

**AL-FALAH FOUNDATION SUKOHARJO'S QUALITY IMPROVEMENT  
STRATEGY: THE HEAD OF THE FOUNDATION IMPROVEMENT**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis strategi yang diterapkan oleh kepala yayasan dalam upaya peningkatan mutu pendidikan. Metode yang digunakan adalah penelitian kualitatif deskriptif, dengan pengumpulan data melalui wawancara mendalam, observasi, dan analisis dokumen. Subjek penelitian terdiri dari kepala yayasan, guru, dan pihak terkait di lingkungan yayasan. Hasil penelitian menunjukkan bahwa kepala yayasan menerapkan beberapa strategi kunci, antara lain: pengembangan kurikulum yang relevan, peningkatan kompetensi guru melalui pelatihan, serta penguatan partisipasi orang tua dan masyarakat. Selain itu, kepala yayasan juga memanfaatkan teknologi informasi untuk mendukung proses pembelajaran. Penelitian ini diharapkan dapat memberikan wawasan bagi pengambil kebijakan dan praktisi pendidikan dalam upaya meningkatkan mutu pendidikan di yayasan

**Kata Kunci:** Strategi, kepemimpinan Yayasan, Peningkatan Mutu

**ABSTRACT**

This research aims to identify and analyze the strategies implemented by madrasa heads in efforts to improve the quality of education. The method used is descriptive qualitative research, collecting data through in-depth interviews, observation, and document analysis. The research subjects consisted of madrasa heads, teachers, and related parties in the madrasa environment. The research results show that madrasa heads implement several key strategies, including developing relevant curricula, increasing teacher competency through training, and strengthening parent and community participation. Apart from that, madrasa heads also use information technology to support the learning process. It is hoped that this research can provide insight for policymakers and educational practitioners in efforts to improve the quality of education in madrasas.

**Keyword:** Strategy, Yayasan leadership, Quality Improvement

**INTRODUCTION**

Improving the quality of education is one of the biggest challenges faced by educational institutions, including foundations. In the Indonesian context, foundations have an important role in producing a generation that is academically superior and noble. To achieve this goal, foundation heads as leaders of educational institutions need to implement various effective and innovative strategies (Setyaningsih, 2022).

The quality improvement strategy at the foundation does not only cover curriculum and teaching aspects, but also includes human resource development, improvement of facilities and infrastructure, and community involvement. In recent years, data-driven approaches and stakeholder collaboration have increasingly become the main focus, in line with technological developments and global needs.

According to recent research, foundation heads who can lead with a clear vision and



mission, and adapt to changing times, can create a conducive learning environment and increase student motivation. By integrating competency and character-based approaches, the head of the foundation not only acts as a manager but also as a change agent who can bring the foundation in a better direction (Amon & Harliansyah, 2022).

Existing research is often general and pays little attention to the local context in Sukoharjo, so there has been no in-depth analysis of the specific conditions at Al Falah Foundation that influence the foundation head's strategy. This is also seen in research conducted by (Lutfi & Chotimah, 2023), which shows that the head of the foundation has a crucial role in the growth of educational institutions through the authority he exercises. This is also seen in research by (Lutfi & Chotimah, 2023), which shows that the head of the foundation has a crucial role in the growth of educational institutions through the authority it exercises. Therefore, the head of the foundation needs to shift to a managerial position to exert influence both directly and indirectly on the teaching staff. In addition, the head of the foundation also plays an important role in raising the educational standards of the institution. Thus, the position of the head of the foundation is vital for the advancement of education, especially in human resource development and improving the quality of education.

Improving the quality of education in foundations and schools must be supported by qualified human resources, of which the principal as an educational leader is one of the key elements in such efforts (Hartati et al., 2022). While the foundation head plays a significant role in improving the quality of education, it is important to remember that other factors, such as teacher quality, curriculum, government support, and students' socio-economic conditions, are also highly influential. Effective leadership from the foundation head can help coordinate and maximize the potential of these factors to improve the quality of the foundation (Ananda et al., 2023). However, there are still few studies that review the role of the head of the foundation in the development and implementation of a quality curriculum at Al Falah Foundation.

