Improving the Quality of Madrasah through Integrated Management Model of Madrasah Development Center in Gowa District

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ABSTRACT---- *This study aims to determine the quality improvement of madrasah application of the integrated mentoring model in Gowa Regency. This research is qualitative research with a phenomenological approach. Research data was obtained from informants through in-depth interviews (in-depth interview), observation, and documentation. The validity and reliability of the data are validated by checking the level of credibility, transferability, dependability, and confirmability. The data were analyzed using qualitative data analysis techniques through the data collection process, data display and conclusion/verification. The results of the study indicate that Madrasah mentoring carried out by MDC in Gowa Regency can be realized through an integrated mentoring model which is carried out in three stages, namely the planning stage is carried out as a whole with good results consisting of (a) implementation of Institutional Socialization and MDC Work Programs, b) Formation of Verification Team, Mentors and Trainers (c) Verification of Target Candidates and Plenary Session of Madrasah Verification Results, and (d) Need Assessment and Baseline to measure the needs and weaknesses of madrasas and become the basis for developing mentoring programs. The stages of implementation were well implemented involving all components of madrasa stakeholders consisting of (a) training on Effective School Improvement, Madrasah-Based Management, KTSP/Curriculum that applies nationally (K-2013), PAIKEM, Library Management and Development, Healthy Living, Finance and Administration, Innovation (IT-based Learning), (b) Implementation of training outcomes at the madrasah level through mentoring models. Monitoring and evaluation stages are carried out correctly using accreditation instruments and End line Evaluation instruments.*

Keywords--- Integrated mentoring, performance, madrasa principal
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1. INTRODUCTION

Improving the quality of education is a topic that is always current. The quality of education is a necessity and, at the same time, a fundamental demand to achieve educational goals. Without quality and quality education, efforts to educate the nation and develop fully human resources are difficult to achieve. The quality of education is very decisive in preparing reliable human resources in the future. Madrasas are institutions that are expected to be able to produce quality human beings, so the implementation of education, especially in Madrasah Tsanawiyah and Madrasah Ibtidaiyah, must be supported by qualified, highly dedicated, creative and innovative human resources in the face of changing times so that it runs smoothly. Properly in accordance with the system and applicable rules. Madrasas, as an Islamic Educational Institution, are currently facing several demands. In line with the challenges of global life, education has a strategic role in an advanced era. The benchmark for the quality of education is based on output and outcome conditions that meet the requirements in facing the demands of the times

(Marsongko, 2009). Education is a human right of every individual child of the nation as contained in the 1945 Constitution as stated in Article 31 paragraph (1) and paragraph (3) (RI, 2002).

Various efforts to improve the quality of madrasas that the government has carried out have not been carried out optimally; in fact, there are still many problems in madrasas. Improving the quality and quality of madrasas requires that all aspects related to madrasa quality management need to be managed properly in accordance with the quality standards set by the government through the National Education Standards Agency. Observing the mandate of Law No. 20 of 2003 concerning the National Education System and Government Regulation no. 19 of 2005 concerning National Education Standards, the implementation of quality assurance in educational institutions is a mandatory activity. So that the quality assurance of educational institutions (Quality Assurance) makes quality a must. Implementation of integrated quality assurance or Total Quality Assurance is the mandate of Law number 20 of 2003 concerning the National Education System Article 1 paragraph 21, Article 35 paragraph 1, Article 50 paragraph 2, Article 51 paragraph 2 and Government Regulation of the Republic of Indonesia number 19 of 2005 concerning National Education Standards Article 91 paragraphs 1,2,3 and Article 96 paragraphs 1 ("Undang-undang Sistem Pendidikan Nasional Nomor 20 tahun 2003," 2018).

Reality shows that madrasas, in general, have not provided optimal educational services from the aspect of quality and competitiveness of education, although nowadays there are many madrasas with good quality education services, even international standards. However, the reality shows that most madrasas are still shackled by several classic problems that can hinder quality assurance efforts. The problem was identified from the madrasa's ability to meet the minimum indicators set by the National Education Standards Agency, namely the National Education Standards consisting of content standards, process standards, education standards and education personnel, graduate competency standards, facilities and infrastructure standards, financing standards and assessment standards. Madrasas, in general, have not been able to optimally meet all indicators of national education standards, which also have an unfavourable impact on the quality of madrasa education in particular, and the quality of national education in general.

This condition is the basis for the Ministry of Religion as the person in charge of the development of Islamic education. The Directorate General of Islamic Education has committed that madrasah development policies must be oriented not only to expanding access and equitable distribution of education but also to improving quality, relevance, and competitiveness. The quality of madrasas needs to be improved in their ability to meet the 8 National Education Standards through strategic efforts so that madrasas can meet all quality indicators in an integrated and sustainable manner. Quality in national education standards is a guarantee from an institution to its customers. An institution must maintain the quality or quality that already exists or improve it so that it is better to maintain its existence so as not to be abandoned by its customers. The determination of 8 national education standards by the National Education Standards Agency is an absolute concept, namely the achievement of the highest standards in a job, product, and service that cannot be exceeded (Rosyada, 2004).

This education quality assurance aims to protect the community so that they can obtain educational services and outcomes as promised by education providers, besides being a reference by education managers, as well as being a driving force for the growth of initiative and creativity to achieve the minimum standards set. 8 SNPs. Quality is a dynamic idea, which contains the suitability of product use (fitness for use) to meet customer needs and satisfaction. The suitability of users of the product is based on five main characteristics, namely (1) technology; namely strength; (2) psychological, namely feeling or status; (3) time, namely reliability; (4) contractual, i.e. there is a guarantee; (5) ethics, namely manners (Juran, 2003). The quality of education held by schools is required to have educational quality standards. In this sense, what is said to be a quality school is a school that can satisfy its customers, both internal and external customers (Crosby, 1979). Quality in the context of educational outcomes refers to the achievements achieved by schools at any given time, either in the academic field or in the non-academic field (Umaedi, 2005), which of course can be achieved by the subject of education in madrasas, either teachers or students, or it can also be achievements in certain areas of local excellence, or it can even be in the form of superior conditions, which are specifically different from other schools such as an atmosphere of discipline, intimacy, mutual respect, cleanliness, and prioritizing etiquette. Quality has characteristics, namely performance, timeliness, reliability, durability, aesthetics, personal interface, ease to use, feature. Certain standards (conformance to specification), consistency, uniformity, serviceability and accuracy (Usman, 2009).

