The I mplementation of Management to Improve the Quality of Learning in Islamic Religious Education at the Private Aliyah Madrasah YPIPL Gunung Tua Padang Lawas Utara

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ABSTRACT

One of the efforts to improve the quality of Islamic Religious Education is to improve all aspects of education implementation, including management which includes planning, supervision, staffing, and professionalism. This study aims to examine the implementation of PAI learning quality improvement management at MAS YPIPL Gunung Tua Padang Lawas Utara, as well as identify obstacles in its implementation. This research is a descriptive qualitative research using observation, interview, and documentation techniques. The results of the study show that madrasah heads play an important role in the implementation of learning activities, the improvement of work programs, and school activity guidelines. Quality improvement efforts include management, educators, finance, curriculum, learning processes, and facilities and infrastructure. Internal obstacles include a lack of synergy in the implementation of the program, while external obstacles are in the form of low understanding from schools, stakeholders, weak cooperation, and lack of teacher training.

Keyword: Managemen; Quality Improvement; Islamic Religious Education.

INTRODUCTION

One of the educational problems currently facing is the low quality of education at every level and educational unit, especially primary and secondary education.[1] Various efforts have been made, including through training and improving teacher qualifications, providing and improving educational facilities and infrastructure, as well as improving the quality of school management.[2] However, various indicators of education quality have not shown an even increase. Some schools, especially in big cities, show encouraging improvements in quality, but others are still worrying. Development of national life after the collapse of the Order regime. New has given birth to a new vision in the life of the nation and state.[3] Reformation has occurred

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[1] Moh Moh Han, "A Study of Teachers' Perception on Lower Secondary Education Curriculum Reform"(Case Study: South Oakalapa, Yangon Division)(Moh Moh Han, 2024)" (PhD Thesis, MERAL Portal, t.t.), diakses 28 Agustus 2025, https://meral.edu.mm/record/10497/files/Moh%20Moh%20Han,%20MPA%2021%20Batch(online),%20MPA%20II%2045.pdf.

[2] Geralyn B. Basabe dan Regina P. Galigao, *Enhancing career opportunities through equal access to quality education*, 2024, https://pantaojournal.com/wp-content/uploads/2024/11/21-Basabe.pdf.

[3] Attila Ágh, "The Emerging New World System and the European Challenge," *Politics in Central Europe* 20, no. 1 (2024): 141–67, https://doi.org/10.2478/pce-2024-0006.

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in all aspects, whether political, social, bureaucratic or educational. This is characterized by recognition of human rights, political rights and community rights.[4] Friedmen as quoted by Zamroni, said that schools must be organized with decentralization, even more extreme, schools must be independent in carrying out their education. In this way, existing educational institutions will become competitive qualitatively and quantitatively.[5] However, this does not mean that the government has given up responsibility for education, but remains responsible as a facilitator, mediator, monitor, and most importantly as a funder of education, as mandated in the 1945 Constitution.

From various observations, one of which is a quote from E. Man Suparman, there are at least three factors that cause the quality of education to not experience an even increase, namely, national education policies and administration use educational production functions that are not implemented in an appropriate manner.[6] This approach sees that educational institutions function as production centers where, if all the inputs required in these production activities are selected, then this institution will produce the desired output. In reality, the expected quality of education does not occur, why? Because up to now, in implementing educational production functions, we have focused too much on educational inputs and paid less attention to educational processes. In fact, the educational process really determines educational output.

Educational administration is carried out centrally, so that schools as educational institutions are very dependent on bureaucratic decisions, where sometimes the policies issued are not in accordance with local school conditions.[7] In this way, schools lose their independence, motivation and initiative to develop and advance their institutions, including improving the quality of education as one of the national education goals. The role of the community, especially parents of students, in educational provision has been very minimal. Community participation in general has so far been more in the form of financial support, not in educational processes (decision making, monitoring, evaluation and accountability). Regarding accountability, schools do not have the burden of holding responsibility for the results of education implementation to the community, especially parents of students, as one of the main parties involved in education.

