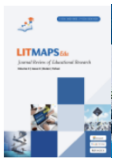
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The Implementation of Quality Control in Educational Quality Management at MAN 1 Makassar City

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Abstract

Educational quality is not only determined by students' learning outcomes but also by the planning, implementation, supervision, evaluation, and continuous improvement of educational activities. Quality control is an important part of ensuring that education is implemented in accordance with established standards and objectives. Therefore, it is important to examine how quality control is implemented in educational quality management at MAN 1 Kota Makassar. Objective: This study aims to determine the implementation of quality control in educational quality management, the process of supervision and evaluation, as well as the obstacles and improvement efforts in implementing quality control at MAN 1 Kota Makassar. Methods: This study used a qualitative approach with a descriptive research design. The research was conducted at MAN 1 Makassar City with the Head of Madrasah as the main informant. Data were collected through interviews, observations, and documentation, and were analyzed descriptively through data condensation, data presentation, and conclusion drawing. Results: The results showed that quality control was implemented almost daily through the planning of academic and student affairs programs based on curriculum requirements, the madrasa's vision and mission, and the strategic plan (Renstra). Supervision was carried out by internal and external parties, including the Supervisory Officer (Supervisor Bina), while evaluation was used to identify achievements and weaknesses as a basis for quality improvement. The main obstacle was inconsistency in implementation, particularly changes in teachers' enthusiasm in carrying out their duties. Improvement efforts were carried out through the Strategic Plan, supervision, evaluation, follow-up plans (RTL), and teacher training. Conclusion: The implementation of quality control at MAN 1 Kota Makassar is carried out through planning, supervision, evaluation, and follow-up improvement. Quality control not only functions to monitor educational implementation but also serves as a basis for continuous improvement of educational quality.

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1. INTRODUCTION

Education is a highly significant aspect of a nation's development. The progress of a nation largely depends on the quality of its education system. This is based on the fact that education

produces qualified human resources, which constitute a fundamental asset for national development (Yani et al., 2024). Education can be understood as a process of transforming human behavior in terms of attitudes, skills, and knowledge. It is also a process of developing an individual's various potentials to establish a well-rounded personality, both physically and mentally. The formation of a balanced personality between physical and spiritual dimensions is expected to create a harmonious, joyful, just, and peaceful environment, both in this world and in the hereafter. From this perspective, education can be defined as a human effort to prepare future generations who possess competencies and social awareness, as well as values that contribute to the development of a prosperous society (Torro et al, 2023). Education is also one of the most important sectors because it provides individuals with opportunities to develop the knowledge, skills, and abilities necessary for everyday life (Ula & Zainabiyyi, 2024). Improving the quality of education is an integral part of the Sustainable Development Goals, which emphasize the importance of inclusive, equitable, and quality education (Santoso et al., 2025). The condition of education in Indonesia can be examined through various educational process and outcome indicators, including school participation rates, the condition of educational institutions, classrooms, sanitation facilities, and teachers. Data from Statistics Indonesia (Badan Pusat Statistik) indicate that the national school enrollment rate among the population aged 16–18 reached 75.75% in 2024, suggesting that a proportion of individuals within this age group had not yet participated in formal education. This situation demonstrates that educational development is not solely concerned with expanding access but also requires attention to educational quality and the implementation of educational activities in each educational institution (Juhaidi et al., 2023).

At the regional level, the condition of education in South Sulawesi is also an important aspect of understanding educational development in Indonesia. Statistics Indonesia of South Sulawesi Province provides various educational indicators that reflect educational processes and outcomes, including the School Enrollment Rate (APS), Net Enrollment Rate (APM), Gross Enrollment Rate (APK), and illiteracy rate. These indicators suggest that educational development in South Sulawesi needs to be continuously monitored through relevant educational measurements to assess regional progress and achievements. In addition to educational participation indicators, the development of human resource quality in South Sulawesi can also be examined through the education component of the Human Development Index. In 2022, this component showed an increase in the mean years of schooling among the population aged 25 years and above, from 8.46 years in 2021 to 8.63 years in 2022 (Aryanto, 2026).

