Management of Decision Making in Improving the Quality of Education at MTsN Kota Solok

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Abstract: *This study aims to describe the management of decision making in improving the quality of education at MTsN Kota Solok. The quality of education can be seen from three aspects, namely: input, process and output. This research uses descriptive qualitative method. The results of this study indicate that the planning for decision making by the Head of MTsN Kota Solok is carried out through a meeting forum involving the entire assembly of teachers and employees by identifying the needs of the institution. Organizing decision making is done by classifying problems that require decision making based on a priority scale. The implementation of decision making is carried out according to the plan, namely through a meeting forum attended by the entire assembly of teachers and employees. In the meeting, the teachers and employees were asked for their opinions and suggestions related to the problems that were taken and then mutually agreed upon. Decision-making control is carried out through monitoring and evaluation as well as supervision and follow-up plans.*

Keywords: *Management; Decision Making; Quality of Education*

INTRODUCTION

Improving the quality of education, among others, is carried out through the regional autonomy policy which has been in place since the enactment of Law Number 25 of 2000 which was later updated by Law Number 33 of 2004 concerning the Division of Authority between the Center and the Regions. The realization of educational autonomy at the madrasah level is based on the assumption that the madrasah is a system that has various devices and elements that help each other and cooperate with one another.

According to Nugraha and Sofyan (in Yuliana et al, 2018), "the system is a unit consisting of two or more components or subsystems that interact to achieve a goal". Meanwhile Abdul Kadir (2003) defines the system as a set of interrelated or integrated elements intended to achieve a goal. Internally, madrasas have teachers, students, curriculum, facilities and infrastructure. Bonnie Soeherman and Marion Pinontoan (2008) define the system as a series of components that interact and work together to achieve certain goals. Externally, madrasas relate to other institutions, both vertically and horizontally, to achieve educational goals.

It can be understood that madrasah is educational organizations that directly relate to interested parties (stakeholders) so that madrasah is more aware of the strengths, weaknesses, opportunities and challenges they face. Therefore, in policy formulation and decision making, schools must be involved as the foremost organizers in the education process.

Madrasah autonomy is an effort to show madrasah independence through empowering all available potentials to improve the quality of education. Beeby (in Sabur, 1998) sees the quality of education from three perspectives, namely: economic perspective, sociology and education. Based on the economic perspective, quality education is education that has a high contribution to economic growth. Graduates of education can directly meet the workforce in various economic sectors, so that by working with them, economic growth can be encouraged higher.

According to the sociological view, quality education is education that is beneficial to the entire community in terms of various community needs, such as social mobility, cultural development, welfare growth and the liberation of ignorance. In the context of schooling, quality is seen as the ability of schools to respond and meet the needs of students and the community. Meanwhile, according to the educational perspective, the quality of education is seen in terms of the richness of the learning process and the ability of graduates to solve problems and think critically.

According to Danim (2007), the notion of quality refers to the input, process, output and impact. The quality of input can be seen from several sides, namely: (1) the condition of the input of human resources, such as school principals, teachers, laboratory assistants, administrative staff and students; (2) whether or not the material input criteria are met in the form of teaching aids, books, curriculum, school facilities and infrastructure; (3) whether or not the input criteria are in the form of software, such as regulations, organizational structure, job descriptions; and (4) whether or not the input criteria are met with expectations and needs, such as: vision, motivation, perseverance and ideals.

According to Rochaety et.al. (2006), at least program policies to improve the quality of education, both in schools and madrasas, must cover three main aspects, namely: first, the development of a sustainable curriculum at all levels and types of education. Second, improve the welfare and professionalism of teachers. Third, the procurement and utilization of educational facilities and infrastructure.

Improving the quality of education in madrasah will be realized if it is supported by good leadership. There are several opinions expressed about the definition of leadership. According to Mulyasa (2002), leadership is an activity to

influence people who are directed to achieve organizational goals. Meanwhile, according to Dharma (2000), leadership is the process of influencing the activities of a person or group of people to achieve goals in certain situations. Murtiningsih and Bukman Lian (2017) Principal leadership is the principal's way or effort in influencing, encouraging, guiding, directing and mobilizing teachers, students, parents and other related parties to work/participate in order to achieve the goals set.