Based on these facts, improvement efforts need to be made, one of which is the reorganization of educational services through Management of School Sector Management (MBS).[8] School autonomy can be interpreted as the school's independence or self-reliance in organizing and managing itself based on the aspirations of school members and applicable laws and regulations. This independence must be supported by the ability to make decisions, be democratic, mobilize resources, choose effective implementation methods, communicate, solve problems, adapt and synergize. In the SBM system, the role of school principals is very important in developing educational institutions, educational staff and their output. The head of the school has multiple leadership roles, such as administrator, manager, leader, motivator, negotiator and communicator. SBM implementation demands creative, innovative and professional attitudes from school heads.

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[4] Gil Shaham-Maymon, "Localizing Human Rights: Modeling Human Rights Cities," *Political Studies* 73, no. 3 (2025): 1194–213, https://doi.org/10.1177/00323217241284203.

[5] Sunarya Milwan, *A. & Akadira*, T, 2025, https://core.ac.uk/download/pdf/636367493.pdf.

[6] Dadang Suparman dkk., *Leadership Style and Performance in Higher Education Institutions (PHEI): the Mediating Role of Organizational Culture*, 2024, https://jurnal.ibik.ac.id/index.php/jimkes/article/view/2661.

[7] Wieland Wermke dkk., "Framing Curriculum Making: Bureaucracy and Couplings in School Administration," *Journal of Curriculum Studies* 55, no. 5 (2023): 562–79, https://doi.org/10.1080/00220272.2023.2251543.

[8] Afriyanti Afriyanti dkk., "School Based Management Model for Improving Education Quality at SMA Linggang Bigung," *Jurnal Educatio FKIP UNMA* 11, no. 1 (2025), https://www.ejournal.unma.ac.id/index.php/educatio/article/view/11400.

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MAS YPIPL Gunung Tua Padang Lawas Utara needs to improve itself by reviewing the management used, especially in the implementation of management to improve the quality of Islamic religious education. With appropriate management, activities will be more focused and controlled. MAS YPIPL Gunung Tua Padang Lawas Utara aims to produce Muslim scholars who are scientists and Islamists, and needs to correlate the dynamic social, educational, and political situation with the management it has to maintain its achievements. Religious education is usually defined as education whose material is related to faith, devotion, morals and worship of God. Religious education is related to spiritual mental development which can then underlie human behavior in various areas of life, religious education cannot be separated from efforts to instill religious values and elements in a person's soul.

The aim of Islamic Religious Education in the Guidebook for Islamic Religious Education in Public Schools is to "increase students' faith, understanding, appreciation and practice of the teachings of the Islamic religion so that they become Muslim human beings who are devoted to Allah SWT and have noble morals in their personal life, society, nation, and life. be.rne.gara". Next, Regulation No. 55 of 2007 states that religious education aims to develop the ability of students in understanding, appreciating and practicing religious values that harmonize their mastery in science, technology and art.

Based on the explanation above, it can be understood that the implementation of Islamic Religious Education lessons in schools not only aims to teach students about religious rituals, but also aims to increase faith, piety and the development of noble morals and good manners. sublime. In other words, Islamic religious education aims to shape Muslim personality through increasing the religiosity of students. The Islamic education education that has been developed so far is still teacher-centered, so that the target of learning is more focused on mastering the material and values that are measured by numbers. This can inhibit students' creativity, independence and originality. In addition, the delivery of learning that is more textual and normative in nature can also cause religious or religious education to be neglected.

The lack of success of Islamic religious education in schools can be caused by various factors, such as inappropriate orientation and understanding of religious education.[9] Therefore, it is necessary to evaluate and improve the approach of Islamic Religious Education learning to achieve the desired goals. Furthermore, it was revealed that there were three indicators of confusion in the orientation of Islamic Religious Education, namely: 1). More attention to how to learn about religious knowledge solely so that it does not become internalized in the students' personalities; 2). Not having the right strategy for arranging and selecting material so that material chaos occurs; and 3). Lack of broad and in-depth explanation as well as lack of mastery of key terms and principals so that it is not in accordance with the spirit and context.

With different points of view, Arifin identifies various factors that hinder the success of Islamic Religious Education in many schools. Firstly, external factors, namely: a). The attitude of parents who lack attention to religious education; b). Community environmental situation that is less supportive; c). The existence of a breakthrough idea that is perceived means taking a shortcut by eliminating all means; d). Frustrated because education does not promise a decent life; and e.). The impact of technology on value transition. Second, internal factors, namely: a). Teachers who are less competent; b). Misplacement of religious teachers; c). traditional methodological approach; d). Lack of solidarity towards religious teachers; e.). Lack of teacher preparation in teaching; f). Overloaded curriculum; g). Too formal teacher-student relationship; and h). Non-functioning supervision. The quality of Islamic religious education at MAS YPIPL

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[9] Muhammad Sulaiman dkk., "Analysis of Islamic Religious Education (PAI) Problems and Solutions in Facing the Development of the 21st Century," *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (2024): 4256–67.

