Implementation Of Digital Transformation Responsive Policies In Developing The Quality Of Graduates At Mtsn Madiun City Indonesia

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ABSTRACT
The quality of Indonesian education is currently still in a relatively low position when compared to allied countries. This is not because national education standards are of poor quality but because the fulfillment and implementation of national education standards have not been running optimally. On the other hand, the development of the digital world has dominated all aspects of the economy, entertainment, and transportation. Even in the world of education, the effects of the pandemic have also forced the teaching and learning process to use digital. This is because the world has entered the Era of Society 5.0. All social activities will be recorded using a digital platform. Based on this phenomenon, this research needs to be carried out.

This research focuses on implementing responsive digital transformation policies to develop graduates' quality at MTsN Madiun City. The research method used is qualitative. The research data is in the form of implementation policy concepts and implications for the quality of graduates. Data sources were obtained from madrasa stakeholders: the madrasa head, deputy madrasa head, teaching staff, students, parents, and madrasa documentation. Data were collected using interviews, participant observation, and documentation.

The research results stated that implementing digital transformation policies at Madiun City MTsN includes student management, curriculum, personnel, facilities and infrastructure, education management, financing, and public relations.
Keywords: Policy Implementation, Digital Transformation, Graduates Quality

I.   RESEARCH CONTEXT
Every society experiences social change. Social change can cover all aspects of people's lives, namely changes in thinking and interacting with fellow citizens to become rational. Changes in attitudes and orientation of economic life have become increasingly commercial, and the division of labor increasingly marks changes in daily work procedures into increasingly sharp specialization of activities. Changes in institutions and community leadership are becoming more democratic, and procedures and tools for activities are becoming more modern and efficient.

This change occurs in the context of society in all sectors of social life, which is increasingly developing. The theory of social change states that humans and society experience development according to certain stages, and this change begins in a simple form (Simarmata et al., 2019). Spengler (2022), this social philosopher, believes that social change is an inevitability with interrelations between elements and elements in a society facing challenges and responses. Social change is a continuity that must occur in community life by forming various elements and directly impacting humans. This change was responded to critically by the British historian Toynbee. According to him, the challenge and response in social construction is to realize human civilization at the micro level. The success of social change depends on the formation of civilization.

Meanwhile, the formation of civilization cannot be separated from material challenges (Gale, 2016). Herbert Spencer's (1934) ideas regarding social change and civilization, as quoted

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in "Herbert Spencer's Sociology," say that humans and society experience development according to certain stages, and this change begins in a simple form. This means social change in the human life cycle is necessary to form civilization. Evolution develops dynamically, starting from simple things to the perfect stage. Social change can occur due to changes in human civilization, which cannot be separated from material and non-material needs as a means of this change.

Following up on a policy requires a process so that the policy reaches its goal. One such process is policy implementation. Policy implementation in the definition is described by several experts, including Dwijowijoto (2003), who states that policy implementation is, in principle, how a policy can achieve its objectives. Putt and Springer (1989) stated that policy implementation is a series of activities and decisions that facilitate the formulation of policy statements into organizational practices.

Another definition of Tangkilisan states that implementing policies requires several decisions and actions by educational leaders or school principals. Four essential factors in policy implementation are communication, sources, disposition or attitude, and bureaucratic structure (Tangkilisan, 2003). In principle, policy implementation is a way for a policy to achieve its goals, neither more nor less. To implement this policy, two alternative steps can be taken. First, implement it directly through programs. Second, formulate derivative policies or what are said to be derivatives of these policies (Joko Pramono, 2020). Another meaning of policy implementation, according to Paul A. Sabatier (1988), is understanding what happens according to the program declared to be valid or that has been formulated.

