



The Function of Institutional Evaluation in the Quality of Madrasah Aliyah Education in Indonesia

Shafinar Ismail¹, Khairiah²

shafinar@uitm.edu.my¹, khairiah@iainbengkulu.ac.id²

Abstract: Madrasah Aliyah in Indonesia is still difficult to achieve the quality of education, it is marked that there are still some teachers who have not met the minimum education qualification of S1 / D4, teachers teach not according to their field of expertise, there are still many Madrasah Aliyah with non-civil servant status. The general objective is not only to map the quality of Aliyah madrasah education, but also to evaluate institutional difficulties in achieving the quality of Aliyah madrasah education. Using descriptive qualitative methods to explore primary and secondary data sources. Secondary data from madrasah educational institutions. Primary data includes profiling, motivation, types of difficulties and institutional solutions to each difficulty in achieving the quality of madrasah Aliyah education. The results of the study can be concluded that the evaluation function in the quality of madrasah Aliyah education in Indonesia shows that; (1) there is still a gap between planning and program implementation, marked by the Aliyah madrasah has not been able to implement the planned program; (2) there is still a gap between the status of ability and the standards of the world of work, indicated by there are still teachers who are not able to work according to their field of expertise; and (3) there is still a gap in goals in madrasah educational institutions characterized by socioeconomic disparities in the community, thus affecting education equity, creating prolonged conflicts in society, making educational goals difficult to achieve. So it can be suggested that to achieve the quality of madrasah education, it improves the function of institutional evaluation among Aliyah madrasahs in Indonesia.

Keywords: Function, Institutional Evaluation, Quality of Education, Madrasah Aliyah Indonesia

Abstrak: Madrasah Aliyah di Indonesia masih kesulitan mencapai mutu pendidikan, ditandai masih terdapat sebagian guru belum memenuhi kualifikasi pendidikan minimal S1/D4, guru mengajar belum sesuai bidang keahliannya, masih banyak madrasah Aliyah berstatus non PNS. Tujuan umum selain untuk memetakan bentuk mutu pendidikan madrasah Aliyah, juga mengevaluasi kesulitan kelembagaan dalam mencapai mutu pendidikan madrasah Aliyah. Menggunakan metode kualitatif deskriptif untuk menggali sumber data primer dan sekunder. Data sekunder dari lembaga pendidikan madrasah. Data primer mencakup profiling, motivasi, tipe kesulitan dan solusi yang ditempuh kelembagaan atas setiap kesulitan dalam mencapai mutu pendidikan madrasah Aliyah. Hasil penelitian dapat disimpulkan bahwa fungsi evaluasi dalam mutu pendidikan madrasah Aliyah di Indonesia menunjukkan bahwa; (1) masih terdapat kesenjangan antara perencanaan dengan pelaksanaan program, ditandai dengan madrasah Aliyah belum mampu melaksanakan program yang telah direncanakan; (2) masih terdapat kesenjangan antara status kemampuan dengan standar dunia kerja, ditandai dengan masih terdapat guru belum mampu bekerja sesuai bidang keahliannya; dan (3) masih terdapat kesenjangan tujuan dalam lembaga pendidikan madrasah ditandai dengan kesenjangan sosial ekonomi masyarakat, sehingga mempengaruhi pemerataan pendidikan, menciptakan konflik berkepanjangan dalam masyarakat, sehingga tujuan pendidikan sulit tercapai. Sehingga dapat disarankan bahwa untuk mencapai mutu pendidikan madrasah, maka tingkatkan fungsi evaluasi kelembagaan di madrasah Aliyah.

Kata Kunci: Fungsi, Evaluasi Kelembagaan, Mutu Pendidikan, Madrasah Aliyah Indonesia



Introduction

Evaluation is the basic key to quality education and evaluation determines the direction of subsequent development. As explained Mr. The bond to maintain the quality of education requires careful evaluation and clear policies.¹ Quality education is the responsibility of education providers, one of which is through evaluation.² Evaluation can function to encourage managers of educational institutions to improve the quality of their performance.³ Evaluation as part of institutional management activities is carried out starting from very simple things to very complex ones, so that educational institutions can determine the direction of their development.⁴ The evaluation function is also to find out the level of change that has occurred, for example educational institutions have carried out division of tasks, with the division of tasks it is expected that each member can increase his specialization in handling assigned tasks. Educational institutions carry out activities haphazardly or not in accordance with their areas of

expertise, resulting in failure in the management of education.⁵ Evaluation is also a tool, which functions to determine the level of success/achievement of the program that has been planned.⁶ However, if the program has not been achieved, then the evaluation serves as a means of improvement.⁷ Therefore, optimizing the evaluation function can determine, maintain and improve the quality of educational institutions.