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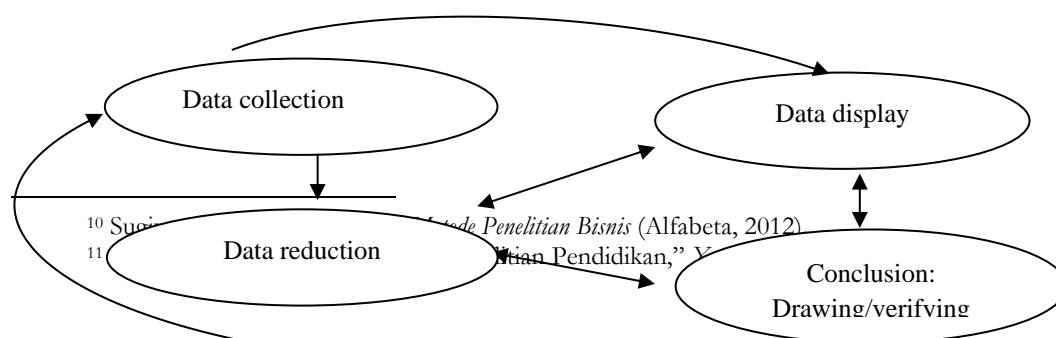Akbar Tanjung et. al.

Gunung Tua Padang Lawas Utara is still relatively low. Based on empirical data from observations of the Minimum Completion Criteria (KKM) of Islamic religious education, the average student gets a score of 8 in all Islamic Religious Education subjects (Fiqh, Aqidah-Akhlak, Quran-Hadith, SKI, and Arabic). However, there are still some students who have to take remedial exams to achieve the KKM PAI.

To improve the quality of Islamic religious education, MAS YPIPL Gunung Tua Padang Lawas Utara needs to implement effective management. The goal to be achieved is to improve the quality of Islamic religious education, reduce the need for remedial education, and increase student grades beyond meeting the KKM set by the government. In an effort to improve the quality of PAI, MAS YPIPL Gunung Tua Padang Lawas Utara has carried out several innovations, such as: Creating quizzes related to PAI before the lesson begins, carrying out direct practice regarding the material presented and including posters related to PAI subjects in the lesson class.

METHOD

This research is qualitative research, namely research carried out by observing phenomena that occur in fact and analyzing them using scientific logic. According to Nurul Zuriah, what is meant by qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people or actors who can be observed. Strauss and Corbin, quoted by Salim and Syahrum, stated that the method. Qualitative research is a type of research in which the discovery procedure is carried out without using statistical or quantification procedures. Based on the model, this research uses a naturalistic research model, showing that the implementation of this research does occur naturally, as it is in a normal situation that is not manipulated, and the conditions emphasize natural descriptions.[10]

Based on the explanation above, this research is classified as a descriptive qualitative research which aims to obtain a general understanding of management implementation in improving the quality of Islamic religious education at MAS YPIPL Gunung Tua Padang Lawas Utara. As for those who are subjects and informants in this research, the research uses snowball sampling considerations (by following the information or data needed) so that it is possible to involve other parties who can provide information. In this research, research is not possible and should not be limited from the start to research subjects or informants before data collection is carried out. In this research, the research informants were the head of the madrasah, Islamic religious education teachers, and students at MAS YPIPL Gunung Tua Padang Lawas Utara. Data analysis uses an interactive model as shown in the following picture.[11]

[10] Sugi... *Metode Penelitian Bisnis* (Alfabeta, 2012)
[11] ... tian Pendidikan," Y...

