Implementation of EDM and e-RKAM in Improving the Quality of Education at MAN 2 Sragen in 2021/2022

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Abstract
This study aims to get an overview of the implementation and improvement of the quality of education through self-evaluation of madrasahs and electronic work plans and budgets in MAN 2 Sragen. This research uses a qualitative method where all information obtained from observations and interviews is described in the form of written narratives as findings in the field. The implementation of EDM and e-RKAM is carried out by evaluating the madrasah itself through an internal quality audit by looking at and adjusting to the madrasah quality audit instrument system. The results of the study illustrate that the implementation of EDM and e-RKAM in MAN 2 Sragen has been implemented properly and organized. The preparation of e-RKAM is prioritized based on the results of recommendations from the EDM that have been implemented by the madrasah quality assurance team. There are obstacles in the implementation of implementation, namely (a) Limited human resources, (b) short time, (c) changing EDM systems and instruments. Supporting factors are (a) support from the Ministry of Religion of Sragen Regency and the Central Java region, (b) coordination between leaders, (c) communication and a sense of family between school residents. The benefits of EDM implementation are to find out the extent of the weaknesses and advantages of madrasah performance, the strengths of madrasahs and the quality of madrasahs that will be integrated for the preparation of e-RKAM to match the actual conditions.

Keywords: implementation, quality of education, madrasah self-evaluation, e-rkam

INTRODUCTION

The implementation of EDM and e-RKAM madrasah is very important in improving the quality of madrasah or school education. The application of EDM and e-RKAM is very important for madrasahs to create better quality and quality. The two interconnected applications are the basis for establishing madrasah programs or activities that are prioritized in preparing improvement and development plans.

In improving the quality of education, the implementation of education is required to be better able to manage education with the best service in serving education for the community. Funding issues play an important role in the implementation of educational programs. Funding for education is critical to meeting the demands of the education sector. Economic benefits have been shown to increase significantly when the state invests in education as a key component of human resource development.

The quality assurance system for primary and junior high education is a unified element consisting of a unified organization, policies, and procedures that regulate all activities aimed at improving the quality of primary and secondary education, a systematic, planned, and sustainable way of learning. The Quality Assurance System consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI is carried out by teaching units, for example through school / madrasah self-assessment activities. Meanwhile, SPME is carried out by institutions outside the education unit such as the central government, local governments, the National Education Standards Agency and the School / Madrasah Accreditation Board. (Ministry of Education and Culture, 2016:7-8).

Efforts to improve the quality of education will not be possible without efforts to improve the implementation of education towards the quality of education. To achieve the quality of education, efforts to build a culture of quality in the education unit environment are a necessity that cannot be bargained anymore. The teaching unit must independently and continuously guarantee the quality of teaching.

To address the efficient and effective use of funds in education financing, the Ministry of Religious Affairs launched the Education Quality Reform Project Realizing the Promise...
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Improvement of the planning system and budget management. The Ministry of Religious Affairs has developed a digital platform to make it easier for madrasahs to conduct self-assessments as a basis for preparing work plans and madrasah budgets. The platform, hereinafter referred to as e-RKAM or Madrasah Electronic Work and Budget Plan and EDM (Madrasah Self Assessment) must be able to answer the challenges and needs of madrasahs. This e-RKAM and EDM application is an important breakthrough to encourage the implementation of effective and efficient education. This is in line with President Joko Widodo's call that the time and energy of madrasah directors and teachers should not be wasted on writing accountability reports, but can focus more on developing the quality of learning. The e-RKAM and EDM applications open the door to more transparent and responsible management of BOS and other funds, which can be accessed gradually starting from the Madrasah level, the office of the Ministry of Religious Affairs at the district/city level, from the provincial office of the Ministry of Religious Affairs to the Ministry of Religious Affairs of the Republic of Indonesia. The use of e-RKAM and EDM applications will reduce reporting bureaucracy. This digital transformation is a real effort to realize more efficient, effective, transparent, and corruption-free management of education budgets. According to Rusman (2012) and Arifin (2014), the rapid development of information technology in the current era of globalization cannot avoid its influence on the world of education. Global demands require the world of education to always adapt to technological developments in an effort to improve the quality of education, especially the adaptation of information technology (ICT) to the world of education, especially in the learning process.

