Madrasah Accountability in Increasing the Interest of New Students in Continuing Education

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This study aims to discuss (1) madrasah accountability in increasing the interest of new students in continuing education, (2) madrasah efforts in increasing the interest of new students in continuing education and (3) supporting and inhibiting factors of madrasah accountability in increasing student interest just continuing education. The approach used in this research is qualitative with the type of case study, with the subject of the principal, teachers, parents and students. Data collection techniques were observation, interviews and document studies. The results indicated that the accountability of madrasah in increasing the interest of new students to continue their education as seen in this study is the process of accountability and management accountability, both of which are based on data and results found in the implementation, which is running quite well, but not yet optimal. This can be seen from the lack of socialization carried out by the madrasah so that prospective students get information about the madrasah through alumni and the closed management system is still being implemented at the madrasah.

Keywords: madrasah accountability, case studies, interests, new students, continuing education

INTRODUCTION

Education is the main means that must be managed consistently and systematically based on the theoretical and practical foundations that have developed in life. The higher the desires and aspirations of humans, the more demanding the improvement of the quality of education as a means to achieve its goals. Talking about education, the development and demands of society for the need for knowledge are very important in this era of globalization because education is seen as an investment for everyone for their future. In addition, education is also considered as one of the means in creating quality human resources so that they are able to face the changing times that are increasingly developing.

The impacts of the progress of the times, the problems that must be faced and answered by pesantren are increasingly complex which must be realized at this time. The problems faced are contained in problems that bring more contemporary needs. That way, Islamic boarding schools are faced with challenges that arise based on the demands of advanced life so that the competence of pesantren in responding to these challenges can be used as a benchmark for whether education in pesantren is able to keep up with the pace of globalization. If the pesantren can answer these challenges, the pesantren institution will gain qualifications as an institution that is able to adapt to changing times. However, if it cannot show its existence, then the qualifications obtained are things that show backwardness and are left behind.

Human attention to the world of education will never stop. Afifuddin as cited in Basri (2012) states that this is because education has always been the basis for humans in two ways. The first thing is a means of solving problems in human life that are faced or predicted to be faced in the future. Second, namely the means in building human civilization, beyond the problems it faces. It is clear that education is needed by every human being in order to get out of the problems of life today and build civilization and the glory of life in the future. In line with the challenges of global life, education as a dynamic system continues to receive attention from various elements, both internal and external stakeholders. Quality transformation begins with adopting a new educational paradigm. The old work system that is no longer relevant to the needs must be reconstructed and replaced with a new one. This kind of change requires a shared commitment so that educational goals will be easily achieved.

Islamic educational institutions, especially madrasah, still have many complex problems; one of the problems that are not easy for the Indonesian people to face is the low quality at every level of education, especially secondary and higher education, even madrasah institutions are positioned at the lowest place among institutions. -Other educational institutions such as Christian schools and public schools (Muhaimin, 2012). Nowadays, quality has become a brand that is widely discussed by the public and is the key to success for educational institutions. Thus, quality is the main key for educational institutions to be able to survive in the midst of increasingly advanced and modern educational offers that will be able to more quickly deliver graduates to get jobs. Meanwhile, when talking about interest, it can be said that interest is a high tendency to like and be interested in an object. The statement by Hilgard in Slameto (2015) interest is persisting to pay attention and enjoy some activity or content.

Accountability at the madrasah or school level can be understood as a form of responsibility that displays the transparent attitude of the school as an executor shown to the community as users of educational services. Accountability is not only driven by physical and financial problems, but as a whole concerns the compatibility of educational goals with moral and ethical philosophies where in the current situation it is agreed that public accountability is very important (Marmoah, 2013) As is well known in school administration. There is a need for accountability that is intended so that the public can know about it.

The concept of accountability is still considered complicated and difficult in terms of implementation, but the main thing is that most school residents are not familiar with the culture and accountability of education, this is supported by a strong culture of corruption, collusion and nepotism so that the position of accountability becomes less attractive and desirable to implement (Maryono, 2018). Then, Slamet and Agus Wibowo cited in Sukatin (2021) state that accountability aims to encourage the creation of school performance accountability as one of the conditions for the creation of good and reliable schools. In this case, accountability requires the existence of rules or criteria as an indicator of the success of a plan or work. Thus, accountability can be interpreted as a state of employee performance who is able to work and

can provide work results in accordance with predetermined criteria so as to give the impression of satisfaction for interested parties.

