

MADRASAH COLLABORATION MANAGEMENT AT MTS SULTAN AGUNG TLOGOSARI, KEBUMEN

Heri Nofi Nuriyanto¹, Imam Satibi², Atim Rinawati³, Muhyidin⁴, Umi Arifah⁵,
Imam Subarkah⁶, Siti Fatimah⁷

herinofi@gmail.com

^{1,3,4,5,6}Institut Agama Islam Nahdlatul Ulama Kebumen

²Universitas Maarif Nahdlatul Ulama Kebumen

Abstract. The aim of this study is to analyze the management of madrasah collaboration and identify the supporting and inhibiting factors in collaboration management at MTs Sultan Agung Tlogosari, Ayah, Kebumen. The study adopts the Ansell and Gash framework and uses the triangulation method. The Ansell and Gash framework consists of four elements: initial conditions, face-to-face dialogue, trust-building, and collaboration outcomes and impacts. Triangulation is employed to ensure data validity and reliability by utilizing various sources, methods, and researchers. This research uses a qualitative case study approach. Data were collected through interviews, observations, and documentation. Data analysis follows the Miles & Huberman & Saldana model, which consists of three stages: data condensation, data presentation, and data verification. The findings indicate that madrasah collaboration management at MTs Sultan Agung Tlogosari, Ayah, Kebumen, has supportive initial conditions, such as awareness of the importance of collaboration, balanced incentives and constraints, and manageable asymmetries in resources, power, and knowledge. The collaboration process involves intensive face-to-face dialogue, continuous trust-building, strong commitment, and the formation of a shared understanding. The outcomes of madrasah collaboration include improvements in education quality, human resource empowerment, curriculum development, enhancement of facilities and infrastructure, increased welfare, and a better public image of the madrasah.

Keywords: Madrasah Collaboration, Management

INTRODUCTION

The changes in the governance system of Indonesia have had an impact on the management of the education system, shifting from a centralized to a decentralized model (Erdayani et al., 2023; Nasihah et al., 2023). The Regional Autonomy Law No. 22 of 1999, which came into effect on January 1, 2001, implicitly states that education is one of the areas of government that must be managed by districts and cities. To fulfill this responsibility and provide the greatest benefit to the local population, an appropriate education management strategy is needed. This strategy is crucial given the limited resources in most regions and the increasing demand for quality education, in line with the progress of society and the demands of the job market.

To achieve more optimal, effective, and efficient results in addressing various educational issues, local governments cannot act alone, as there are other stakeholders in the field of education, such as parents (society), schools (educational institutions), and other social institutions like the business world or industries. Therefore, cooperation and coordination between local governments and stakeholders are crucial in the implementation of the principle of decentralization, particularly in the management of education (Herawan et al., 2023). The educational management strategy outlined above, which emphasizes collaboration among all parties, can be called collaborative management. Through cooperative management of madrasahs, it is hoped that the independence of madrasahs will lead to improvements in resource management, enhanced cooperation or partnerships between madrasahs, increased participation of madrasah residents and communities, as well as improvements in transparency and dialogue in madrasah management (Sjamsir & Gunarto, 2017).

Collaborative management is an effort to achieve goals not only through outcompeting rivals but also through cooperation, as the goal of collaboration is to solve problems, create something, and discover solutions amidst various obstacles (Damayanti, 2022). The term collaboration has often been used in business, academia, or the arts. Institutions in society are not isolated from one another; instead, they are involved in a reciprocal process of stimuli and responses, known as social interaction, which is the foundation of human life and generally follows patterns shaped by societal culture. Social interaction patterns broadly have standards and are used routinely. Within social interaction, both competition and cooperation can take place.