From this definition, to achieve the goals of an organization, a policy must be implemented by doing several things, including communication, resources, attitudes, and the need for a bureaucratic structure. Policy implementation can be translated through clauses on programs formulated structurally or by derivative policy forms. It does not depart from the general policy guidelines that are being formulated. Thus, Dwijowijoto (2003) provides a narrative of the implementation of public policy as follows:
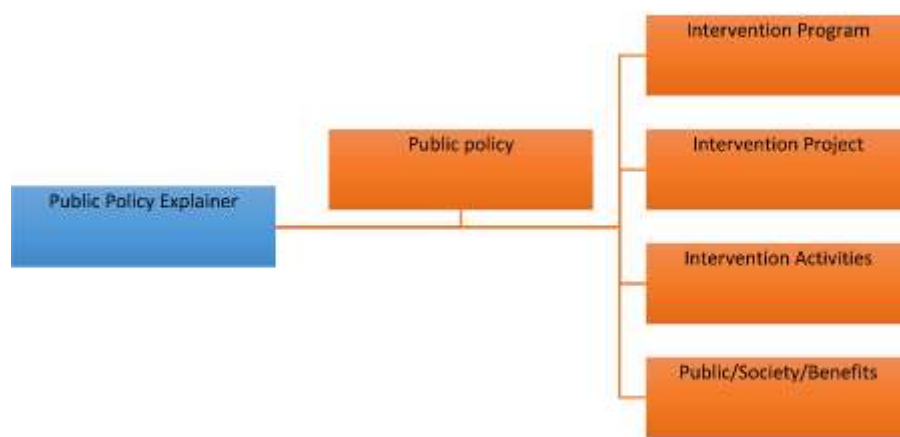
3.1 Public Policy Implementation

As Figure 3.1 explains, direct policy implementation can be done directly through work programs. In educational institutions, it can be stated through the madrasah work plan (RKM) for the medium-term work program and the RKTM (madrasah annual work plan) for the short term, implemented within one academic year. The formulation of the RKM and RKTM is based on the madrasah's self-evaluation, followed up with RKM and RKTM projects.

Meanwhile, derivative policy implementation takes the form of derivative policies. One example is laws passed down in Presidential and ministerial Regulations and further downgraded in Regional Regulations. In the context of policy in madrasas, this is from the law; it will be lowered into the Regulation of the Minister of Religion (PMA), then downgraded in the Decree of the Directorate General of Islamic Education (Dirjen Pendis), then downgraded again into the Regency Ministry of Religion Regulation and finally downgraded in the madrasah regulation (Dwijo Wijoto, 2003).

The implementation of the digital transformation policy is contained in the Strategic Plan of the Ministry of Religion of the Republic of Indonesia (2020), which is stated in the Ministry of Religion's program priorities, one of which is improving quality education services. This is then translated into performance indicators, including strengthening the quality of education to increase equal distribution of service quality between educational units and regions, equalizing the quality of education development management services financing strategies, and increasing the effectiveness of the education budget. Furthermore, in terms of implementing digital services, it is clearly stated in the Indonesian Ministry of Religion's Strategic Plan that improving the quality of education requires a strategy to increase the performance of educators and education staff based on digital transformation—increasing the competence of educators in the use of IT, especially in the use of digital platforms in implementing online or network-based learning. The implementation of madrasa education policies must be carried out in line with what appears in the Indonesian Ministry of Religion's Strategic Plan, one of which is improving the quality of education based on digital transformation.

II. RESEARCH METHOD

In terms of the approach used in this research, it is qualitative. This type of qualitative research is a procedure that produces descriptive data in the form of written or spoken words from people or observable behavior. Qualitative research requires researchers to minimize subjectivity factors, avoiding all things that are ordinary or prejudiced against themselves because of their background (Mujamil Qomar, 2022). In qualitative research, research is carried out to understand the phenomena experienced by research subjects, including behavior, perception, motivation for action, and so on (Agus et al., 2020).

Data collection in this research used three techniques Bogdan and Biken (1998) offered: in-depth interviews, participant observation, and study documentation. The observation process was carried out before the research began and while the research was being carried out. Judging from the data collection technique, the observation used in this research is participatory observation because the researcher seeks to explore and obtain as much information as possible about the quality management of graduates based on madrasa culture. Meanwhile, in terms of the instrument used in this research, it is unstructured observation because by determining this type of observation,

researchers can observe freely, record exciting things, analyze, and make conclusions about supporting factors, benefits, problems, and ways to solve them. Problems experienced by madrasa administrators.