There is also a lack of understanding of the internal factors, such as human resources and facilities, as well as external factors, including support from the community, that play a role in the strategy to improve the quality of education in the foundation. In addition, there are limitations in the comparative analysis of the strategies implemented at Al Falah Foundation with other foundations in Sukoharjo or the surrounding area. Not many studies have explored the innovations implemented by the head of the foundation in learning methods and their contribution to improving the quality of education.

This article will discuss various strategies that can be implemented by foundation heads to improve the quality of education, as well as the challenges that may be faced in their implementation. Through this analysis, it is expected to provide useful insights for foundation heads and other stakeholders in the effort to create quality education.

## **RESEARCH METHODS**

The method used in the preparation of this scientific paper is descriptive qualitative. Descriptive qualitative methods are carried out to explain existing research without providing manipulation of the variable data studied by conducting direct interviews (Sahir, 2022). This research uses descriptive qualitative methods, where researchers will describe and explain in detail the various strategies applied by the head of the Foundation in improving quality at the Al Falah Foundation from a broad and narrow perspective, and according to a scientific approach and system approach. This research applies secondary data, where data is obtained from various sources in the form of books and journals that are still related to the research title because this type of research is a literature study (Prof. Dr. Suryana, 2012).

## RESEARCH RESULT

Based on the results of the research, the curriculum development of the Al Falah Foundation for the 2024/2025 academic year includes the following:

1. Curriculum structure and curriculum content which is a guideline in developing the Al Falah Foundation curriculum;
2. Learning load for students at the Al Falah Foundation which is based on the results of context analysis, analysis of local excellence, and the potential and interests of students;
3. The Al Falah Foundation curriculum was developed based on the results of the revision of the 2023/2024 school year curriculum, utilization of the results of the analysis of the real conditions of the foundation, and analysis of applicable regulations;
4. The Al Falah Foundation education calendar is prepared based on the results of the calculation of effective weeks for the 2024/2025 school year;
5. The Al Falah Foundation curriculum is a reference for education units in implementing education and learning by prioritizing the principles of development and characteristics of the independent curriculum and the 2013 curriculum with adjustments to the utilization of the analysis of the real conditions of the Al Falah Foundation and the Foundation's Environmental Condition Analysis.

Furthermore, the Al Falah Foundation believes that literacy is a basic need in learning and communicating. These skills will develop optimally if students are in a literate learning environment. To realize this, the foundation enriches its environment with various literacy tools that students can find inside and outside the classroom. The foundation environment has a variety of traditional games, sports facilities, and plants ranging from fruit plants, ornamental plants, and live pharmacies that can be utilized as learning resources for students. Here is the profile of the Al Falah Foundation:

1. Foundation Name	: Yayasan Al Falah
2. Address	: Jl. Merpati No. 2A Rt/Rw 03/02
Village	: Gedongan
Subdistrict	: Baki
Regency	: Sukoharjo
3. Running the Foundation	: Yayasan Islam Al Falah Baki
4. NSM	: 131233110005
5. NPSN	: 69849457
6. Level of Accreditation	: C
7. Year Founded	: 2013
8. Year of Operation	: 1 Juli 2013
9. Land Ownership	: Milik Sendiri
a. Land Status	: Sertifikat Milik Sendiri
b. Surface Area	: 1000 M <sup>2</sup>
10. Building Status	: Milik Sendiri
11. Source of Operational Funds	: a. BOS b. Komite
12. Name of the Head Foundation	: Dr. H. Sri Setyo, S.H, S.PdI, MSI
13. Foundation Committee	: Sri Haryani, S.Pd

## Vision and Mission of the Al-Falah Foundation

### 1. Vision of the Al-Falah Foundation

“The realization of a foundation that excels in science and technology and has an independent spirit based on faith and devotion and has an environmental outlook.”

## **2. Mission of the Al-Falah Foundation**

- a. Implement effective learning and guidance tailored to the environmental context, abilities, interests, and talents through the Technological pedagogical content knowledge (TPACK) approach.
- b. Fostering an enterprising attitude, healthy competition, and high fighting power in learning
- c. Fostering social care, empathy, and being able to adjust in the association and actions of students based on the values of the religious teachings adopted and local wisdom.
- d. Building the habit of orderly worship and 7S (Smile, Greeting, Greeting, Polite, Polite, Spirit, and Wholeheartedly) in students.
- e. Fostering and preserving local culture in the community and increasing cooperation with parents and the community.
- f. Creating a conducive, orderly, safe, and comfortable environment to support the quality of student learning at school.
- g. Developing the 9K program (Security, Cleanliness, Order, Beauty, Kinship, Shade, Health, Openness, and Exemplary) in students.

