Management of Quality in Madrasah Education Based on Religious Moderation and Inclusive Education in Indonesia

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ARTICLE INFO	ABSTRACT
	This paper is a paper that raises the theme of quality management in madrasah education based on religious moderation and inclusion, in this paper there are three questions, first, what is the concept of quality management, in madrasah education? Second, what is the concept of religious moderation which is inclusive in madrasah education? and third, how is quality management in madrasah education based on religious moderation and inclusion? f? by using a content analysis approach to explain the concept of quality management in madrasah education based on religious moderation and inclusion in Indonesia, the results of this paper are first to know the quality management of madrasah education.

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1. INTRODUCTION

Indonesia is a country that has such high heterogeneity, that diversity consists of ethnic, cultural, religious and linguistic atss. Diversity in the lives of the Indonesian people can coexist with one another. However, this diversity creates conflicts that can break out at any time. In life in a community, conflicts often occur with 5-year democratic parties, namely the presidential election, legislative restoration, gubernatorial elections, and regent elections. The conflict situation subsided in accordance with the end of the democratic party of the close community (Mukhibat, Fahim Tharaba, & Abdalhafiz Salah, 2020). Even so, the public must remain vigilant with social media, where prayers cause turmoil of conflict that is so great the acceptance of information and understanding of whether or not information is true, Basically, conflicts in the middle of people's lives can be obtained from social media and the receipt of information that cannot be filtered, this is what can damage community integration. This reminds us when Ki Hajar Dewantara said that in the concept of an integrated Tri Education Center, there are 3 central points in Education, namely: Schools or Educational Institutions, Family and Society (media, this means conventional society or contemporary society: WA Group and the like These three centers are integrated with each other to educate and teach about good and positive things. It is not the opposite that schools or educational

institutions teach something good and positive then distorted by the community environment, This results in very high damage compared to the damage caused by the family environment, although the damage caused by the family is also quite strong compared to the human resources provided by the school or educational institution (Siswoyo, 2013). We can see this in our daily environment, namely we take the example of individuals who are in the cottage with the habit of not holding their cellphone at home but after returning to the home, the customs in the boarding school become faded and even disappear.

Another example that can be found is the teachings that are implanted early in the school or pesnatren environment which can be damaged when social media provides information about hate speech or violence, therefore there is a need for integration between families, schools and communities.This is in order to achieve growing children as expected by UNESCO, namely the 4 Pillars of Lifelong Education. The four pillars can be described as follows: first, everyone regardless of age and regardless of any differences in the three lines must be able to learn 4 things, namely: first, Learning to know the second, Learning to do the third, Learning to be fourth, Learning to live together.

UNESCO give the meanings of each of the above as follows: first, Learning to know: the meaning here is that UNESCO strives to provide logistical tools that can help and understand about the world and its complexity, as well as provide and provide a good and adequate foundation for learning in the future. come. Second, Learning to do: UNESCI also provides money skills training to enable the ability of individuals to participate effectively in the global economy and society. Third, Learning to be: this provides the ability to analyze a problem that is in the social sphere of the self so that the individual is likely to develop their psycho-social potential as completely and physically, which in effect is to complete the individual's abilities. Fourth The reality of learning to know is still within the limits of memorization and delusion, learning to do is limited to the mastery of technical skills, learning to be is only explained and observed in the classroom. So if this continues without any action that can help these four lessons, then it can be ascertained that tremendous damage is in the midst of society. The damage is in the form of conflicts and clashes between ethnic groups, languages, cultures, and religions. Seeing this, Muslims in Indonesia develop a system of support and can be practiced in life, namely Islam Wasathiyah through formal, non-formal and informal education. The path chosen to develop this is the number of 10 characteristics developed by the Indonesian Ulema Council.