Data analysis is a systematic process of searching for and organizing interview transcriptions, field notes, and other materials that have been collected to improve understanding (Emzir, 2012). Analysis involves working with data and organizing it into manageable units. During the interview, the researcher can analyze the answers of the interviewee. In this research, the data analysis used in the field was the Miles, Huberman, and Saldana model. The data analysis process was carried out in three stages: data collection, followed by data condensation, data presentation, and data verification. This is explained as follows (Matthew et al. Haberman, 2014). According to Lincoln and Guba (1994), checking data validity is based on four criteria: degree of trust, transferability, dependability, and confirmability.

III. DISCUSSION

The implementation of education policies in madrasas started in 2020 when Covid-19 occurred. In that year, a policy emerged from the Ministry of Education, Policy Responding to Digital Transformation in Developing the Quality of National Graduates, and the Ministry of Religion in emergency conditions so that learning was based on an emergency curriculum. Both institutions are implementing the Covid-19 emergency curriculum. Implementing this emergency curriculum policy will reduce the curriculum structure and learning load compared to the learning process during normal conditions. Meanwhile, the learning system is implemented using an online system. At the peak of COVID-19, when learning had to be done 100% at home, the two madrasas gave a policy that all learning activities were done using e-learning.

Migrating learning from conventional to e-learning requires quite a long adaptation. This migration can be called digital transformation in madrasas. All madrasa residents do not immediately accept this emergency policy due to various considerations and factors. This emergency madrasa policy was formulated to save the teaching and learning process from continuing in situations where it should not be. In emergency management, Malone (1995) formulated emergency policy as an action that forces all staff to save all organizational assets and carry out routines so that they continue to run as usual. If the emergency policy is not implemented, it is feared that it will harm the

organization (John et al., 2012). This means that madrasah leaders must take the initiative to formulate strategic policies to save madrasah assets. Likewise, madrasah residents must be ready to accept these emergency policies to save the assets and sustainability of the madrasah. Adaptation can be carried out by madrasah residents continuously, even though many obstacles are still encountered along the way.

Implementing madrasa policies that lead to digital transformation by optimizing the role of information technology leads to the scope of learning and other scopes. For example, the scope of the developed object touches on student management, personnel management (educational and education personnel), curriculum management, facilities and infrastructure management, education administration management (school administration), educational institution management, financing management, and public relations management. The scope of the objects being worked on is what, according to Levacic (1992), must be synergistic and related to each other. This means that migrating learning from conventional to e-learning is one small part of the results of the madrasah policy. This falls into curriculum policy. The curriculum policy must be in synergy with other policies, with the keywords "what and for whom," namely, what policies and for whose users.

Madrasah policies in responding to digital transformation in both madrasas are interpreted with the Management Information System policy. For example, policies in using media and technology that apply to the entire madrasah community, both teachers and students. The policy for using media and technology is establishing a management information system (SIM). RKTM madrasah decided to create a digital media Management Information System (SIM) from various aspects and units. Both madrasas are taking the opportunity to respond to digital transformation by implementing a Management Information System (SIM) in all objects worked on at the madrasas.

There are eight digital media/digital platforms according to their functions that stakeholders can use. First, learning tools. This media is used 100% by madrasa teachers. Through this digital media, teachers prepare all learning tools from promissory notes, porta, lesson plans, and learning evaluation systems. Converting learning devices to digital is the scope of curriculum management. This policy focuses on the projected digitalization of learning devices. Teachers are faced with information technology

that demands professional competence to be maximized. Digitalizing learning devices makes it easier for teachers to manage educational administration. While other schools are still littered with piles of paper, teachers at both research loci are one step ahead in managing educational administration via digital platforms.

Second, ERKAM. The school must plan and budget to use the funds obtained, including BOS. Funds allocated by the Ministry of Education, Culture, Research and Technology. The ERKAM media/platform in madrasahs can be fully accessed by madrasah leaders, teachers, teaching staff, and budget managers. Digital-based recording media makes it very easy for madrasah leaders to plan and budget funds for the next year because this media has features supporting financial balances.