The quality of education in madrasah is closely related to the leadership of the madrasah principal. The success and failure of a madrasah is largely determined by the principal of the madrasah with his leadership style. One of the important functions in leadership or managerial is decision making. According to Stoner (in Wahjosumidjo, 2003) there are 8 (eight) functions of a manager including the principal in an organization, namely: (1) working with and through other people, (2) being responsible and accountable, (3) with limited time and resources able to deal with various problems, (4) think realistically and conceptually, (5) is a mediator, (6) is a politician, (7) is a diplomat and (8) is a difficult decision maker.

According to Syamsi (2002), decision-making can be interpreted as a leader's action to solve the problems faced in the organization he leads by choosing one of the possible alternatives. Rochaety et al. (2006) explained that the behavior and way of the leader in making decisions greatly affect the behavior and attitudes of his followers as well as the performance of the organization to achieve its goals.

The facts on the ground show that there is a tendency for some madrasah principals to make decisions that are not based on careful consideration, but are based on intuition alone or because of pressure and instructions from superiors. This is one of the factors causing the lack of an effective alternative solution for solving various problems that occur in madrasah.

A simple example of the decision-making phenomenon mentioned above can be seen when there are demands from the Regional Government, for example against the local Education Office to increase the students' National Examination (UN) scores. Furthermore, the Ministry of Religion in the local area conveyed these instructions to each madrasa head, then the madrasa head in various ways and strategies tried to realize these instructions through a decision-making process, including one of them by secretly giving answer keys to each student. Who take the national exam, with the hope that in addition to increasing students' UN scores, the institution's graduation rate can reach 100%.

The actions of the head of the madrasah as exemplified above are a form of indication that the decision making by the head of the madrasah has not been fully based on careful considerations and tends to be very individualistic. Decision making is based more on some kind of pressure or instructions from superiors. As a result, dishonesty practices occur to realize a goal that must be achieved in a way that does not violate applicable norms.

Other facts show that there are indications that in making decisions, madrasah principals sometimes emphasize emotions that are less controlled and tend to be monoistic. This means that not a few madrasah principals carry out their leadership with all-mono policies, namely mono management, mono leadership, mono decision making and others. In fact, madrasas as an organizational system are very unlikely to be managed only by the head of the madrasah, without involving all the existing resources in the institution.

RESEARCH METHOD

This research is a field research that uses a qualitative approach, namely research that does not carry out quantitative data calculations (Moleong, 2003). Patilima (in Murtiningsih and Bukman Lian, 2017) explains that qualitative research departs from a phenomenological view, in which researchers try to understand the meaning of events and their relationships to ordinary people in certain situations.

Sources of data for this research include: Head of MTsN Kota Solok, Deputy Head of Curriculum, Deputy Head of Infrastructure, Deputy Head of Student Affairs and a number of teacher councils selected using the snowball sampling technique. Data collection techniques used include observation, interviews and documentation studies. The data analysis technique uses qualitative analysis techniques which include: data reduction, data presentation and conclusion drawing. According to Sukardi (in Murtiningsih and Bukman Lian, 2017) the data analysis process is carried out by summarizing the data in a form that is easy to understand and interpret. Moleong, (2003) explains that activities in qualitative data analysis are carried out interactively and take place continuously at each stage of the research so that it is complete and the data is saturated.

THEORETICAL REVIEW

Organization is a place where management operates. Here management activities become one of the subsystems of the organization. Management becomes a technique or tool that moves the organization towards achieving the desired goals. In the context of the manager's task, decision making is one of the manager's roles which is called the desisional role (Syafaruddin, 2005).

Decision making is closely related to leadership. That is, it is the leader who has the authority in every decision making. According to Syafaruddin (2005), decision making is a problem solving process by determining the choice of several alternatives to determine an action in achieving the desired goal. This definition contains two main substances, namely: there is a need to solve a problem, there is a process (steps), there are several alternatives to be chosen (not one alternative), there is a determination to choose one option, and there is a decision-making goal (deliberate). Decisions are the basis for planning. Decision making is the determination of one alternative from the various alternatives that exist to respond to internal needs and answer external challenges.