MTs Sultan Agung Tlogosari is one of the private educational institutions under the Sultan Agung Educational Foundation in Kebumen, which has managed to maintain its existence amid competition with state schools/madrasahs that offer much higher quality education. The continued existence of MTs Sultan Agung Tlogosari is certainly inseparable from the role of the head of the madrasah, the madrasah committee, teachers, parents, and other stakeholders. Without their support and cooperation, the madrasah would not have been able to survive to this day. Improving the quality of education in the madrasah is crucial, as the success of education is largely determined by good management (Choir, 2016; Rizki, 2021). Additionally, the madrasah faces its own challenges, both internal and external. Given the importance of an educational institution managing itself independently using collaborative madrasah management, MTs Sultan Agung Tlogosari requires collaboration from the madrasah community to improve its quality and recognizes the significant role of the community in organizing education.

In collaboration for the advancement of the madrasah, various stakeholders play an important role in achieving common goals. Some of the key parties involved in the collaboration for the progress of the school include: the head of the school, teachers, administrative staff, students, and the local community. Through these technical skills, cooperation with partners will be created, effectively communicating about plans, implementation, and work results. In forming group cooperation, the leader must have a commitment, including a strong intention to carry out the duties and responsibilities entrusted to them. Collaboration among stakeholders in the madrasah plays a very important role in management, so that the madrasah can achieve its vision, mission, and the expected goals, particularly in improving the quality of education (Suhartono et al., 2018).

Based on these issues, the researcher became interested in further investigating how the madrasah collaboration management carried out by all members of the madrasah contributes to improving educational quality, by focusing the research on “Madrasah collaboration management at MTs Sultan Agung Tlogosari Ayah Kebumen.”.

RESEARCH METHOD

A qualitative case study methodology was employed in this study. The present investigation employed a field research methodology at MTs Sultan Agung Tlogosari, Ayah, Kebumen. Techniques for gathering data include documentation, interviews, and observation. The triangulation technique is used to ensure the validity of the data. Additionally, the Miles, Huberman, & Saldana model—which consists of three stages—is used for data analysis (Miles et al., 2014). These stages are data condensation, data display, and data verification. Data condensation is the process of simplifying, selecting, or transforming raw data into a more focused and meaningful form. Data display is the step of presenting the results of data condensation in a systematic and organized format, helping to understand and analyze the information. The final stage involves interpreting the displayed data to identify meaning, patterns, or relationships, as well as verifying the conclusions drawn.

RESULT AND ANALYSIS

This study aims to understand the collaboration established at MTs Sultan Agung Tlogosari Ayah Kebumen. The implementation of collaboration management at MTs Sultan Agung Tlogosari involves various parties. The collaboration referred to here is the cooperation established between the head of the madrasah and the teachers, between the teachers themselves, and between the madrasah and the community. Below is a more detailed explanation of the collaboration management in this study.

1.1 Face to face dialogue

Face-to-face dialogue is the initial step in the collaboration process at the madrasah. In this process, the involved stakeholders begin to build communication through direct meetings to collectively identify opportunities, challenges, weaknesses, and benefits that they aim to achieve through a consensus-oriented process. Based on interviews with the head of the school, it was stated that MTs Sultan Agung Tlogosari has been able to survive until now thanks to the involvement of the head of the madrasah, the madrasah committee, teachers, parents, and other stakeholders. Without this support and collaboration, the madrasah would not have been able to stand until now. One form of collaboration carried out is through the policy formulation process of the head of the madrasah in creating the Annual Work Plan (RKT), which always involves active communication and coordination through meetings. In collaboration, the emphasis cannot be placed on one individual alone; all parties must be involved. Therefore, due to the many stakeholders involved, a collaboration management system is created involving the head of the madrasah with the teachers, teachers with each other, and the madrasah with the community. Collaboration takes place at the beginning of each madrasah program formulation, especially at the start of the new school year. This includes the implementation and evaluation of the program, with regular face-to-face dialogues involving other stakeholders.