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RESULT AND DISCUSSION

The Principal's Duties in Implementing the Improvement of the Quality of Islamic Religious Learning

The implementation of the MAS YPIPL Gunung Tua Padang Lawas Utara school-wide work program is carried out with several school-wide managerial functions, which are the areas of work for the school-wide work program, namely: (1) student affairs, (2) curriculum, (3) facilities/infrastructure, (4) school partnerships with the community. So the head of the madrasah as coordinator is supported by teachers who have been given special tasks based on considerations such as: (1) work experience as a teacher, (2) teacher performance, such as discipline, loyalty and having the ability to carry out tasks other than teaching, (3) experience of taking part in trainings, having attended training sessions, seminars and so on. The appointment of several teachers to carry out special tasks is determined based on the Decree of the Head of the Madrasah regarding the composition of the personnel (teachers) who are given special tasks. Through a pattern like this, it is recognized by teachers that it provides a clear legal basis, so that teachers can carry out their duties and have clear authority.

According to the understanding of the Head of the Madrasah, the creation of a school work program is intended to create a good, detailed and systematic plan so that it is easy to understand based on experience data that occurred in the previous academic year as a perfecting material for facing this year.[12] lessons that will be studied or will be implemented. In detail, the head of the madrasa explained the objectives of creating a school work program, namely as follows: (1) carrying out teaching and learning process activities in accordance with applicable regulations, (2) improving the previous work program, (3) as a guideline in implementation of school activities, including curriculum, student affairs, public relations, infrastructure and administrative matters so that they are in line with the objectives to be achieved. From the formulation of the school's work program, in a practical conceptual way, the head of the madrasah strives to explain what is contained in the school's vision and mission.

The results of the school work program created by each representative of the madrasa head, are consulted with the head of the madrasah and then communicated with all groups, administrative staff and committee administrators. school. From the experience of MAS YPIPL Gunung Tua North Padang Lawas, the strategy implemented is quite effective in supporting the smooth implementation of the school's work program, although this is not free from the obstacles faced. However, the head of the madrasah views this as something normal as long as it does not disturb the harmonious relations between school personnel. Meanwhile, because we

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[12] Hasyim Haddade dkk., "Madrasah management strategies through Madrasah Reform program: an evidence from Indonesia," *International Journal of Educational Management* 38, no. 5 (2024): 1289–304.

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are aware that the implementation of school work programs within the scope of the teaching
and learning process is largely determined by the performance of teachers, the head of the MAS
YPIPL Gunung Tua North Padang Lawas madraah pays special attention to teacher work
performance by making efforts, among other things: (1) internal development of the school,
such as school meetings and discussions between teachers and the head of the school
individually, (2) handling of teachers' cases, such as calling teachers who are less disciplined in
teaching, less able to complete administrative tasks and teachers who are performance. subjects
experience reduction, (3) developing the principles of reward and punishment for the
performance of teachers and students.

Efforts to Improve the Quality of Islamic Religious Education

A good management activity certainly begins with a mature and good plan. So that in
carrying out activities in accordance with the objectives that have been determined in an
effective and efficient manner.[13] In order to develop a management in education, basically one
must be able to analyze every aspect related to the educational institution, in this case planning
is the initial activity in terse.but. In its implementation, the head of MAS YPIPL Gunung Tua
North Padang Lawas carried out four steps in the management of improving the quality of
Islamic religious education. Firstly, planning (planning). The head of the madrasah carries out
activities with all elements. related to making plans to improve the quality of madrasas in general
and the quality of Islamic religious education in particular, both in the near term, namely the
process and in the medium term, in the prota or long term, namely preparing a national
generation of quality and integrity.

Second, Organizing. Organizing is carried out in an effort to distribute tasks, in this case
the head of the madrasah creates job duties for each member who works at MAS YPIPL
Gunung Tua Padang Lawas Utara.[14] This is done so that it is easier to carry out all the plans that
have been determined in the planning meeting. Third, implementation (actuating). Everything
that has been discussed and determined as tasks that must be carried out by each member must
be implemented well so that all plans can be realized, whether it is short-term planning for each
sector, or medium-term or long-term. Fourth. Supervision (actuating) this is done in an effort
to ensure that all planning can be carried out well, each supervision is carried out in an elegant
manner, each task that has not been carried out, the head of the Madrasah is called to ask about
the obstacles faced and why the tasks that have been agreed upon cannot be carried out well.