However, in reality, the quality of educational institutions currently in the field, both the quality of school education institutions managed by the Ministry of Education and Culture, and the quality of madrasa educational institutions under the management of the Ministry of Religion, shows that the quality of education has not met expectations. As data from the Ministry of Religion show that 24.40% of madrasa teachers still do not meet the minimum qualifications, namely S1/D4 education. 30% of educators are not in accordance with their field of expertise. 94.83% of madrasas are still private and 83.30% of teachers are non-civil servants. Out of 786,048 teachers, 191,810 (24.401%) teachers are still S1 or D4 teachers and the number of teachers with Non-Civil Servant status with details of 654,818 (83, 30%) Non PNS and 131,230 (16, 69%) PNS, there are still many teachers who had a low score in increasing competence, of the 976 teachers tested, 70% (683 teachers) got a low score of 0-59. 20% (195 teachers) scored 60-69, scored

¹Bond, M. (2021). Schools and emergency remote education during the COVID-19 pandemic: A living rapid systematic review. *Asian Journal of Distance Education*, 15(2), 191–247. <https://doi.org/10.5281/zenodo.4425683>

²Jarvis, D. S. L. (2017). *Regulating higher education: Quality assurance and neo-liberal managerialism in higher education-A critical introduction*. <https://doi.org/10.1016/j.polsoc.2014.09.005>

³Mahirah, B. (2017). Evaluasi belajar peserta didik (siswa). *Idaarah: Jurnal Manajemen Pendidikan*, 1(2).

⁴Khairiah, K., et al., (2022) Peran Fungsi Evaluasi dalam Lembaga Pendidikan (Program Pembelajaran). *Nuansa: Jurnal Studi Islam dan Kemasyarakatan*. P ISSN: 2086-4493. E ISSN: 2684-9542. 15/2

⁵Manda, M. (2016). Fungsi Pengorganisasian dan Evaluasi Peserta Didik. *Kelola: Journal of Islamic Education Management*, 1(1), 89-101.

⁶Hanum, R. (2017). Evaluasi Pendidikan Anak Usia Dini. *PIONIR: Jurnal Pendidikan*, 6(2).

⁷Cronbach, L.J. 1963. *Course improvement through evaluation*. *Teachers College Record*, 64, 672–683, pp. 236



70-79 by 7% (68 teachers) and scored 80-100 by 3% (30 teachers). Madrasah aliyah teachers as many as 50 institutions, consisting of 14 public and 36 private, 976 teachers consisting of 371 (38.01%) civil servants and 605 (61.98%) non-civil servants.⁸ Therefore, these conditions cause the quality of madrasah educational institutions to not be optimal, so it requires evaluation in an effort to achieve institutional quality.

So far, educational evaluation studies have tended to focus on three things; First, research has evaluated institutional capacity building policies. This study has discussed the impact of policy programs as an effort to strengthen institutional capacity, in achieving the quality of educational institutions.⁹ Second, evaluate the success of the institutional development program. This study emphasizes that evaluation is a process to ensure whether or not a program is realized in an effort to achieve the quality objectives of educational institutions.¹⁰ Third, Evaluate the performance of human resources for election supervisors and witnesses at the same time. This study focuses on cases of delegitimization, at the committee level, such as the performance of the simultaneous Pilkadaes committee and

supervisors who have not been maximized.¹¹ Some of the cases mentioned above explain that the function of institutional evaluation in an effort to achieve the quality of educational institutions through policy evaluation is to strengthen the capacity of educational institutions, and evaluate programs and human resources. However, there has been no research discussing the function of institutional evaluation in the quality of educational institutions in Aliyah madrasahs in Indonesia, let alone offering solutions to this problem.