Educational conditions at the regional level can also be examined more specifically in Makassar City, one of the urban areas in South Sulawesi. Statistics Indonesia of Makassar City publishes people's welfare indicators that include education as one of the key aspects used to describe the welfare conditions of the local population. This publication demonstrates that education is an important indicator that needs to be considered when assessing improvements in community welfare in Makassar City. In general, educational planning represents a synthesis of various efforts aimed at improving the intellectual capacity of the nation. This is reflected in educational planning related to the implementation of compulsory education programs, through which all school-age children are expected to have access to and be accommodated within the national education system. Accordingly, the social demand approach is employed as a framework for educational planning. Research on educational quality in Makassar City has also demonstrated that improving educational quality is associated with various aspects of educational management, including the role of teachers, supervision, academic management, facilities, and collaboration between schools and parents (Nofiyanti et al., 2025). Another study conducted in Makassar City found that the managerial competence of school principals and the implementation of academic supervision are associated with educational quality. These findings indicate that management and supervision play essential roles in maintaining and improving educational quality (Faisal et al., 2021).

Educational quality is fundamentally determined not only by the final learning outcomes achieved by students but also by how educational processes are planned, implemented, monitored, and evaluated (M et al., 2025). Research on educational quality management indicates that improving educational quality requires the systematic management of human resources and other supporting resources to ensure that the learning process is effectively implemented (Hakiim et al., 2021). Furthermore, research on strategic management for improving educational quality at SMP Al Bayan in Makassar City indicates that quality improvement is pursued through strategic management involving planning, implementation, supervision, and evaluation processes (Jumaruddin & Ibrahim, 2024). Therefore, controlling educational processes is necessary to ensure that educational activities are continuously monitored and improved in accordance with established standards (Tilman et al., 2024).

One approach that can be adopted to maintain educational quality is quality control (Zahro & Faslah, 2025). Quality control refers to a process of examining the implementation of activities to determine whether actual conditions comply with established standards and to identify appropriate corrective actions when deficiencies are found (Ghazy & Faslah, 2025). In the educational context, quality control encompasses the monitoring and control of educational inputs, processes, and outputs. Consequently, educational quality is assessed not only through final outcomes but also through the processes involved in delivering education. Research on the implementation of quality control in Islamic schools (madrasahs) indicates that quality management should address the input, process, and output dimensions as integral components of efforts to improve overall educational quality (Zahro & Faslah, 2025).

The implementation of quality control is also closely related to monitoring and evaluation processes, as the results of supervision can be used to determine whether educational activities have been carried out in accordance with established standards (Ghazy & Faslah, 2025). Systematically implemented quality control may encompass quality planning, activity implementation, measurement or evaluation, quality control, and continuous improvement measures (Tilman et al., 2024). Research on school quality control also identifies planning, implementation, measurement, evaluation, and continuous improvement as essential components of educational quality management (Ana et al., 2024). Therefore, the implementation of quality control in educational institutions should not be assessed solely based on the existence of quality control programs but also on how these processes are implemented, monitored, evaluated, and followed up through appropriate corrective actions (Ghazy & Faslah, 2025).

In the context of madrasahs, quality control is particularly important because these institutions must ensure that educational activities are conducted in accordance with established educational standards and objectives. MAN 1 Kota Makassar, as one of the Islamic senior high schools in Makassar City, provides a relevant setting for examining how quality control is implemented in educational management. However, the actual conditions surrounding the implementation of quality control at MAN 1 Kota Makassar need to be investigated through information obtained from relevant school stakeholders and empirical field data to ensure that the findings accurately reflect the institution's circumstances. Accordingly, this study focuses on examining the implementation of quality control, the processes of monitoring and evaluation, as well as the challenges and improvement efforts associated with educational quality control at MAN 1 Kota Makassar.