Third, Sakti. This digital media manages school operational assistance or BOS and DIPA funds. Madrasa heads and madrasa treasurers can use this Magic Media. This media is one of the latest financial technology projections. Technology that supports financial systems and the delivery of financial services to become more effective and efficient. Financial technology is now massively used in various financial institutions, the private sector, and companies to accelerate financial services (NLWSR Ginantra et al., 2020). The same thing was done at the second research locus. Management of BOS and DIPA funds at least uses digital using Sakti media. Media Sakti can also develop networking and collaboration between BOS and DIPA fund managers. Borrowing the language of Miller (2001), digital technology allows cultural forms to become more networked, collaborative, and participatory. All budget managers must collaborate to check and balance, be collaborative, and take participatory steps to distribute aid funds through the madrasah leaders' policies.

Fourth, e-learning. This media is used to simplify the learning process. It can be accessed 100% by teachers and students. Not for teaching staff except for those appointed to the information technology team. Reconstructing learning using technology is a progressive educational movement. In the language of John Dewey (2019), these are invention movements as a form of ongoing need for educational services. The role of e-learning makes it easier for teachers and students to learn. Optimization of e-learning is carried out for all learning activities, such as access to learning resources, references, videos, material delivery, presentations, discussions, and lesson exams.

Fifth, e-journal. A digital notebook to record the learning process in class. This media can only be accessed by teachers. E-journals in madrasas are one of the elementary references for teachers in finding learning resources. Teachers can prepare learning plans using e-journals when formulating learning resources and materials. Tracking learning resources in e-journals serves to update the latest knowledge because e-journals always present the latest research results according to the subject matter. Learning references using e-journals have been carried out massively in university environments. Now, madrasas are fine taking prototype learning resources as done by university lecturers and students—furthermore, using e-journals as a learning tool. Students can review the learning material presented in the e-journal. Students can also conduct critical reviews and analyses of discussion material in class. It is different from textbooks or educational books. Dar's book learning resources are different from research like e-journals. Dar's books are learning materials that construct students' scientific paradigms. Strengthen the foundation of knowledge. Meanwhile, e-journals are projections of scientific results attributed to research. So that research results can be read and used pragmatically according to lesson needs.

Sixth, fingerprint. A tool/media to record the presence of madrasa stakeholders, including teachers, students, and teaching staff. Each can access this media according to electronic records. All madrasah residents can record attendance, rest, and discharge activities. Previously done manually with stacked papers, attendance is now more efficient with fingerprints. It is significant for madrasah leaders when tracking evaluations of the discipline of madrasah residents, especially teachers and teaching staff.

Meanwhile, tracking of student discipline can be carried out by the class teacher or designated class person in charge. Using fingerprints as a medium for recording discipline is a strategic policy that helps madrasah leaders' performance. This is called an operational policy (Meidawati Suswandari, 2022), a policy established as an operational guideline and area of organizational function. The scope is related to the internal dimensions. Operational guidelines for community discipline are recorded via fingerprint, the results of which become material for evaluating the madrasah's performance internally. The evaluation results are followed with strategic policies to bring about good change.

Seventh, sympathy. Ministry of Religion PTK service information center can only be accessed by teaching staff appointed by the madrasa head. Through this Online PTK SIM Service, the Ministry of Religion is developing various work programs for the interests of the Ministry of Religion's PTK, including PTK Portfolio Digitalization, PTK Assistance/Scholarships, PTK Allowances, PTK Training, PTK Certification, PTK Quality Mapping, and various other programs (Indonesian Ministry of Religion Admission, 2021). Simpatika in both madrasas functions operationally in services as mandated by the Ministry of Religion. Madrasah residents can use the latest information technology, which is faster, easier, more accurate, accountable, and sustainable, to accelerate the madrasah's vision and mission to be more progressive and superior.

Eighth, emis. It is an educational data collection system managed by the Indonesian Ministry of Religion, which can be accessed by teaching staff. Not teachers and students. Data collection using EMIS dramatically facilitates the process of archiving madrasah administration. How could it not be when various educational institutions in the 3T area are still archiving madrasah administration conventionally? Madrasahs at the research locus have digitally archived the madrasah administration. Data collection using EMIS is also considered more valid and accountable because this platform works with various database networks in madrasas and the Ministry of Religion. The projection of educational administration archiving services using Simpatika is a digital movement currently in demand. Borrowing the language of Robertson (2015), it is a need that must be met today. Maximum use of information technology services can facilitate human work today. This means that the operational policies formulated by the leaders of the two madrasahs are very appropriate, especially for the efficiency of madrasah performance time.

