INTEGRATED ISLAMIC PRIMARY SCHOOL MANAGEMENT IN IMPROVING THE QUALITY OF STUDENT EDUCATION IN JAMBI PROVINCE

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This study aims to examine the Integrated Islamic Elementary School Management in Improving the Quality of Student Education in Jambi Province. This research approach uses descriptive qualitative research method with the technique of determining the object of research is done by purposive. Data collection techniques used are observation, interviews and documentation. While the data analysis technique uses a flowing data analysis model, which includes: data reduction, data presentation, and drawing conclusions/verification.

The results of this study found that the implementation of Integrated Islamic Elementary School management was implemented in improving the quality of student education in Jambi Province, namely preparing the realization of quality and superior human resources, organizational management, administration and modern management. The implementation of superior education and teaching and the development of educational programs, the implementation of broad Islamic da'wah, but difficult to achieve in its entirety until now, so that Integrated Islamic Elementary School Management in Improving the Quality of Student Education in Jambi Province has not been effective and efficient because it has not fulfilled the aspects standardized cohesiveness evenly in each school

Keywords: Management, Integrated Islamic School, Quality of Student Education

INTRODUCTION

Management is a social process that is planned to ensure the participation and involvement of a number of people in achieving certain goals and objectives that have been set effectively. Management contains elements of guidance, direction and management of a group of people towards the achievement of general goals. Management is used in all aspects of human organization, including in education. The term used is educational management, meaning the management approach used in the field or educational organization.

The term management in relation to education can be interpreted as an arrangement of educational fields carried out through planning, organizing, staffing activities, coaching, coordinating, communicating, motivating, budgeting, controlling, monitoring, evaluating, and reporting systematically to achieve goals. quality education (Engkoswara and Aan Komariah: 2012). In terms of management is an important instrument, be it for large, medium or small organizations. Management is needed by every organization because only with good management, the organization will develop, succeed and achieve progress.

Educational management is often interpreted in a narrow sense, namely administrative activities whose essence is routine activities of taking notes, documenting activities, organizing correspondence with all its aspects, and preparing reports (B. Suryosubroto: 2010). School management is an effort to care about applying the school's goals to school goals. School management as an activity that leads individuals or school groups to achieve school organizational goals.

School management is an activity that leads individuals or school groups to achieve the goals of the Integrated Islamic Elementary school organization. The school management indicators are 1) planning (planning), 2) organizing (organizing), 3) implementing (actuating) and 4) controlling (controlling).

Every school organization has certain work activities in order to achieve organizational goals. One of the activities is that there is only one type of management in rank, namely the highest management to the foremost management. The highest management of schools are management functions that are applied and directed to deliver

school products (outputs) to a peak performance (both in terms of showing school and work). Management in the context of schools are management functions developed in order to obtain optimal support from education users (stakeholders) and/or education partners (private and community).

Based on the above reality, the era of education reform should begin with improving the system and management of educational institutions that lead to quality improvement, of course, one of the most important parts is to plan strategic management in improving the quality of education services, and through reforming the school system it must be done thoroughly, comprehensive, integrated and touches every school life (Muhaimin: 2015). Education plays a central role in development in improving the quality of human resources (Irjus Indrawan: 2021.

One of these strategic steps is an effort to improve the quality of education to a high standard. The quality of education can be achieved in the education unit thanks to the persistent efforts of the principal. Principals can do many ways to improve the quality of education. These methods range from conventional to modern (latest). Just not in a way that's the problem. Sometimes the problem of the quality of education itself comes from the principal who does not have an ideal quality concept.

Quality is defined by two approaches, namely, classic and modern. Classically, the notion of quality (quality) shows the nature that describes the degree of "good" an item or service produced or supplied by an institution with certain criteria. The degree of goodness of a product, goods or service that is absolute is a reflection of the high valuation of the price of the goods or services, and the high standard or high quality of the assessment based on the assessment of the institution that produces or supplies the goods. Meanwhile, the relative degree of quality of goods or services reflects the high valuation of the price of goods or services, and the high quality of the assessment based on the assessment of consumers who use the goods or services (Ridwan & Abdullah Sani et al: 2015).