Through face-to-face dialogue, the involved stakeholders open opportunities to communicate with each other. Communication is one of the key mediums to establish mutual agreements. In every face-to-face dialogue process, there needs to be a leading sector that functions to ensure the conduciveness of the dialogue. In this case, the Head of MTs Sultan Agung Tlogosari plays the role of the leading sector. Meanwhile, non-state partners, such as the madrasah committee, serve as program supporters and mediators when the face-to-face dialogue becomes rigid and challenging in addressing issues. In other words, the village government serves as the supporting sector. The presence of regular and intensive face-to-face dialogues, held at the beginning of each school year and every three months based on mutual decisions, encourages the creation of an effective collaboration system for addressing issues that arise in the field during the implementation of madrasah programs. Furthermore, through the successful conduct of these dialogues, trust between teachers and the community involved in this collaboration process is strengthened. This result is consistent with previous research that shows that effective communication in educational partnerships can strengthen relationships among all parties involved and create a more supportive, inclusive, and productive educational environment (Asiyani et al., 2023; Munawwarah et al., 2023).

1.2 Trust building

In the collaboration process, building trust among stakeholders is essential because each stakeholder has their own interests and may fear that personal egos will arise, hindering the progress of collaboration. Based on an interview with the principal, it was stated that communication must always be maintained through a series of direct meetings and discussions to build trust between the madrasah community and stakeholders. There are many opinions and arguments, but we should always try to unite them. Openness is the key to building trust among stakeholders. Thus, based on the results of the researcher's interviews with three involved stakeholders—the madrasah, the madrasah committee, and the village government—it was found that collaboration in the madrasah must be based on mutual trust, which is built, in part, through intensive face-to-face dialogues. Through this process, trust can be established as a separate stage, distinct from the indicators of face-to-face dialogue. Additionally, according to the research findings, the trust among the institutions involved was also strengthened by the seriousness and commitment of each institution in carrying out the activities. This result is consistent with research by Jack, which

suggests that when educational institutions form partnerships with various parties, it is necessary to build trust (Jack, 2023).

1.3 Commitment to process

Commitment is one of the key indicators of successful collaboration (Dhini & Bintari, 2023). Commitment must be present in every stakeholder involved. Commitment is built on the awareness of mutual dependence among all parties involved and the understanding that goals will be more easily achieved through collaboration rather than individual efforts. Based on an interview with the principal, it was stated that in order to maintain this commitment, it is necessary to bring together the program implementers from each institution, meaning that decisions should be made jointly by the program implementers and documented in the Annual Work Plan (RKT) and Mid-Term School Work Plan (RKJM). Based on this decision, the madrasah, committee, and village government will have a shared understanding, thus enhancing and maintaining the accountability of each institution.

Based on the research results through interview techniques, it can be explained that in order to maintain commitment and accountability of the madrasah community's performance, every important decision must be documented in the madrasah's work plan. Additionally, not apart from the indicators of face-to-face dialogue and mutual trust, commitment to the process is also caused by the success of this collaboration in conducting face-to-face dialogue and building trust among one another, which creates a sense of interdependence to work together in implementing the programs. The more an actor depends on the collaboration process, the stronger the commitment to the established relationship will be. This result is consistent with the research conducted by Agbodzakey, which shows that good commitment will result in a good partnership, thus facilitating an institution in achieving its goals (Agbodzakey, 2024).

1.4 Shared understanding

In this indicator, it is important for MTs Sultan Agung Tlogosari to involve the stakeholders in the collaboration process by sharing an understanding of the goals and issues at hand, as well as identifying common values in the collaboration. The involved stakeholders are expected to have a shared understanding in order to find solutions when problems arise. The shared understanding in the collaboration developed at MTs Sultan Agung Tlogosari can be explained as follows.

1.4.1 Collaboration between the principal and teachers

The head of the madrasah, as the leader of the institution, plays a crucial role in all aspects of the madrasah's activities, just as the teachers, as the front-liners of the teaching and learning process, are equally important. The cooperation between these two components is extremely significant because each component is interrelated and has its own essential tasks that mutually support each other. The head of the madrasah is expected to act as a communicator, manager, and decision-maker for all matters in the madrasah. Therefore, the head of the madrasah must possess the necessary competencies so that every decision or policy taken can be followed and implemented well, ensuring that the learning objectives are achieved to the fullest.