Based on the writer's initial study at Madrasah Aliyah Ogan Ilir in early September 2021, there are several facts found in the field, namely: First, there has been a decrease in the number of new students continuing their education in madrasah. Second, the number of educators (kyai who are experts in their fields) who died. Third, in the process, madrasah still maintain the old system which automatically lags behind in certain respects compared to other pesantren and still adheres to a closed management system. Departing from the problems and phenomena above, a research was conducted on madrasah accountability in increasing the interest of new students to continue their education (Case Study at Madrasah Aliyah Ogan Ilir). In this study, the main research problem was formulated, namely "How is the accountability of madrasah in increasing the interest of new students to continue their education (Case Study at Madrasah Aliyah Ogan Ilir).

LITERATURE REVIEW

Madrasah Accountability

Accountability is a form of individual accountability obligation, whether officials, leaders or implementers of an organization to parties who have the right or authority to request information regarding performance and actions in carrying out the mission and goals of the organization in the form of agreed periodic reports. *United Nations Development Program* states that accountability is a form of evaluation in the process of implementing an organization's activities so that it can be accounted for and as feedback for leaders so that they can further improve their performance in the future. Mursyidi (2013) states that accountability is the responsibility of resource managers in carrying out the obligations that have been entrusted to the reporting entity in order to achieve goals on a regular basis.

Accountability requires rules, measures or criteria, as an indicator of the success of a job or plan. Thus, accountability is a state of performance of officers who are able to work and can provide work results in accordance with predetermined criteria so as to provide satisfaction for other interested parties. Accountability in education is the ability of schools to be accountable to the public for everything regarding the performance that has been carried out. As an education planner, it is very important to know the principle of accountability in schools in order to be able to describe what responsibilities have been carried out.

Educational accountability at the school or madrasah level can be understood as a form of embodiment of a sense of responsibility that reflects the transparent attitude of the school as implementing goals to the community or community who in fact are users of educational services. With the existence of educational accountability, basically the community can participate in monitoring and controlling school performance to what extent the school is on the right track so that if there are problems or deviations can be immediately identified and the community must be given the opportunity to reprimand or provide constructive input for institutional improvement.

In the current era of regional autonomy, which is completely transparent, all elements agree that accountability in the field of education is very important so that every educational institution and institutions related to public services must have public accountability. Madrasah are one form of educational institutions that have a function in carrying out the formal education process. Madrasah have an obligation to provide accountability reports to the government in this case the ministry of religion or society in this context, parents and society in general.

Educational institutions are considered to have high accountability if the process and results of school performance are considered correct and in accordance with the predetermined plan. Based on the accountability objectives above, it can be concluded that accountability is not the end of the school administration system, but is a supporting factor for the emergence of higher public trust and participation. It can even be said that accountability is the starting point for the sustainability of high-performing school management.

From the various descriptions above, it can be concluded that accountability is always related to results and forms the basis of educational accountability as a means by which policy makers play a role in

accountability for all issues to stakeholders in the context of monitoring school performance in order to achieve the goals of an educational institution with higher performance standards.

Accountability Forms

The State Administration Agency (LAN) accountability is divided into several types, including:

1. Financial accountability, namely accountability related to financial integrity, disclosure and compliance with regulations. The main target of this accountability is financial reports that are presented in accordance with the applicable laws and regulations, which include the receipt, storage, and disbursement of money by institutional agencies

2. Benefit accountability, namely accountability that pays attention to the activities of the institution. In this case, all government officials are seen to be able to respond to the achievement of goals (taking into account costs and benefits) and not just meeting hierarchical or procedural needs. The effectiveness that must be achieved in this accountability is not only output but is prioritized from the outcome side.

3. Process accountability, namely accountability related to the procedures used in carrying out a task, whether it is good enough. This type of accountability can be realized by providing fast, cheap and responsive services. Process accountability refers to accountability for the results of activities that have been carried out. This is closely related to the program plans that have been prepared previously and will also show process accountability related to the process of implementing activities. Meanwhile, Kasful in Roestijah, accountability has two forms, namely:

   1) Program Accountability
   This type of accountability focuses on accountability for the results of activities that have been carried out. This is interrelated with programs that have been prepared previously and will later demonstrate the accountability of interrelated processes in the implementation of activities.