The impact of technology on education is inevitable in the era of globalization and the accelerating pace of development. The world of education must always adapt to technological developments in order to improve the quality of education, especially in the use of information technology (ICT) in the learning process.

The school IT team in Semarang Regency was given socialization and technical guidance on the implementation of EDM and e-RKAM using the G-Suite for Education application with synchronous asynchronus (Virtual Classroom). Based on the results of the Madrasah Self-Evaluation, we hope that the use of BOS funds will be more effective and efficient in accelerating the achievement of the National Education Standards (SNP). With the conclusion that madrasahs assisted by Bimtek can use G-Suite for Education to develop and implement EDM and e-RKAM properly and competently at the madrasah level.

For the EDS to run smoothly, it must involve all stakeholders, such as lpmp, district education office, schools, and school committees. The EDS budget allocation should also be provided. The filling of the instrument should not be done in a hurry, especially if you are in a school with a lot of tracts and activities.

The implementation of EDM and e-RKAM involves balancing internal and external factors that support and hinder the process. The success of a policy can be judged by its implementation or implementation, according to George C. Edward III who stated that this is the benchmark. Policy implementation is more of a direct effort involving the implementation and supervision of activities. There are many factors that can help or hinder the implementation of policies, including aspects of the physical and socio-cultural environment.

Schools must conduct a Madrasah Self-Evaluation to use the results of the EDM in preparing the madrasah improvement and development plan, which is detailed in the school's work plan and annual budget (RKAM).

Seeing the importance of EDM and e-RKAM Implementation in a madrasah, and how the impact of EDM and e-RKAM Implementation on Madrasah, the author is interested in conducting a mini-research related to efforts to implement EDM and e-RKAM at MAN 2 Sragen in 2021/2022.
The objectives of the problem in this study the author limits the problem, namely:

a. How is EDM and e-RKAM Implemented in MAN 2 Sragen?
b. What is the condition of the Quality of EDUCATION MAN 2 Sragen before doing EDM and e-RKAM?
c. What is the quality condition of MAN 2 Sragen after doing EDM and e-RKAM?

METHOD

A report is one of the forms of scientific writing made by a person after conducting experiments, reviews, observations and interviews. This research method is qualitative where all information obtained from observations and interviews is then described in the form of a written narrative as a result of findings in the field. This research was conducted at MAN 2 Sragen to determine the extent of the application of EDM and e-RKAM in improving the quality of madrasah education. The determination of informants in this study is to use purposive sampling techniques, which is a way of determining informants that are clearly determined on the basis of certain criteria or considerations. In this study, the selection of informants was based in the following order:

a. Head of Madrasah
b. Deputy Head of Madrasah
c. Teacher
d. Madrasah Committee Representative

This study was conducted for 2 days, namely Monday and Tuesday, March 7 and 8, 2022. starting from 08:00 until it’s over. The data analysis technique used in this study is descriptive analysis. This research is a qualitative research and is designed to obtain information and describe about the status of symptoms at the time the study is carried out as it is.

RESULTS AND DISCUSSION

EDM and e-RKAM are two programs that aim to improve the quality of madrasah education in the hope of contributing to national education on a larger scale. The results of the EDM will be incorporated into the preparation of the school's work plan and budget, which will be used to determine the type of priority program (e-RKAM). To meet the guidelines of the Directorate General of Islamic Education of Indonesia, the conditions in MAN 2 Sragen before EDM and e-RKAM are as follows:

1. Not optimal as an internal supervision system for madrasah quality assurance
2. Only done as a small thing (4). Not yet optimal in the management of Madrasah Finance.

Therefore departing from the EDM, it must actually convey information objectively not based on subjectivity alone.