According to Sallis (Edward Sallis: 2012), a quality standard is a standard set by a product-producing institution on the quality of the products it produces to meet customer expectations and needs for the quality of the products it uses. Currently the philosophy of quality has changed and no longer refers to the classical view. These changes can be identified from the quality orientation which refers to the needs or criteria of consumers. The philosophy of quality that is commonly adopted today is that the quality of a product is not determined by the producer but is determined by the consumer (customer). The criteria used are satisfying or meeting consumer needs.

Quality is conformity to market needs, product user suitability to meet customer satisfaction and customer satisfaction fully in accordance with what is required or standardized. Implementation of quality has two main aspects, namely the first product meets customer demands. Second, the product conforms to the standard. Characteristics of the first aspect if it has special product characteristics, different from competing products, increasing customer satisfaction. The product sells well, can compete, increases the market and increases sales volume. While the second characteristic, if the product is in accordance with quality standards so that there are no defects at all (Deden Makbuloh: 2016).

The position of quality is strongly influenced by how situational the institution itself is. Robin, Stephen provide an illustration that at the system level of institutional policy implementation such as quality assurance always involves organizational culture, institutional structure and organizational work arrangement so that in the same policy it may be institutional, the work procedure is different (Steven P. Robbins & Timothy A. Judge: 2014). Quality in terms of process implies effectiveness or accuracy and overall efficiency of the factors or elements that play a role in the educational process.

Quality can also be studied from the internal efficiency and fitness point of view, internally efficiency, quality education is when the previously established institutional and curricular goals can be met or achieved. While the quality of education in terms of fitness or suitability is when the graduates produced meet the needs of the workforce, in the market, both in the industrial sector and in the domestic activity sector.

The quality of student education is an effort to meet the needs and desires of educational customers in producing competitive students. The indicators are: 1) according to customer expectations and 2) having competitiveness.

The Islamic concept teaches that the business that is run, whether it is in the form of goods or services, should not provide bad or unqualified ones, but provide quality ones to others. As the word of Allah SWT. Al-Quran surah Al-Baqarah verse 267:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ أَنفِقُواْ مِن طَيِّبَٰتِ مَا كَسَبْتُمْ وَمِمَّآ أَخْرَجْنَا لَكُم مِّنَ ٱلْأَرْضِ ۖ وَلَا تَيَمَّمُواْ ٱلْخَبِيثَ مِنْهُ تُنفِقُونَ وَلَسْتُم بِـَٔاخِذِيهِ إِلَّآ أَن تُغْمِضُواْ فِيهِ ۚ وَٱعْلَمُوٓاْ أَنَّ ٱللَّهَ غَنِيٌّ حَمِيدٌ

"O you who believe, spend (in the way of Allah) some of the results of your good work and some of what We bring out from the earth for you and do not choose the bad and then spend from it when you yourself do not want to take it. but by squinting at it. And know that Allah is Rich, Most Praiseworthy" (Q.S. Al-Baqarah 2: 267).

This verse explains live the good and don't give the bad, of course in providing service to fellow human beings, give good service satisfying the customer, the customer feels comfortable and happy, and don't give what is not good or bad anymore unpleasant that is not true to promises and cannot be trusted, even though you do not like this act, then indeed Allah is All-Knowing what you do not know and Allah is Rich.

It is important to manage this school well, because in today's competitive climate, it is difficult for organizations to live well if they do not have the ability to change themselves quickly and are able to develop in line with the various demands of stakeholders (Muhaimin: 2015). Seeing that the quality of Indonesian people is currently very low, what has become routine news, every time the Human Development Index report comes out, the position of the quality of our human resources is always at the bottom. In the 2015 UNDP report, Indonesia is still in the group of countries with a medium level of human development. Previously, it can be seen that the quality of education is related to basic literacy (reading, mathematics, and science) (Hatta Saputra: 2016).

Today's Integrated Islamic Elementary School Management has tried to improve the quality of education through an integrated concept. Basically a school is like a company, where the "product" is students who are superior and ready to compete with students from other educational institutions. Schools basically have customers who must always be looked after and nurtured so that they survive and feel satisfied (satisfy). In this case the school's customers are students, parents and the wider community. If a company has a vision to get high profits, the school also has a vision to educate the nation's life and create a strong society.