Based on the aforementioned discussion, this study aims to: (1) examine the implementation of quality control in managing educational quality at MAN 1 Kota Makassar; (2) investigate the monitoring and evaluation processes involved in educational quality control at MAN 1 Kota Makassar; and (3) identify the challenges and improvement efforts associated with the implementation of quality control at MAN 1 Kota Makassar

2. **METHOD**

This study employed a qualitative approach with a descriptive research design. The qualitative approach was used to obtain an in-depth understanding of the implementation of quality control in managing educational quality at MAN 1 Kota Makassar, based on the actual conditions observed in the field. The research was conducted at MAN 1 Kota Makassar. The selection of this research site was based on the study's focus on examining the implementation of quality control in managing educational quality within a madrasah (Islamic educational institution).

The informant in this study was an individual with relevant knowledge and involvement in educational quality management at MAN 1 Kota Makassar, namely the Principal of the Madrasah or the Vice Principal for Curriculum Affairs. The informant was selected through purposive sampling based on the consideration that they possessed knowledge of the implementation, monitoring, evaluation, and improvement processes related to educational quality management at the madrasah.

Data were collected through interviews, observation, and documentation. Interviews were conducted directly with the informant using an interview guide developed based on the three research focuses: the implementation of quality control in managing educational quality, the monitoring and evaluation processes, and the challenges and improvement efforts associated with the implementation of quality control. Observations were conducted to examine conditions and activities related to educational quality control within the madrasah environment. Documentation was used as supporting research data and included photographs of interview activities, the physical environment of the madrasah, and other relevant documents and activities. These also included the 2025–2029 Strategic Plan (Rencana Strategis/Renstra) of MAN 1 Kota Makassar, as stipulated in the Decree of the Head of the Madrasah Number 16 of 2025.

Data were analyzed using descriptive qualitative analysis through three stages: data condensation, data display, and conclusion drawing. Data condensation involved selecting and focusing on information obtained from interviews, observations, and documentation in accordance with the research focuses. The selected data were then presented in narrative form based on the three research focuses. The final stage involved drawing conclusions based on the research findings concerning the implementation of quality control, the monitoring and evaluation processes, as well as the challenges and improvement efforts in managing educational quality at MAN 1 Kota Makassar

3. RESULT AND DISCUSSION

This study was conducted at MAN 1 Kota Makassar to obtain information regarding the implementation of quality control in managing educational quality. The research data were collected through interviews with relevant school stakeholders and supported by documentation gathered during the data collection process at the research site.



Figure 1. Research Location at MAN 1 Kota Makassar

The documentation illustrates the researcher's visit to MAN 1 Kota Makassar as the research site. Subsequently, the researcher conducted an interview with representatives of the

madrasah to obtain information regarding the implementation of quality control in managing educational quality.

1. Implementation of Quality Control in Managing Educational Quality at MAN 1 Kota Makassar

Based on the interview with the Principal of MAN 1 Kota Makassar, the implementation of quality control is considered an essential component in maintaining and improving educational quality at the madrasah. The informant explained that quality control activities are carried out almost daily, with the primary objective of improving quality in both academic and student affairs. In the academic domain, quality control is directed toward improving students' academic achievement, while in student affairs, it focuses on character development.



Figure 2. Interview with the Principal of MAN 1 Kota Makassar

In its implementation, MAN 1 Kota Makassar has established standards and guidelines that serve as the basis for maintaining educational quality. These standards are aligned with curriculum requirements and the madrasah's vision and mission. Their implementation is subsequently incorporated into short-term and long-term plans, which are realized through various madrasah programs. The informant further explained that this planning framework is outlined in the Strategic Plan (Rencana Strategis/Renstra), which is developed across several timeframes, including monthly, quarterly, semester-based, annual, and five-year plans.

The informant's statement is consistent with the Strategic Plan document obtained by the researcher. The 2025–2029 Strategic Plan of MAN 1 Kota Makassar was established through Decree of the Head of the Madrasah Number 16 of 2025, dated January 5, 2025, as a follow-up to the Decree of the Minister of Religious Affairs Number 1100 of 2024 concerning Guidelines for Preparing the Strategic Plans of Work Units within the Ministry of Religious Affairs for 2025–2029. The document serves as a guideline for preparing the madrasah's annual work plans (MAN 1 Kota Makassar, 2025). This document demonstrates that the quality standards identified by the informant are supported by a clearly established written framework.