## **3. Term Foundation**

The ultimate goal expected by the Al Falah Foundation in implementing the foundation's programs to realize the foundation's mission is set in the form of three parts, namely long-term goals, medium-term goals, and short-term goals.

### **a. Long-Term Goals**

- 1) Producing lifelong learner graduates who are faithful, pious, noble, independent, critical reasoning, caring, high fighting spirit, love the country, are proud of their nation's culture, and are tolerant of developing their interests and talents by the profile of Pancasila Rahmatan Lil 'alamin learners.
- 2) Producing graduates who are skilled in critical thinking, creativity, utilizing digital technology, and developing their interests and talents to produce achievements.
- 3) Producing graduates who have environmental insight and can adjust to social life.

### **b. Medium-Term Goals**

- 1) Forming the character of a lifelong learner based on
- 2) learner profile of Pancasila Rahmatan lil 'alamin
- 3) Facilitate learners to develop a diversity of potential, interests, and talents as well as intellectual, emotional, spiritual, and kinesthetic intelligence optimally according to their level of development.
- 4) Facilitate learners to be able to improve a culture of discipline in worship and awareness of healthy living.
- 5) Equipping students with creative thinking and critical thinking skills.
- 6) Equipping learners with digital mastery
- 7) Facilitate learners to have sensitivity, the ability to express and appreciate beauty and balance (harmony), live in society, be useful to others

### **c. Short-Term Goals**

1. Implementing attitude habituation based on the Pancasila rahmatan lil 'alamin Educator Profile integrated in 100% of subjects organized either in the form of face-to-face or in the form of project activities.
2. Carry out 100% attitude assessment based on the Pancasila rahmatan lil 'alamin Learner Profile.
3. Encourage 100% of learners to achieve at least a GOOD predicate on the attitude assessment based on the Pancasila rahmatan lil 'alamin Learner Profile.
4. Facilitate a learner-centered teaching and learning process.



5. Handle 100% of students who experience learning problems so that they can be resolved.
6. Include 100% of students in at least 1 extracurricular activity of their choice according to their talents and interests.
7. Include 100% of learners in at least 1 life skills program according to their talents and interests.
8. Involving 25% of students in at least 1 academic and non- academic competition/competition per year.
9. Encourage 100% of learners to participate in worship activities.
10. Include 100% of learners in at least 1 religious group self- development program
11. Encourage 100% of learners to participate in implementing clean and healthy living behaviors.
12. Facilitate 100% of learners to produce at least 1 creative product per year from project-based learning.
13. Implement 100% of the assessment process that contains at least 25% HOTS-type questions.
14. Equip 100% of learners to be able to answer at least 70% of HOTS-type questions correctly.
15. Facilitate 75% of learning with the use of ICT media.
16. Encourage 100% of learners to be able to operate at least 1 digital device **CORRECTLY**.
17. Encourage 100% of learners to have social awareness by participating in various social activities
18. Encourage 100% of learners to have a forgiving attitude and dare to apologize
19. Encourage 100% participation of learners to stay away from vandalism
20. Encourage 100% participation of learners to maintain harmony. Memfasilitasi 100% peserta didik menghasilkan minimal 1

## **Karakteristik Yayasan Hasil Analisa Internal**

### **1. Karakteristik Peserta Didik**

Al Falah Foundation students come from MTs / SMP Alumni in the sub-districts of Baki, Grogol, Gatak, and surrounding areas of Sukoharjo Regency and Wonosari District, Juwiring in Klaten Regency. Students who continue at MA Al Falah have very heterogeneous abilities. Every child is unique. They have different abilities and learning experiences and come from different family environments. Some students have potential in the academic area, but not a few students still need to develop their social and emotional abilities. Students have different potentials and interests. Some students have interests in art, sports, math, and science. The foundation facilitates their needs by preparing programs to develop their potential and interests.

The diversity of students enriches the socialization laboratory at Al Falah Foundation. This condition is expected to improve their socialization skills, tolerance, gratitude, emotional skills, communication, and solving problems that they encounter in their daily learning journey. The foundation must develop students in a balanced manner. Thus, the programs designed pay attention to the four domains (social, emotional, intellectual, and physical) with the spiritual domain as the big umbrella.