The cooperation between the head of the madrasah and the teachers, when well-established, can be measured by how often coordination takes place between them, one of which is through meetings held at the madrasah regarding the implementation of work programs. The more frequent the coordination meetings are held, the clearer the strengths and weaknesses of the work program implementation will be. On the other hand, if coordination meetings are rarely held, the shortcomings of the work program implementation will rarely be revealed, which can hinder the improvement of the quality of learning in the madrasah. The cooperation between the head of the madrasah and the teachers at MTs Sultan Agung Tlogosari runs well. The head of the madrasah, as the leader, always holds coordination meetings regarding the implementation of the work programs planned in the madrasah. Additionally, as a supervisor, the head of the madrasah always monitors the teaching process, from the teachers' preparation before teaching to evaluating the performance of teachers and madrasah staff. The results of the interview with the head of the madrasah above provide an analysis that the cooperation between the head of the madrasah and the teachers at MTs Sultan Agung Tlogosari is well-established. Every work program is implemented successfully and is always monitored, ensuring that both the head of the madrasah and the teachers strive to carry out their respective duties to the fullest.

The head of the madrasah must be sensitive to the strengths and weaknesses of each teacher under their leadership, and each teacher must be ready to follow the directions of the head of the madrasah, which aim to build and improve the quality of learning. Teachers should be aware of their core responsibilities, be open to, and accept constructive criticism and feedback from anyone. This is the form of good cooperation between the head of the madrasah and the teachers that should be noticed and improved in every educational institution. The form of cooperation mentioned above has been applied at MTs Sultan Agung Tlogosari. This is evidenced by the participation of teachers in providing input to the head of the madrasah whenever there are matters that need to be addressed. Therefore, the policies in place do not solely come from the head of the madrasah, but are also shaped by the role of teachers in contributing ideas and controlling the implementation of the agreed-upon madrasah work programs. The results of the research emphasize that collaboration between the head of the madrasah and the teachers is one of the key elements in creating an effective and high-quality educational environment. A good and supportive relationship between the head of the madrasah and the teachers can enhance educational performance and have a positive impact on students. This result is consistent with research conducted by Zulmi, which states that good cooperation between the head of the madrasah and the teachers positively affects the quality of education (Ramdani, 2018).

1.4.2 Collaboration between teachers

In the learning process, teachers play a crucial role in improving the quality of education. In general, a teacher is considered someone who is respected and followed, a person who directly interacts with students in the process of transferring knowledge and good moral values. The quality possessed by each teacher greatly determines the final outcome of the educational process. Teachers have many roles, including being a collector, inspirer, informant, organizer, motivator, initiator, facilitator, guide, demonstrator, classroom manager, mediator, supervisor, and evaluator of their students. The numerous roles reflect the importance of teachers in improving the quality of an educational institution.

Based on the interview results, it was revealed that the teachers at MTs Sultan Agung Tlogosari are well-versed in their main duties as teachers, including being guides and facilitators. By understanding these core responsibilities, each teacher works according to their function without needing instructions from the head of the madrasa. Teachers help each other if one encounters difficulties in preparing materials related to their teaching. This is an indicator of good collaboration. Specifically, in the research location, the researcher found forms of collaboration between teachers in the following areas: 1) Collaboration in designing the madrasa work programs through meetings at the madrasa, 2) Motivating each other in creating teaching materials, 3) Sharing the latest information about developments in the education field, and 4) Collaboration in the implementation of the madrasa's flagship programs. Collaboration between teachers is a cooperative effort aimed at achieving common goals in improving all aspects of learning. Professionally conducted collaboration has the potential to build experience, pedagogy, and content knowledge. This result is relevant to the research conducted by Werang et al., which found that good collaboration between teachers impacts the achievement of learning quality (Werang et al., 2023).