Integrated Islamic Schools are essentially schools that implement the concept of Islamic education based on the Qur'an and Sunnah. The operational concept of SIT is an accumulation of the process of civilizing, inheriting and developing Islamic teachings, Islamic culture and civilization from generation to generation. The term "Integrated" in SIT is intended as a reinforcement (taukid) of Islam itself. It means that Islam is a complete whole, integral, not partial, syumuliah not juz'iyah. This is the main spirit in the da'wah movement in the field of education as a "resistance" to secular understanding, dichotomy, juz'iyah.

In its application, SIT is defined as a school that applies an implementation approach by combining general education and religious education into a single curriculum. With this approach, all subjects and all school activities cannot be separated from the frame of teachings and messages of Islamic values. There is no dichotomy, no separation, no "secularization" where lessons and all discussions are separated from Islamic values and teachings, or "sacralization" where Islam is taught regardless of the context of the benefit of present and deep life. General subjects, such as mathematics, science, social studies, language, physical / health, skills are framed with Islamic footholds, guidelines and guidelines. While in religious lessons, the curriculum is enriched with a contemporary context approach and benefits, and benefits

Based on the grand tour in improving the quality of student education in Jambi Province, such as the Integrated Islamic Elementary School (SD IT) Nurul Ilmi 2 Jambi City, the Integrated Islamic Elementary School (SD IT) 57 Muaro Jambi and the Integrated Islamic Elementary School (SD IT) Aulia Batanghari found that 1) in the planning aspect, it is still not optimal. The indications are that although the work program in the curriculum aspect is still problematic, because graduates master the memorization of the Al-Quran, but tajwid is still weak, 2) in the organizational aspect, there are still teachers who hold many classes or hours, so their performance is not optimal. 3) in mobilization where the principal has motivated the work of teachers intensively, the principal has led the existing human resources to work according to the existing program, although there are still teachers who need to be empowered in their performance. 4) Supervision of these leading private schools does not involve parents on a large scale. Based on this problem, the management of Integrated Islamic Elementary School (SD IT) by leading private schools does not use managerial principles.

By paying attention to and understanding the description that has been stated above, the author intends to conduct a more in-depth research on this subject by raising the title of the research: "Integrated Islamic Elementary School Management in Improving the Quality of Student Education in Jambi Province".

RESEARCH METHODOLOGY

The qualitative research method used in this research is a research method based on the philosophy of postpositivism, used to examine the condition of a natural object, (as opposed to an experiment) where the researcher is the key instrument, the sampling of data sources is carried out purposively and snowball, the technique collection by triangulation (combined), data analysis is inductive/qualitative, and research results emphasize meaning (Sugiyono: 2013).

Qualitative research methods are called new methods, because of their recent popularity, called postpositivistic methods because they are based on the philosophy of postpositivism. Postpositivism philosophy is often referred to as an interpretive and constructive paradigm, which views social reality as something holistic/whole, complex, dynamic, full of meaning, and the relationship of symptoms is interactive. This method is also called the artistic method, because the research process is more artistic (less patterned), and is referred to as an interpretive method because the research data is more related to the interpretation of the data found in the field (Sugiyono: 2013). The approach in this study is a research approach with descriptive qualitative methods. It is hoped that all descriptions of activities, reality, social and perceptions of research targets can be lifted and explained without being polluted by formal measurements.

The social situation in this study is a leading private school in Jambi Province. The perpetrators or research subjects are the principal of SD IT in Jambi Province, vice principals, teachers, and students. The activity under study

is the management of the Integrated Islamic Elementary School in improving the quality of student education in Jambi Province.

The subjects of this study include all characteristics related to principals, vice principals, teachers, administrative staff and students in relation to the management of Integrated Islamic Elementary Schools in improving the quality of student education in Jambi Province. The researcher uses purposive sampling, which is a sampling technique from data sources with certain considerations. Subjects in this study were visited to conduct interviews, and to be observed or observed directly. This is done to adjust the information or data obtained through interviews with data obtained through observation through triangulation techniques, so that the data or information reaches a saturation point.