The purpose of this study is to map the form of institutional evaluation functions in achieving the quality of Aliyah Madrasah education in Bengkulu. The importance of this research is to determine the level of quality achievement or not of an educational institution, optimizing the evaluation function of educational institutions in an effort to achieve the quality of madrasah Aliyah educational institutions in Bengkulu. Especially in determining the level of success / achievement of the program that has been planned. At least 3 (three) questions that the writer can formulate as follows; (1) How does the institutional evaluation function take place in the quality of the Madrasah Aliyah educational institutions in Bengkulu; (2) What is the quality of the Madrasah Aliyah educational institutions in Bengkulu; and (3) Can the institutional evaluation function improve the quality of madrasah education in Bengkulu. These three questions are answered and studied in depth in the following discussion.

⁸Khairiah, Khairiah (2021) *KINERJA GURU DALAM PERSPEKTIF BUDAYA ORGANISASI, KEPEMIMPINAN DAN MOTIVASI KERJA*. IAIN Bengkulu Pres. ISBN 978-623-7558-51-4

⁹Suhartini, E. *EVALUASI KEBIJAKAN PENGUATAN KAPASITAS KELEMBAGAAN POS PELAYANAN TERPADU DI KABUPATEN KUBU RAYA*. JPMIS.

¹⁰Choirinnisa, S. (2011). *Evaluasi Pendahuluan terhadap Aspek Fisik dan Kelembagaan Program Pengembangan Destinasi Percandian Muaro Jambi*. *BISNIS & BIROKRASI: Jurnal Ilmu Administrasi dan Organisasi*, 17(2).

¹¹Akbar, A. A. S., Handoko, W., Nurprojo, I. S., & Perdani, T. (2021). *EVALUASI KELEMBAGAAN PENGAWAS DAN SAKSI PADA PILKADES SERENTAK KAB. PURBALINGGA* 2018. *Prosiding*, 10(1).



Methodology

This research on the institutional evaluation function in the quality of Madrasah Aliyah education in Indonesia uses a descriptive qualitative method, the gap model approach. Sources of information in this study, using various sources, both primary data and secondary data, both online media data and print media data. Includes scientific books, scientific articles both national and international related to the evaluation function in the quality of madrasa education institutions in Indonesia. The data used in this study came from observations, scientific books, scientific articles, magazines and other documentation related to the evaluation function in education quality. Data is processed through 3 stages; (1) Data reduction as a process of organizing data in a more systematic form; (2) Displaying data as an effort to present research results in tabular form (in the form of interview excerpts); and (3) Verification of data analyzed using the gap model. Evaluation of the discrepancy model is to determine the level of conformity (standard) that has been determined in the program with the actual performance of the program according to the established criteria, while performance is the result of program implementation. Meanwhile, the gaps that can be evaluated in the education quality program include: (1) gaps between plans and program implementation; (2) The gap between what is expected and what is actually realized; (3) The gap between ability status and the specified standard of ability; (4) Goal gap; (5) The gap regarding the changeable part of the program. (6) Gaps in inconsistent systems.¹² In this paper, the author analyzes using the

¹²Fernandes, Frans S. (1988). Hubungan Internasional dan Peranan Bangsa Indonesia: Suatu Pendekatan Sejarapp. Jakarta: P2LPTK.

evaluation model the gap limiting to three stages, namely the planning gap with implementation, the gap in established capability standards, and the goal gap.

Result

Madrasah Institutional Evaluation Function

Institutional evaluation serves to provide feedback as a basis for improvement, determine the level of ability and motivation, to find out the difficulties experienced, and to become the basis for placement according to interests and abilities.¹³ Cronbach explained that evaluation used to improve the course while it is still fluid contributes more to the improvement of education than evaluation used to appraise a product already on the market. That is the evaluation function for improvement¹⁴ Scriven distinguishes the evaluation function into two, namely the formative function and the summative function. The formative function is carried out and directed towards improving the program being developed, while the summative function is associated with inferences about the goodness of the program system as a whole.¹⁵ Thus the evaluation function is for feedback, improvement, and conclusion of a program, and also for placement according to specialization. The evaluation function of madrasah institutions was analyzed using the gap model, namely evaluating plans with

¹³Khairiah, K. (2019). Dari Ruang Kelas: Evaluasi Kelembagaan Pendidikan Islam Program Studi manajemen Pendidikan Islam Pascasarjana IAIN Bengkulu.