Marking a quality institution or agency requires proof through the products it produces. Proving education is not an easy thing because of its intangible nature, so it is necessary to guarantee the quality of education (Sallis et al., 2007). The benchmark for integrated quality assurance (Quality assurance) of education is more appreciated as school effectiveness. This demand requires integrated mentoring activities so that schools/madrasahs can improve the quality and quality of their management, which will have an impact on the output of schools/madrasahs. The madrasah quality improvement strategy is implemented in the form of integrated mentoring carried out by the Madrasah Development Center through the Australia-Indonesia Education Partnership Program, intended so that the fulfilment of quality standards is not carried out partially so that it will help madrasas

meet all aspects of madrasa quality. The mentoring process, as part of the outreach program, is strongly influenced by the potential of mentoring resources in the field. The ability of the knowledge, attitudes and morals of the assistants will affect the participation of the community as assistants who have problems. The responsibilities of a mentor when providing assistance are strongly influenced by the facilitator's knowledge of the function of the implementation of mentoring, where, when, and for whom the mentoring process is carried out.

One of the City Districts that received assistance for mentoring programs was Madrasah in Gowa Regency, which had madrasah educational institutions or institutions whose level of ability to meet quality indicators in accordance with indicators of 8 national education standards was still relatively low. Approximately 25% of Madrasahs have not been able to meet the great B accreditation and are still more dominant at the C accreditation level (South Sulawesi school national accreditation board). Based on the madrasah digital care report on integrated mentoring, several Madrasahs have shown progress in increasing compliance with the National Education Standards indicator. At the beginning of the mentoring program, the Baseline percentage was 97% Unaccredited and only 3% C, after approximately 1.3 years of mentoring and the 58 assisted Madrasas had completed the accreditation process by the Provincial Accreditation Board for Schools/Madrasah (BAN-S/ M) with a percentage value of 45% for A, 53% for B and 2% for C. This reality shows that the progress of improving the quality of Madrasah in Gowa Regency can be improved through an integrated mentoring process by the Madrasah Development Center.

Based on the description of the background above, it is necessary to conduct research to find out how the strategy for implementing the integrated mentoring model in Madrasahs in Gowa Regency is to improve the quality of madrasas. Madrasah Development Center is a semi-autonomous institution in the field of madrasa education, non-structural in nature, and is under the Office of the Ministry of Religion of South Sulawesi Province. The Madrasah Development Center is present as a realization of the Decree of the Director-General of Islamic Religious Institutions Number DJ.II/281A02 and the Decree of the Head of the Regional Office of the Ministry of Religion of South Sulawesi Province Number 1209 of 2012 dated August 7, 2012, concerning the formation of the Madrasah Development Center management of South Sulawesi for the period 2012-2015. As an autonomous institution, the duties and functions of the Madrasah Development Center of South Sulawesi are to assist the Head of the Regional Office of the Ministry of Religion of South Sulawesi in the formulation of operational policies and implementation of the madrasa education quality assurance program at the provincial level by referring to the National Education Standards, the Director General's Policy, and Islamic Education Strategic Plan.

The Madrasah Development Center mentoring process consists of a planning stage consisting of:

1. The first stage consists of (1) Socialization of Madrasah Development Center Institutions and Work Programs, (2) Verification of Target Candidates, and Plenary Session of Madrasah Verification Results (3) Need Assessment and Baseline, and (4) Mentor Recruitment and Master Trainer Recruitment.

2. Stage 2 is the stage of Verification of Target Candidates and Plenary of Madrasah Verification Results to get a brief description/profile of each madrasa so that for program planners, the data obtained will be used to determine target madrasas and determine the types of activities required.

3. Stage 3 is the Need Assessment and Based Line stage using assessment instruments of 8 (eight) accreditation standards used by the National Accreditation Board for S/M. The results of the Need Assessment will become a baseline study that will be used as part of assessing the impact of the Program (impact assessment).

4. Accreditation instruments for Elementary Schools and Junior High School are listed in Appendices 6 and 7. Meanwhile, the technical instructions for filling out the instruments are described in more detail in Appendix 8 (technical instructions for SD/MI) and Appendix 9 (technical instructions for Junior High School).

5. Stage 4 is the recruitment stage for mentors and master trainers to (1) Accompany and monitor madrasas in implementing the training results that have been followed, (2) Assist and monitor madrasas in implementing Block Grant funds in madrasas to comply with established guidelines and mechanisms and reporting on the progress of Madrasah Digital Care, (3) Encouraging madrasas to meet the 8 National Education Standards and have good networking with stakeholders both with the local community and other education stakeholders, (4) Help madrasas prepare all documents needed for audits internal and external and (5) Ensure accountability and quality of activities in the accountability report for Block Grant funds in accordance with the contract agreement signed by the Madrasah with the Madrasah Development Center.

6. Stage 5 is the implementation stage of Workshop Activities given to madrasas aimed at meeting the needs of teachers, students and administration. Where all these activities are integrated to increase the capacity of madrasas in meeting 8 (eight) accreditation standards so that madrasas can be confident in facing the accreditation program. The training

program consists of Effective School Improvement Training with the aim of, Madrasah-Based Management Training, KTSP/Curriculum Training that applies nationally (K-2013), Active, Creative, Effective, and Fun Learning Training, Management and Development Training Library, Healthy Living Training, Finance and Administration Training, Innovation Training (IT-based Learning).