Table 1. Ten Characteristics of Wasathiyah Islam

Tawasuth (Taking the Middle Way)	Tawazun (Balanced)
Tasamuh (Tolerance)	Awlawiyah (Putting priority first)
I'tidal (Straight and Firm)	Ishlah (Reform)
Shura (Deliberation)	Tahaddhur (civilized)
Musawah (Egalitarian and Non-Discrimination)	Tathawur wa Ibtikar (Dynamic, Creative and Innovative)

The 10 characteristics above must be transcended in three aspects: think, behave, and act. Here's the table:

Table 2. Relationship between 10 Characteristics and 4 Educational Pillars

Characteristics	Learning			
	To Know	To Do	To Be	To Live Together
Tawasuth (Taking the Middle Way)	√	√	√	√
Tasamuh (Tolerance)	√	√	√	√
I'tidal (Straight and Firm)	√	√	√	√

Shura (Deliberation)	√	√	√	√
Musawah (Egalitarian and Non-Discrimination)	√	√	√	√
Tawazun (Balanced)	√	√	√	√
Awlawiyah (Putting priority first)	√	√	√	√
Ishlah (Reform)	√	√	√	√
Tahaddhur (civilized)	√	√	√	√
Tathawur wa Ibtikar (Dynamic, Creative and Innovative)	√	√	√	√

In practice, the Islamic Education Institution and the Islamic community have implemented the above descriptions, both at the level of discourse which includes the courses of ushul fiqh, fiqh muqarammah, Ulumul Quran da Ulumul Hadith and in the level of community, national and state life. This fits 3 questions:

Imam Bedar Masjid Syaikh Abduk Qodir Jaelani, Baghda, Iraq, Anas Mahmud Kholaf, "Indonesia as the largest Muslim population in the world can become a mode; l moderate Islam so that we see Indonesia can be safe and stable. This is what does not exist in other countries, especially in the middle east which is ravaged by conflict.(Republika,Islam Nusantara:2007:27) Likewise the statement of the lecturer of Ushul Fiqh & Al-Azhar Al-Syarif Muhammad Darwis Alumni, "I see the Islam applied in Indonesia is a wasathiyyah Islam, an Islam that is very tolerant and respects differences. (Gulen, 2011) In addition, the statement of Grand Sheikh Al Azhar Dr. Ahmad Thoyyib frankly praised Indonesia as a role model for the implementation of moderation in Islam aka Wasathiyah Islam (Gulen, 2011) The three statements above are the real form or the real form of Muslims that have manifested harmony, harmony and respect for other religions. Even though the reality has not been able to be less successful in creating harmony.

2. METHODS

This research uses library research or library research. According to M. Nazir in Nur Khoiri in (Mukhibat & Istiqomah, 2021), library research is a study in which data collection is carried out by conducting an investigation of books, literature, notes and reports related to the research problem to be solved. 9 The data sources in this study are the results of field research using qualitative, quantitative or combined methods and various library materials that have been published by someone. The data collection technique uses literary data collection, which is a data collection technique that is carried out by collecting library materials according to the object the discussion under study. Data analysis uses the method of content analysis, namely by learning indirectly about human behavior through the analysis of their communication. Such as: books, texts, newspapers, novels, songs, pictures, advertisements and all types of communication that can be analyzed.

3. FINDINGS AND DISCUSSION

The Concept of Quality Management in Madrasah Education

According to Umaedi (1999), mut is contained in the meaning of degree (level) contained in the superiority of a product (result of work or effort) in the form of goods and services, both tangible. Meanwhile, according to Jutan (1962) quantity is a conformity with its apparent use and purpose. Crospy (1979) argues that quality is a form of conformity with needs consisting of availability, delivery, reliability, maintainability, and cost effectiveness. While Deming (1982) also expressed his opinion on quality, he argued that quality should be aimed at meeting the needs of current and future students.