The form of implementation of educational policies in response to digital transformation in the second research locus is the implementation of Management Information Systems in all madrasa lines. A policy formed from interrelations starting from the preparation of EDM, RKM, to RKTM results in an analysis of madrasah needs and orientation. Through SWOT analysis (Pickton & Wright, 1998), stakeholders can determine strategic-progressive policies to develop students' academic quality and soft skills. The result of the SWOT analysis is to review the KTSP curriculum, the projections of which are guided by graduate quality standards under national education standards and the madrasah's vision and

mission. The fruit of madrasah policy is optimizing information technology or digital media use in various madrasah lines oriented towards learning management and educational administration services.

Implementing education policies as a management information system is one form of strategic planning. Planning from the perspective of Fred R David (1998), as organizational management to set priorities, focus energy and resources, and strengthen operational performance. The formulation of SIM implementation policies is entirely oriented toward increasing madrasah graduates, even though the main policy direction always intersects with other directions. The quality of student graduates is the main target. So, the steps taken by madrasas are to regulate the acquisition, utilization, and disposition of resources optimally following the composition and main tasks provided. This step is appropriate if we refer to Becker's (2009) human capital theory, which states that humans are capital that can generate returns on every expenditure to develop the quality and quantity of organizational capital. Institutional leaders provide policies by optimizing human resources in madrasas with various forms of skills and expertise. This optimization is the basis and initial capital in developing the quality of graduate students. All stakeholders sometimes have to be exploited when referring to this theory. Because madrasah leaders can force stakeholders to develop their building capacity to achieve the vision of a superior madrasah, one of the outcomes is increasing student graduates' quality.

Because the quality of graduates is the main target for implementing SIM policies, madrasah leaders consider human resources, facilities and infrastructure, and the quality of input. Appropriate considerations in formulating educational quality. First, whether the condition is good or not, the management of human resources such as school principals, teachers, administrative staff, and students. Second, whether or not the input criteria for teaching aids, curriculum books, school infrastructure, and facilities are met. Third, whether or not the input criteria in the form of software are met, such as organizational structure regulations, job descriptions, and organizational structure. Fourth, the quality of input is like hopes and needs, such as vision, motivation, and persistence of ideals (Arbangi, 2016). Good HR management in the two madrasah environments,

regular coaching, capacity building development, as well as providing rewards for those who excel and punishment for those who violate. Human resource development for madrasah stakeholders also considers the facilities and infrastructure they own because they are an elementary element to support these activities. As is known, the facilities and infrastructure owned by both madrasas are very adequate, especially digital facilities and infrastructure. Furthermore, the madrasah also considers the quality of input from various parties, motivation, direction, acceleration, and orientation of the madrasah. In this case, the direction determined is apparent that the implementation of the SIM policy is to improve the quality of madrasah graduates to be superior, as mentioned previously. According to researchers, improving the quality of student graduates requires at least three interrelated elements: Human Resources > Facilities and Infrastructure > Quality of Input.

Implementing the SIM policy from a facilities and infrastructure perspective has used at least ten digital media based on their form and function. It is thoroughly used by teaching staff, namely EMIS, Simpatika, fingerprint, RDM website, e-library, and alums tracker. Furthermore, what can be used by teachers and students are fingerprints, e-learning, CBT-based PAS, learning tools, and e-libraries equipped with the latest digital systems, including library visitor control servers, membership cards, barcode scanning, catalogs, and reading rooms. As described in Table 4.2, the ten digital media are a concrete form of digitalization of madrasa facilities and infrastructure to improve the quality of madrasa graduates. Optimizing digital media to accelerate human performance is necessary for this millennium (Sandro et al., 2018). The entire series of human activities goes hand in hand with information technology. Information technology is the central aspect of accelerating human performance.

In the opinion of researchers, the implementation of management information system policies is summarized in an interrelated and compatible manner between the madrasah's vision and mission > SIM policy based on work objects > outcomes > quality of graduates. The interrelation between these elements is very strong and cannot operate partially. Researchers can present it as in diagram 5.3 below:

5.3 Interrelation and Compatibility of Elements in Implementing SIM Policy to Improve Quality

The diagram above explains the interrelation and compatibility of elements in implementing the SIM policy to improve the quality of graduates. The researcher provides a simple overview in diagram 5.3 with the following explanation.