In this research there are two types of data, namely primary data and secondary data. Primary data is data taken directly from the researcher to the source, without any intermediary. The source in question can be objects, sites, or people. Data collection techniques in the context of primary data depend on the type of data needed, if what is needed is data about humans, the researcher can obtain it by preparing a set of instruments, or by direct observation of the object or social setting under study using an observation guide or observation guide. . The primary data in this study is the management of Integrated Islamic Elementary Schools in improving the quality of student education in Jambi Province. While secondary data is data that is not collected by the researcher himself, for example, from statistical bureaus, magazines, newspapers, information or other publications. The secondary data that the authors mean in this study is data obtained from recommended data that has to do with research. While the data sources in this study are where the research data is taken or obtained, namely: Head of SD IT in Jambi Province, Deputy Head of SD IT in Jambi Province, Teachers and Documentation.

In collecting data in the field, the authors use several methods, namely Observation, Interview and Documentation. The data analysis used in this study is a flow data analysis model. This data analysis activity is carried out throughout research activities (during data collection), and the most core activities include simplifying data (data reduction), presenting data (data display) and drawing conclusions (making conclusions) (Matthew B. Miles and A. Michael Huberman :2011). As for the level of data trust (trustworthiness) in the study carried out a data examination technique, among others; extend participation, persistence of observation, triangulation and peer discussion (Lexy J. Moleong: 2017).

RESEARCH ANALYSIS

The quality applied at SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari is trying to meet customer satisfaction. This is based on the development of today's society that requires the development of students who are carried out in a balanced manner between values and attitudes. Knowledge, intelligence and skills, the ability to communicate and interact with the wider community, and increase awareness of the environment. This quality achievement is offered by the school as the oldest Islamic religious institution in Indonesia. Islam has the potential and positive opportunities in helping the development of basic human potential in the form of developing the mind. Islam is traditional to study Islam and practice it as a way of life by emphasizing the importance of morals and morals in social life so as to form the quality of education for the nation's children in accordance with the teachings of Islam, the teachings brought by the Prophet Muhammad.

Rasulullah SAW, was sent to this world to carry out his apostolic mission, namely to perfect the morals (quality of education) of humans.

اِنَّمَا لِاَتَمِّمَا ا ٱلْاَخْلَاقِ

Meaning: "Indeed I was sent (nothing else, except) to perfect noble character" (Narrated by Ahmad & Bukhari). (Lidwa.Com).

Based on the Qur'an and hadith we are obliged to have character (have the quality of education) with the morals prescribed in Islam, including; honest, trustworthy, responsible, maintaining chastity, shame, courage, generosity, keeping promises, staying away from all that is forbidden by Allah Subhaanahu wa Ta'ala, doing good to neighbors, helping people in need according to their abilities, and other than that from good morals. It is stated in the Qur'an and Sunnah that it is explained that these morals are prescribed.

On the other hand, the quality of education is needed today. The results of the United Nations Development Project (UNDP) survey stated that the quality of Indonesia's human resources is low compared to other countries in Asia such as Thailand, Malaysia, the Philippines, and China. This can be seen from the low ranking of Indonesia's Human Development Index (HDI) compared to other countries, which is ranked 108 out of 112 countries (Utawijaya: 2018).

One of the reasons for the low quality of human resources is the low quality of Islam in Jambi Province. Various survey and research results show how the quality of Islam in Jambi Province is low. Islamic measures in Jambi Province to improve the quality of education in accordance with the policy on the National Education System, namely the issuance of Law Number 20 of 2003. Article 35 of the National Education System Law states that one of the efforts to improve the quality of national education is through the National Education Standardization or SNP. . This policy regulation was further emphasized through Government Regulation No. 19 of 2005 concerning National Education Standards.

The birth of PP 19 of 2005 concerning SNP is an elaboration of Law Number 20 of 2003, especially Chapter IX Article 35. In article 35 paragraph (1) of the National Education System Law it is stated: "The National Education Standards consist of standards of content, process, competency of graduates, education personnel, facilities and infrastructure, management, financing, and evaluation of education which must be improved in a planned and periodic

manner". Then in paragraph (2) it is stated: "The National Education Standard is used as a reference for curriculum development, education personnel, facilities and infrastructure, management and financing".