(Bikowski & Casal, 2018) argues that quality or quality is something different for different people because of why the quality or quality depends on the place and time, or it can be said that the quality or quality also depends on the goals of education itself. Meanwhile, according to Goetch and Davis (1995), I said that it is a condition that is dynamic in nature, related to services, people, processes, and the environment that meet or exceed what is expected. (Rusman, 2014) In the context of education, quality is something that refers to the process of education and the results of this education. In a quality education is related to various inputs, such as teaching materials (cognitive, affective, and psychomotor), methodology, as well as variations in the ability of teachers, school facilities, Integrated quality management or Total Quality Management (TQM) is a concept that applies various quality principles to ensure a product / service has quality specifications as determined in a comprehensive and sustainable manner. The quality management approach is carried out comprehensively, starting from inputs, outputs and outcomes (Sallis, 2002). (Mulyasa, 2009) In education, the philosophy of TQM means to meet a customer need, therefore a solid work culture must be fostered in education. Motivation, attitude, willingness and dedication that are useful for meeting customer needs are an important part of a work culture.

According to Pemradi, graduate students who have overlooked their education are individuals who have behaviors and actions that are not only influenced by the representations they have obtained during the education process, but are influenced by various other factors including work motivation, attitudes and cultural backgrounds and the influence of the environment. around. Thus, education that has quality does not only look at the quality side but includes how the Educational Institution prepares and is able to meet the needs of the labor market in accordance with the applicable quality standards, customers here are defined as educational staff and external customers (students, parents , as well as people who use graduates (Darmawan, 2014). The quality principle itself is a number of assumptions that are assessed and believed to have the power to create quality. In this way, experts and various organizations try to formulate the most appropriate and correct principles for realizing quality in an organization. Based on the ISO version there are eight main principles of quality, namely customer orientation, which is a need that must be met according to customer demands at this time to the future, recognize customer requirements and demands and strive to fulfill what the customer wants.

*Second,*Leadership, as a leader embodies the form of a unified direction of the goals of the organization itself. The dreamer is required to be able to create and maintain an internal environment where people can fully participate directly to achieve organizational goals. Third, the involvement of people, that is, people at all levels are the essence of the organization and their full involvement allows them to use their abilities to the benefit of the organization. Fourth, the process approach, that is, the desired result is achieved more efficiently when the resources and related activities are managed as a process. Fifth, Using a systems approach to management, namely identifying, understanding and system management of the processes involved in providing improvements to the effectiveness and efficiency of the organization objectively. Sixth, continuous improvement / improvement, namely continuous improvement should be a permanent goal of the organization. Seventh, factual approach to decision-making, namely effective decisions based on data and information analysis. Eighth, having mutually beneficial relationships with one another with suppliers, the supplier itself is an organization and its suppliers who constantly need and need and are able to increase the will of both parties and to achieve success. that is, continuous improvement should be a permanent goal of the organization. Seventh, factual approach to decision-making, namely effective decisions based on data and information analysis. Eighth, having mutually beneficial relationships with one another with suppliers, the supplier itself is an organization and its suppliers who are competing to need and fulfill and are able to increase the will of both parties and to achieve success. that is, continuous improvement should be a permanent goal of the organization. Seventh, factual approach to decision-making, namely effective decisions based on data and information analysis. Eighth, having mutually beneficial relationships with one another with suppliers, the supplier itself is an organization and its suppliers who constantly need and need and are able to

increase the will of both parties and to achieve success. According to Josep Juran (Santi Maudiarti, 2018) there are 10 steps to improve quality, namely: Build awareness for improvement / enhancement. Set goals for improvement. Organizing for the achievement of goals. Organizing training. Encourage development of problem solving. Report progress. Give recognition. Communicating results. Keep score.

Maintain momentum by making annual improvements a part of the company's regular systems and processes The principle of quality control in the framework of guaranteeing the quality of education at the education unit level is based on the following principles (Rusman, 2015): First, Quality First, namely all thoughts and actions of heads / leaders at various levels of organizations or units within the education unit. mut. Second, the stakeholder-in is a combination of all thoughts and actions of leaders at various levels of organizations or units within the education unit which must be aimed at the satisfaction of stakeholders. third, The next Process is Our Stakeholders, that is, every person who carries out the task in implementing the education process in schools must consider other parties who use the results of their duties as stakeholders who must be satisfied. Fourth, Speak with Data, that is, everyone who organizes the educational process in schools in taking action and making decisions must be based on accurate and relevant data analysis. Fifth, Upstream Management, which is the making of all decisions in implementing the educational process carried out by the school in a participatory manner. Quality in schools cannot say whether an organization is unable to fulfill the quality component itself (Jahari, jaja. 2013: 98). The components of quality are something that is so important to create a good quality. The parts-again of the quality components itself are divided into several which include the following: Organizational leadership must fully appreciate the implications of management and all behavior on an organization's productivity, even to the response of competitors. Leadership itself must understand the existence of [TQM, TQM is a synergistic process consisting of various principles and supporting components from which must be managed to achieve continuous improvement and quality achievement as the key to competitive advantage.