¹⁴Cronbach, L.J. 1963. *Course improvement through evaluation*. *Teachers College Record*, 64, 672–683, pp. 236

¹⁵Scriven, M. (1967) *The Methodology of Evaluation*, dalam *Perspective of Curriculum Evaluation*, AERA I (ed.Tyler, R.et.al), Chicago: Rand McNally and Company.



program implementation, evaluating alleged gains with those actually realized, evaluating capability status with specified competency standards, evaluating goals, evaluating programs that could be changed, and evaluating inconsistent systems. . Theory of Fernandes F., (1988). Thus the evaluation is intended to observe a process of managing educational institutions in it only includes planning with implementation, capability standards, and goals.

The gap in madrasas today. Madrasas have not been able to produce graduates according to market demands, while the role of madrasas is one of the determining factors in preparing human resources. As Wibowo (2016) explains that schools as one of the important role holders in preparing the workforce are required to always be able to keep up with market needs that continue to grow. Schools in Indonesia have not been able to form graduates who have skills, namely hard skills and soft skills and in the end the graduates have difficulty competing in the world of work, educational institutions can only carry out planning, but it is still difficult to realize the implementation.¹⁶ In addition, regional disparities in Indonesia are considered relatively high, especially the disparity in the development of educational institutions between western Indonesia and eastern Indonesia, including the disparity in the development of educational institutions between cities and villages. The development gap between villages and cities needs to be handled seriously to prevent inequality between regions and this has implications for disrupting the stability of national security

¹⁶Wibowo, N. (2016). Upaya memperkecil kesenjangan kompetensi lulusan sekolah menengah kejuruan dengan tuntutan dunia industri. *Jurnal Pendidikan Teknologi dan Kejuruan*, 23(1), 45-59.

due to people's jealousy.¹⁷ Therefore, the gap in educational institutions has not been able to carry out the planned programs due to the planning and implementation factors of the program not being consistent with predetermined standards.

The gap that occurs is that there are many alumni in higher education who work not in accordance with their scientific fields, because some alumni are less competent at work.¹⁸ The gap evaluation here compares performance with the goals that have been set through evaluating processing, elaborating gaps in each program component, then clear improvement steps can be carried out.¹⁹ As in competency development which is the right of every employee. Institutions have an obligation to meet these competency development needs. Competency development is carried out due to competency gaps for each position. The gap in competency standards can be identified after a gap evaluation has been carried out.²⁰ Ariasa et al.'s research results. (2019) shows that overall there is a discrepancy/gap in the very small category with an average percentage score of 92.06% and a difference of -7.93 with a negative sign

¹⁷Sumirat, F. (2019). Analisis Inovasi Kebijakan Daerah dalam Rangka Pengurangan Kesenjangan Wilayah. *Bappenas Working Papers*, 2(2), 270-293.

¹⁸Sari, R. (2019). Analisa Kompetensi Alumni Pendidikan Matematika menggunakan Discrepancy Evaluation Model. *At-Tarbawi: Jurnal Pendidikan, Sosial dan Kebudayaan*, 6(1), 39-51.

¹⁹Tjalla, A., & Indrajit, R. E. (2021). Potret Kesenjangan Pembelajaran Jarak Jaupp. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 5(3).

²⁰Setiadiputra, R. Y. P. (2017). Urgensi program pengembangan kompetensi sdm secara Berkesinambungan di lingkungan instansi pemerintapp. *Sawala: Jurnal Administrasi Negara*, 5(1), 16-22.



(-) in the implementation of section and sub-section tupoksi services within the AKPK Bureau Ganesha University of Education.²¹ Agung and Koyan (2012) said that the program evaluation function of the institution is as a helper, controlling the implementation of the program so that follow-up can be known from the implementation of the program.²² Gap evaluation is to find out the gap that occurs between the expected conditions and the reality on the ground, so that it can be used as a guide for the next step in making a decision.²³ Thus the gap between capabilities and predetermined standards can be identified through a gap evaluation.

The gap in goals in educational institutions is marked by the gap between the world of education and industry & the world of work. In a global competition with a very dynamic environment, work preparation is even more important for students, so that the educational curriculum needs to intersect with these needs. Modern tertiary institutions experience a poverty of imagination to find themselves again, because the reality of the world of work requires graduates who are able to think creatively, across disciplines and

multidimensionally, so that educational goals have not been achieved.²⁴ A discrepancy in goals also occurs in the world of Islamic boarding school education, the use of digital literacy, which is the skill of utilizing digital media to obtain information and evaluate it critically, innovatively and quickly, but the rapid flow of information creates a digital gap for students who cannot same digital access.²⁵ One of the objectives of the national education system is educational equity, but in this globalization era, the education sector faces various challenges including issues of equity, quality, relevance, and efficiency of education. The social gap related to educational equity creates the potential for prolonged conflict in society.²⁶ So that the goal of national education is still difficult to realize.