   2) Management Accountability
   This type of accountability refers to the effectiveness and efficiency of the use of funds, human resources, facilities, and other resources. Accountability is more oriented to the role of managers who are not only based on existing rules, but also run the process continuously so that they can provide the best service. In this case management responsibilities are divided into facilities, finance, human resources and administrative responsibilities.

Accountability in an educational institution in carrying out its duties and responsibilities must not only be accountable according to applicable rules but also in the processes and responsibilities that must be in accordance with the implementation of policy programs that are made and formulated. The principal is the person who is fully responsible for the success or failure of the school in realizing a quality and achievement school, the principal's responsibility certainly cannot be carried out by the principal himself, but also assisted by other stakeholders. With the division of work, the principal tries to formulate job descriptions so that interested parties can obtain job clarity

Interest

Interest is defined as a feeling or interest in an object or activity without coercion. Interest is a tendency to behave oriented towards certain objects, activities or experiences, as well as a person's awareness of a problem or situation related to it (Amawan, 2016). Furthermore, Gunarso in Khairani (2017), interest is something personal which is closely related to attitude. Interests and attitudes as the basis for prejudice and interests have an important role in decision making. With the interest, the individual will be active in carrying out a goal that he is interested in. Based on the description above, it can be concluded that interest is a sense of liking and being interested in an activity, will pay attention to the activity consistently with a sense of pleasure which is believed to provide benefits and a sense of satisfaction with himself so that it will encourage individuals to participate without orders.

Interest in continuing education is defined as the desire of a person or individual to continue school in order to gain knowledge. Schools as formal educational institutions have programs that are regularly planned and officially established by the government as an effort to increase human resources so that education in the madrasah environment is the hope of parents and society to become human beings who are useful for madrasah life. Nation and state and pious to Allah SWT. The interest referred to in this study is the interest in continuing education as a tendency that contains pleasure, desire, concern, need, hope, encouragement, and willingness to continue education to a higher level, namely Islamic-based madrasah education.

METHOD

In this study, the writer use a qualitative case study design to see and analyze how madrasah accountability increases the interest of new students in continuing education and what efforts are made by madrasah as well as supporting and inhibiting madrasah accountability factors in increasing the interest of new students to continue their education. Creswell (2021:30) states that the case study is an investigative strategy in which the researcher explores in depth a program, event, activity, process or one or more individuals. Cases are limited by time and activity and the researcher collects detailed information using various data collection procedures over a continuous period of time. Qualitative research is research that applies natural settings, which is intended to interpret a phenomenon that occurs then carried out using various existing methods. Limited systems can be limited by time and place and the case for a program, activity or individual (Mukminin & McMahon, 2013; Safitri et al., 2020).

The writer conducted this research in one of the Madrasah Aliyah in Ogan Ilir. Access to information was obtained from the school principal. The names of people, places and research locations were hidden through the use of pseudonyms to protect the rights of participants. Informants from this writing are principals, teachers, parents and students. Data collection techniques in this research is to use interview techniques, observation and document study. In this data analysis, the method used is qualitative data analysis using the Miles & Huberman model using data reduction, data display and drawing conclusions. The method used to check the validity of the data is triangulation. This triangulation is done by comparing and checking information or data obtained from documentation with observations and interviews (Meleong, 2013).

FINDINGS

In writing this scientific paper, the writer describes several findings that became the main themes that emerged and were obtained from the interviews. Three prominent and emerging themes related to madrasah accountability, namely the implementation of madrasah accountability, madrasah accountability efforts and the supporting and inhibiting factors of madrasah accountability in increasing the interest of new students to continue their education.

Madrasah Accountability

In this era of globalization and modernization, pesantren as a religion-based Islamic educational institution in the form of integrating existing values and systems must be supported by high moral integrity. Leaders or principals are required to understand the various existing situations so that they are able to adapt to every development of the times. The principal as a leader has an obligation to account for his madrasah so that the quality and trust of stakeholders, especially the community, is maintained. In this finding, the writers found two sub-themes obtained during the fieldwork, namely process accountability and management accountability.

Process

Accountability Process accountability, namely accountability related to the procedures used in carrying out a task, whether it is good enough. This type of accountability can be realized by providing fast, cheap

and responsive services. Process accountability refers to accountability for the results of activities that have been carried out. This is closely related to the program plans that have been prepared previously and will also show process accountability related to the process of implementing activities. This was expressed by one of our participants:

> The beginning of the establishment of this pesantren was inseparable from the determination and sincere intention of its founders who wanted the quality of Islamic education to be more advanced and able to provide education and guidance to its students to become knowledgeable and faithful human beings. to Allah and have a noble character, to be the successor of the religious struggle. Islam on earth. In addition, they can also become figures who have high intellectual capacity and strong moral integrity as well as strong loyalty for the sake of the symbols of Islam and the progress of the ummah and nation, remain firmly standing.