1.4.3 Collaboration between the madrasa and the community

The community is one of the components that support the development of the madrasa, and therefore, good cooperation between the madrasa and the community is necessary (Suhartono et al., 2018). Based on this research, collaboration can be established between the madrasa and the community through activities that involve parents in supporting the implementation of education. At MTs Sultan Agung Tlogosari, the researcher found that the collaboration between the madrasa and the community is going well. This is evidenced by the involvement of the community, particularly the parents, in maximizing the implementation of education. In the process of development and improvement of the quality of learning in a madrasa, the role and contributions of the community are very much needed. In line with the interview results presented earlier, MTs Sultan Agung Tlogosari always involves the community in several meetings held at the madrasa. This is certainly based on the awareness that the progress of the madrasa in all aspects is inseparable from the community's role in supporting the madrasa's advancement, both morally and materially.

One interesting finding discovered by the researcher in the field is the community's enthusiasm in participating in activities aimed at the development of the madrasa. This is an indication that the collaboration between the madrasa and the community is well-established. At MTs Sultan Agung Tlogosari, there are several specific models of collaboration found by the researcher, including the following: 1) Collaboration in monitoring the implementation of the madrasa's work programs, which are socialized through meetings at the madrasa, and which can provide moral and material contributions to advance the madrasa. 2) Collaboration in monitoring students' daily lives outside of learning hours. 3) Collaboration in monitoring students in carrying out the madrasa's flagship programs.

1.5 Intermediate Outcomes

The preliminary results are the output of the collaborative process, which can be seen from the initial successes, the strategic planning approaches, and other factors. Based on the researcher's findings through interviews and data collection, it can be explained that the collaborative management at MTs Sultan Agung Tlogosari has achieved satisfying preliminary results. Collaboration, involving all stakeholders at the madrasa, has gradually shown progress. Of course, success in this indicator is concrete evidence supporting the success of the previously mentioned indicators, even if the achievements are considered small. Furthermore, the preliminary results obtained from this collaborative process will serve as motivation for the involved stakeholders to continue improving their performance capacity in carrying out the madrasa's programs.

The analysis results show that there has been an improvement in the implementation of madrasa programs related to community involvement, especially in activities aimed at enhancing the madrasa work programs over the last four years. Additionally, it includes the socialization and motivation efforts from the madrasa to the community in collaborating to provide infrastructure and facilities for the madrasa. The prevalence of madrasa programs is measured each year based on how effectively the madrasa collaborates with stakeholders in the previous year. Each madrasa program is evaluated annually, and if it has not been maximized in the following year, it will be assessed through the annual performance report. Meanwhile, the results of this collaboration process are not only visible in terms of the increase in student participation and achievement of work programs but also in the increasing level of community participation in the madrasa. This is because one of the characteristics of a good madrasa is the collaboration between the madrasa and relevant parties. These results prove that good collaboration from various parties can improve the quality of education (Rokhmaniyah et al., 2021; Suhartono et al., 2018).

CONCLUSION

The findings indicate that madrasah collaboration management at MTs Sultan Agung Tlogosari, Ayah, Kebumen, has supportive initial conditions, such as awareness of the importance of collaboration, balanced incentives and constraints, and manageable asymmetries in resources, power, and knowledge. The collaboration process involves intensive face-to-face dialogue, continuous trust-building, strong commitment, and the formation of a shared understanding. The outcomes of madrasah collaboration include improvements in education quality, human resource empowerment, curriculum development, enhancement of facilities and infrastructure, increased welfare, and a better public image of the madrasah.

REFERENCES

- Agbodzakey, J. (2024). Commitment to the Process of Collaborative Governance. In J. Agbodzakey, *Collaborative Governance Primer* (pp. 81–89). Springer International Publishing. https://doi.org/10.1007/978-3-031-57373-6_8
- Asiyani, G., Afandi, N. K., & Asiah, S. N. (2023). PERENCANAAN KOMUNIKASI KEMITRAAN UNTUK MENDUKUNG PELAKSANAAN AWAL PENGEMBANGAN ANAK USIA DINI HOLISTIK INTEGRATIF. *Jurnal AUDHI*, 6(1), 37–46.