Teacher empowerment efforts at MAS YPIPL Gunung Tua Padang Lawas Utara in
improving the quality of education are coordination and cooperation carried out in a real way
that will have implications for the existence of mutual cooperation between one and another in
carrying out tasks or those that have been programmed in the school's performance. Tompson

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[13] Ahmad Yahiya Ahmad dkk., "CSR Objectives and Public Institute Management in the Republic of
Slovenia," dalam *Ethical Quandaries in Business Practices: Exploring Morality and Social Responsibility* (IGI Global, 2024),
https://www.igi-global.com/chapter/csr-objectives-and-public-institute-management-in-the-republic-of-
slovenia/356321.
[14] Anes Hrnjić dkk., "The impact of learning organization principles in enhancing organizational
performance and quality," *Economic Review: Journal of Economics and Business* 22, no. 2 (2024): 15–42.

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stated as quoted by Stoner that there are three variations of inter-work unit dependencies in an organization, namely: (a) grouped dependencies, namely when organizational units do not depend on each other, but are very dependent on adequate performance, (b) sequential dependencies, namely when one organizational unit must carry out its activities first before subsequent units can act, while, (c) reciprocal dependencies involve reciprocal relationships between a number of units.

Financial and financing sources at MAS YPIPL Gunung Tua North Padang Lawas can be broadly grouped into three sources, namely (1) foundations (2) SPP pe.serta didik, and (3) Madrsah businesses in the form of cooperatives. In meeting educational needs, responsibility for meeting educational funding needs is still between the government and parents. The dimensions of expenditure at MAS YPIPL Gunung Tua North Padang Lawas include routine costs and development costs, but in reality the source of funds from the community is still limited to the students' parents. Routine costs incurred by MAS YPIPL Gunung Tua Padang Lawas Utara are costs, such as employee salaries (teachers and non-teachers), as well as operational costs, maintenance costs for building facilities, and teaching tools (consumables). Meanwhile, construction costs, for example, construction costs, or construction of madrasah equipment, building construction, building repairs or renovation, furniture repair, as well as other costs or expenses for non-consumable items..

There are several stages of curriculum development carried out by the Head of MAS YPIPL Gunung Tua Padang Lawas Utara, namely the stages of planning, organizing, implementing and evaluating as detailed below. Planning stage. At this stage the curriculum is translated into a teaching plan (RP). Activities carried out include; Firstly, the explanation of GBPP becomes Subject Analysis (AMP). Second, determining the priority of subjects that are less important or easy for students to understand can be used as assignments/homework, while other subjects are presented in classes, exercises and laboratories. Third, arrange educational cakes and lessons in accordance with the educational calendar. Fourth, prepare an Annual Program (Prota), which can be compared between the number of effective hours and the allocation of face-to-face time. Fifth, prepare a se.me.ste.r program (prome.s), which contains more clarity about how the subject matter in a se.me.ste.r is presented both through face-to-face activities and homework assignments. Next, prepare a Learning Plan Program (RP) in which the teacher must clearly identify activities for each sub-subject, including how formative tests are carried out to determine the achievement of learning objectives. Seventh, prepare a Daily Plan which is a detailed RP for just one face to face meeting.

Organizing and Coordination Stage. At this stage, the head of MAS YPIPL Gunung Tua Padang Lawas Utara, regulates the distribution of teaching tasks, preparation of lesson schedules and schedules of extracurricular activities through the following activity steps. First, divide teaching tasks and other tasks according to the teacher's skills and interests. Teachers have responsibilities regarding the subjects they teach, in accordance with the time allocation that has been determined. Second, try to even out the workload to foster a sense of togetherness, this is done with the hope that it will increase teacher work motivation. Implementation Stage. In this stage, the task of the Head of School is to carry out supervision with the aim of helping teachers find and overcome the difficulties they face. In this way, teachers feel accompanied by leaders

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so that they will increase their work enthusiasm. In carrying out supervision, the Head of MAS YPIPL Gunung Tua Padang Lawas Utara, is guided by the following principles.

Firstly, supervision is in the nature of guiding and helping to overcome difficulties and not looking for mistakes. In this way, supervision carried out by the Head of School is focused on efforts to overcome obstacles faced by teachers and not merely looking for mistakes. Second, assistance and guidance is provided indirectly, meaning efforts are made so that those involved feel capable of coping on their own, while the Principal of the Madrasah only helps. Third, feedback or suggestions need to be given immediately, with the aim that those involved can understand clearly the boundaries between suggestions and feedback but also the conditions at hand. Fourth, supervision is carried out periodically, meaning that we do not wait until obstacles arise. The presence of the Principal will foster moral support for teachers who are carrying out their duties. Fifth, supervision is carried out in a partnership atmosphere, intended to make it easier for teachers to convey the obstacles they face so that a way out can be found immediately. A partnership atmosphere will also foster harmonious working relationships, thus creating a solid work team.