The Strategic Plan formulates the madrasah's vision as follows: "Exhibiting Noble Character, Achieving Excellence in Performance, Developing Environmental Awareness, and Maintaining Global Competitiveness to Foster a Harmonious, Beneficial, and Intelligent Society in Support of an Advanced Indonesia toward the Golden Indonesia 2045." This vision is translated into five missions, namely maximizing the implementation of akhlakul karimah (noble Islamic character) values; optimizing curriculum implementation and development; fostering a positive, creative, and innovative technology-based learning culture; integrating a healthy lifestyle culture into the curriculum; and strengthening global synergy and partnerships. Furthermore, five objectives have been established in alignment with the objectives of the Ministry of Religious Affairs, including improving the quality of educational institutions and producing graduates who are independent, excellent, and globally competitive (MAN 1 Kota Makassar, 2025). Thus, the vision and mission identified by the informant as the foundation of educational quality have been formally established and serve as the basis for the madrasah's targets and performance indicators.

In addition to the planning outlined in the Strategic Plan (Renstra), MAN 1 Kota Makassar also develops its programs through the 2025/2026 Academic Year Work Meeting.



(13). Rapat Kerja MAN 1 Kota Makassar 2025/2026: Sinergi dan Implementasi KBC

Dalam semangat membangun madrasah yang lebih adaptif dan berkarakter serta madrasah yang akan menerapkan Kurikulum Berbasis Cinta, MAN 1 Kota Makassar menggelar Rapat Kerja (Raker) Tahun Pelajaran 2025/2026 yang berlangsung di ruang guru madrasah, Senin (4/8/2025).

Raker diikuti oleh seluruh tenaga pendidik dan kependidikan dengan penuh antusias, menjadikan momen ini sebagai ajang strategis untuk merumuskan program kerja satu tahun ke depan.

Foto Kamad MAN 1 Kota Makassar Dr. Hj. Nuraedah, S.Ag., M.Pd. pada saat Rapat Kerja MAN 1 Kota Makassar 2025/2026 (doc. Humas 2025)

Kegiatan dibuka secara resmi oleh Kepala MAN 1 Kota Makassar, Dr. Hj. Nuraedah, S.Ag., M.Pd., dan dihadiri pula oleh Pengawas Madrasah Pendamping, Amaluddin, S.Pd., M.Pd.

Suasana rapat berlangsung hangat namun serius, menandai komitmen kuat seluruh elemen madrasah dalam menjalankan roda organisasi dan pelayanan madrasah secara profesional dengan bersinergi untuk implementasikan KBC.

Dalam sambutannya, Dr. Hj. Nuraedah menekankan pentingnya membangun sinergi antarwarga madrasah dalam menjawab tantangan madrasah masa kini

Figure 3. MAN 1 Kota Makassar Work Meeting for the 2025/2026 Academic Year: Synergy and Implementation of the Character-Based Curriculum (KBC)

Based on the documentation contained in the book Profile and Success Story of MAN 1 Kota Makassar, the work meeting was held on Monday, August 4, 2025, and attended by teaching and educational personnel. This activity served as a forum for all members of the madrasah community to formulate work programs for the upcoming academic year. This demonstrates that educational quality improvement planning involves various stakeholders within the madrasah environment (MAKASSAR, n.d.-a).

The implementation of quality control also involves a team operating under the curriculum division. According to the informant, the curriculum division serves as the leading sector in implementing quality control, particularly in the academic domain. The team is responsible for monitoring students' academic achievements and determining the necessary measures to improve their learning outcomes, for instance, through academic guidance and socialization activities.

In addition to focusing on academic achievement, quality control is also adjusted to students' interests and talents. The informant provided examples of students who aspire to pursue higher education in specific fields, such as medicine, sociology, or chemistry, emphasizing the need to provide guidance tailored to their respective interests and talents. This indicates that educational quality improvement is not solely directed toward academic performance but also toward the development of students' individual potential.