First, the embodiment of quality usually depends on the skills possessed by the competence employee in planning, organizing, manufacturing, evaluating, and developing goods or services as demanded by customers. The understanding and skills of the karaywan which are the main keys to realizing this need a forgiveness and understanding of a problem. Education and training with basic skills as well as supporting skills are all the main things in forming competent employees. Limitations in implementing education and training can be replaced by choosing core skills, while supporting skills are developed through the leadership process.

Second, top managers will need to make changes or changes that are deemed necessary for change, the purpose of this change is one part of the strategy for achieving quality targets, this is usually obtained from outside through a team consultant, but it is better if obtained from within the organization. itself. A small support staff can assist top management in deciphering the concept of quality, assisting through methodwork with quality managers in other parts of the organization and assisting as resource persons on quality-related topics for top managers. *Third, Fourth*, teams or individuals who are successful in implementing quality principles are given rewards as a form of appreciation as a form of organizational capability, then used as guidelines for other employees as members of the organization to know what is expected. So basically for those or individuals who can achieve a certain quality will be given a reward as a form of appreciation so that it can be used as a guideline or benchmark for other employees.

Fifth, the use of the results of the evaluation is very important in determining the quality management process. The results of the measurement are feedback information for top managers about how the real conditions are and what happens in the process of achieving quality within the organization. Even the results of this evaluation become a basis for making decisions for top managers. Everyone in the organization and associated with the most important organization is not thought of, but rather known facts and data. In determining and selecting data, external customer satisfaction must be measured consistently to find out how far needs can actually be met.

Fourth, Murgatroyd identifies several factors that cause quality failure to be implemented. The two factors include problems with start-up of TQM which cover the poor commitment of an education leader to his own quality, poor planning for quality development from education, inconsistencies and inaccuracies of data in developing the concept of quality. The second factor is Post Launch problems of TQM, this usually covers problems in the formulation of the team as well as objectives, as well as problems about the scope, strategies in implementing TQM, solving the problems faced does not complete the process being carried out and does not determine the momentum to develop quality at the institution.

One of the reasons for the decreasing quality of school education in Indonesia is due to the lack of professionalism of school principals as education managers at the field level. This is true with the support of the real conditions asst this real condition as a controller, a figure who is responsible for raising awareness of all parties, learning strategies, observing the learning environment and so on. When these elements do not work well the person to blame is the principal. However, if the principal has tried to maximize the quality of education in various rational ways, while the results obtained are so low, it means that there are other factors that affect and hinder the achievement of the quality of education (Qomar, 2004). Other more detailed internal factors are as follows:

a. Students, especially those concerning their readiness and motivation to learn.
b. Teachers, especially regarding professional abilities, work morale (personal abilities), and cooperation (social skills).
c. The curriculum, especially regarding the relevance of the content and operationalizing the learning process.
d. Funds, facilities, and infrastructure, especially regarding adequacy and effectiveness in supporting the learning process.
e. The community (parents, graduate users, and universities) is especially concerned with their participation in the development of educational programs in schools.

This component of quality must be the focus of the principal, all parties included in the Educational Institution are determined to be pro-active in supporting the realization of education, even though school principals or madrasah principals and university leaders have a large enough role to advance the quality of education, again a small note if this role is supported by other parties, so this role can no longer be said to be functional. Quality in this context is the ability of educational institutions to utilize and utilize resources capable of optimizing learning abilities. In the context of education, according to the Ministry of National Education, as quoted from Mulyasa, the definition of quality includes the input, process and output of education. Strong leadership and quality oriented, Abundant resources, Parents and community support, Superior and character educators and education staff, The use of the latest technology, Solid value system, Adequate facilities and infrastructure as well as a curriculum design that describes the direction of the vision and mission of education to be achieved.