7. Stage 6 is the implementation stage of Madrasah Training, and Mentoring Results carried out by the facilitator team and/or Local Partner team who have provided training materials or workshops in previous activities. Mentoring activities are carried out 2-3 times for three months or more according to the needs of the madrasa. The form of mentoring activities in madrasas can be in the form of group discussions or consultations.

8. Stage 7 is the Evaluation/Endline and Implementation of Madrasah Accreditation with the aim of (1) seeing the progress of program implementation in all regions, (2) identifying the problems faced by program implementers in implementing the Program, both at the national level to Madrasah, (3) identify things that can be done to improve the quality of program implementation. The evaluation method used is a combination of the use of questionnaires, interviews and FGD (Focus Group Discussion). Instrument of Self-Assessment Study (Study of Self Evaluation) or Integration Evaluability Assessment.

2.   RESEARCH METHOD

This research is qualitative research using a phenomenological approach that is carried out in Madrasas within the scope of the Ministry of Religion of the Republic of Indonesia Gowa Regency Office with a focus on the Implementation of the Integrated Mentoring Model in Optimizing the Performance of Madrasah Principals managed by the Madrasah Development Center of the Ministry of Religion of the Republic of Indonesia Provincial Regional Office South Sulawesi. This research will conduct a critical study of the integrated mentoring model to improve the quality and quality of Madrasahs in meeting the eight National Education Standards (8 SNPs), which are measured through the fulfilment of the research focus in the planning, implementation and evaluation stages.

The main instrument of this research is the researcher himself using several tools, which include: (1) interview guide, (2) observation guide, and (3) document notes. The data sources of this research were collected from primary data sources through observation and interviews with key informants (main informants) and ordinary informants and secondary data sources obtained through study and analysis of various policy documents, policy processes and implementation of integrated Madrasah mentoring program policies implemented by MDC. The research informants consisted of key informants, namely the Director of MDC of South Sulawesi Province, while the usual informants were (1) the Head of Education and Culture of the Ministry of Religion of the Republic of Indonesia, Gowa Regency Office; (2) MDC Manpower and Training Working Groups (4) Head of Head and Madrasah Teachers targeted by the Program, and (5) MDC mentors who are deemed to have the qualifications to provide the information needed in research.

The main data collection techniques are (1) in-depth interviews to obtain information directly by asking questions to key informants and regular informants, (2) observation to see or observe changes in social phenomena, which can then be assessed for these changes. The technique of collecting data by means of this observation is done by observing the activities directly, and (3) The technique of collecting data through documentation is collecting data using instruments in the form of documents, notes, photographs, and reports that support research.

Validation of research data is carried out through (1) Credibility (credibility), used to maintain the level degree of trustworthiness of the findings (2) Transferability (transferability), depending on the similarity between the sender and recipient context, (3) Dependability by performing study replication, (4) confirmability so that the data can be trusted, factual and can be ascertained through assumptions, paradigms, biases, theory orientations, value systems and epistemological positions (Moleong, 2010). The technique used is qualitative data analysis using descriptive analysis. Namely, the analysis is carried out after data has been collected through interviews and direct observations in the field. Data analysis was carried out using an interactive analysis model (Miles et al., 1992). Data analysis consists of stages (1) Data condensation, (2) Data display, and (3) Conclusion/verification.

3.   RESEARCH RESULT

This research was conducted to examine, analyze and describe the success of the Madrasah Development Center program in implementing integrated assistance in improving the quality of madrasas in Gowa Regency. The integrated mentoring model in this study is a mentoring model implemented by the MDC of the Ministry of Religion of South Sulawesi Province with the

aim of increasing the ability of madrasas to meet the quality standards set, namely 8 National Education Standards. Based on the information obtained from the interviews, this condition is also evidenced by the results of observations and documentation that describe the progress of the madrasa after carrying out the integrated mentoring stages consisting of socialization, implementation of training results and assistance through a mentoring program pattern.

The results of the research obtained from interviews with informants indicate that the integrated mentoring stage can be carried out well at the madrasa level, which consists of three main stages, namely (1) the Planning Stage consisting of Socialization of Institutions and Work Programs of MDC, Verification of Target Candidates and Plenary of Madrasah Verification Results, Need Assessment and Baseline and Mentor Recruitment and Master Trainer Recruitment. (2) The Implementation Phase consists of Training Implementation consisting of Effective School Improvement training, Madrasah-Based Management, KTSP/Curriculum that applies nationally (K-2013), Active, Creative, Effective, and Fun Learning, Management and Library Development, Healthy Living, Finance and Administration, Innovation (IT-based Learning), Implementation of Training Results and Madrasah Mentoring. (3) The evaluation stage consists of Evaluation/Endline and Mock Accreditation activities. In detail, the research results are interpreted as in the following table:

Table 1. Summary of Interpretation of Interview Results Implementation of the Integrated Mentoring Phase at Madrasahs in Gowa Regency.