Good decision making is not patchwork, but is carried out through a systemic thinking process. The principle is that there is no activity or process without going through decision making. When educational institutions want to improve the quality of education, managers must make more strategic decisions. Strategic decisions affect the program. Managers should not only make decisions in the form of operational decisions. In decisions there are managerial responsibilities that involve many people and many elements.

Every manager needs to understand the steps of decision making as proposed by Mondy and Premeaux which consists of five steps, namely:

First, identify problems or opportunities; this step is intended to study or identify the problems faced or opportunities that must be captured by the organization in increasing its role in the future. In this step it is necessary to formulate the problem as an important part of the decision-making process, because this determines the action to be taken.

Second, create alternatives; making alternatives that are expected to be the answer in problem solving is very important. Because as an alternative, the most profitable alternative can be chosen in solving the problems at hand.

Third, evaluate alternatives; Assessing the advantages and disadvantages or strengths and weaknesses of each alternative in solving problems and responding to existing opportunities is the step that will determine the choice.

Fourth, have and implement alternatives; The act of choosing the best alternative from a number of alternatives proposed to support the success of problem solving and answering the opportunities that exist in the organization is the fourth step. The choice of alternative at the same time sets it to be implemented as a decision taken for the organization.

Fifth, evaluate alternatives; Decisions that have been implemented must be evaluated whether they have achieved the desired goals or not. Because the

decision is believed to be a way to solve problems or fill opportunities to answer organizational needs (Syafaruddin, 2005).

According to Gibson, et.al (2003) the ability to manage decisions is the spearhead and at the same time a measure of the effectiveness of a manager. Generate general and specific goals for measuring organizational results. To that end, the steps taken are: (1) Identifying problems that hinder the realization of organizational goals; (2) Developing various alternatives for problem solving; (3) Evaluating alternatives and choosing one alternative that is considered the most optimal in realizing organizational goals; and (4) Measure and evaluate decisions periodically.

Ineffective decision making has many causes, ranging from the complexity of the business environment to conflicting management styles and philosophies. However, one of the most common causes is the inability of organizations to design decision processes, identify detailed decisions, determine how they are made, and ensure that the process does not conflict with the organizational structure and support mechanisms (Hesselbein, at. al. 2001).

It is difficult to find an organization whose decisions do not extend beyond organizational boundaries, whose decision making does not involve groups with differing objectives, whose group or individual responsibilities, staff and lines never conflict. It is at these meeting points that congestion tends to occur. Organizations tend to stop, not on the substance of the problem but on how decisions are made. If the organization is pursuing implementation, it must do the following: (1) Determine the key decisions needed to implement a strategy; (2) Identify important issues, data, and analysis needed; (3) Detailing the roles and responsibilities of each individual and group involved; and (4) Explaining the process and time when the people and information needed will meet (Hesselbein, at. al. 2001).

There are two tools that can be used in decision making, namely a mapping process form for key decisions. This method shows visually the chronological record of the players who made the decisions and the often-blocking paths on which the organization's decisions are based. Mapping past decisions is important to explore their ineffectiveness and to evaluate the efficiency of the current decision-making process. This method can also be used as data for executives to improve their perception of what should be done. The second tool is a matrix that will help design the new decision-making process. This matrix identifies the organization's key decisions on one axis of the matrix, and the actors for each decision on the other, and describes the role of recommend, agree, input, or decide (recommend, agree, input, or decide –

RAID). – Where each individual or group will play a role in every decision (Hesselbein, at. al. 2001).

If the decision maker begins by conducting a decision analysis first, the decision maker will quickly discover which dimensions of the primary structure – product, function or consumer – are the most logical drivers of key decisions. If the decision maker performs a decision analysis after proposing a key structure, the decision maker will highlight all points of conflict where the proposed structure could hinder the decision. As for the method taken, the decision design will help decision makers define the decision-making process, identify the skills that will be needed, and ensure that these skills are not absent (Hesselbein, at. al. 2001).

Thus, it can be concluded that the steps in decision making start with identifying the problem to evaluating the alternatives taken. In addition, bringing up organizational goals can be used as a measuring tool for organizational progress before taking alternative decisions.