## 2. Characteristics of Educators and Education Personnel

The Al Falah Foundation has the following educational and teaching staff:

Table 1.1. number of teaching staff

Type of Employment	Gender		Educational Qualification			Certified	
	L	P	SLTA	S1	S2	S3lrea dy	Not yet
<b>ASN</b>	-	-	-	-	-	-	-
<b>Non-ASN</b>	9	1	-	9	-	1	-

Table 1.2. number of educational staff

Type of Employment	gender		Educational Qualification			
	L	P	SMA	D3	S1	S2
<b>ASN</b>	-	-	-	-	-	-
<b>NonASN</b>	4	-	2	-	2	-

## 3. Facilities And Infrastructure

Facilities and infrastructure at the Al Falah Foundation consist of 1 head office room, 4 teachers' offices, 4 general administration rooms, 13 classrooms consisting of kindergarten, MI, MTs, and MA, 1 library room, 1 music room, 2 computer lab rooms, warehouse, restrooms, representative ceremonies. The completeness of facilities and infrastructure at Al Falah Foundation can support the learning process to take place well.

### Foundation Characteristics External Analysis Result

1. The foundation is geographically strategically located and has the potential to absorb students from Sukoharjo Regency and Klaten Regency.
2. Good perceptions from the community towards the discipline of the learning process, teacher qualifications, complete facilities, infrastructure improvement, and cheap education costs increase public interest in sending their children to school at the foundation.
3. Community thinking that their children who are sent to Islamic educational institutions have better morals because of the amount of religious content in learning at the foundation
4. Many graduates from the Al Falah Foundation are accepted at Raden Mas Said Surakarta State Islamic University from the achievement path.

### Strategy to Achieve Goals

To be able to realize the goals that have been set, the Al Falah Foundation has developed several implementation strategy plans. The strategies are:

1. Establishing a quality assurance team and curriculum development team
2. Conduct a context analysis of the conditions and environment of the foundation



3. Developing the foundation's operational curriculum plan by involving elements of the Ministry of Religious Affairs in this case the Supervisor, Community Leaders, and the foundation committee.
4. Conduct a needs analysis of the foundation's programs (extracurricular activities, extracurricular activities, training, procurement of infrastructure, supporting activities, etc.) to support the implementation of the foundation's operational curriculum plan that has been prepared.
5. Prepare RKAM (Foundation Budget and Activity Plan) based on program needs analysis.
6. Develop plans and instruments for Evaluation, Assistance, and Development by looking at various sides (teachers, education personnel, students, parents, and foundation committees).
7. Implementing the foundation's operational curriculum with daily, monthly, semesterly, and annual evaluations.
8. Implementing improvement programs based on priorities for one month, one semester, and one year.
9. Developing the foundation's operational curriculum plan based on evaluation results by involving elements of the Ministry of Religious Affairs in this case the Supervisor, Community Leaders, and the foundation committee.

## **DISCUSSION**

### **1. Leadership of the Head of the Foundation**

“Leadership is the practice of influencing the activities of individuals or groups to achieve certain goals in certain scenarios,” said Prof. Imam Suprayogo. The head of the foundation is one aspect of education that is very important in improving the quality of education and the quality of graduates in the sense according to E. Mulyasa. Quality leadership produces quality education and graduates (Salamah et al., 2022).

A professional foundation head is an example of great leadership or foundation head. The head of the foundation, in his or her role as principal, has the authority and responsibility to monitor and regulate the progress of faculty staff performance. This monitoring and control process is important in the management of education in schools to achieve the set goals. In addition, monitoring and control are also preventive measures to avoid mistakes and pay more attention to their duties.

The leadership style owned by the head of the foundation Everyone has a unique and different leadership style based on this, as for the leadership style as follows:

#### **a. Democratic leadership**

(Aji & Vidya, 2023) revealed that democratic leadership presents a space of equality in opinion so that educators, staff, and other employees have the same right to contribute to their responsibilities. This leadership style views educators, staff, and other employees as part of the whole foundation so that they have a place according to their dignity as human beings. The head of the foundation has the responsibility and duty to direct, control, evaluate, and coordinate the various work carried out by educators, staff, and other employees.