Focus Indicator	Interpretation Results
	Planning Stage
Socialization of MCD Institutions and Work Programs	The purpose of the socialization is to provide information about the madrasah accreditation acceleration program through the Grant program, stages and targets of the Australia-Indonesia Education Partnership Program, mentoring strategies and targets to be achieved.
	Outreach of Program Technical Guidelines, Program Planning, Program Stages and Output targets for the Australia-Indonesia Education Partnership Program,
	The general strategy consists of three main stages, namely program implementation, planning and evaluation. The core of its activities is in the madrasa mentoring process as one of the mechanisms taken to monitor the madrasa's ability to carry out and realize the Program after training.
Candidate Madrasah Verification	Elements that can become TEAM verifiers are educational stakeholders who meet the requirements that we set, such as S1 Islamic Education and have experience in the field of education and teaching. While other technical requirements such as having an Assessor Certificate and having the ability to operate a computer.
	The selected targets are madrasas that have requirements that are in accordance with the eligibility standards set by the National Education Standards Agency, namely meeting at least 8 SNP standards.
	The technical requirements that must be met by madrasas are Madrasas have a National School Identification Number have facilities, and infrastructure.
	Not yet or not accredited, Having students at all levels, Using the national curriculum, and most importantly, the land is not in dispute.
	The task of the target madrasah Verification Team is to verify using an accreditation instrument and to include secondary elements such as fulfilling the aspects of tolerance, inclusion, pluralism in madrasas, and making a report on the results of the verification.
	convey the results of the verification at the plenary session, participate in determining the target Madrasah
Need Assessment and Baseline	The Baseline Team is the staff who have been recruited from elements of the education stakeholders, the verifier team to conduct a need assessment based on the line.
	The main requirement for other based teams is to have been an accreditation assessor team because the based line uses accreditation instruments to map the accreditation grade of the target madrasah.
	Baseline indicators refer to 8 national education standards using indicators of accreditation instruments according to the target madrasah level.
	The based line stage is the assessment and mapping stage Madrasah accreditation grade is nominated so that the based line becomes the initial evaluation to determine the ability of the madrasa to meet eight national education standards The actually based line is to map the madrasah accreditation grade and need assessment to find out what components and elements cannot be fulfilled by the madrasa to become the basis for implementing the mentoring Program.

Mentor and Master Trainer Recruitment	*Mentors have recruited personnel who meet special requirements in charge of assisting and monitoring the progress of the implementation of all activities carried out in the madrasa.*
	The requirements to become a mentor are to understand the regulations regarding Madrasah, understand the management of madrasa funds, understand the local culture of the madrasa, have a strong network, know madrasa management and understand the components of the eight national education standards.
Training Implementation Stage	
Training Implementation	*The strategy for implementing the training results with an integrated mentoring model, monitoring carried out by mentors at target madrasas after attending training and workshops such as Education Unit Level Curriculum training, Active, Creative, Effective, and Fun Learning, Healthy Living, Libraries, MBM and Finance as well as management and administration madrasa.*
	The inhibiting factors for the implementation of integrated mentoring are (1) support for madrasa human resources, such as financial management and preparation of the Education Unit Level Curriculum, preparation of complete learning implementation plans, and preparation of Madrasah work plans and Madrasah Work Plans and Budgets, (2) Madrasah habits, for example for create healthy living habits, maintain cleanliness, become child-friendly schools, (3) complete madrasa facilities and infrastructure.
Implementation of Training Results	*The strategy for implementing the results of the training is carried out in the form of (1) mentoring after training or curriculum workshops at the education unit level, Active, Creative, Effective, and Fun Learning, Healthy Living, Libraries, MBM and Finance as well as madrasa management and administration (2) Programming by madrasas based on the results of the training (3) Mentoring and monitoring by mentors.*
	Factors inhibiting the implementation of the integrated mentoring Program are (1) limited human resource support, (2) budget availability (3) completeness of curriculum documents at the education unit level such as complete learning implementation plans, madrasa work plans and Madrasah Work Plans and Budgets, (4) Madrasah habits such as a healthy lifestyle, maintaining cleanliness, becoming a child-friendly school,
Madrasa Mentoring	*The stages of mentoring activities are setting a mentoring schedule, visiting madrasas, recording activity progress, facilitating madrasas to solve madrasa problems and making reports on the results of mentoring. Mentor activities are (1) coordinating mentoring time (2) mentors simultaneously visiting madrasas.*
	Assist and control madrasas in realizing the results of the training, (3) Mentors assist madrasas in completing component 8 National education standards that madrassas do not have, such as documents
	Education Unit Level Curriculum, Madrasah Work Plans and Madrasah Work Plans and Budgets, Prota, Teacher Promises and financial management
	The strategy used to help madrasas meet the eight national education standards is to operate on accreditation instruments, analyze components that are not met, and provide assistance to fulfil accreditation components complete with physical evidence through training programs at the madrasa level.
Program Monitoring and Evaluation Phase	
Evaluation and Endline	*The evaluation stage is part of the endline, which measures the level of achievement of the madrasa in fulfilling accreditation instruments complete with physical evidence.*
	The evaluation activity is an evaluation activity for the madrasa program after conducting the training and mentoring process to determine the progress of the madrasa using two instruments, namely the end line instrument and the accreditation instrument.
	In general, madrasas have experienced an increase, which is known from the accreditation value obtained by madrasas.

Source: Research Results

The table describes the implementation of the stages of integrated mentoring carried out by digital care madrasas at the Madrasah level in Gowa Regency.

The results also show that integrated mentoring through mentoring has a positive impact on the development of madrasah based on the 8 National Education Standards. These findings can be seen in the following table:

Table 2. Achievement of Integrated Mentoring Model Output Indicators

No.	Output Indicator	Output Indicator Achievement
1	Effective Madrasa Development	a. As many as 100% of target madrasahs make Madrasah Development Plans b. As many as 100% of participants have the knowledge, skills and attitudes to support the development of effective madrasas.
2	Madrasa-Based Management	c. A total of 100% of target madrasas produce EDM documents and Madrasa work plans & Madrasah Work Plans and Budgets. d. As many as 100% of participants have knowledge, skills and attitudes that support the improvement of management or madrasa-based management.
3	2013 Curriculum Development	a. A total of 100% of target madrasas produced Document 1 Madrasah Education Unit Level Curriculum b. As many as 100% of participants have knowledge, skills and attitudes that support the improvement of Madrasah KTSP Document 1
4	PAIKEM	As many as 100% of the participants prepared lesson plans based on scientific and active learning. As many as 100% of participants prepare plans for changing classroom settings in learning As many as 100% of participants have the knowledge, skills and attitudes to apply scientific learning and are active in their respective madrasas
5	Healthy life	As many as 100% of the participants have the appropriate knowledge, skills and attitudes in implementing Healthy Living in their respective madrasas.
6	Library Management	As many as 100% of participants have the knowledge, abilities and attitudes that will be implemented in each madrasa
7	Administrative and Financial Management	As many as 100% of participants have the knowledge, abilities and attitudes that will be implemented in each Madrasa