This is in accordance with what was said by George C. Edward III who explained that the criterion for the success of a policy is at the stage of implementation or implementation. Policy enforcement is more than just a practice, including enforcement and direction. The success rate of policy implementation will be influenced by various factors, both supportive and hindering, including physical, social and cultural factors. It is wise to choose alternatives to problem solving in order not to interfere with the achievement of educational goals. Based on the theory of George C. Edwards III (AG. Subarsono, 2008:90-92). Based on data obtained by researchers in the field regarding the implementation of EDM and e-RKAM in MAN 2 Sragen in 2021/2022 is as follows.
Application of EDM and E-rikam in MAN 2 Sragen

The implementation of EDM and e-RKAM in MAN 2 Sragen has been carried out for 2 years since 2022 carried out by the Madrasah Quality Assurance Team (TPM) which is responsible for implementing EDM. The treasurer/madrasah operator who handles data collection in madrasahs and BOS programs is part of the TPM implementation team. The steps in the Implementation of EDM and e-RKAM are as follows:

Establishment of TPM by the Head of Madrasah: Lead: An official who serves as Advisor to the Chairman of the Teacher Madrasah, representatives of the madrasah committee, representatives from outside the madrasah committee, and student representatives form a group (OSIM). If necessary, madrasas may also involve community leaders or religious leaders outside the committee. TPM Training Collects data, information, and real evidence Based on data, information, and physical evidence, TPM sets the level of each indicator. TPM relies on the help of madrasa operators to fill in the online or semi-online instruments available for each determination of indicators.

The results of the EDM entry are approved by the head of the madrasa through the form provided. Submission of a complete EDM that has been approved by the Head of the Madrasah Education Office. As depicted in Figure 1, the online EDM data stream is automatically sent to the existing system unit. While the EDM results will be filled in a semi-online format separately.

Benefits of EDM

1. Have an understanding of the madrasa performance/quality map.
2. Have an understanding of the strengths and weaknesses of the madrasa.
3. To improve the quality of education, identify opportunities for improvement, assess success, and make changes to existing programs.
4. Knowledge of the types of requirements necessary for quality improvement.
5. To improve the performance of madrasas, identify and prioritize programs and activities.
6. Form restitution to those who have an interest in the outcome.
7. Material on strategizing/RPJM/RKM.
8. Preparation materials of RKAM.
9. Materials used in the preparation of program planning for district/city, provincial, and national activities.

Principles of EDM Preparation

1. Integrity: done honestly.
2. Objective: based on the facts at hand.
3. Scientific: compiled using a scientific approach and open to evaluation by all parties.
4. Participation: completed by the participation of students and faculty of madrasahs through deliberation and consensus.
5. Transparent: the results of the EDM are open to all parties.
7. Integrated: using e-RKAM integrated data and information from EMIS and SIMPATIKA.
8. Periodic: carried out on an annual cycle that can be extended if needed.
9. Continuous: done continuously
**Stages of EDM preparation**

1. All stakeholders in the madrasa will be made aware of the EDM.
2. The emergence of TPM (Madrasah Quality Assurance Team).
3. EDM Training for TPM.
4. Assessment of instrument indicators using data, information and physical evidence collected from various relevant sources.
5. Data, information, and physical evidence are used to determine the value of each indicator.
6. Online or semi-online madrasah operators (for madrasas that do not have internet access) assist the TPM in filling out instruments based on the information and physical evidence collected.
7. Approval of the EDM results by the Head of madrasah through the form provided.
8. TPM can submit the results of filling in the EDM that has been approved by the head of the Madrasah through the application delivery menu.

**Quality Condition of EDUCATION MAN 2 Sragen Before Impelemation of EDM and e-RKAM**

1. Between EDM-ERKAM is out of sync even done respectively
   
   Before the EDM and e-RKAM MAN 2 Sragen applications in carrying out madrasah self-evaluation, it was very difficult to synchronize the results. Then in the preparation of the madrasah budget work plan has not been optimal and on target in accordance with the recommendations of the EDM results. The work is still being carried out by each individual has not been carried out by the Madrasah Quality Assurance Team.