#### **b. laissez faire leadership style (free control)**

This leadership style provides a free opportunity for subordinates to adjust work or problems and make decisions, the leader only plays a role in determining general policies, and leaders with this style will facilitate and guarantee the freedom of subordinates to work as long as the target or goal is set (Karindasari et al., 2022).

#### **c. Autocratic leadership style**

This leadership style shows that the leader is absolutely powerful, usually



leaders who have this leadership style will dictate to subordinates, make their own decisions, and not involve subordinates to participate in solving problems and having opinions. Leadership with this style tends to pay less attention to the needs of subordinates and does not communicate effectively (Triana et al., 2022).

**d. Paternalistic Style**

(Hojin, 2023) revealed that leaders who have paternalistic banya are found in traditional societies, generally in agrarian societies. A leader who is classified as a paternalistic leader is someone who:

- 1) Considering subordinates as immature human beings
- 2) Being too protective
- 3) Rarely allow subordinates to make decisions
- 4) Rarely provide opportunities for subordinates to develop their creative power and fantasies
- 5) Often act omniscient

**e. Charismatic style**

A charismatic leader has a special characteristic, namely a very compelling attraction so that he can gain a very large following. His followers cannot always explain concretely why that particular person is admired. His followers do not question what the leader adopts, or uses (Rachmawati & Yenuri, 2024).

**f. Militaristic Style**

The militaristic style referred to here is not a way that is commonly implemented by military leaders in the TNI and the natural police, but carrying out ordinary leadership using methods commonly used in the military.

**2. Management of the Head of the Foundation**

The importance of leadership management in the context of Islamic education cannot be ignored. Islamic education leaders have a major role in shaping a generation that is morally strong and rooted in Islamic values. Therefore, Islamic education leaders must understand and apply the basic concepts of leadership.

Management in line with Islamic principles. The management of the head of the foundation plays a very important role in achieving the progress of the foundation organization. Related to satisfaction, motivation, and productivity have a role in the behavior of an organization is management theory. Therefore management is a very instrumental factor in the progress of the foundation, it is concluded that a good foundation must fulfill the functions and conditions of management, which include planning (Planning), organizing (Organizing), directing, (Actuating), supervision (Controlling) (Na'im et al., 2021).

One of the skills needed by a leader is managerial skills. Managerial skills are in-depth abilities regarding leadership matters. A reliable principal or foundation head may require several specific skills in running the organization. Through this specific expertise, it will be able to help the leader of the educational institution achieve the goals of the institution concerned effectively and efficiently. The principal/foundation head is a manager who organizes all school resources, namely a sense of togetherness (together), good at feeling (empathy), helping each other (assist) mutual maturity (maturity) mutual compliance (willingness), mutual organization (organization), mutual respect (respect), and mutual kindness (kindness).

**3. Curriculum Development in Islamic Educational Institutions**

The curriculum is an important component of education, the curriculum is a program provided by educational institutions for students (Suherman, 2024). The curriculum is a program provided for students. Curriculum development according to Auedray and



Howard, in Oemar Hamalik, namely “Curriculum development” is defined as “the preparation of learning opportunities aimed at achieving certain goals in students, as well as the assessment of the extent to which these goals have been achieved.” The definition expressed by these two experts emphasizes that the curriculum does not only talk about the quality and relevance of the material delivered, let alone just the quantity of students, but the curriculum must emphasize the idea of connecting the components of education that have a relevant unity and can be contextualized with the progress and changes in direction needed by students after they finish their education.

The curriculum is developed based on the principle that learners have a central position to develop their competencies to become human beings who are devoted and faithful to God Almighty, noble, creative, healthy, knowledgeable, capable, independent, democratic, tolerant, and responsible society (Fauzi, 2017).

Emphasizes that the integration of environmental education in the Islamic curriculum can increase students' awareness and skills in overcoming environmental challenges. Environment-based education in Islam motivates students' active involvement, and the environmental awareness built through this education supports conservation actions. Students' skills in dealing with environmental challenges are strengthened by this integration. Innovative teaching methods that combine Islamic principles with sustainability practices have proven effective in improving students' understanding of environmental issues (Syafrizal et al., 2024).

In line with the concept of the Merdeka curriculum, which refines the cultivation of student character education with the Pancasila learner profile, which consists of 6 dimensions (Kemendikbudristek, 2022), each dimension of which is elaborated in detail into each element consisting of:

**1. Believing in God Almighty**

Indonesian students who believe in, and fear God Almighty and have noble character are students who are moral in their relationship with God Almighty. He understands the teachings of his religion and beliefs and applies this understanding in his daily life. There are five key elements of faith, fear of God Almighty, and noble character: religious morals; personal morals; morals towards humans; morals towards nature; and morals towards the state.