A well-executed decision-making process will produce organizational decisions, whether decided personally after receiving information from subordinates through deliberation or decisions made by managers themselves without involving subordinates. According to Syafaruddin (2005) decisions are divided into two types, namely: (1) strategic decisions; Every organization gives birth to various policies or organizational decisions. Organizational policies and directions are strategic decisions. Policies garner a lot of attention, especially for top managers because they have a huge impact on the growth and survival of the organization; (2) Operational decisions, which are related to the day-to-day management of the organization. Operational decisions greatly determine the effectiveness of strategic decisions taken by top managers. Thus, the decisions taken in the management process, both top managers and middle managers and lower managers, must synergize with each other in order to have the power to penetrate external factors towards a better future for the organization.

There is also a division of decisions based on the problems encountered, namely: (1) Programmed decisions; this decision is a decision made based on a problem that is well known or the problem is clearly known. Sufficient information is also available for use in making decisions; (2) Non-programmed decisions; this decision is a decision taken based on a problem that is not clearly known or the data and information are not available properly (Syafaruddin, 2005).

Another opinion divides decisions into two types, namely: (1) administrative decisions, namely all decisions related to daily operational administration; (2) strategic decisions, namely decisions taken related to goals

(goals). Strategic decisions are long-term and serve as a guide in administrative decisions (Syafaruddin, 2005).

Every decision taken by certain organizational managers in any type of decision will determine the managerial actions carried out in the organization. Because after all, the decision has its own function in the perspective of management. There are at least two main functions of decisions, namely: (1) as the starting point for all conscious and directed human activities, both individual and communal activities within the organization; (2) determine the future, because the decision is futuristic, the effect will be seen in the future even though it is full of uncertainty, the decision must be made in the totality of planning (Syafaruddin, 2005).

It can be understood that decisions have levels related to the level of decision makers (top manager, middle manager, low manager). The higher the level of the decision maker, the more strategic the resulting decision. In addition, the decision also serves to forecast (forecasting) the effectiveness of planning.

According to Rahardjo (in Ismail SM et al., 2002) management practices in madrasah often use traditional management models, namely paternalistic or feudalistic management models. The dominance of seniority clearly interferes with the development and improvement of the quality of education. The emergence of creativity and innovation from young people is sometimes understood as an attitude that does not respect seniors. This condition leads to a negative assessment, so that the impression appears that correcting or correcting the mistakes of senior steps is a su' al-adab attitude (bad behavior).

Cultural conditions outside the madrasah also affect the quality of the madrasah. This condition can be in the form of community views or assessments of the madrasah. So far, madrasah are perceived as economic class educational institutions, of poor quality, only teaching religious education, majoring in the afterlife, shelters for children of the poor, old-fashioned system, and cannot continue to public schools or state public universities.

State political policies always undermine efforts to improve the quality of madrasah. The allocation of funds received by public madrasah is always much smaller than that obtained by public schools. Thus, there is still a wide gap in terms of the allocation of funds (Qomar, 2007).

Compared to public schools, teachers, facilities, and infrastructure as well as learning equipment in madrasas are also still lagging behind. There are still many teachers in madrasah who are less professional, both in terms of education and expertise. There are still many madrasa teachers who teach

subjects that are not their expertise. Likewise, the facilities and infrastructure, libraries and laboratories, which are supposed to be the heart of the madrasah, turn out to be inadequate, sometimes even non-existent. Moreover, related to learning tools such as OHP, laptop, LCD, and so on are very limited. Even certain madrasah don't have it. Deficiencies in these three components (teachers, facilities and infrastructure, and learning equipment) have a negative impact on the learning process (Qomar, 2007).

If the input-process-output formula is used to measure an education, there are problems that must be solved in madrasas. If the input is good, the process is good, we can be sure that the output is also good. To achieve increased quality, the input state is moderate and the process state runs well (Qomar, 2007).

In relation to improving the quality of madrasas, the principal as a manager can utilize his leadership to act in decision making. Problems surrounding educational institutions can be resolved through decisions and then followed up through program activities.

Principals and teachers as managers play a role in deciding how all existing resources (inputs) will be used and processed in a certain way (process/transformation) that will produce outputs (outputs) or school graduates. Here the function of school management is carried out by school leaders, madrasas, pesantren (macro) and learning management carried out by teachers (micro) leads to good work productivity and satisfactory graduates of educational institutions (Syafaruddin, 2005).