Evaluation Stage. At this stage, the Head of the MAS YPIPL Gunung Tua Padang Lawas Utara School is dominant in the following two aspects. Firstly, the type of e-valuation is related to its purpose, in the sense that e-valuation has a dual purpose, namely to know the achievement of special learning objectives (TPK) and to know students' difficulties. Second, the results of evaluation must really be used by teachers to improve learning activities. To achieve quality school status, school improvement is attempted by implementing education quality management. In the educational context, quality management.

So that the process of learning and teaching can be carried out effectively and efficiently in relation to improving the quality of education, according to the head of the Madrasah, namely by forming discussion groups or study guidance groups, especially in facing se.me.ste.r exams and national exams. The discussion group is guided by deepening the exam materials which are carried out outside of lesson hours, namely by involving all teachers. Guided learning groups are held once a week. Guidance groups are also carried out by teachers when they face problems encountered in teaching and learning activities, this is done to get the best solution. After the study guidance has been carried out, the materials are made into grids and questions, then tested on the students to evaluate the students' learning results which can be used as a guide or benchmark/benchmark for the results of their study group. According to the Head of Madrasah, this guidance group involves all teachers, guards, parents, guardians, committees. Madrasahs, especially to increase motivation and provide guidance to students to avoid negative social influences.

According to the Head of Madrasah, this effort can actually produce impressive results, seen from the results of learning outcomes from year to year. years, in this way efforts can be developed and improved by looking for effective and efficient learning modes that can support the process of learning and teaching activities. In this case, activating teachers to follow MGMP according to the head of the madrasah involves the following steps: (1) installing the MGMP schedule programmed by the teacher, (2) giving assignments to teachers to follow MGMP

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activities according to the schedule (for example the first week of MGMP subjects fiqh, SKI
and so on, (3) teachers are asked to make reports on MGMP results.

These steps are taken with the aim that teachers at MAS YPIPL Gunung Tua Padang
Lawas Utara actively participate in MGMP meetings in order to improve their professionalism
as effectively and efficiently as possible. The activation of this MGMP to madrasah heads
coordinates with all madrasah heads in one sub-rayon and always consults with the supervisor
as a guide. The discussion of the curriculum and subjects is led by the guide for each subject
according to the subject. Several steps or procedures are carried out by the head of MAS YPIPL
Gunung Tua North Padang Lawas North Padang Lawas Regency as follows, carrying out an
analysis of needs, potential (HR, finance, school facilities), opportunities and challenges that the
school has and is facing. Assign each Deputy Head of Madrasah to create a work program in
accordance with their respective fields, the results of which are then consulted with the Head
of the Madrasah. Invite teachers, committee administrators. School to discuss the draft work
program that has been prepared by the Head of School and Deputy Head of School.

Meanwhile, in assessing the success of the implementation of the school's work program,
the principal of MAS YPIPL Gunung Tua Padang Lawas Utara, North Padang Lawas Regency,
sees it from the following four indicators, the highest assessment and expectations from the
community towards the school, for example, marked by the increasing number of new student
registrations each year. The teaching and learning process and extracurricular activities run
smoothly and are full of variations. Various academic achievements have been obtained by
students, both at the Regency and Provincial or even National levels. There is a guarantee that
graduates of this school will compete and be successful in being accepted into several quality
PTNs. Student education in the context of the learning and teaching process at MAS YPIPL
Gunung Tua Padang Lawas Utara Regency, North Padang Lawas Regency was developed in
two programs, namely the general program intended for class 1, namely those who have not yet
taken the chosen study program/major, and a special program intended for students in class II
and III, who already have a study program or major. selected to teach targets for lessons that
have not yet been completed.