2. Not optimal as an internal supervision system for madrasah quality assurance
   
   Internal quality assurance of madrasahs or schools must be carried out to get maximum results. MAN 2 Sragen in implementing education quality assurance is not optimal because it still uses a manual system or uses instruments that have not been used by the EDM and e-RKAM applications. As a result, madrasah has not been optimal in taking policies to find out the strengths, weaknesses and strengths of madrasahs as well as the quality of education to be achieved by MAN 2 Sragen.

3. Only done as a small thing
   
   EDM in each madrasah is the responsibility of the head of the madrasa and is carried out by the Madrasah Core Team (TIM). In its implementation, TIM is assisted by madrasah operators who handle data collection in madrasahs and BOS programs. In its application, EDM and e-RKAM in MAN 2 Sragen are carried out and carried out by only a few people without a clear division of tasks by the head of the madrasa so that the expected results are not in accordance with the real conditions of MAN 2 Sragen. Of course, the results of the EDM implemented are not optimal for the madrasa budget draft that will be implemented. So that the quality of MAN 2 Sragen Education is not good from the quality of graduates and infrastructure.

**Quality Condition of MAN 2 Sragen Education After EDM and e-RKAM Impelemation**

a. It already seems synergistic and influential
   
   Quality assurance of madrasa education is increasingly widely accepted among policymakers after MAN 2 Sragen implemented EDM and e-RKAM to
the fullest. In order to improve the quality of education in madrasahs, it is necessary to grow awareness of the importance of an internal quality assurance system. EDM must be emphasized as a stage in the preparation of the Madrasah Work and Budget Plan (RKAM) and as input for the preparation of strategic plans /RKJM and RKM at the madrasah level, the Ministry of Religious Affairs of Regencies and Cities, provincial offices and the Directorate General. Ministry of Islamic Education.

b. The more optimal the madrasah control system

With the full and maximum implementation of EDM and e-RKAM by involving all stakeholders in the madrasah Together collecting data and information in implementing EDM, the quality assurance system of MAN 2 Sragen Education is getting better and more perfect with the increasing quality culture of madrasahs. In financial planning, it is also well realized with the implementation of EDM, so getting recommendations for the preparation of RKAM on target because the priority programs recommended based on the results of EDM can be implemented properly.

c. Done by a team, representing madrasah stakeholders

This team consists of madrasah heads, vice principals, as well as teachers and members who master aspects of EDM implementation. In order to ensure that MAN 2 Sragen has a quality educational culture, TPM is responsible and accountable for the results of EDM and the implementation of EDM which has a significant impact on the quality of madrasah education, and does this on an ongoing basis to provide recommendations. for quality improvement strategies to the principal based on the results of monitoring and evaluation.

d. Increased public interest in MAN 2 Sragen

With the quality of madrasahs / schools both from the quality of learning, the quality of infrastructure, the quality of financing and the quality of graduates, there will be a trust from the public, especially the community who will send their children to MAN 2 Sragen.

CONCLUSION

Based on the research findings that have been presented in the previous chapter, researchers can draw the following conclusions:

1. The implementation process betweenyes, namely: (1) planning or preparation, (2) information collection, (3) organizing and analyzing data, (4) reporting.

2. The driving factors for the implementation of EDM internally are (1) HUMAN RESOURCES; (2) coordination between stakeholders; (3) communication and a sense of family between school residents, externally, is the support of the Ministry of Religion Office, either district or provincial. Internal inhibiting factors are (1) saturation of EDM instruments; (2) the shortness of time; (3) the lack of understanding of teachers, externally is (1) changes in EDM systems and instruments and (2) the number of questions on the instruments.

3. The impact of EDM includes (a) making it easier for schools to make RKKM/RKAM and (b) making it easier for schools to identify deficiencies, advantages of school performance, strengths that schools have to develop and challenges that will be faced by schools, improving the quality and performance of schools. School follow-up based on EDM results is the improvement, improvement and development of school performance according to 8 SNP.

b. So it can be concluded that there is a significant influence between blended learning on the learning outcomes of students of SMK Barunawati North Jakarta.
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