In addition, several other participants stated that the problems that arise due to the demands of the world of work and the convenience of facilities and infrastructure:

> With the development and progress of the times, many prospective new students see a school from its facilities and infrastructure, both the building and the school path. Therefore, many parents direct and give freedom to their children to choose the school they want in accordance with the direction of the demands of the world of work, besides that for this madrasah the school fees are relatively affordable from other schools, the point is that knowledge is useful, used and applied, in the community. .

In addition, the problem that becomes one of the most difficult things is with advances in technology, the problems faced by madrasah are increasingly complex, which has an impact on the decrease in the number of new students. Most of the participants in this study expressed the same thing, for example:

> Along with the development of science and technology as well as the number of Islamic boarding schools that were established in the Ogan Ilir area, the number of our students was decreasing. Therefore, at this time the visible weaknesses and strengths are not raised, because when we look at something based on the quantity of students, why does the number of students decrease which they consider backward, even though this is not the case, in terms of quality we are still maintaining this, this is due to the existing quantity, meaning total students. In our opinion, the quality is still the same as before.

Management Accountability

Good leadership is one of the supporting factors in the implementation of a program, in practice the leader or principal always provides direction and motivation to educators or students in achieving predetermined targets, taking corrective actions against deviations both institutionally and in the process learning as a form of madrasah responsibility. Two participants stated that:

> The accountability of a madrasah is carried out based on applicable guidelines which are commonly known as EDM (Madrasah Self-Evaluation), this makes it very important in its own accountability because… yes we all madrasah also need to evaluate, need to measure and see, to what extent the level of achievement is good from educators, administration, funds, learning activities and so on.

In addition, a teacher also explained that in the management system there is a problem, namely a closed management system. He said, "For now, what about HR (leaders or caregivers) where and how.. it is very difficult to evaluate and monitor, if it is close to the madrasah, it will be controlled even though the

management is closed for certain things, why is it closed? This is caused by the x factor which involves humans, therefore it is necessary to establish human resources.

The findings above indicate that the old system that is still being implemented will make it difficult for an educational institution to develop its educational institution, because along with the times, if madrasah are not opened it will be difficult for schools to progress and compete with other madrasah schools.

Efforts in Madrasah Accountability

In this study, participants stated that madrasah always try to fix and improve the school system, such as providing educators with an understanding of the quality of education. In addition, the madrasah seeks to equip school facilities, this requires attention from the local government to private educational institutions, one participant revealed that, "the main effort is to complete school facilities, how will schools improve their quality if the facilities and infrastructure are not adequate even incomplete, local governments need to pay attention to private madrasah in terms of facilities and infrastructure". In addition, another teacher said that madrasah are trying to improve discipline in terms of admitting new students, namely by forming a PPDB committee, then with an effort to minimize this discipline, namely by holding tests (the term adjusts based on students' academic abilities when divided into majors) majors, because here we are has three majors, namely science, social studies and religion, where each student has the ability to absorb different lessons, then a test is carried out to improve this.

Educational institutions can be said to have high accountability if the process and results of school performance are considered correct and in accordance with the predetermined plan. Based on the accountability objectives above, it can be concluded that accountability is not the end of the school administration system, but is a supporting factor for the emergence of higher public trust and participation. It can even be said that accountability is the starting point for the sustainability of high-performing school management.

Supporting Factors

With the establishment of this madrasah accompanied by having a big name, the school still stands strong with various advantages. One teacher said, "The name Madrasah itself is well known in the South Sumatra area and even in the surrounding province as one of the oldest cottages in South Sumatra, with many graduates returning to the community, of course having a strategic role in the religious field, such as religious leaders, preachers, ustadz , P2N and so on so that the experience of the madrasah is not in doubt". In addition, another participant said, "although now there are many Islamic boarding schools that are well built and of good quality, our Islamic boarding schools are not inferior in quality to theirs, even if the students go on vacation and return to the community, they are the ones who participate the most and this is a facts, for example, recently our students took part in a yellow book competition held by one of the universities in Palembang and thank God our cottage was dominant and many won and brought many trophies", another teacher commented that, in terms of quality, our madrasah looks left behind, but Judging from the number of students, although not as many as before, we still maintain the quantity, meaning that our madrasah is still awake and its existence is not inferior to other madrasahh is still maintained and must be maintained as a supporting factor for madrasahh accountability. This condition has a good impact on supporting the sustainability of the madrasah.