Therefore, one strategy that can be done is by optimizing the factors that can improve the quality of education as disclosed by the experts above. According to Vithzal Rivai and Sylviana Murni, future efforts that can be made to increase head lice are focusing on programs for improving teacher qualifications, structuring evaluations and accreditation (Veithzal Rivai and Sylvania Murni, 2009: 715). For the stages of implementing the managementet for madrasah or school-based improvements as follows: first, formulating the vision, mission, goals and objectives of the school (school site goals) vision is an insight that becomes a source of direction for the school and is used to guide the formulation of the school's mission. In other words, we know that vision is a picture or view of where this school is going. The vision in general is a picture of the future that the school wants so that the school can guarantee its survival and development. Second, the mission is an action or manifestation of the efforts to make the school vision rational. In the formulation of the mission, there is a consideration of the main task of the sekolan and the interest groups that are in the school. In other words, mission is a form of service to fulfill the demands set out in the vision with various indicators. In the formulation of the mission, there is a consideration of the main task of the sekolan and the

interest groups that are in the school. In other words, mission is a form of service to fulfill the demands set out in the vision with various indicators. In the formulation of the mission, there is a consideration of the main task of the sekolan and the interest groups that are in the school. In other words, mission is a form of service to fulfill the demands set out in the vision with various indicators.

Third, the vision of the mission is used as the foundation for the school, which then the school formulates goals. If the vision and mission are related to a long period of time, then the objective is associated with a process span of 3-5 years. Thus, it is basically a stage in the form of the school towards the planned vision. Fourth, the goal is a description of the goal, the suggestion itself is described as something that will be achieved by the school in a short period of time and is compared to the school. The formulation of goals must always contain improvements, both in terms of quality improvement, productivity effectiveness, and efficiency (it can be either one or a combination). In order for goals to be achieved effectively, the feelings made must be as effective as possible and be made specific, especially, clear criteria, and accompanied by detailed indicators. Determination of large or small target sizes is usually influenced by the problems and challenges faced by the school.

School itself is a system consisting of elements and therefore the results of activities in school are a collective of all school elements. The first step that must be taken by the school is to disseminate the MPMBS concept to every element in the school such as teachers, students, representatives of the school, BK teachers, employees, supervisors, district or city education office officials, officials of the Provincial Education Office, etc. Through various mechanisms such as seminars, workshops, discussions, work meetings, symposia, scientific forums and mass media. At this stage the school conducts an analysis of school output, the results of which identify the real challenges faced by the school. The challenge is a difference or a mismatch between the current school output and the expected school output in the future (school objectives). The size of a target is usually seen from the mismatch between the real school output the school faces and the expected school output (ideally) in the future mass informing the size of the challenge. Identify the functions needed to achieve the intended functions, for example the function of the teaching division with its supporting functions such as curriculum development functions, student service functions, development and evaluation functions, personnel functions, financial functions, student service functions, academic climate development functions schools, school community relations functions and facility development functions.

The SWOT analysis is carried out in order to be able to recognize and identify the level of readiness of each function of all school functions needed to achieve predetermined elements. SWOT analysis was carried out on all factors and functions, both internal and external factors. For the level of readiness, it must be adequate, which means that at least it meets the measure for readiness needed to achieve the target, which is expressed as a form of strength for factors that are classified as internal, as well as the role of facilitators who are classified as external factors. For inadequate readiness, or it does not meet the measure of readiness, then it is stated that: weakness, for factors classified as internal and threatening, for agi factors that are classified as external.

From the results of the SWOT analysis, the next steps taken were choosing problem solving steps (problem elimination), namely the actions needed to change an unprepared function into a ready one. As long as there is the same problem which means that there is an unpreparedness of function, the target that has been set will not be achieved. Therefore, in order for this awareness to be achieved, it is necessary to take appropriate action to convert incapacity into functional readiness. These steps are generally referred to as weaknesses or threats, in order to be able to become outputs and opportunities, namely by taking advantage of the existence of one or more factors that mean power or opportunity.