Quality of Madrasah Aliyah Educational Institutions in Indonesia

The issue of quality which is an obstacle or dilemma in madrasah education includes the not yet maximized broad authority in the management of madrasahs, especially the era of regional autonomy, which is one of the concepts that can be applied to improve the quality of education through school-based

²¹Ariasa, I. W., Marhaeni, A. A. I. N., & Widiartini, N. K. (2019). Analisis Diskrepansi Pelaksanaan Layanan Tupoksi Bagian Dan Sub Bagian Di Lingkungan Biro Akpk Universitas Pendidikan Ganesha Sesuai Dengan Permenristekdikti Nomor 14 Tahun 2016. *Jurnal Penelitian dan Evaluasi Pendidikan Indonesia*, 9(2), 70-78.

²²Riana, I. A., Juliana, I. D., & Kurniawan, K. U. (2015). Evaluasi Program Sekolah terhadap Pelaksanaan KTSP pada Aspek Konteks, Input, Proses, Output, dan Outcome. *Singaraja: Universitas Pendidikan Ganesha*.

²³Mustafa, P. S. (2021). Model Discrepancy sebagai Evaluasi Program Pendidikan. *PALAPA*, 9(1), 182-198.

²⁴Liem, S. S. (2022, July). Strategi Pembelajaran untuk Mengatasi Kesenjangan antara Dunia Pendidikan dan IDUKA. In *Prosiding Seminar Sastra Budaya dan Bahasa (SEBAYA)* (Vol. 2, pp. 237-246).

²⁵Ulfah, A. (2022). Model Literasi Digital Dalam Upaya Mengurangi Kesenjangan Digital Untuk Santri Menuju Indonesia Emas 2045. *HUMANIS: Jurnal Ilmu-Ilmu Sosial dan Humaniora*, 14(1), 1-7.

²⁶Hidayat, A. (2017). Kesenjangan sosial terhadap pendidikan sebagai pengaruh era globalisasi. *Justisi Jurnal Ilmu Hukum*, 2(1).



management.²⁷ School-based management is a strategy to make schools of higher quality by giving madrasah broad authority. Although madrasahs are under the auspices of the Ministry of Religion. The concept of School-based management can still be implemented based on the suitability of School-based management as a strategy to address madrasah problems.²⁸ One indication of problems with the quality of madrasah education is the components of cost management such as planning, implementation, evaluation and accountability.²⁹ Plans that have been prepared such as providing training in making teaching materials and learning media, setting learning time appropriately, using library space for learning, providing training in free hours guided by teachers who master information technology, but due to infrastructure, learning methods and human resources are not adequate, then the plans that have been prepared cannot be implemented properly, causing the low quality of madrasah education.³⁰ Thus, the plans that have been prepared cannot be

implemented due to the limited infrastructure and human resources that are owned so that the quality of madrasah education is still difficult to achieve.

The gap in the quality of madrasah education occurs because some teachers are unable to prioritize teacher professionalism in carrying out their main tasks, functions and responsibilities, and teachers still prioritize aspects of administrative formality rather than their professionalism in carrying out their profession.³¹ There are still teachers working not according to their area of expertise. There are still senior teachers who have had teaching experience for a long time, but do not yet have a D4/S1 education qualification.³² There are still teachers teaching at madrasah who do not have a teacher's professional certificate according to the standards set in the national education system.³³ Madrasah head policies that have not been optimal in improving teacher professionalism, such as not having given appropriate sanctions to teachers who have not been able to carry out their main tasks, functions and responsibilities as professionals properly, including the role of supervisors and deliberations in implementing policies, especially in increasing teacher professionalism in carrying out main duties,

²⁷Syarifuddin, S., Khairiah, K., (2018). PENINGKATAN MUTU PENDIDIKAN MELALUI IMPLEMENTASI MANAJEMEN PENINGKATAN MUTU BERBASIS SEKOLAH (MPMBS) PADA MTsN DI KOTA BENGKULU. *Nuansa: Jurnal Studi Islam dan Kemasyarakatan*, 11(1).