An educational institution will achieve the best performance if it is led by a principal who is strong, visionary, consistent, democratic, and dares to take strategic decisions (Rosyada, 1995). In addition, the principal as a manager must also be responsible, and understand the existence of the school as a complex and unique organization (Wahjosumidjo, 2002).

All management components of education must always be oriented towards achieving quality. All educational and learning programs and activities in educational institutions must essentially be directed at achieving quality. Although until now, the quality issue is still a discussion at the level of idealism, has not become a reality in educational institutions. Therefore, it is necessary to develop all thoughts, energy, and strategies to be able to realize these qualities in educational institutions, including Islamic educational institutions (Qomar, 2007).

It can be concluded that the quality of educational institutions is highly dependent on the leadership of the principal and the level of teacher

participation. The more effective the principal's leadership and teacher participation, the more effective the decisions made to obtain the expected quality of educational institutions.

Sometimes a decision is required to be taken immediately by the leader. This demand for speed is usually associated with circumstances that require urgent resolution, the sooner the better. In this case, the leader is faced with three possibilities, namely decisions that can be made quickly but not perfect, decisions that are made relatively perfect but late, and decisions that can be taken quickly and relatively perfect. Among the three, a quick and relatively perfect decision is certainly an option, but unfortunately this kind of decision rarely happens, the reality shows that what often happens is the first or second decision (Qomar, 2007).

Between the two kinds of decisions, choosing the first decision model, he said that a firm decision but not perfect and well followed up is more important than an ideal and careful but late decision. Firmness is important so that the problems faced do not float without a definite direction, firmness in making decisions is able to reduce indecision and create certainty of attitude that must be lived. For example, whether the head of Madrasah should punish students who commit violations or release them. The certainty of the decision must be realized immediately by taking into account what factors influence decision making as discussed above. As for the decision makers in an educational organization and they are the ones who color the decisions taken by the leaders of educational organizations. The person most worthy of cooperating in decision-making at the organizational level is the principal, on the other hand, for the principal; the person most worthy of cooperating in decision-making at the organizational level is the teacher, or more broadly a member of the school committee.

RESEARCH RESULT AND DISCUSSION

Based on the results of the interview, it is known that the Head of MTsN Kota Solok has made quite strategic decisions in order to improve the quality of education at the institution he leads. The decision-making mechanism includes the stages of management functions such as: planning, organizing, implementing, and controlling.

Planning for Decision Making at MTsN Kota Solok

During his leadership period, various forms of decision-making activities have been carried out by the Head of MTsN Kota Solok in order to improve the quality of education in his institution. This is as explained by the Madrasah Head as follows:

> *While serving as a leader at MTsN Kota Solok, among the decisions I have taken to improve the quality of education at this madrasa are, among others: rehabilitation of the park in front of the class, land or land acquisition through waqf from educators, education staff, parents of students, students and the community, procurement of teacher toilets, rehabilitation/construction of new classes and replacement of trees that are old and damaging to the environment.*

Several forms of decisions that have been taken by the Madrasah Heads mentioned above, both related to the rehabilitation of the park in front of the class, land or land acquisition through waqf from educators, education staff, parents, students and the community, procurement of teacher toilets, rehabilitation/construction of new classes and replacement of trees that are old and damaging to the environment; certainly not something that just crossed the head of the Madrasah head. On the other hand, what was decided by the Madrasah Head was initially the result of identifying what he thought might improve the quality of education at MTsN Kota Solok. This is as expressed as follows:

> *Since the first time I was assigned as a leader at MTsN Kota Solok, I have started to think about, design and identify things that I think can improve the quality of education in this madrasa. For example, after looking at the condition of the park in front of each class, it appears that the condition is not very well maintained. This kind of thing, of course, can disturb the view of everyone who sees it. Therefore, in my opinion, it is important to rehabilitate this classroom garden so that the madrasa environment can become more beautiful and pleasant for everyone who sees its beauty. If the school environment already looks beautiful, then this can add to the comfort of students to learn. If students are comfortable learning, then automatically the enthusiasm and enthusiasm of students to learn will also be higher. In the end, high enthusiasm for learning will have implications for the quality of learning outcomes and better quality of institutions.*

The same is true for the issue of land or land acquisition through waqf from educators, education staff, parents, students and the community. The role of the decision taken by the Head of Madrasah in this regard is also very important. This is as expressed by the Head of Madrasah as follows:

> *Basically, the effort to acquire a land area of approximately 800 m2 which is located exactly adjacent to the madrasah land has been started by the head of the madrasa before me. However, the land acquisition effort cannot be completed until the end of the Madrasah Head's term of office. Alhamdulillah, the problem of land acquisition was finally resolved during my leadership.*

Every time you make a decision, of course, it must be accompanied by procedures or steps taken by the decision maker. It is intended that the resulting

decisions can be accounted for jointly by all parties involved in making these decisions. The steps or procedures taken by the Head of MTsN Kota Solok in making decisions are as explained as follows:

> *Before making a decision, I usually first plan the right form of activity for making that decision. Usually there are several forms of planned activities such as: small meetings with the Deputy Head and Head of Administrative Affairs (Kaur TU), meetings with committee management, coordination with the Head of the Solok City Ministry of Religion and his staff, official meetings with all educators and education staff and meetings with parents of students. Which form of activity will be chosen will depend on the type of issue being discussed and the elements that will be heavily involved in managing the activity. So not all of these elements are involved in every meeting or deliberation. That way, the decisions I make are not my personal decisions, but are joint decisions that will have to be accounted for together as well.*

The head of MTsN Kota Solok also explained that the important thing to be prepared for every time when making a decision is the full support of all parties involved in the implementation of a program or activity that will be decided. Because without the support of all parties from the school community, any form of decision taken by the principal will be difficult to carry out. This is as explained by the Head of MTsN Kota Solok:

> *At the planning stage, in addition to determining the form of activity to be carried out to make decisions, the important thing to be prepared is the support from all madrasah residents for the decisions to be taken. So, in the meeting, it will no longer be debated whether a program will be implemented or not. On the other hand, what is being discussed is how the program can run well and smoothly without any significant obstacles.*

After describing the results of the interviews with the Madrasah Heads above, the following are also the results of the interviews with the Madrasah Deputy Heads, especially in the field of facilities and infrastructure, related to the planning aspects of decision-making by the Madrasah Heads. According to the Deputy Head of Facilities and Infrastructure, in planning for making a decision, it is important to be prepared so that all relevant elements in the madrasa are involved in making decisions. This is as disclosed as follows:

> *Every decision made by the Head of Madrasah always involves all elements of human resources at MTsN Kota Solok, both teachers and employees. This means that the head of the madrasa first holds a meeting or deliberation with the assembly of teachers and employees before making a decision, so that the decision is not solely from the head of the madrasa, but is a joint decision of all madrasa residents involved.*

The Deputy Head of Facilities and Infrastructure also explained that during the leadership of the Madrasah Head who currently serves at MTsN Kota Solok, several decisions have been made. This is as expressed as follows:

> *As far as I know, the Madrasah Head as the current leader has made several policies and also decisions that are quite meaningful for MTsN Kota Solok. Among them is rehabilitation of the gardens in front of the class. This is because the condition of these parks has been poorly maintained so that when they have been rehabilitated, they can beautify the madrasa environment. In addition, the Head of Madrasah has also made decisions in terms of land or land acquisition through waqf from educators, education staff, parents, students and the community, procurement of teacher toilets, rehabilitation/construction of new classes and replacement of trees that have aged and Damaging the environment.*

The results of field observations also show that at MTsN Kota Solok there are gardens that have been arranged in such a way in front of each class. In addition, there were also special toilet facilities for the assembly of teachers and employees, several classrooms that had been physically rehabilitated and refurbished and also some protective trees that had been replaced. Likewise, waqf land that has legally become the property of the madrasa has also been used for additional study space for students.

Based on the description of the research findings above, it is clear that the Head of MTsN Kota Solok has made several decisions as well as a very important policy for improving the quality of education at the institution he currently leads. In planning the decision-making, the Head of Madrasah first identifies the matters that will be decided, then the Head of Madrasah designs the form of activities to make these decisions, such as small meetings with madrasa elements related to the decisions to be taken as well as other forms of coordination meetings.