First, compiling the quality improvement plan and program. The main thing that the school must pay attention to in planning is openness to all parties who are stakeholders in education, especially for parents of students and the community (BP3 / School Committee) in general. By using this method, the costs of this plan, and the rest must be accounted for by the parents of students and the surrounding community. With this open plan plan, possible difficulties in obtaining resources and

implementing this plan can be avoided. Second, implementing the Quality Improvement Plan in implementing the education quality improvement plan that has been mutually agreed between the school, parents of students, and the community, then schools need to take proactive steps to realize the targets that have been set. In avoiding diversion, school ekpala needs to supervise and monitor the quality improvement activities carried out in schools. The school principal as manager and education leader in his school is lucky and needs to provide guidance, assistance, support, and reprimands to and other personnel if there are activities that are not in accordance with the predetermined pathways.

Third, conduct an evaluation of the implementation to agitate strengths and weaknesses regarding human resources. Performance in developing and achieving curriculum targets and achievements that have been achieved by students. The evaluation can be carried out in the short, medium and long term. In carrying out an evaluation, the principal must include every element involved in the program, especially teachers and other staff so that they can review each assessment that has been carried out and mean alternative solutions. Likewise, people know students and the community as extrenal parties must be involved to assess the success of the programs that have been implemented. Fourth, formulate a new Quality Hausl evaluation to be used as a tool for improving future program performance. If deemed successful, quality objectives can be increased in accordance with the capabilities of the available resources. If not, the quality atmosphere can remain as before, but improvements will be made to the strategy and mechanism for implementing activities. However, the possibility is not closed, that the quality sense is applied, then a SWOT analysis is carried out to determine the level of readiness for each function in school.

Moderation of Religion and Clusive Education in Madrasah Education

Education Inclusive is a concept of education that does not impede the background of children's lives due to physical and metal limitations, Smith said that for the most part the term education is seen as a more positive description in efforts to unite children who have obstacles in realistic and comprehensive education in a comprehensive life. As confirmed by Permendiknas No. 70 of 2009. This is what underlies that children with special needs also have the same opportunities and opportunities to get special education and services according to their needs. Education oriented to children's needs follows the principles of pedagoogy that are healthy and benefit all children. Teacher is one of the leading factors in the practice of inclusion in schools, because teachers interact directly with students, and students who do not have special needs. A teacher is expected to be able to provide classroom life to be warmer and at the same time to provide understanding to other students to interact with each other, the practice of inclusion is a new challenge for school administrators. (Torrington, D. & L., Taylor, 2008) stated that with inclusive education it causes The new challenge for teachers, namely in terms of making significant changes to the Education program, preparing teachers to face all the needs of students, both students with special needs, teachers with positive attitudes can have a more positive approach to inclusion.

The main obstacle in the implementation of inclusive schools is that there is no similarity in teacher perceptions of the existence of special needs children and the concept of inclusive schools. This inequality then affects the teaching patterns and abilities of teachers that are not in accordance with the concept of school, inclusion, so there are still many teachers who must be created to educate students of Madarasah principals and teachers who give statements knowing the description of inclusive education related to children with special needs (ABK) where children need help and are treated specifically in the learning process. According to them, inclusive education is an educational concept that presents the whole of the openness in accepting children with special needs to get their basic rights as citizens.

The id statement regarding a child with a special need or often called an anal disorder, a child wandering is defined as someone who has physical, mental and behavioral performance that is substantially deviated from or deviates from the normal, higher or lower odors (Hardman, Drew, & Egan, 1996: 5). Government Regulation No. 70 of 20009 gives the meaning of inclusive education is a

system of education that provides opportunities for all students who have disabilities and have the potential for creativity and / or special bakay to participate in education or learning in an educational environment together with normal students in general.