**2. Global diversity**

Indonesian students maintain their noble culture, locality, and identity, and remain open-minded in interacting with other cultures, thus fostering mutual respect and the possibility of forming a positive new culture that does not conflict with the noble culture of the nation. The key elements of global diversity include knowing and respecting culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity consisting of, Knowing and respecting culture; Communication and interaction between cultures; Reflection and responsibility for the experience of diversity; and Social justice.

**3. Gotong royong**

Indonesian students can work together, which is the ability to do activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly. The elements of bergotong royong are collaboration, care, and sharing consisting of, Collaboration; Care; Sharing.

**4. Independent**

Indonesian students are independent learners, meaning they are responsible for their learning process and outcomes. The key elements of independence. It consists of self-awareness and awareness of the situation at hand, as well as self-regulation. Self-

awareness and the situation at hand, self-regulation.

**5. Kritis**

Students who think critically are able to objectively process both qualitative and quantitative information, establish connections between various pieces of information, analyze the information, evaluate it, and draw conclusions. The elements of critical thinking are acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and the thinking process in decision-making.

**6. Creative**

students are able to modify and produce something original, meaningful, beneficial, and impactful. The key elements of creativity consist of generating original ideas as well as producing original works and actions, along with the flexibility of thought in seeking alternative solutions to problems. Generating original ideas, producing original works and actions. Having flexibility in thinking to find alternative solutions to problems. Having flexibility in thinking to find alternative solutions to problems.

**4. Islamic Education Quality Management**

In (Halim, 2023), it is defined that management is the process of planning, organizing, leading, and controlling the efforts of an organization with all its aspects to achieve the organization's goals effectively and efficiently. Meanwhile, according to Malayu Hasibuan, management is defined as the science and art of organizing the utilization of other resources effectively and efficiently to achieve specific goals.

"Mutu" has the meaning of measurement, rate, determination, and assessment of the quality of goods or services (products) that have both absolute and relative characteristics. (Husni & Wahyudiati, 2022). In an absolute sense, quality is a high standard that cannot be surpassed. It is usually referred to with terms like good, excellent, beautiful, nice, expensive, luxurious, and so on. In the context of education, the concept of educational quality is elitist, as only a few institutions can provide high-quality educational experiences to students. In a relative sense, quality has two meanings.

Management of quality improvement in education, particularly Islamic education, is one way to enhance quality that focuses on the educational institution/school itself. It involves implementing a set of methods based on the availability of quantitative and qualitative data, and empowering all members of the educational institution to continuously improve the capacity and capability of the school/organization to meet the needs of students and the community. (Purba et al., 2022).

The quality of education cannot be realized without being supported by a good management system; therefore, it is important to implement a management system in order to enhance the quality of education. (Baidowi, 2024). Fattah stated in Albab et al. that the task of improving the quality of education is not an easy one; therefore, it involves not only technical issues but also encompasses various very complex aspects, starting from planning, efficiency, and effectiveness in implementing the education system as well as funding. In improving the quality of education, better educational management is also implemented. The components that must be continuously involved to achieve the goals in Quality Improvement Management within an educational institution are as follows:

**1. The Role of an Effective Leader**

It is shown that effective leadership is very important to encourage all parties to participate. Everyone can be motivated and inspired to actively engage in the implementation of quality programs with strong and visionary leadership.

**2. The Importance of Collaboration**

They consistently emphasize how important it is for all stakeholders to collaborate in



the decision-making process related to quality management. This collaboration allows for various opinions and needs to be taken into account, resulting in decisions that are better and more acceptable to all parties involved.

The Al Falah Foundation was established in 2013 and is the only foundation in the Baki District, Sukoharjo Regency. Located in a rural area at the western edge of Baki District, this foundation borders directly with Wonosari District in Klaten Regency. As a unique Islamic educational institution in Gedongan Village, Baki District, Al Falah Foundation is open to students from various backgrounds.