Source: (Peraturan Menteri Pendayagunaan Aparatur Negara Dan Reformasi Birokrasi Republik Indonesia, 2016)

The results showed that madrasahs had been able to meet the 8 SNP indicators from the results of the visitation by the South Sulawesi Province BAN S/M Assessor Team. The accreditation carried out was known that 100% of madrasas were accredited with predicate A, B, and C. Comparison between accredited madrasah A and B with Madrasah accredited C is quite far.

Table 3. Recapitulation of the progress of fulfilling the 8 SNPs based on the results of the Baseline and Endline evaluations after integrated mentoring

No	Component 8 SNP	Progress Score	%
1	Content Standard	40,95	15,43
2	Process Standard	43,35	16,34
3	Graduate competence standard	35,8	13,49
4	Standards of Educators and Education Personnel	21,75	8,20
5	Standard of Facilities and Infrastructure	25,9	9,76
6	Management Standard	43,3	16,32
7	Financing Standard	22,3	8,40
8	Rating Standard	32	12,06
		265,35	100

Source: (Coffey International Development, 2017)

Based on the results of interviews and documentation, it is known that the evaluation stage is part of the endline, namely measuring the level of achievement of the madrasa in fulfilling accreditation instruments complete with physical evidence. The evaluation activity is an evaluation activity for the madrasa program after conducting the training and mentoring process to determine the progress of the madrasa using two instruments, namely the end line instrument and the accreditation instrument. In general, madrasas have experienced an increase which is known from the progress of fulfilling the 8 National Education Standards from the analysis of Baseline and Endline Values as well as the accreditation value obtained by madrasas which shows that madrasas become accredited, which means they meet the minimum requirements for managing educational institutions.

The implementation phase of mentoring is preceded by the implementation of training, then from the results of the training, the implementation of the results of the training at the madrasah level is carried out. At the implementation stage of the training, mentoring is carried out by mentors.

Specifically, the research findings show the success of the integrated mentoring Program in providing mentoring to help madrasas fulfil 8 SNPs carried out through surgery on accreditation instruments, analyzing components that are not fulfilled, providing assistance to fulfil complete accreditation components with physical evidence through training programs at the madrasah level which is also an implementation of training results.

The research findings indicate that the results of the evaluation carried out using both endline instruments and accreditation instruments for the fulfilment of 8 national education standards found an increase in madrasah performance. These findings are specifically identified in the following table.

Table 4. Recapitulation of the Progress of Fulfillment of 8 SNPs based on the results of the Baseline and Endline Evaluations

No	*8 SNP*	*Progress Score*	*%*
1	*Content Standard*	*40,95*	*15,43*
2	*Process Standard*	*43,35*	*16,34*
3	*Graduate competence standard*	*35,8*	*13,49*
4	*Standards of Educators and Education Personnel*	*21,75*	*8,20*
5	*Facilities and Infrastructure Standards*	*25,9*	*9,76*
6	*Management Standard*	*43,3*	*16,32*
7	*Financing Standard*	*22,3*	*8,40*
9	*Rating Standard*	*32*	*12,06*
	Amount	*265,35*	*100*

Source: (Coffey International Development, 2017)

The progress of madrasa achievement based on the accreditation instrument shows that there is an increase in the achievement and fulfilment of the accreditation instrument after the mentoring process in all national education standards. The highest progress was obtained in the standard component of Process and management standards of 16.34% and 16.31%, respectively. This shows that this progress has implications for the ability of teachers to carry out learning, formulate lesson plans and evaluate Learning, including in carrying out learning innovations. This condition shows that the requirements for accreditation as a quality school can be met by madrasas after receiving assistance. From the data, information was also obtained that the fulfilment of the Financing Standards and Standards for educators and education personnel experienced the lowest progress, namely 8.20% and 8.40%, respectively. This shows that madrasahs have limited budgets that only rely on funding sources from the School Operational Assistance fund, the amount of which is obtained according to the ratio of the number of students. Likewise, the standards for educators and education personnel are still very low due to the lack of continuous professional development programs followed by teachers and education personnel, such as substantive technical training carried out by training institutions.

Although this progress has several weaknesses, in general, the mentoring progress is very positive in helping Madrasah meet the quality standards set by the government. This can be seen from the number of madrasas that have been able to meet the accreditation indicators after simulating the madrasa accreditation assessment and carrying out visitations in order to rank schools/madrasas by the National Accreditation Board. From the results of the visitation in the context of accreditation, as many as 20 madrasas have been accredited in Gowa Regency. In addition, from the results of the MoC accreditation, it is known that 100% of Madrasah are accredited with the predicate A, B and C. The comparison between Madrasah accredited A and B and Madrasah accredited C is quite far. The number of madrasas accredited C is only 2 for the Madrasah Ibtidaiyah level and 1 for the Madrasah Tsanawiyah level.

Table 5. Program Target Madrasah Accreditation Results Data

No	Target of madrasah	Accreditation Score			Total
		A	B	C	
1	Madrasah Ibtidaiyah	15	5	3	20

Source: Research Results

The research findings show that the evaluation stage is part of the endline, namely measuring the level of achievement of madrasas in fulfilling accreditation instruments complete with physical evidence. The evaluation activity is an evaluation activity for the madrasa program after conducting the training and mentoring process to determine the progress of the madrasa using two instruments, namely the end line instrument and the accreditation instrument. In general, madrasas have experienced an increase which is known from the progress of fulfilling the 8 National Education Standards from the analysis of Baseline and Endline Values as well as the accreditation value obtained by madrasas which shows that madrasas become accredited, which means they meet the minimum requirements for managing educational institutions.