The head of Madrasah gives a juridical statement that all people and the nation's children have the right to get education from normal or not (with special needs), inclusive education is carried out to provide education to children who have physical or mental or mental deficiencies (with special needs) to get his right to education. Meanwhile, the Madrasah Principal Teacher of Madrasah stated that the principle of inclusive education is the obligation of the madrasah to fulfill these principles, the principle of individual needs to always provide facilities or services according to their needs and the principle of meaningfulness to always provide facilities or services according to their needs and the principle of meaningfulness, which is to play. and learn with history from children in general. The government has the responsibility to develop strategies for equal opportunities to access education services and quality improvement. Inclusive education is one of the strategies of efforts to equal opportunities for education, because inclusive education institutions can accommodate all children who have not been reached by other education services. Inclusive education uses a variety of learning methodologies that can touch all children and respect differences, here are some business practices of inclusive education according to (Choiri, Yusuf, & Sunardi, 2009).

First, The principle of individual needs Every child has different abilities and needs, therefore education must be endeavored to adapt to the child's condition. Second, the principle of meaningfulness Inclusive education must create and maintain classroom communities that are friendly, accept diversity and value diversity. Second, the principle of sustainability Inclusive education is held sustainably at all levels of education. Third, the principle of involvement The implementation of inclusive education must involve all related education components. The principal of Madarasah gave a statement that if there were indeed inclusive students, it was the madrasah's obligation to provide services according to their needs, but to implement this, the masdrasah did not have special teachers for Inclusive Education.

In the teaching and learning process in inclusive classes where there are students with special needs, strategies are needed for the success of the teaching and learning process. One strategy is Positive Behavioral Support (PBS) for children with emotional and behavioral disorders (Watson, 2002). The stages of providing inclusive class services: first, determine and describe the behavior of students in the classroom. Inclusion teachers and special companion teachers can share perspectives regarding observed behavior. Second, make assessments of emotional and behavioral disorders of students. Its activities include observation, analysis and making hypotheses and student behavior. Second, developing a hypothesis, why students maintain this behavior. Ikedua, Setting targets in the form of substitute behavior. Teachers who know students can work together to identify substitute behaviors, analyze, and stage-by-step the skills that students must master or must eliminate in achieving substitute behavior. Third, the head of Madrasah stated that in principle madrasahs must provide educational services to children with special needs, even though they have not implemented inclusive education. Meanwhile, the teacher stated that it was in accordance with the students' interests and needs. although not implementing inclusive education. Meanwhile, the teacher stated that it was in accordance with the students' interests and needs. although not implementing inclusive education. Meanwhile, the teacher stated that it was in accordance with the students' interests and needs.

Fourth, The development of teaching materials needs to pay attention to the development of academic aspects, which are oriented towards post-school needs, oriented towards children's needs for the development of functional / vocational skills, and the development of adaptive behavioral abilities. The learning strategy is individualized (Individualized Learning Program) with the principle of ease, gradation, concreteness, and adventure in the presentation of material content in learning by utilizing various learning resources and the readiness of teacher assistance and applying flexibility in learning time and in the learning process in collaboration with related parties (parents / guardians. Community, resource persons, teachers, panelists, therapists and the business world). Fifth, The head

of the Madrasah stated that if the facilities and infrastructure were not available at school by collaborating with other schools and with third parties (donors / sponsors). And manage existing needs. Meanwhile, the teacher at Madrasah Ibtidaiyah Muhammadiyah Jagalan with printed media (printed material), concrete goods (in the form of money) and outside activities. Sixth, in terms of the learning process, to get around the limitations of infrastructure as follows, (1). Planning lessons should be made based on the results of the assessment and made jointly between classroom teachers and special teachers in the form of an Individual Learning Program (EIP). (2). The implementation of learning prioritizes cooperative and participatory learning methods, providing equal opportunities with other students, be a shared responsibility and implemented collaboratively between special teachers and classroom teachers, as well as by using media, resources, and environments that vary with circumstances. Seventh, according to Suyanto & Mudjito AK (2012: 5), there are three education models.

