Dadang Suhardan. (2016). *Profesional Supervision*. Bandung: Alfabeta.
- Firdos Mujahidin. (2019). *Strategies for Managing Quality Learning*. Bandung: Rosdakarya.
- Hendro Widodo & Etyk Nurhayati. (2020). *School and Madrasah Educatinal Management*. Bandung: Rosdakarya.
- Herawan, E., Kurniady, D. A., & Sururi, S. (2016). *Devolopment of Education Quality Management Model at*



- Vocational School in Bandung City. Jurnal Penelitian Pendidikan, 14(2).*
<https://doi.org/10.17509/jpp.v14i2.3126>
- Ida Farida. (2017). *Evaluation of Learning Based on the National Curriculum.* Bandung: Rosdakarya.
- John W Creswell. (2019). *Research Design.* Yogyakarta: Pustaka Pelajar.
- Malayu S P Hasibuan. (2005). *Human Resources Management.* Bandung: Bumi Aksara.
- Mayasari, A., Supriani, Y., & Arifudin, O. (2021). *Implementation of Information Technology-Based Academic Management Information System in Improving the Quality of Learning Services in Vocational High Schools. JIIP - Jurnal Ilmiah Ilmu Pendidikan, 4(5), 340–345.*
<https://doi.org/10.54371/jiip.v4i5.277>
- Naila, I., Ridlwan, M., & Haq, M. A. (2021). *Digital Literacy for Elementary School Teachers and Students: Content Analysis in Learning. Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan dan Hasil Penelitian, 7(2), 166–122.*
<https://doi.org/10.26740/jrpd.v7n2.p166-122>
- Nurdin, D. (2017). *Implementation of Character Education Management in Kindergarten Typical Daarut Tauhid, Bandung.* Jurnal Pendidikan dan Sains Sosial dan Kemanusiaan. APENDI
- Rosnani, L. (2020) *The Role and Involvement of the School Committee in Improving the Quality of Education at SMA Taman Siswa Pematangsiantar Mukadimah, Jurnal Pendidikan, Sejarah, dan Ilmu-Ilmu Sosial*
<https://jurnal.uisu.ac.id/index.php/mkd/article/view/4368/3284>
- Rusman. (2018). *Learning Models to Develop Teacher Professionalism.* Jakarta: Rajawali Pres.
- Sugiono. (2020). *Qualitative Research Methodology.* Bandung: Alfabeta.
- Thomas Lickona. (2013). *Character Education.* Bandung: Nusa Media.
- Tim Dosen AdPend. (2019). *Educational Management.* Bandung: Alfabeta.
- Yunus, I., & Syafar, F. (2020) Development of Blended Learning based Learning Model in Work Engineering Workshop Engineering Lesson at 10 MAKASSAR State Vocational High School.
<http://eprints.unm.ac.id/18152/>