Based on the results of interviews and documentation of the research focus. The integrated mentoring model is a mentoring model that is applied to improve the quality and quality of Madrasahs in meeting the eight National Education Standards (8 SNPs).

The research findings indicate that mentoring aims to meet quality-based madrasah development indicators through the fulfilment of madrasah accreditation instrument indicators that refer to eight national education standards. The results of mentoring from all types of activities become the focus of research as a reference for the success of implementing the integrated mentoring model in madrasas. Thus, from all stages of integrated mentoring activities, the implementation of mentoring is an important stage that is the key to the success of madrasas in meeting the targets of each training outcome.

4. DISCUSSION

The integrated mentoring model implemented by MDC can encourage madrasas to be able to improve the quality of madrasas through the fulfilment of accreditation indicators, which contain eight national education standards. In addition, this integrated mentoring model can also optimize the performance of madrasah principals in managing their madrasas to achieve the quality qualifications set by the National Education Standards Agency. The findings of this study were obtained from some of the information submitted during the research process sourced from the results of interviews, which were interpreted in the form of a synthesis, which was then confirmed by obtaining documentation and other supporting data.

Basically, the implementation of the program shows that the progress of madrasas as a whole can achieve an accredited predicate, which means that madrasas meet minimum standard qualifications as educational institutions that are worthy of implementing and managing formal education in Indonesia. Several stages of the process carried out by madrasas, namely from the line based stage to the accreditation visitation, showed that the MDC integrated mentoring Program had the advantage of encouraging madrasas to meet the quality indicators of educational institutions as well as encouraging the optimization of the performance of madrasah principals through an integrated mentoring model. Several research findings show significant progress in fulfilling quality indicators, although, in other aspects, madrasas still have limitations in fulfilling quality indicators. However, this weakness is more dominant due to the availability of the madrasah budget and operational funds, so it is unable to meet several quality criteria based on the 8 National Education Standards. However, through the mentoring model, madrasas can find more appropriate solutions without being limited by the madrasa budget constraints.

The results of the research tend to show progress in meeting quality qualifications in accordance with the real conditions of madrasas, while from the managerial aspect, it also shows positive progress, where madrasa human resources, namely madrasa heads, teachers and committees, have understood well the quality qualifications of madrasas so that indications of planning emerge. Madrasah development has led to the development of quality-based madrasas. This condition also requires madrasas to carry out innovations and special strategies in order to meet the quality standards of the National Education Standards Agency.

The integrated mentoring model in this study is a mentoring model implemented by the MDC of the Ministry of Religion of South Sulawesi Province with the aim of increasing the ability of madrasas to meet the quality standards set, namely 8 National Education Standards (8 SNPs). To measure quality, a quality instrument is used, namely the school/madrasah

accreditation instrument. The integrated mentoring process is carried out by MDC with an implementation mechanism that begins with the stages of mentoring planning, implementation and evaluation. The mentoring process is carried out by mentors appointed by MDC, which is preceded by a selection of mentors.

The integrated mentoring planning stage carried out by MDC consists of implementing the socialization of MDC's institutions and work programs, verification of prospective Madrasah, needs assessment and baseline, as well as the recruitment of mentors and master trainers. The first stage of implementing integrated mentoring begins with socialization with the aim of providing initial information to prospective madrasah targets for mentoring. Socialization is an important step to do so that all components involved in a program can understand the essence of the Program is implemented. According to Maclever in (Kartawijaya, 2000), socialization is the process of learning the norms, values, roles, and all other requirements necessary to enable effective participation in social life.

The implementation of socialization in the integrated mentoring project is intended to provide understanding and knowledge about the advantages and disadvantages of the Program and provide information related to the pattern of stakeholders' involvement in the Program. Therefore, the results of this study indicate that the socialization process has been carried out by involving stakeholders involved in the mentoring program.

The results of the study indicate that the involvement of the Head of Madrasah, Teachers, Committees, Ministry of Religion, City District and community leaders are the main components required for their involvement in the success of the mentoring Program. The findings of this study are in accordance with the view of (Syani, 2007) that socialization is an accommodation process by which individuals hold back, change the knots in themselves and take over the way of life or culture of the community and learn habits, attitudes, ideas, patterns of values and beliefs. Behaviour in the mentoring Program. With the implementation of the socialization, it is hoped that all stakeholders will understand the type of Program, its objectives, benefits, and stages, as well as the mechanism of program implementation.

The results showed that the Socialization of the Australia-Indonesia Education Partnership Program with MDC was to socialize the activities carried out in the Hall of the Ministry of Religion District. Gowa was attended by 17 representatives of Kamad, foundations and the Ministry of Religion of the Regency Gowa. In the socialization process, information was conveyed about the madrasah accreditation acceleration program through the Grant program, stages and targets of the Australia-Indonesia Education Partnership Program, mentoring strategies, and targets to be achieved. In the socialization process, the topics that were socialized were:

1. Outreach of Program Technical Guidelines, Program Planning, Program Stages and Output Targets for the Australia-Indonesia Education Partnership Program,

2. The general strategy consists of three main stages, namely program implementation, planning and evaluation. The core of its activities is in the madrasa mentoring process as one of the mechanisms taken to monitor the madrasa's ability to carry out and realize the Program after training.