First, the Management Information System (SIM) policy's implementation policy is based on the madrasah's vision and mission. Each work unit formulates madrasahs' vision and mission and stays within the National Education Standards, especially those oriented toward the quality of madrasah graduates. This vision and mission are reduced by encouraging constructivist learning patterns where the learning pattern is student-centered (student-centered learning) (Hein, 1991). Good madrasa organizational work is needed to realize the madrasa's vision and mission. At this stage, management becomes the keyword. Good management will make the madrasah achieve the formulated vision and mission.

On the other hand, unhealthy management can lead madrasas to achieve their vision and mission (M Armstrong, 2006). Management, in the language of Monahan and Hengst (1982), can produce policies as a form of formal pattern that can be accepted by all organization members so that they strive to pursue their goals. All madrasah residents must work following the policies formulated by the madrasah leadership. The direction of the performance of madrasah residents is determined by the madrasah's vision and mission compass. There is no coercion in running the organization at the madrasah so that the direction

of the performance of madrasah residents feels clear.

Second, implementing education policy in a Management Information System is derived from seven aspects of education management. In Levacic's language (1992), it is a scope based on the object of cultivation. These seven educational management scopes contain infrastructure and digital media according to their uses and functions that can support madrasah performance. As explained in the previous discussion. The objects of educational management at the madrasah are student management, curriculum management, personnel management, facilities and infrastructure management, educational administration management, cost management, and public relations management.

Transforming facilities and infrastructure from conventional to digital is a form of multimedia (Simarmata et al., 2019). Accelerate the movement of madrasa organizations. It helps management work mechanisms, simplifies madrasa data administration, accelerates learning, and serves as a learning and information medium. The scope of educational management must be balanced.

Third, external. Researchers formulate outcomes in the implementation of Management Information Systems policies. The output in question is divided into output and outcome. Implementing the SIM policy means that all madrasah residents can carry out madrasah activities more quickly, effectively, and efficiently. This means that various digital media included in the scope of education management will work according to their function on an ongoing basis. All

are integrated with one leading network. Meanwhile, implementing the SIM policy is to improve the quality of madrasah graduates per the madrasah's vision and mission. The existence of digital media and technology can make it easier for madrasah residents to accelerate the madrasah's vision and mission.

Fourth, the quality of graduates. It is a form of output that is an outcome. The main goal of policy implementation is to improve the quality of graduates. Digital transformation can shape and strengthen students' character through innovative learning methodologies that align with digital needs (Afrizal et al., 2020). The quality of graduates in education from Jardine's (2005) perspective is an evaluation of an implemented organizational process. Achieving needs is also a process of developing customers' talents (students) while meeting predetermined accountability standards. Madrasahs at the two research loci are implementing Management Information System policies that refer to the Madrasah vision and mission accountability standards. The quality of graduates is the main direction in carrying out madrasah performance routines. The accountability standards for the quality of graduates still adhere to the National Education Standards.

IV. CONCLUSION
They are implementing the Madiun City MTsN Management Information System policy within student management, curriculum, personnel, facilities and infrastructure, educational administration, financing, and public relations. These seven management scopes are interrelated and compatible. The existence of one scope with another is integrated into one management.

V. RECOMMENDATION
1.   Headmaster
The Head of MTsN Madiun City is advised to maintain collaborative and participatory digital transformation policies to improve human resources' quality in implementing digital transformation because it has been proven to impact the quality of madrasah graduates positively.

2.   The Madrasah Committee
is Increasing its role in participating in supporting the implementation of responsive digital transformation policies, starting from the policy-making process, implementation, and evaluation.
3.   Ministry of Religion

To consistently provide guidance and training for madrasa heads as well as educators and educational staff regarding efforts to strengthen digital transformation in madrasas in improving the quality of madrasa graduates
4.   Researcher
Future researchers should conduct research focusing more on responsive digital transformation policies and one aspect of national education standards to obtain more detailed research results.

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