**Challenges and Obstacles to Implementing Quality Improvement in Islamic Religious
Education**

Regarding the challenges in implementing quality improvement in education at MAS
YPIPL Gunung Tua Padang Lawas Utara, the Principal further explained the obstacles and
challenges that often arise between teachers and the Principal. The elements of teachers and the
existence of a committee regarding the implementation of quality improvement in Islamic
Religious Education at MAS YPIPL Gunung Tua Padang Lawas Utara revealed that the
challenges and obstacles faced by the Committee. The school in carrying out its duties, functions
and responsibilities in the school is more due to not being included in all matters related to
education and the Committee's own lack of understanding of its position in the school, the
background and profession of each Committee member, who lacks understanding of the duties
they are carrying out**.**

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This condition has an impact on the relationship between the School Committee and the school, the situation that can be seen clearly is: the lack of harmony in the ongoing working relationship, the communication process between the Committee and the school is hampered, this situation results in a lack of synergy between the desires and hopes of both parties and tends to give rise to a feeling of suspicion, feeling watched, and the impression of being too intrusive.[15] This attitude of indifference and indifference is also supported by their reluctance to interfere too much in the internal affairs of educational institutions, but this increases the gap between the school as an educational institution and the community as a stakeholder in education. Apart from the obstacles in the management of school funds/financing as mentioned above, another factor is the lack of openness and transparency from the school towards the relevant stakeholders, so that the implementation of the Committee's duties. What school should do is becoming less and less effective.

Educational administration in schools requires the implementation of the principles of openness, democracy, in order to achieve effective results and efficiency, responsiveness, participation, insight for the. front, law enforcement, accountability (responsibility), justice, and professionalism. If the ten principles above cannot be implemented, only partially according to each individual's wishes and leaving out several other principles, then an imbalance in service delivery will arise. pe.nye.le.nggara and the wishes of the community. Idea of commitment to education as a starting point for implementing the Committee's functions. It is very important to know about school first. Gradually, little by little, we raise awareness of the various parties involved in building a good educational system in a regular, continuous and systematic manner..

The problem is the systematic insight into. In the long term future of the implementation of good governance in educational administration, it is not yet possible to provide support for facilities and mediation to. direction of changes in thought patterns and ways of acting every day in education at the local level. Insight is an image of a mindset about the future that one wants to achieve that is better and more useful when compared with the current situation. In this way, there will be dynamic changes in thought patterns and ways of acting from time to time. the time of various parties involved in educational administration. Of course, this will give rise to internal dialogue in each individual educational institution.

CONCLUSION

The task of the Head of Madrasah MAS YPIPL Gunung Tua Padang Lawas Utara in improving the quality of education at MAS YPIPL Gunung Tua Padang Lawas Utara is to begin with planning, and the planning is outlined in the school's annual work program which is prepared carefully and systematically which refers to the formulation of the school's vision and mission. The implementation of improving the quality of PAI learning at MAS YPIPL Gunung Tua Padang Lawas Utara includes: every teacher is required to attend class according to the schedule, and teach using teaching materials and lessons that have been created by sorting

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[15] Sholehatun Sholehatun, "THE ROLE OF THE MADRASAH HEAD AS THE INITIATOR OF HUMAN RESOURCES ORGANIZING," *PROCEEDING OF INTERNATIONAL CONFERENCE ON EDUCATION, SOCIETY AND HUMANITY* 2, no. 1 (2024): 938–45, https://ejournal.unuja.ac.id/index.php/icesh/article/view/7899.

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teaching materials systematically using a variety of methods. active teachers and active students both use a variety of classical, group and individual shortenings, teaching by providing application exercises, which ask questions and ask for help in overcoming learning difficulties, which are also provided in addition to a variety of media or learning aids that are appropriate to the main book that is owned or can be read. by students, teachers create an active classroom atmosphere that is familiar and friendly, open to students, teachers make themselves friends for students in understanding and adapting themselves to the demands of their environment and avoiding doing things that are prohibited by the school..

Madrasah's efforts in implementing the improvement of the quality of Islamic Religious Education (PAI) are coordination, mutual cooperation, and communication that is carried out to greatly assist the implementation of tasks and objectives that have been programmed by the Madrasah, as well as improving training programs for the teaching field, especially for Islamic Religious Education (PAI) teachers. An organization must carry out its activities with openness and coordinated information exchange involving reciprocal relationships between all elements of the madrasah from the madrasah principal, teacher staff, administrative staff, madrasah committee and the community as well as the government. The challenges and obstacles faced by Madrasah Principals and Teachers are the lack of synergy in implementing steps to improve the quality of education, especially in the field of Religious Education.

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