Organizing Decision Making

After planning the decision making, the next step of management is to organize the alternative decisions to be taken so that it is clear which are the priority scale and which are not included in the priority scale. In this regard, the Head of Madrasah stated as follows:

> *After I have planned several alternatives to be decided, then the next step I take is to organize or group several alternative decisions to be taken, which ones should take precedence (priority) and which ones are not emergency. Based on this consideration, priority programs are prioritized over other alternatives. From several decisions that I have taken, the procurement of teacher toilets is a very urgent decision, so that with the*

availability of these facilities and infrastructure, teachers will no longer have difficulty urinating or defecating.

It can be understood from the results of the interview above that the organization of decision making by the Head of MTsN Kota Solok is based more on the nature of the emergency or the priority scale of the issue to be decided. This means that which issues are urgent for a decision to be made, then that is the issue that takes precedence over the discussion. That way, the sooner a problem is decided, the sooner it can be realized so that the madrasa residents feel the benefits.

A similar statement was also expressed by the Deputy Head of the field of facilities and infrastructure that sometimes there is not enough time to discuss several issues at the same time. Therefore, it is important to determine which are included in the priority scale and which are not included in the priority scale. As explained by the Deputy Head of the field of facilities and infrastructure as follows:

> *In every meeting the Head of Madrasah always informs all meeting participants regarding matters that must be decided together. However, considering the very limited time, then one of them is chosen which is more urgent and urgent to be decided first. Meanwhile, issues that are not so urgent can be discussed at the next meeting.*

Based on the information above, it can be understood that the Head of MTsN Kota Solok has also implemented organization in decision making. This activity is realized by setting a priority scale from several needs that have been identified in the planning, so that it is clear which one must be decided first and which one must be decided after.

Implementation of Decision Making

After going through the planning and organizing stages of decision making, the next step is the implementation of decision making. At this stage the Head of Madrasah is required to implement what has been designed in the previous planning activities. In this regard, the Head of MTsN Kota Solok explained as follows:

> *The implementation of decision-making by the Madrasah Head is carried out in a meeting involving the entire teacher assembly. In the meeting the teacher council was asked for constructive opinions and suggestions related to the decisions to be taken by the Madrasah Head to be mutually agreed upon in order to improve the quality of education at MTsN Kota Solok. If there are still meeting participants who do not agree or there are other matters being debated, then a decision cannot be made.*

A similar statement was also expressed by the Deputy Head of Student Affairs as follows:

Decision making by the Madrasah Head is usually done through deliberation and consensus in a meeting. This decision-making involves the entire board of teachers and madrasah staff. This is so that what has been decided becomes the shared responsibility of all madrasa personnel.

Based on the results of an interview with one of the teachers, it was also revealed as follows:

The realization of decision making by the Madrasah Head is usually carried out through a meeting or consensus deliberation which is attended by a council of teachers and employees. If the decision-making requires the presence of the parents/guardians of the students, the school also invites the parents/guardians or it could be through a representative from the School Committee. So the point is that decision-making by the Madrasah Principal is essentially a joint decision of all meeting participants produced through deliberation and consensus.

Based on the information above, it can be understood that the implementation of decision making is basically the implementation of what has been designed at the previous planning stage. The implementation of the decision-making is realized through deliberation and consensus between the leadership and the assembly of teachers and employees. After that, it is agreed that it will be operationalized in accordance with the procedures designed in the planning. Some of the results of the decisions made by the Head of MTsN Kota Solok as seen the results are the rehabilitation of the park in front of the class, the release of waqf land, the availability of toilet facilities for teachers and employees, the implementation of rehabilitation/construction of new classes and the replacement of trees that have aged and Damaging the environment.

Decision Making Control

To measure the extent to which the success rate of a decision that has been taken, a management action called control or control is needed. The implementation of this last management function is not always carried out after the program or activity has been completed, but has been started since the beginning of the activity. The forms of control carried out by the Head of Madrasah on the decisions taken are as disclosed as follows:

Decision-making control is carried out in ways such as: evaluation and monitoring, supervision and follow-up plans. Evaluation and monitoring is carried out by measuring and assessing whether the objectives of the decisions that have been taken have been achieved or not by referring to the established standards. In addition, in controlling (evaluating) decision making, the principal also involves the teacher council,

because the teachers are the ones who are directly involved and know a lot about the conditions that occur in the field.