²⁸Aziz, A. Z. (2015). Manajemen berbasis sekolah: alternatif peningkatan mutu pendidikan madrasah. *El-Tarbawi*, 8(1), 69-92.

²⁹Usman, J. (2016). Urgensi Manajemen Pembiayaan Dalam Peningkatan Mutu Pendidikan Madrasah. *TADRIS: Jurnal Pendidikan Islam*, 11(2), 219-246.

³⁰Adha, M. A., Supriyanto, A., & Timan, A. (2019). Strategi peningkatan mutu lulusan madrasah menggunakan diagram fishbone. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(01), 11-22.

³¹Susmiyati, S., & Rifaddin, J. PP. Memotret Kinerja Guru Madrasah dalam Pembelajaran.

³²Khairiah, K., Antari, A. R. N., Samsidar, E., Hidayat, A. S., & Mubiarto, A. N. (2021). PRESTASI KERJA PENDIDIKAN TINGGI (PT) MENURUN DALAM MANAJEMEN KINERJA ERA SARS-COVID-19. *Al-Khair Journal: Management, Education, and Law*, 1(1), 1-10.

³³Khairiah, K. (2020). Peran Kepemimpinan Dalam Upaya Peningkatan Kompetensi Guru Madrasah Aliyah Di Provinsi Bengkulu. *At-Ta'lim: Media Informasi Pendidikan Islam*, 19(1), 91-110.



functions and responsibilities properly.³⁴ The gap in teacher abilities is also influenced by the level of synergy and active participation in zoning-based PKP mentoring with HOTS assessments.³⁵ The teacher gap also occurs due to inhibiting factors such as the level of use of web technology that is not optimal, the filing system still uses a manual system, the lack of awareness of some teachers to update learning tools such as lesson plans/RPS.³⁶ So that the ability of teachers with the standards set is still gaping.

The discrepancy in teacher work with predetermined teacher standards has an impact on difficulties in achieving madrasah goals that have been set together. The gap in achievement motivation also influences the difficulty of achieving goals in madrasa educational institutions. Madrasas still find it difficult to provide rewards or other stimuli to students who have achievements, it is difficult to carry out self-development programs in an effort to be self-sufficient in student learning, due to limited facilities and

infrastructure and limited human resources.³⁷ Difficulty in achieving goals is influenced by 2 types, namely; internal and external. Internal means the level of teacher professional competence such as pedagogic, then external, namely the incompatibility of the curriculum applied to madrasas with different class facilities, laboratories, madrasa policies, various competency improvements that have been followed by teachers. The gap that occurs in achieving goals is in facilities and infrastructure.³⁸ Hamka explained that the factors that hindered the achievement of educational goals were internal factors such as learning experience, competence, lack of interest in student achievement, and low learning motivation, while external factors were the madrasah environment, less attractive learning methods, lack of learning media used,³⁹ so that the gap results in the difficulty of achieving the goals that have been set.

Evaluation Functioned to Improve the Quality of Madrasah Education

Evaluation in madrasah educational institutions serves to improve programs that are being developed in maintaining the quality of madrasah educational institutions.

³⁴Tulipri, S., Hidayat, R., Hamengkubuwono, PP., & Warlizasusi, J. (2020). Evaluasi Kebijakan Kepala Madrasah dalam Meningkatkan Profesionalitas Guru MAS Al-Manshuriyapp. *Journal of Administration and Educational Management (ALIGNMENT)*, 3(2), 244-253.

³⁵Hanif, M. M. (2020). Peningkatan Kemampuan Guru Madrasah Tsanawiyah Dalam Penilaian Higher Order Thinking Skills (Hots) Melalui Pendampingan Berbasis Zonasi Di Kecamatan Songgom Brebes Pada Semester Itahun Pelajaran 2019/2020. *Jurnal Pendidikan Figur*, 5(3), 1-14.

³⁶Mirnawati, S. E. (2020). *Strategi Pimpinan dalam mempertahankan status akreditasi A di Madrasah Aliyah Negeri 2 Tuban* (Doctoral dissertation, UIN Sunan Ampel Surabaya).