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On the other hand, most of the community surrounding the foundation belongs to the lower-middle economic group, which results in many students facing difficulties in meeting their educational needs. This also affects the low participation of parents in supporting the development of the foundation. With the low number of student admissions, the academic achievement of the students is also hindered. Programs and activities carried out at the foundation must be oriented towards the established vision.

## **5. Curriculum Merdeka Kelas X dan XI**

### **Struktur Curriculum**

The curriculum structure of MA consists of 2 (two) phases, namely Phase E and Phase F. The foundation can organize intramural learning content and project-based learning in an integrated or simultaneous manner. In this regard, the foundation can freely use or choose a subject-based or thematic approach according to the learning needs of the programmed students. The form of learning can be conducted collaboratively across several subjects in support of a single theme, which is managed through project-based learning, allowing for the achievement of intr-curricular goals while simultaneously strengthening the character of Pancasila students.

- 1) Phase E for grade X: The subjects of Natural Sciences and Social Sciences in grade X of MA are not separated into more specific subjects. However, educational institutions can determine how the curriculum is organized. The organization of learning in Natural Sciences and Social Sciences can be carried out through several approaches as follows: a) teaching the content of Natural Science or Social Science in an integrated manner; b) teaching the content of Natural Science or Social Science alternately in separate time blocks; or c) teaching the content of Natural Science or Social Science in parallel, with separate teaching hours like different subjects, followed by an inquiry learning unit that integrates the content of Natural Science or Social Science.
- 2) Phase F for grade XI and grade XII. Phase F for grades XI and XII, the subject structure is divided into 6 (six) main groups, namely: a) general subject group Every foundation is required to open or teach all subjects in this group, and it must be attended by all students of the foundation. b) Each foundation's religious education group is required to provide at least 4 (four) subjects in this group. c) The group of subjects in Mathematics and Natural Sciences (MIPA) Each foundation is required to provide at least 3 (three) subjects in this group. d) Each foundation must provide at least 3 (three) subjects in the Social Sciences group. e) The group of subjects on Language and Culture is opened according to the resources available at the foundation. f) The vocational and practical subjects group is opened according to the resources available at the Foundation.



## **6. Program Quality Improvement Planning**

In (Nazib et al., 2023), it is stated that "The scope of educational management includes areas such as curriculum organization, educational resources, educational media, educational personnel, human relations, and financial or funding resources." School program planning has at least two functions: first, planning is a systematic effort that outlines a series of actions to be taken to achieve the goals of the organization or institution while considering the available or provided resources; and second, planning is an activity to mobilize or utilize limited resources efficiently and effectively to achieve the established objectives. School management will directly influence and determine the effectiveness of the curriculum, various learning tools, teaching time, and the learning process. (Yumnah et al., 2023).

## **CONCLUSION**

This research identifies the strategies implemented by the Head of the Al Falah Foundation in Sukoharjo to improve the quality of education. Several key strategies identified include the development of a relevant curriculum, enhancement of teacher competencies through training, strengthening parental and community participation, and the utilization of information technology in the learning process. The foundation is also committed to creating a literate learning environment, supporting the development of students' interests, and enhancing facilities to support the learning process.

This research emphasizes the importance of effective and innovative leadership by foundation heads, where the head of the foundation plays a crucial role as both a manager and an agent of change. The head of the foundation needs to integrate a clear vision and mission with the ability to adapt to the changing times, to create a conducive learning environment and enhance student motivation. In addition, collaborative leadership among teachers, staff, and the community is essential to achieve higher educational goals.

## **SUGGESTION**

1. Improvement of Teacher Competence: The foundation is advised to continue strengthening training and professional development for teachers so that they can adapt to the evolving curriculum and integrate technology into their teaching.
2. Strengthening Collaboration: Involving parents and the community in the educational process is very important. The foundation should expand programs that involve the community to support student learning, both through extracurricular activities and events that connect the foundation with the surrounding community.
3. Utilization of Technology: The use of information technology should be enhanced, both in the teaching process and in the administration of the foundation, to improve the efficiency and quality of education.
4. Development of Facilities: The foundation needs to continuously improve and add the facilities and infrastructure that support the teaching and learning activities, such as classrooms, laboratories, and libraries, to better meet the needs of students and the advancements in educational technology.
5. Regular Monitoring and Evaluation: Periodic evaluation of educational strategies and foundation management needs to be conducted so that ongoing programs can be adjusted to meet student needs and the dynamics of the educational environment.

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