In addition to participation in academic competitions, students' achievements are also reflected in their success in gaining admission to higher education institutions. Based on the madrasah's documentation, a total of 56 students from MAN 1 Kota Makassar were declared successful in the 2025 National Selection Based on Achievement (Seleksi Nasional Berdasarkan Prestasi/SNBP). The documentation also presents the distribution of universities and study programs chosen by the students. This achievement provides an indication of the academic outcomes attained by students at MAN 1 Kota Makassar. Nevertheless, these data do not directly establish a relationship between students' admission outcomes and specific guidance or mentoring programs provided by the madrasah.



Figure 4. List of 56 Students of MAN 1 Kota Makassar Who Successfully Passed the 2025 National Selection Based on Achievement (SNBP)

Source: Profile and Success Story of MAN 1 Kota Makassar.

The implementation of madrasah programs is not solely directed toward academic achievement but also encompasses character development and religious education. One of the documented activities is the Qur'an Completion Ceremony (*Khataman Al-Qur'an*), which was held at MAN 1 Kota Makassar in 2025.



SUCCES STORY OF MAN 1 KOTA MAKASSAR
(PERIODE MADRASAH TAHUN 2023 - 2025)

(1).MAN 1 Kota Makassar Sukses Gelar Khataman Al-Qur'a
Disaksikan Langsung Kakankemenag Kota Makassar

Madrasah Aliyah Negeri (MAN) 1 Kota Makassar turut serta dalam k
Indonesia Khataman Al-Qur'an yang diselenggarakan serentak
Kementerian Agama Republik Indonesia, Ahad (16/3/2025).

Pelaksanaan khataman Al – qur'an yang dipusatkan di Masjid Maulana
MAN 1 Kota Makassar ini disaksikan dan dipantau langsung oleh K
Kantor Kementerian Agama (Kakankemenag) Kota Makassar, H. Irman, U
M.Si., turut hadir Kepala Seksi Pendidikan Diniyah dan Pondok Pesa
Kankemanag, Kota Makassar H. Hasan Pinang, M.Ag., dan Pengaw
Pendamping Madrasah Amaluddin, S.Pd., M.Pd.

Foto Khataman Al-Qur'an, disaksikan langsung H. Irman, S.Ag., M.Si
Kakankemenag Kota Makassar (doc. Humas MIM)

Dalam kesempatan tersebut, H. Irman menyampaikan apresiasi
kerja sama dan komitmen seluruh pihak di madrasah, sehingga
menghadirkan 90 kali khataman Al-Qur'an dalam kegiatan ini. "D
madrasah ini, terdapat 30 majelis, dengan setiap majelis terdiri dari
30 peserta. Alhamdulillah, ini menghasilkan 90 kali khatam Al-Qur'an,
capaian yang luar biasa," ujarnya.

Dr. H. Nurdin, S.Pd., M.Si., M.Pd., selaku Koordinator Pelaksana
Khataman Al-Qur'an di MAN 1 Kota Makassar yang juga merupakan
Kepala Madrasah Bidang Humas dan Keagamaan, menyampaikan rasa
dan terima kasih atas dukungan penuh dan arahan dari Kakankemenag
Makassar dalam kegiatan ini. "Total peserta yang hadir dalam kegiatan
mencapai 1.158 orang, terdiri dari tenaga pendidik, tenaga kependidikan

Figure 5. Qur'an Completion Ceremony (*Khataman Al-Qur'an*) Held at MAN 1 Kota Makassar in 2025

The documentation explains that this activity involved members of the madrasah community and successfully facilitated 90 Qur'an completion sessions. This activity demonstrates the madrasah's efforts to foster students' religious character through religious programs and activities.