³⁷Farisuci, R. M., Budiman, B., & Lukmawati, L. (2019). Motivasi Berprestasi Dengan Adversity Quotient Pada Siswa Madrasah Aliyah Di Kota Palembang. *Psikis: Jurnal Psikologi Islami*, 5(1), 74-82.

³⁸Yusup, I. R. (2018). Kesulitan Guru Pada Pembelajaran Biologi Tingkat Madrasah/Sekolah Di Provinsi Jawa Barat (Studi Kasus wilayah Priangan Timur). *Jurnal BIOEDUIN: Program Studi Pendidikan Biologi*, 8(2), 34-42.

³⁹Hamka, D. L., Mantasiah, M., & Mariah, E. Analisis Faktor Kesulitan Membaca Teks Bahasa Arab Siswa Sekolah Madrasah Tsanawiyah Kelas Tujuh Di Kota Makassar. *Pinisi Journal of Education*, 1(3), 196-205.



Evaluation function is divided into four types, namely; (1) evaluation has a selective function meaning in choosing and determining students to be accepted, to go to class, to graduate, and to get scholarships; (2) evaluation has a diagnostic function, meaning that it makes an assessment, the results are used to identify weaknesses, by knowing the strengths and causes of weaknesses, it makes it easier to solve the problem; (3) evaluation functions as placement, meaning that the assessment is carried out in a group, then students who have the same assessment results are in the same group in the learning process; (4) evaluation has a measurement function, meaning to determine the level of success of a predetermined program.⁴⁰ Oemar Hamalik divides the evaluation function into three categories, namely instructional, administrative and guidance functions. (1) the instructional function means formulating learning objectives, basic competencies, and indicators so as to enrich the learning experience, provide feedback, motivate, and repeat; (2) administrative function, meaning the evaluation is to control program quality, evaluate a program, conduct accreditation, mastery and certification and to improve the quality of selection results such as needing to be guided, trained, treated and taught; (3) guidance function, meaning diagnosing special talents and abilities. By obtaining complete information for guidance needs.⁴¹ Thus the evaluation function greatly determines the quality of madrasa educational institutions.

⁴⁰Khairiah, K. (2019). Dari Ruang Kelas: Evaluasi Kelembagaan Pendidikan Islam Program Studi manajemen Pendidikan Islam Pascasarjana IAIN Bengkulu.

⁴¹Hamalik, Oemar. (1989). Teknik Pengukuran dan Evaluasi Pendidikan. (Bandung: CV. Mandar Maju, 1989)

The evaluation function in Total Quality Management (TQM) focuses on both internal and external customers, has a high obsession with quality, uses a scientific approach in decision making and problem solving, has a long term commitment, requires teamwork, continuously improves processes, organizes education and training, provide controlled freedom, have unity of purpose and the involvement and empowerment of human resources. While the implementation of TQM in madrasas includes planning quality strategies (vision, mission, goals, long-term institutional strategies, monitoring and evaluation), improving the quality of processes (curriculum and learning processes), improving the quality of human resources (HR), improving environmental quality, improving service quality, and output quality improvement.⁴² The quality of education can also be evaluated through the application of strategic management, namely environmental analysis, formulation, implementation and evaluation. Environmental analysis is carried out by analyzing internally including strengths and weaknesses, and external analysis including opportunities and threats. The strategic management formula includes the madrasah vision, mission, goals and strategies. The implementation of strategic management includes the implementation of eight educational standards and the implementation of good curriculum, student and infrastructure management. Evaluation of strategic management is divided into several types, namely evaluation of the madrasa program by the head of the madrasa

⁴²Maghfiroh, L. (2018). Strategi Peningkatan Mutu Pendidikan Madrasah Melalui Total Quality Management (TQM) Di Madrasah Ibtidaiyah Wahid Hasyim Yogyakarta. *TA'LIM: Jurnal Studi Pendidikan Islam*, 1(1), 19-39.



or the person in charge of the program, evaluation in the academic field, namely in the academic field, curriculum, and implementation of madrasah evaluation meetings.⁴³