If you refer to socialization theory, the implementation of MDC socialization is included in the group of Active socialization theory, not passive socialization. Mead in (Liliweri, 2001) states that humans do not only respond to new values but create their role in the material conditions in which they live in order to be able to successfully respond to new things. This condition can only be formed through the process of interaction with other people. Through this socialization, MDC can involve stakeholders to be able to create their own roles in program implementation. Therefore, MDC carried out socialization by involving all components of madrasa stakeholders, namely program stakeholders and madrasa stakeholders, which was carried out at each program location at the district/city level with the method of presentation about the Program and interactive dialogue between all participants present.

The results of the socialization showed that there was additional insight and understanding of stakeholders regarding the implementation of the madrasah quality improvement program. Thus, the socialization stage is a very important stage of the mentoring Program so that all target madrasah understands the targets and objectives of the mentoring implementation. The involvement of all components of these stakeholders is a guarantee to have the same vision, mission and goals in improving and developing the community effectively.

The madrasa mentoring program is carried out by first determining the criteria that can be the target of the Program. Madrasas must meet several requirements, such as madrasas that have not been accredited as madrasas that have not met the requirements and indicators of madrasa quality. The process is carried out through the madrasa verification stage, which is carried out by the verifier team.

The results of the research findings indicate that the implementation of the verification of the target candidate madrasas is

carried out by the Verification Team recruited by MDC from education stakeholders who meet the stipulated requirements, namely (1) having an undergraduate educational background (2) having experience in the field of education and teaching., (3) Have an Assessor Certificate, and (4) have the ability to operate a computer. In carrying out the verification, the target madrasah Verification Team is tasked with verifying using an accreditation instrument and containing secondary elements such as fulfilling the aspects of tolerance, inclusion, pluralism in madrasas, making a report on the results of the verification and submitting the results of the verification at the plenary session, participating in determining the target madrasah.

The results of the verification are used as the basis for mapping the target madrasah. In the technical guidelines for the Madrasah Accreditation Acceleration (MISP) program, the purpose of madrasa mapping (school mapping) is to obtain a brief description/profile of each madrasa so that for program planners, the data obtained will be used to determine target madrasas and determine the type of activity required. Meanwhile, for program implementers, the results of school mapping are used as an initial reference or initial description of the madrasa so that they can get to know the madrasa better. Therefore, seeing the importance of mapping madrasas, every madrasa that will receive this Program is obliged to fill out a detailed and correct madrasa mapping form.

Borrowing the theory of the planning process in social mapping that problem identification is closely related to needs assessment as determining the magnitude or extent of a condition in a population that wants to be improved or determining deficiencies in conditions to be realized. According to (Rubington & Weinberg, 1981), there are at least four basic understandings of social problems, namely;

1. An Alleged situation (a situation that is expressed or stated).

2. Incompatible with values (conditions that are not in accordance with values or morals or things that are considered appropriate).

3. A significant number of people (this condition is stated by several important people or experts as a social problem).

4. Action is needed (regarding this situation and condition, it is expressed the need for a social action or change action).

This view certainly emphasizes that before a program is executed, it is very important to know the condition mapping of the Program's target object. The madrasa mentoring process is carried out by first conducting a mapping to determine the target madrasah. The findings of this study indicate that in carrying out verification, the verification team uses a verification instrument that contains the general requirements for the selected Target Madrasah, namely.

1. Madrasas that have requirements that are in accordance with the eligibility standards set by the BSNP, namely meeting at least 8 SNP standards.

2. Madrasas have NPSN,

3. Have the facilities and infrastructure

4. The target madrasas have not been or are not accredited,

5. Have students at all levels,

6. Using the national curriculum and, most importantly, the land is not in dispute.

These components are used as the main basis for mapping the program target madrasas. Unfortunately, this process has not fully covered the madrasas to be identified as program targets. However, the process and stages in this research have shown that one of the elements of the success of a program has been implemented through mind mapping of madrasah needs.

The research findings indicate that the Need Assessment and Based Line stages are carried out by the Baseline team, who are recruited with the condition that they have experience in accrediting madrasas. This requirement is very important to be fulfilled by the line based team because its implementation uses an accreditation instrument. The line-based team is the staff who have been recruited from elements of the education stakeholders, the verifier team to conduct a need assessment and based on the line.

This process, if referred to in theory, emphasizes that pre-program evaluation is an important evaluation that can direct the Program to be able to meet the needs of program targets. This process is carried out using instruments to survey and assess the weaknesses and needs of the target madrasah. The instrument used is a Line Based instrument.

(Suharto, 2005) recommends three methods and techniques in Social Mapping, namely:

1. Social Survey is the collection of standard information from a carefully selected sample of people or households in

order to compare a relatively large number of people in a certain target group.

2. Rapid Appraisal is a method to collect information regarding views and inputs from the target population and stakeholders regarding geographical and socio-economic conditions.

3. Participatory is a data collection method that involves active collaboration between data collectors and informants. Usually, the questions on the informants are not too standard, but only in outline.

Based on this view, the initial assessment process for the mentoring Program used the social survey, rapid survey and participatory methods. These three methods are covered in line based instruments and accreditation instruments. This based line process has become an effective madrasah mapping model that uses three mapping models to determine the social conditions of the Madrasah, the objective conditions using participatory rapid appraisal data collection methods and social surveys. This model provides more opportunities for MDC to fully understand the objective conditions of madrasas to become program targets.

Specifically, the findings of this study propose several stages based on the line consisting of an assessment stage using the accreditation instrument and mapping the condition of the madrasa based on the results of the assessment of the contents of the accreditation instrument. So the implementation of need assessment and the based line is to map madrasah accreditation grades and need assessment to map madrasas from what components and elements cannot be fulfilled by madrasas to become the basis for implementing mentoring programs.

The program planning stage has also recruited mentors and master trainers as staff who carry out the training process and Program mentoring. This recruitment process is carried out in the same way as the process for recruiting TEAM Verifiers.