The orientation toward developing students' potential is also reflected in the madrasah's performance achievements and targets. Based on the performance report recorded in the SIPKA application, during the 2020–2024 Strategic Plan (Renstra) period, MAN 1 Kota Makassar recorded an average realization rate that matched the targets across all activity performance indicators, with a quality index of 100 (Table 1). Several achievements relevant to quality control included the implementation of a quality culture reaching 90%, student participation in national and international competitions reaching 10%, the development and supervision of five extracurricular activities and two Scout groups, and the fulfillment of minimum service standards for facilities and infrastructure reaching 90% (MAN 1 Kota Makassar, 2025).

***Table 1**. Average Performance Achievements of Activity Targets at MAN 1 Kota Makassar, 2020–2024*

Performance Indicators	Average Target	Average Realization	Quality Index
Students receive religious education incorporating religious moderation values	100%	100%	100
The madrasah implements a quality culture	90%	90%	100
Students participate in national/international competitions	10%	10%	100
The madrasah implements ICT for e-learning	80%	80%	100
The madrasah meets the Minimum Service Standards (SPM) for facilities and infrastructure	90%	90%	100
Students receiving School Operational Assistance (BOS)	117 students	117 students	100

Students receiving the Smart Indonesia Program (PIP)	2%	2%	100
Extracurricular organizations/activities receiving guidance	5 activities	5 activities	100
Scout groups receiving guidance	2 units	2 units	100
Budget implementation realization	80%	80%	100

Source: MAN 1 Kota Makassar (2025).

For the 2025–2029 period, the Strategic Plan (Renstra) establishes new performance targets that place greater emphasis on learning outcomes and service quality. These targets include 40% of graduates achieving an excellent performance classification, a score of 40.00 in literacy and numeracy competency assessments, seven extracurricular achievements, 90% of teaching materials being available in digital format and utilized in the learning process, and a teacher-to-student ratio of 1:13. Regarding student participation in competitions, the baseline figure recorded in 2024 was 2% (MAN 1 Kota Makassar, 2025). The establishment of these measurable targets indicates that quality control at the madrasah extends beyond the implementation of daily activities and is directed toward achieving standards that can be consistently measured and compared from year to year.

Table 2. *Performance Targets of MAN 1 Kota Makassar for 2029*

Performance Indicators	2024 Baseline	2029 Target
Graduates achieving an excellent performance classification	N/A	40%
Increase in the number of students	N/A	10%
Competency assessment scores (reading literacy and numeracy)	N/A	40.00
Number of extracurricular achievements	N/A	7
Character education integrated into the learning process	N/A	90%
Digital teaching materials available and utilized in learning	N/A	90%
Students participating in national/international competitions	2%	2%
Teacher-to-student ratio	N/A	1:13
Success rate of Integrity Zone (Zona Integritas) development	N/A	85.00

The findings are consistent with (Ana et al., 2024), who explain that educational quality control is not limited to the implementation of activities but also encompasses planning, implementation, measurement, evaluation, and continuous improvement. The involvement of various stakeholders in quality control is also an essential component in ensuring sustainable quality improvement.

The findings of the previous studied also indicate that the implementation of quality control in madrasahs can be examined through three dimensions: input, process, and output. When associated with the interview findings, MAN 1 Kota Makassar has implemented quality control through program planning, the implementation of academic and student affairs activities, and efforts to improve student achievement (Zahro & Faslah, 2025).

Based on these findings, it can be understood that the implementation of quality control at MAN 1 Kota Makassar is carried out through planning, the distribution of responsibilities, the implementation of academic and student affairs programs, and student guidance. Quality control constitutes an integral part of madrasah management to ensure that educational activities remain aligned with established standards, vision, mission, and predetermined targets.

2. Monitoring and Evaluation Processes in Educational Quality Control at MAN 1 Kota Makassar

Based on the interview findings, monitoring in educational quality control at MAN 1 Kota Makassar involves both internal and external parties. The Principal of the Madrasah serves as the primary person responsible for quality control, while its implementation is carried out through a team under the curriculum division in collaboration with other relevant parties.