For more directed control or evaluation actions carried out on a decision, instrument support is needed. The Head of Madrasah stated as follows:

The instruments used to evaluate the programs decided in the context of controlling or controlling the extent to which the level of success that has been achieved are in the form of supervision and interview instruments. These two instruments are deliberately prepared so that the evaluation of decision making is more focused and measurable in accordance with the established standards. The interview instrument was used as a guide to directly ask the person in charge of the designated program. In addition, the interview instrument may also contain several questions that must be filled in by the person in charge.

Furthermore, the Head of Madrasah also revealed the following:

Meanwhile, decision-making control through supervision is carried out by direct supervision of ongoing programs, namely the extent to which these programs have led to the goals to be achieved. In addition, supervision is also carried out on programs that have ended or have been completed, namely the extent to which the program has achieved the goals that have been set.

Finally, decision-making control is also carried out through a follow-up plan. The head of the madrasa said:

The follow-up plan is realized based on the results of the evaluation of the programs that have been implemented previously by taking into account their shortcomings and weaknesses. That way, the programs that will be implemented next can be better and perfect than before.

Based on the information above, it can be understood that the Head of MTsN Kota Solok has also implemented control management for every decision that has been taken. There are at least three forms of control measures that are practiced by the Head of Madrasah, namely evaluation and monitoring, supervision and follow-up plans. That way, every decision taken can be improved and refined continuously so that the quality can also be improved gradually and continuously.

DISCUSSION

Observing the research findings on decision-making at MTsN Kota Solok, in general the planning that has been carried out by the Head of Madrasah has in principle referred to efforts to improve the quality of education at MTsN Kota Solok. Because what is planned is not something that arises in

the mind spontaneously. On the other hand, the planning that is prepared is based on the results of evaluation and monitoring (monev) from the implementation of the program in the previous year. Thus the planning is carried out every year. In this way, deficiencies and weaknesses found in previous decision-making practices can be identified and then corrected and refined at the time of the next planning. If this kind of thing can be done continuously and continuously, automatically the quality of an educational institution will be improved.

It can also be emphasized that the management applied by the Head of MTsN Kota Solok, apart from being quality oriented, has also made students the focus of customers (customers) who are important in getting proper services and facilities. Among the forms of service provided to students in accordance with the research findings above are the availability of beautiful gardens in front of each class so that it soothes the eyes of those who see it, the provision of several new classrooms. As said by Syafaruddin (2002) that customers, especially students, must be the focus of all school activities. This means that all inputs and processes deployed in schools are primarily aimed at improving the quality and satisfaction of students. The quality of students can be seen, among others, from the achievement of learning outcomes that meet the Minimum Completeness Criteria (KKM) standards and also normative standards for the realm of affective and psychomotor learning outcomes. Meanwhile, student satisfaction can be seen from the feeling of pleasure and comfort of students in participating in the learning process for the services provided by the teacher. The logical consequence of all of this is that the preparation of inputs and the teaching and learning process must truly realize the complete figure of the quality and satisfaction of the students.

Syafaruddin (2002) makes the categorization of customers in the world of education into two parts, namely internal customers which consist of: employees, students and parents of students. Meanwhile, external customers include: universities, the business world, the military and the wider community in general.

Furthermore, by looking more closely at the pattern of decision-making carried out by the Head of MTsN Kota Solok, the pattern can be categorized as a pattern of strategic decision-making. This is quite reasonable because in general the decisions taken are more long-term oriented and can serve as a guide for administrative decisions. Rehabilitation of the garden in front of the classroom, provision of teacher toilets, rehabilitation/construction of new classes and replacement of old trees are all long-term oriented. Syafaruddin (2005) explains that strategic decisions, namely decisions taken related to goals

(goals). Strategic decisions are long term and serve as a guide in administrative decisions.

CONCLUSION

Planning for decision-making by the Head of MTsN Kota Solok is carried out through a meeting forum involving the entire assembly of teachers and employees by identifying the needs of the institution. Organizing decision making is done by classifying problems that require decision making based on a priority scale. The implementation of decision making is carried out according to the plan, namely through a meeting forum attended by the entire assembly of teachers and employees. In the meeting the teachers and employees were asked for their opinions and suggestions related to the problems that were taken and then agreed upon together. Decision-making control is carried out through monitoring and evaluation as well as supervision and follow-up plans.■

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