The evaluation function is absolutely necessary in the administration of madrasas, especially self-evaluation of madrasas to find out the position of the quality profile of madrasas, to make recommendations and make priorities.⁴⁴ Madrasa education work planning is successful if it is based on clear evaluation, and the success of the evaluation process is a prerequisite for successful education work planning and the better the implementation of madrasah evaluation and educational work planning, the clearer the efforts to improve the quality of madrasah education.⁴⁵ Evaluation of teachers is an important part of an evaluation system, because teachers are the main resource in the madrasah organization. There is even an assumption that teacher evaluation is an integral part of the practice of evaluating madrasahs. Because teacher quality is believed to play an important role in improving the overall quality of madrasah education.⁴⁶ Evaluation of education as an

effort to improve the quality of learning. The information obtained from the implementation of the learning evaluation is in turn to improve the quality of the learning process and the quality of education, currently the quality of madrasah education is still low.⁴⁷ The evaluation function of supervision refers to the principle of evaluation, namely assessing the teacher's ability to apply all the competencies and skills needed in the learning process, mentoring, or carrying out additional assignments that are relevant to the madrasah function. With the evaluation function played by the head of the madrasa in assessing the merits of his subordinates, evaluation is very important in improving the quality of madrasahs by evaluating them periodically.⁴⁸ Thus, the evaluation function becomes very important in improving the quality of madrasah education.

Conclusion

The results of this study concluded that the evaluation function in the quality of education at Madrasah Aliyah still had a gap between the plan and the implementation of the program marked by the madrasa not being able to carry out the planned program, there was a gap between ability status and world standards of work, indicated by the fact that there were still teachers who were

⁴³Adilah, PP. G., & Suryana, Y. (2021). MANAJEMEN STRATEGIK DALAM MENINGKATKAN MUTU PENDIDIKAN MADRASAH IBTIDAIYAPP. *Jurnal Isema: Islamic Educational Management*, 6(1), 87-94.

⁴⁴Zubaidah, Z., Muhajir, A., Barus, J., & Khairiah, K. (2022). Optimalisasi Supervisi Kepala Madrasah Terhadap Peningkatan Motivasi Kerja Guru di Madrasah Tsanawiyah Negeri 2 Pidie Jaya. *Annizom*, 7(1).

⁴⁵Chamidi, A. S. (2018). Evaluasi Diri dan Perencanaan Kerja Pendidikan Bagi Peningkatan Mutu Sekolah/Madrasah. *Ar-Rihlah: Jurnal Inovasi Pengembangan Pendidikan Islam*, 3(1), 1-39.

⁴⁶Riadi, A. (2017). Problematika sistem evaluasi pembelajaran. *ITTIHAD*, 15(27).

⁴⁷Izza, A. Z., Falah, M., & Susilawati, S. (2020). Studi literatur: Problematika evaluasi pembelajaran dalam mencapai tujuan pendidikan di era merdeka belajar. *Prosiding Konferensi Ilmiah Pendidikan*, 1, 10-15.

⁴⁸Saryati, S., & Sakban, A. (2020). Fungsi Controlling dan Evaluasi Kepala Sekolah Terhadap Kinerja Guru di SMPN 1 Lembar Lombok Barat. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila dan Kewarganegaraan*, 8(2), 139-147.



not able to work according to areas of expertise, and there is a gap in goals in madrasah institutions marked by socio-economic disparities in society that affect the distribution of educational services, thus creating lasting conflicts in society, so that educational goals are difficult to achieve. Three factors make the quality of madrasah education still low, namely (1) the gap between planning and implementation, it seems that the plans that have been prepared cannot be implemented, due to limited infrastructure and human resources; (2) the gap in work ability with established competency standards, it can be seen that human resources are unable to utilize technology and are unable to update technology-based learning tools; and (3) gaps in achieving goals, visible learning experience, teacher competency, weak interest in achievement, low learning motivation, less attractive madrasah environment and learning methods, lack of learning media used, resulting in difficulty achieving set goals. Thus the evaluation function greatly influences the quality of Madrasah Aliyah education in Indonesia.

This study is limited to Madrasah Aliyah in Bengkulu, and thus cannot be generalized to explain the function of evaluation in improving the quality of madrasah education on a broader scale. Likewise, the data sources that the author obtained through scientific books, scientific journals, both print and online, have not been able to provide a comprehensive picture of the quality of Madrasah Aliyah education in Indonesia. Based on these limitations, it is necessary to carry out further research by directly examining various aspects of the quality of education both madrasah/schools under the management of the Ministry of Religion and schools under the management of the

Ministry of Education and Culture, as well as collecting data from various sources. Only then can more appropriate policies be designed to improve the quality of madrasah education in Indonesia.

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