Inhibiting Factors

Implementing a system will certainly not be separated from the constraints that occur in the field and the accountability of the madrasah. Barriers can occur because accountability is a complex education system because there is a relationship between all elements of education and its implementation is also not easy, it requires struggle and a dynamic process so that its implementation can run according to the desired goals. As stated by the participants that the inhibiting factor here can be said that the existing human resources are getting less and even almost exhausted and those who maintain this cottage such as senior educators who are experts in the field of yellow book science have died, besides that our socialization is also lacking. This is caused by a lack of funds, then related to management, our madrasah adheres to a closed management

system as a result of a one command or hierarchical system, in addition to the lack of attention from the government towards educational institutions with private status in terms of facilities and infrastructure, lack of willingness to implement accountability and outdated technology makes these problems an obstacle to the accountability of our madrasah.

DISCUSSION AND CONCLUSIONS

Education is a shared responsibility between the government, schools, parents and the community. School responsibilities are not only carried out by schools but all stakeholders must also play an important role in it. Stakeholder participation is needed to support school activities. In the school performance accountability system, all components or aspects related to education management which include inputs, processes and outputs must be accountable to stakeholders. The statement by Sahertian (2010: 104) which states that in realizing quality schools as desired by the community, it is not only the responsibility of educational institutions, but also the responsibility of all parties including parents and the business world in the world. Within, the internal and external customers of a school.

With educational accountability, it is hoped that the community can control and supervise school performance, the extent to which schools are on the right track so that if a problem occurs it can be immediately identified and the community can provide constructive input for the improvement of an educational institution. Then, the *United Nations Development Program* (2007) states that accountability is an evaluation of a process of implementing organizational performance so that it can be accounted for and as feedback for the leadership of educational institutions in order to improve their performance in the future.

Based on the results of the research that has been obtained, it shows that accountability in Madrasah Aliyah Ogan Ilir has been running quite well but is still not optimal, this is as contained in its implementation where the management system in the madrasah is still closed and the results of the madrasah self-evaluation data are still trying to be improved apart from the lack of socialization and information about madrasah, which is the main obstacle for prospective new students to get information about madrasah by word of mouth or from alumni. This is certainly an obstacle for madrasah if they are not transparent. Accountability at the madrasah level can be interpreted as a form of embodiment of a sense of responsibility that reflects the transparent attitude of the school as an implementer aimed at the community who are basically users of educational services.

This is in line with research conducted by Maryono (2018), the researcher explained that the implementation of madrasahs as part of national education must be accountable to the madrasah stakeholders themselves. This accountability activity is defined as accountability. Educational accountability is fundamental to the implementation of a credible education. Through accountability in the implementation of madrasah education, it is hoped that the existence of madrasah in front of users will increase both in quantity and quality. Thus, the positive impact of accountability can improve the reputation of madrasahs as quality education, breaking various assumptions that say that madrasah are second-class education.

In this era, science and technology are rapidly increasing, quality is something that many people talk about, so it is the key to a school. That way, quality is the key word for a school to be able to survive in the midst of the swift current of offers of educational institutions that are practical and more modern. This is what makes prospective students in determining school choices. Students' interest in the quality of educational services is something that needs to be considered, such as facilities and infrastructure, superior programs, human resources and so on. As the results of research conducted by Sofanudin (2012), the results of the analysis in this study found that the motivation of children to choose Islamic boarding schools in Al-Amin modern Islamic boarding schools consists of internal factors and external factors dominant to internal factors based on their own decisions, interests, talents, and goals compared to external ones based on parental encouragement and the influence of other friends.

In the accountability of an educational institution, many factors influence, especially for an Islamic educational institution in the era of globalization and modernization. Factors that affect accountability lie

in two things, namely systems and people. Based on the description above, Madrasah accountability has been implemented quite well. There are several components that are targeted for madrasah accountability which include planning, implementation and evaluation in improving the quality of education. The implementation of Madrasah accountability is nothing but an effort to realize planning through various processes.

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