Article 1 paragraph (1) of PP 19/2005 states that: "The National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia". Then Article 3 states that "The National Education Standard functions as a basis for planning, implementing, and supervising education in the context of realizing quality national education". The goal as stated in article 4 is: "Ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation".

Thus, the National Education Standardization policy as affirmed in Article 35 of the National Education System Law Number 20 of 2003 and Government Regulation Number 19 of 2005 is the need for standardization of national education so that the quality of education in Indonesia is increasing. Therefore, Standardization of Education is absolutely necessary because it functions as a basis for planning, implementing, and supervising education in realizing quality national education and aims to ensure the quality of national education in the context of educating the nation's life with dignity. National Education Standards are refined in a planned, directed, and sustainable manner in accordance with the demands of changing local, national and global life (Utawijaya: 2018).

On the other hand, the need for standardization of national education is based on the idea that education is a purposeful process. Every process that has a purpose, of course, has a yardstick, where the educational journey has reached its goal. In contrast to physical goals such as distance from a place or a production target, educational goals are intangible and are constantly changing and improving. Educational goals are always temporary or "running goals". This means that educational goals need to be revised and adapted to changing demands from time to time, not rigid but flexible. In relation to the purpose of education, according to article 3 of Law Number 20 of 2003 concerning SISDIKNAS it is stated that: "The purpose of National Education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable. , creative, independent, and become a democratic and responsible citizen" (Utawijaya: 2018).

So it is necessary to look again at the goals of SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari were established both in general and specifically, usually reflected in the vision and mission of Islam, although the vision and mission are very noble, but to achieve it not based on TQM systematics. Whereas according to Mastuhu in Manfred, the purpose of school education is to create and develop a Muslim personality, namely a personality who has faith and is devoted to God, has noble character, is beneficial to the community or serves the community by becoming a subject or servant of the community as well as being an apostle, namely being a public servant as personality of the Prophet Muhammad SAW (following the sunnah of the prophet), able to stand alone, free and firm in personality, spread religion or uphold Islam and the glory of Muslims in the midst of society (izzul Islam wal muslimin) and love science in order to develop the personality of Indonesia (Nurotun Mutation: 2015).

From the formulation of these objectives, it is clear that the quality of education at SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari strongly emphasizes the importance of reviving Islam in the midst of life. This means that the quality of professional student education must continue to be improved as capital for upholding Islam in the midst of a life that is increasingly rapidly and always changing.

SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari as integrated schools are schools that are organized in one complex and managed in an integrated manner in terms of curriculum, learning, teachers, facilities and infrastructure, management and evaluation , so that it becomes an effective and quality school. SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari TQM are not able to meet all the National Education Standards (NSP) in every aspect. Includes graduate competence, content, process, educators and education staff, facilities and infrastructure, financing, management, assessment and has organized and produced graduates with international characteristics. In addition, integrated schools are expected to be able to develop a school culture and school environment that supports the achievement of international standards from these various aspects.

SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari have experienced changes from the impact of modernization, although this does not mean that the quality of student education is better than traditional Islamic patterns. With the increasing variety of new learning resources, and the increasing dynamics of communication between the school education system and other systems, students can learn from many sources. These models are each school's answer to the unavoidable demands of the era. One form of change in school management is the emergence of schools, which combine elements of traditional Islamic education which are identical to classical books with Islamic education that uses modern systems and methods. At SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari, students are taught foreign languages (Arabic and English) which allow them to access a wide range of general books, including foreign literature. The combination of these two education systems gave birth to a comprehensive education system, not only emphasizing mastery of classical Islamic scientific treasures but also having scientific integrity (Nurotun Muntahanan: 2015).

SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari still face non-standard management in improving the quality of student education. Mahpuddin Noor in Portraits of the Islamic World. said that it was jointly acknowledged when many groups viewed it as weak and even claimed that the school's internal problems lie with management. So far, schools are recognized as being able to educate their students to become pious human beings, to become missionaries, as well as scholars who later become leaders in the midst of society, both formally and informally, which are now scattered throughout the archipelago (Mahpuddin, Noor: 2018).