Recruitment is one of the functions of HR Management in the aspect of manpower procurement, which specifically gets prospective employees to then select which one is the best and most in accordance with the required requirements, one of which is through the recruitment process. All of these are the main duties and responsibilities of the HR department. The quality of the company's Human Resources depends on the quality of the recruitment process. According to (Hasibuan, 2007), recruitment is an effort to find and influence prospective workers to want to apply for job vacancies offered by a company.

In order to develop a madrasah quality improvement program, the recruitment of mentors and trainers is carried out. Metro is tasked with supporting capacity building within the organization by providing valuable opportunities for contextual Learning. Mentors can also help mentees to face challenges associated with a productive and meaningful work-life, especially in an era of unprecedented change. Educational reformers advocate that schools organized as democratic communities offer flexibility and creative potential for innovative school improvement. Mentoring is seen as one way in which madrasah staff can work flexibly and creatively together to become learning organizations (Depdiknas, 2008)

Referring to this theory, it is known that the recruitment process for mentors and trainers is intended to obtain human resources who have the ability to assist madrasas in solving the challenges faced in the development of quality-based madrasas. This process certainly supports an integrated mentoring program implemented by providing assistance to the target madrasah. Mentors and Master Trainers carry out this process. Mentors are personnel whose role is to provide assistance after the madrasa has participated in training activities, while Master trainers are personnel whose role is to deliver material during the training.

The findings of this study indicate that the planning stage carried out by recruiting Mentors and Master Trainers is an important stage as part of preparing human resources who are capable of carrying out integrated training and mentoring. Mentors have recruited personnel who meet special requirements in charge of assisting and monitoring the progress of the implementation of all activities carried out in the madrasa.

This finding is in line with the view that the purpose of recruitment is to accept as many applicants as possible in accordance with the required qualifications from various sources of applicants so that it will enable the highest quality and best candidates to be recruited (Rivai & Sagala, 2009).

Therefore, MDC as implementing the recruitment of mentors and trainers requires several things. The requirements to become a mentor are to understand regulations regarding Madrasah, understand madrasa fund management, understand local madrasa culture, have a strong network, know madrasa management and understand the components of the eight national education standards.

Based on these findings, it is understood that the results of the assessment and accreditation mock-up prove that the program mechanism implemented by MDC through training mechanisms and workshops can meet the basic competency needs for madrasah principals and teachers in implementing and managing madrasas to become accredited madrasas or quality madrasas. Overall, the Program is based on the formulation of the Madrasah Development plan through the preparation of Madrasah

Work Plan documents and Madrasah Work Plans and Budgets, which are also an integral part of the MDC program. The preparation of the Madrasah Work Plan and Budget and RKM documents was obtained from MBM training and workshops. This illustrates the integration of training implementation and the needs of madrasas in meeting madrasa accreditation indicators.

The success of the Program also cannot be separated from several factors that become the core determinations that affect it directly or indirectly. It should be remembered that this Program is actually based on the condition of madrasas, which are formal educational institutions but are unable to meet the minimum criteria/standards set by BSNP as a measure of whether or not an educational institution is appropriate. This condition has actually become a form of challenge in itself, that madrasas as educational institutions do have limitations in meeting eight national education standards. Elements that are very important to consider in improving the quality of madrasas are (1) weak government support for infrastructure standards, educators and education personnel and financing, (2) community acceptance is still low for madrasas, (3) lack of support from the private sector in the form of block funds grants or grant funds. This condition causes madrasas to be unable to meet the availability of buildings and other supporting infrastructure, weak foundation support in program implementation, and difficulty in meeting the qualifications and professional competencies of educators and education staff in accordance with educational backgrounds with the subjects being taught.

Building synergy through coordination, consolidation, socialization, monitoring and monitoring and evaluation of the madrasah accreditation acceleration program needs to be carried out by taking into account the Resources aspect as one of the important elements in the Program. Resources here relate to all sources that can be used to support the successful implementation of policies.

This assistance is to assist madrasas in overcoming the obstacles they face in realizing the RKM and RKAM that have been prepared. Through this mechanism, it is hoped that it will help madrasas to meet the quality indicators of educational institutions set by the BSNP and, at the same time, optimize the performance of madrasah principals.

5. CONCLUSION

Madrasah mentoring carried out by MDC for Madrasahs in Gowa Regency can be realized through an integrated mentoring model, namely a model of mentoring the implementation of training results at the madrasa level as a whole towards the fulfilment of 8 SNPs to ensure the achievement of outputs, outcomes and benefits to madrasa performance. The implementation of integrated mentoring is going well at every stage of the activity program, as indicated by the achievements in the three stages of mentoring implementation, namely the planning stage, the implementation stage and the program monitoring and evaluation stage. The planning stages were carried out as a whole with good results consisting of (1) implementation of the Socialization of Institutions and MDC Work Programs, (2) Formation of a Verification Team, Mentors and Trainers as program implementers with certain requirements, (3) Verification of Target Candidates and Plenary Results of Madrasah Verification by the Verification Team recruited by MDC, and (4) Need Assessment and Baseline to measure the needs of madrasah weaknesses and become the basis for the preparation of mentoring programs. The stages of implementation were well implemented involving all components of madrasa stakeholders, including master trainers, which consisted of (1) training for Madrasah residents consisting of Effective School Improvement training, Madrasah-Based Management, KTSP/Curriculum that applies nationally (K -2013), PAIKEM, Library Management and Development, Healthy Living, Finance and Administration, Innovation (IT-based Learning), (2) Implementation of Training Results at the Madrasah level which in the implementation process is accompanied by mentoring staff simultaneously to show the achievement of the targets set—planned and (3) Operation of Madrasah Accreditation Instruments to prepare madrasas to meet the indicators of accreditation instruments so that madrasas can achieve the accredited category. The monitoring and evaluation stages are carried out properly using the accreditation instrument and the End line Evaluation instrument.

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