In addition to internal monitoring, MAN 1 Kota Makassar also involves the Supervising School Supervisor (Pengawas Bina). The Principal explained that the involvement of an external supervisor is necessary because external parties can provide corrective feedback regarding the madrasah's conditions. According to the informant, internal stakeholders tend to assess the madrasah from their own institutional perspectives. Therefore, external parties are needed to

provide different perspectives and constructive feedback on the implementation of educational activities.

In practice, the Principal stated that supervision conducted by the Supervising School Supervisor is specifically scheduled. The informant mentioned that a supervision session involving four supervisors was planned for Friday. This information indicates that monitoring activities are planned and involve individuals who have supervisory responsibilities over educational implementation.

Field findings also indicate the involvement of external parties in madrasah activities, as reflected in the documentation of the 2025/2026 academic year work meeting, which was attended by an Accompanying Madrasah Supervisor (Pengawas Madrasah Pendamping). Furthermore, documentation of the 2025 Qur'an Completion Ceremony (Khataman Al-Qur'an) also shows the presence of an Accompanying Madrasah Supervisor. The presence of supervisory personnel at these activities indicates the involvement of external supervisory elements within the madrasah environment. Nevertheless, this documentation serves as supporting evidence of supervisory involvement rather than as a specific report on supervision or evaluation outcomes.

These findings are consistent with the research of previous studied, which explains that supervision plays an important role in improving educational quality (Abdillah et al., 2022). Supervision can help teachers identify weaknesses in the implementation of learning activities, provide guidance, and support the development of their professional competencies.

Similarly, the previous studied explains that school supervisors are responsible for supporting the effective implementation of educational and instructional activities (Wahyudi, 2022). Supervision can be conducted through teacher development and guidance to strengthen instructional practices and improve the quality of learning.

Monitoring at MAN 1 Kota Makassar is also associated with efforts to ensure that educational implementation remains consistent with the madrasah's vision and mission. The Principal explained that, in carrying out the responsibilities of leadership, there are established boundaries and guidelines that must be followed. If any implementation deviates from the predetermined direction, corrective measures are necessary to bring it back into alignment. This statement indicates that supervision functions as a control mechanism to ensure that educational activities remain consistent with the madrasah's direction and objectives.

Following the monitoring process, the results are used as a basis for evaluation. Based on the interviews, evaluation is conducted to examine annual achievements, identify improvements that have been made, and determine weaknesses that remain. The evaluation results are subsequently used to formulate quality improvement measures for the following years.

These findings are consistent with the previous studied, who explain that monitoring and evaluation based on quality control are necessary to obtain periodic information regarding performance achievements (Trimiltin et al., 2024). Such evaluations can be used to determine the extent to which objectives have been achieved and to establish appropriate follow-up actions based on the evaluation results.

This concept is also consistent with the previous studied, who explains that quality control can be implemented through precontrol, concurrent control, and feedback control (Alim, 2024). Feedback control is conducted through evaluations after activities have been completed, allowing the results to serve as a basis for subsequent improvements.

Thus, the monitoring and evaluation processes at MAN 1 Kota Makassar demonstrate a relationship between supervision, evaluation, and quality improvement. Monitoring is conducted to examine the conditions of educational implementation, evaluation is used to identify achievements and weaknesses, and the evaluation results provide a basis for determining appropriate improvement measures.

3. Challenges and Improvement Efforts in the Implementation of Quality Control at MAN 1 Kota Makassar

Based on the interview with the Principal of MAN 1 Kota Makassar, the implementation of quality control still faces challenges related to inconsistencies in implementation. The informant explained that teachers, as human beings, may experience fluctuations in their motivation when carrying out their professional responsibilities. Their enthusiasm may be high at the beginning of the semester but gradually decline as the semester progresses. Although this condition is considered a natural human experience, it remains an important aspect that requires attention in the quality control process.

This challenge indicates that the implementation of quality control is not only concerned with the existence of established standards and programs but also depends on the consistency of the individuals responsible for implementing them. Established standards must be supported by consistent implementation to ensure that quality targets can be achieved.