The term integration, is one form of Islam which has meaning according to Pupuh Faturrahman quoted by Ahmad Tafsir et al, the integrated school system, namely: "The integrated school system is an integrated education system, namely school educational institutions that have real objective conditions, which are culturally and institutionally integrated. with the school or madrasa system in an Islamic environment (Ahmad Tafsir, et al: 2008). There are several elements that become the benchmark for integrated management, including (1) process elements (2) structuring elements, meaning that in the management process the main principle is the spirit of managing and organizing. (3) the element of implementation means that after being regulated and arranged there must be an implementation (4) the element of competence means that the existing human resources must be based on professional competence (5) the element of goals that must be achieved which is agreed upon by the members of the organization (6) the element of effectiveness and efficiency means that the goals set are sought achieved effectively and efficiently.

For SDIT Al-Azhar 57 Muaro Jambi, SDIT Nurul Ilmi 2 Jambi City and SDIT Aulia Batanghari, standardization of the quality of Islamic education has not been achieved from Islamic graduates. Because, in principle, Islamic alumni "less" need such formal legality. Even without formal legality from the Government, Islamic graduates already exist in the midst of society and are even recognized for their existence. In addition, the orientation of students in entering Islamic education is not oriented to the acquisition of formal legal in the form of a diploma as well as formal school educational institutions. The most important Islamic need at this time is how the Government formally recognizes schools as a sub-system of National Education, so that there is no longer discrimination against Islam, both in determining the budget through the APBN and APBD, formal recognition of Islamic diplomas, and making the Islamic education system one of the benchmarks for achieving the goals of National Education, especially to evaluate the achievement of the goals of faith and piety (Utawijaya: 2018).

The desire of the Ministry/Ministry of Religion to standardize Islamic education needs to focus on recognizing legality, improving quality and equal rights. Thus, the standardization provides guarantees for the diversity of schools, including guarantees that there is no structural siltation process. The standardization of Islamic education is intended by the Ministry of Religion to be carried out because so far there are no standard rules that can be used as a reference for the Islamic education system (Utawijaya: 2018).

The description of Islamic education as a sub-system is the fact that education is one aspect of life that is influenced by various aspects in order to improve the quality of education. For this reason, the integration of Islamic education is important, as indicated in the Qur'an Surah An-Nisa verse 9, namely: (Veithzal Rivai Zainal: 2013).

لْيَخْشَ الَّذِيْنَ لَوْ ا لْفِهِمْ ذُرِّيَّةً ا افُوْا لَيْهِمْ لْيَتَّقُوا اللّٰه لْيَقُوْلُوْا لَّا ا

Meaning: "And fear Allah those who, if left behind them weak children, who they worry about (their welfare). Therefore, let them fear Allah and let them speak the truth) (Q.S. An-Nisa/4:9).

The verse hints at us to prepare the next generation of people who are strong and ready to face progress by combining knowledge of all elements of life.

The premise that the development of an integrated education system carried out by schools is based on an expression that has been lived and understood among scholars, namely that conveyed by Ali bin Abi Talib which means as follows: "Educate your children with an education that is different from what was taught to you, because they were created for an era different from yours." (al-Hadith). Therefore, to obtain an integrated school education system managed by professional human resources, it is necessary to have management that prioritizes the integrated quality.

From this description, the writer can describe quality management in the development and development of the quality of education for students as follows:

Figure 4.1
Educational Quality Management Model for Students

If schools want to produce quality development of quality student education, the wheel of this new cycle must turn, meaning that the commitment-development process must be carried out. Work and coaching should be planned. The plans that have been made must be implemented. Work implementation in monitoring, measured or assessed. The results of the assessment are analyzed, the results of the analysis are used to plan the next development so that they are able to meet quality standards and develop sustainably according to customer needs and are supported by all interested parties.

The cycle above can be likened to a ball that must be pushed up towards a predetermined goal which is located above. It takes a lot of effort and energy to achieve this goal. Without effort, it would be impossible for this new quality cycle ball to achieve its goal. This shows that to achieve a certain quality, it must be strived for, cultivated and supported by all interested parties. Good quality may not come by itself.