- Choir, A. (2016). URGENSI MANAJEMEN PENDIDIKAN DALAM PENGEMBANGAN LEMBAGA PENDIDIKAN ISLAM. *Jurnal MPI*, 1, 44–55.
- Damayanti, N. (2022). *Pentingnya Kerjasama bagi Peningkatan Mutu Pendidikan*. <https://doi.org/10.17605/OSF.IO/K8HQG>
- Dhini, T. M., & Bintari, A. (2023). Perspektif Commitment to Process pada Collaborative Governance Penanganan Kekerasan terhadap Anak di Lembaga Pendidikan Berbasis Agama Kota Bandung Tahun 2021. *JIIP: JURNAL ILMIAH ILMU PEMERINTAHAN*, 8(2), 117–137.
- Erdayani, R., Afandi, M., & Afandi, S. A. (2023). Analisis Kebijakan Desentralisasi Pendidikan Indonesia. *Jurnal Birokrasi & Pemerintahan Daerah*, 5(3), 55–68.
- Herawan, N. S., Putri, S. D., Julianti, S., & Ariesmansyah, A. (2023). Collaborative Governance Dalam Upaya Peningkatan Indeks Mutu Pendidikan di Jawa Barat Melalui Program Sekolah Gratis. *Jurnal Ilmiah Wahana Pendidikan*, 7(9), 324–333.
- Jack, J. B. (2023). Visibility of School Leadership: Building Trust. *I.e.: Inquiry in Education*, 15(1).
- Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. Sage Publication.
- Munawwarah, T., Kholizah, N. A., & Maidiana, M. (2023). Analisis Peran Komunikasi Organisasi dalam Meningkatkan Efektivitas Tim Pengelola Pendidikan di Sekolah SMP Swasta Islam Terpadu Suhairiyah. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(5), 336–340. <https://doi.org/10.5281/ZENODO.10411150>
- Nasihah, Anis Fauzi, & Abdul Muin. (2023). PELAKSANAAN KEBIJAKAN OTONOMI DAERAH DALAM BIDANG PENDIDIKAN. *Qalam : Jurnal Ilmu Kependidikan*, 12(1), 19–27. <https://doi.org/10.33506/jq.v12i1.2238>
- Ramdani, Z. (2018). *Collaboration between School Principals, Teachers, and Students in Creating a Good Quality of Educational System*. PROSIDING 1st National Conference on Educational Assessment and Policy.
- Rizki, H. O. (2021). Urgensi Manajemen Pendidikan dalam Pengelolaan Lembaga Pendidikan. *Promis*, 2(2), 126–152.
- Rokhmaniyah, R., Fatimah, S., Suryandari, K. C., & Mahmudah, U. (2021). The Role of Parents, Schools, and Communities for Preventing Dropout in Indonesia. *International Journal of Social Sciences & Educational Studies*, 8(3). <https://doi.org/10.23918/ijsses.v8i3p14>
- Sjamsir, H., & Gunarto, B. H. (2017). IMPLEMENTASI STRATEGI 7 PS (MARKETING MIX) DALAM MEMBANGUN KEMITRAAN MENUJU LEMBAGA MANDIRI DI PENDIDIKAN ANAK USIA DINI. *Manajemen Dan Supervisi Pendidikan*, 1(2), 165–170.
- Suhartono, S., Fatimah, S., & Widyastuti, S. (2018). ANALYSING THE IMPLEMENTATION AND THE EFFECT OF PARTNERSHIP AMONG SCHOOL, FAMILY, AND COMMUNITY TOWARDS THE QUALITY OF EDUCATION IN SD NEGERI 02 KARANGSARI KEBUMEN. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 2(1). <https://doi.org/10.20961/jdc.v2i1.18926>
- Werang, B. R., Pradnyani, M. D., Natalia, K. D., Sukmawati, M. D., & Wulandari, K. A. S. (2023). Peran Kepala Sekolah dalam Mendorong Kolaborasi Antar Guru Sekolah Dasar di SD Negeri 2 Belantih. *Jurnal Pendidikan Tambusai*, 7(3), 30260–30264.