To address these challenges, MAN 1 Kota Makassar undertakes improvement efforts through planning documented in its Strategic Plan (Rencana Strategis/Renstra). According to the informant, the Strategic Plan contains programs, targets, objectives, identified challenges, and proposed solutions. Therefore, when obstacles arise during program implementation, the madrasah seeks to identify appropriate solutions based on the established plans.

These efforts are consistent with the research conducted by (Darmaji, D., Timan, A., & Adha, 2022) on the internal school quality assurance system. Their study indicates that quality assurance is implemented through the Plan, Do, Check, and Act (PDCA) stages. These stages encompass planning, implementation, inspection or evaluation, and corrective action. The study also identifies instructional supervision and evaluation as integral components of quality improvement strategies.

In addition to planning, improvement efforts at MAN 1 Kota Makassar are implemented through Follow-Up Action Plans (Rencana Tindak Lanjut/RTL). The Principal explained that when supervision results reveal weaknesses in certain aspects of a teacher's performance, the teacher may be directed to participate in relevant training. Following the training, teachers are expected to apply the knowledge and skills acquired to improve their professional practices.

These findings demonstrate that supervision results are not merely used to identify deficiencies but also serve as a basis for teacher development and professional capacity building. Thus, quality control at MAN 1 Kota Makassar is oriented toward continuous improvement.

This finding is consistent with the previous studied, who explain that the quality control process for educators involves evaluating performance by comparing it against established standards, followed by appropriate follow-up actions (Rosyadi et al., 2023). Through these follow-up measures, supervision results can be utilized to improve the quality of educator management.

Meanwhile, the previous studied found that internal quality assurance systems encompass quality mapping, quality planning, quality implementation, evaluation, and quality improvement strategies through corrective actions (Nengsih & Kartiwi, 2020). These findings are consistent with the conditions at MAN 1 Kota Makassar, particularly regarding the relationship between planning, evaluation, and improvement measures.

Thus, the challenges in implementing quality control at MAN 1 Kota Makassar, as identified through interviews, primarily concern inconsistencies in implementation, particularly fluctuations in teachers' motivation throughout the educational process. To address these challenges, the madrasah undertakes planning through its Strategic Plan, monitoring and evaluation, as well as follow-up actions through RTL and training programs. This demonstrates that quality control at MAN 1 Kota Makassar does not stop at identifying deficiencies but continues through efforts to achieve sustainable and continuous improvement.



Figure 6. Documentation with the Head of MAN 1 Kota Makassar after the Interview

4. CONCLUSION

Based on the research findings regarding the implementation of quality control in educational quality management at MAN 1 Kota Makassar, it can be concluded that, first, the implementation of quality control is carried out through planning, the implementation of academic and student affairs programs, the assignment of responsibilities, and student guidance. Quality control activities are conducted almost daily by referring to curriculum requirements, the madrasah's vision and mission, and the Strategic Plan (Rencana Strategis/Renstra), which is developed over various periods, including monthly, quarterly, semester-based, annual, and five-year plans.

Second, the monitoring and evaluation processes involve both internal and external parties within the madrasah. The Head of the Madrasah serves as the primary person responsible, while the curriculum division, together with the relevant team, participates in implementing quality control. Monitoring also involves the Supervising School Supervisor (Pengawas Bina). The monitoring results are subsequently used as a basis for evaluation to assess achievements, progress, and remaining weaknesses, which inform further efforts to improve educational quality.

Third, the challenges in implementing quality control are primarily related to inconsistencies in its implementation, particularly fluctuations in teachers' motivation to carry out their duties. Efforts to address these challenges include strategic planning through the Renstra, monitoring and evaluation, and the preparation of a Follow-Up Action Plan (Rencana Tindak Lanjut/RTL). Supervision findings can serve as a basis for encouraging teachers to participate in training and apply the knowledge and skills gained from such training in carrying out their duties. Thus, the implementation of quality control at MAN 1 Kota Makassar not only serves to identify shortcomings but also provides a foundation for continuous quality improvement.

5. ACKNOWLEDGMENT

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