Integrated Islamic Elementary School Management in improving the quality of student education in Jambi Province is seen from the implications, namely: first, the image of Islam as a traditional educational institution, not modern, informal and even opinionated as an institution that gives birth to terrorism, has influenced people's mindsets to leave the world. Islam, Islam as the oldest education in Indonesia survives with a negative image and modernization of education, but Islam feels challenged to answer the problems in society. In fact, Islam is one of the triggers for the realization of social cohesion (strong relationship) because Islam is present openly with the spirit of simplicity, lack, and social concern. This behavior is a high social bond and is difficult to find in other educational institutions. The two supporting infrastructures seem to be inadequate and worthy of the three human resources although in terms of religion there is no doubt about it, but in order to improve the existence and role of schools in the field of community social life, serious attention is needed, especially in the field of institutional management. Fourth, accessibility and networking is one of the needs in school development. Especially those in remote areas. Fifth, Institutional Management is an important element in Islamic management, it can still be seen that management is managed traditionally, especially those related to mastery of technology, such as student databases that are still less structured. Sixth, institutional economic independence, financial needs are obstacles in carrying out Islamic activities. The seven curricula that are oriented to the life skills of students and the community are still concentrated on increasing the religious insight and experience of students and the community. The curriculum offered by Islam should be a "general" curriculum that integrates the existing curriculum in Islam, meaning a monochotomous curriculum that focuses on customer needs that does not release Islamic normative values based on the Koran and hadith.

In the schools studied, it can be seen that these schools have not been able to improve the quality of student education in Jambi Province. Because when viewed from the definition of an integrated (modern) school, namely an integrated school, it is included in the typology of an integrated Islamic school (mdoern) with the indicator, namely the integration of the existing resource management system at the educational institution from all aspects, namely the management aspect, namely management that is built in an integrated manner with a pattern integrated, simulative and integrated management in terms of basic, secondary and upper education levels as well as PT. Another aspect is human resources, namely the existence of kyai/leaders, students, educators, education staff. Curriculum aspects are also considered with the integration of the school curriculum and the national curriculum. Then aspects of modern facilities and infrastructure such as school / madrasa buildings, mosques, dormitories, multipurpose buildings, libraries, ICT facilities and so on.

To improve the quality of education, it cannot be separated from efforts to improve its management. As one of the important components in education, the management of schools, schools and madrasas is an urgent matter for improvement. The school/madrasah management is still not professional. Quality education can be seen from student achievement, the learning process, the ability of graduates to develop potential in the community as well as in terms of solving problems and critical thinking, therefore it is necessary to examine quality in terms of processes, products, as well as seen from the effectiveness and efficiency of all factors that play a role in the process. The quality improvement factor is seen from the quality of educators, facilities and infrastructure, implemented curriculum and cannot be separated from efforts to improve management.

CONCLUSION

Based on the results of the study, it can be concluded that the management of integrated Islamic elementary schools is implemented to improve the quality of student education in Jambi Province, so it has not been effective and efficient because it has not met the aspects of integration that are standardized evenly in every school. It can be broken down as follows:

1. Implementation of Integrated Islamic Elementary School management is implemented in improving the quality of student education in Jambi Province, namely in planning with the realization of quality and superior human resources through programmed plans. In organizing by giving tasks according to educational qualifications and competencies. Then the implementation of superior education and teaching and the develepment of educational programs, the implementation of extensive Islamic da'wah, extracting large and large sources of funds, increasing the welfare of the SDIT extended family, developing campuses and adding physical buildings, sustainable cadres. In the evaluation, continuous improvement has been carried out, showing the quality standard of education is the same as the central school, and the improvement is measurable.

2. Supporting factors for Integrated Islamic Elementary School management are a) leadership commitment, b) continuous improvement in quality with the available budget. The inhibiting factors are the budget and inadequate infrastructure, as well as limited training.
3. The implication of Integrated Islamic Elementary school management in improving the quality of student education in Jambi Province is that there is already a quality of students through various educational and learning activities.
4. Integrated Islamic Elementary School management model in improving the quality of student education in Jambi Province is systemized in a wide network, integrated into the curriculum, has da'wah values to achieve standardized results.

APPRECIATION

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