Management of Quality in Madrasah Education Based on Moderation of Diversity and Clusive Education in Indonesia

Madrasa education plays a very important role in teaching moderate Islamic teachings to tackle the entry of radical and fundamental ideas among the younger generation. Moderate Islam is Islamic values that are built on the basis of a straight and medieval mindset (i 'no danwasath). According to Yusuf al-Qardhawi, wasathiyah (moderate) is one of the characteristics that other ideologies do not have. In the al-Qur_an it is explained: It means: And thus We make you as medieval people, so that you become witnesses to (deeds) humans and so that the Prophet (Muhammad) becomes witnesses (actions) you. (Surah Al-Baqarah: 143). One of the forms of religious institutions in Indonesia that received the spotlight after a radical action took place was the madrasa. Since the disclosure of the perpetrators of the bombing involving al-Islam madrasa alumni in Lamongan, radicalism is often associated with religious education in madrassas. The phenomenon of madrasa radicalism is actually something strange. Madrasas as religious institutions were not actually established to generate radicalism. Madrasas are tasked with producing knowledgeable cadres of scholars (tafaqquh fi al-din). Efforts to prevent religious radicalism have not been half-hearted. As education, it must optimize the radicalization movement starting from the home environment, school, and the association of students. Currently, there are many modern and liberal educational institutions that are easy to enter into radical understandings, therefore,

Management of madrassas in the development of Islamic religious education, there are two auxiliary words contained in the Koran to learn about this organization. The words are (Shaff) and (ummat). Researchers identify this word (shaff) with organization. So an organization according to anlsisi is an association or congregation that has an orderly and orderly system to achieve common goals. Dama surah al-shaff ayar 4 is revealed: in fact, Allah loves people who fight in their paths in a line that is precisely what they are like as a solidly constructed structure. The meaning of the shaff there, according to Al-Qurtubi, is to order into a line (organization) so that there are rules to achieve goals. If a job is carried out in an orderly and directed manner, the results will also be good, seen from the side of the process, it can be used as a directed and measured guideline.The need to build education in madrassas with good organizational management, for the development of a better moderate Islamic education. Development areas include many variations of the technology used in learning, this is a challenge for students today, how technology should be a tool to build a good Islamic education. more friendly and polite, not a provoking media. (Darmawan, 2014) The importance of moral, faith, and moral education must be supported by the will, solid cooperation and genuine effort from family / household, school and society.

Because Islamic education in the moderate concept also means a sarcastic effort to prepare students to believe, respect, live, and practice Islam through activities of guidance, direction, or training by paying attention to the demands to respect other religions in the relationship of harmony between religious ummah in society to create national unity. (Akmal hawi: 2014: 19). The purpose of moderation in Islamic education is to form humans who are responsible for themselves and society in

order to achieve world happiness and life. Thus, the ultimate goal of Islamic religious education is solely to worship there is Allah SWT. By trying to carry out all his orders and leaving his prohibitions The problems surrounding the development of a madrasah education model in relation to improving the quality of human resources are an actual issue in the flow of contemporary madrasah conversations. The proliferation of discussions regarding this issue cannot be separated from the empirical reality of the existence of madrasas today which are considered to be unable to optimize their potential. There are at least two great potentials that madrasas have, namely the potential for education and community development. This can of course be addressed by the good practice of Islamic education in each madrasah.

4. CONCLUSION

Education is a basic capital for the formation of karajters for the nation, an important educational milestone is the formation of the character of the nation's children, unfortunately the face of our education today is tarnished due to frequent imbalances and intolerance in the world of education. Educational institutions, which should be one of the institutions for shaping the character of the nation, still cannot guarantee the quality of education. Not only the responsibility of the Educational Institution as a form of character but also there are several factors that become the main basis for character building such as family and the environment.

Educational institutions itself still has problems that must be resolved such as miutu that must be improved and so on, to solve the problem, it should be focused on education personnel and educational facilities as a manifestation of efforts to maximize and utilize resources or individuals within the organization. Apart from increasing the abilities and skills of the need for an attitude of respect and acceptance of differences in the school and community environment, this will be supported by the readiness of teachers and students who must carry out their functions properly, so it can be said that religious attitudes can be realized, of course, with readiness and ability.

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