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Development of Graduates Quality Model of Hidayatullah Education Foundation of Riau Islands Province

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Abstract: This study aims to develop a quality model of graduates of the Hidayatullah Education Foundation in the Riau Islands Province. This study uses a qualitative descriptive approach with a case study method. Data were collected through interviews, observations, and document analysis. Research participants consisted of foundation managers, teachers, students, and alumni. The results of the study indicate that the Quality of Graduates of the Hidayatullah Education Foundation of the Riau Islands Province with First, instilling Islamic aqidah Second, building ideals to uphold Islam as a consequence of Islamic aqidah. Third, equipping oneself with ritual worship, building a relationship with Allah as a source of haul and quwwah. Fourth, inviting to appear kegelanggal conveying amat Islam. And fifth, building a complete Islam by presenting an Islamic personal/family/environment figure. The five aspects are summarized in three components, namely Tarbiyah Ruhiah, tarbiyah aqliyah and tarbiyah amaliyah/ jismiyah which are then taught or applied in Education in the family, Education in schools and Education in the community. The development of graduate quality of the Hidayatullah Education Foundation of the Riau Islands Province is carried out by instilling three things, namely character, competence and customer satisfaction. In addition, character building through discipline, religious, hard work and responsibility, and freedom from bullying.

Keyword: Development, Quality Of Graduates, Islamic Education.

INTRODUCTION

In this era of globalization, it shows the increasingly rapid changes marked by the development of information technology, an increasingly competitive world market, the birth of a free market, and the emergence of transnational companies. This condition results in the need for a basic understanding of how to view everything that happens in order to survive (Iskandar, 2017). The emphasis on the increasing importance of the best and quality, having quality with the realization of high IPTEK standards and perfect IMTAQ must be possessed (Salmah et al., 2023).

One of the responses in responding to these changes requires that in organizing education, the implementation of education quality assurance is very necessary. In addition to

human resources (HR), other resources of excellent quality are needed (Tofte, 1995). Education is a human investment (investment in human resources), meaning that the capital (investment in human resources) invested is used to improve the quality and capability of human resources, with empirical evidence showing that the more capable and professional the citizens are, the more it increases the strength and accelerates the progress of a country (Mundiri, 2016). This is based on a review of several aspects, the indicators of which are the provision of quality and standard education.

The implementation of education with the resulting product being in the form of services, understanding the quality assurance of education is the process of determining and fulfilling the quality standards of education management consistently and continuously, so that stakeholders and other interested parties get satisfaction (Soetjipto, 1997). The selection and determination of quality standards are carried out based on a number of aspects called quality points, including: study program curriculum, human resources (educational staff: lecturers, and supporting staff), students: students, learning process, infrastructure and facilities, academic atmosphere, finance/financing, research and publication, community service, governance, institutional management, information systems, domestic and foreign cooperation (Lasdi, 2002).

Quality today is an important issue that is discussed in almost every sector of life, in business circles, government, education systems and other sectors (Nasyirwan, 2015). In the Great Dictionary of the Indonesian Language, quality is "a measure of the good or bad of an object; level; degree or degree (of intelligence, intelligence, etc.), quality" (Penyusun, 1999). In English, quality is termed: "quality" (Salim, 1996), while in Arabic it is called "juudah" (Kulsum, n.d.).

In terminology, the term quality has quite a variety of meanings, contains many interpretations and is contradictory. This is because there is no standard measure of quality itself. So it is difficult to get the same answer, whether something is of good quality or not (Mukarromah et al., 2021). Mutu adalah konsep yang kompleks yang telah menjadi salah satu daya tarik dalam semua teori manajemen. Quality is a complex concept that has been a focal point in all management theories. Lyod Dobbins and Crawford Mason have interviewed many authors on quality, and they concluded that "No one we spoke to could agree on exactly how to define quality" (Malaikosa, 2021).

They quote John Steward, a Consultant at Mc. Kinsey "There is no single definition of quality. Quality is the feeling of appreciation that something is better than others" (Ali & Nuryani, 2023). These feelings are new over time, and change from generation to generation, and vary with aspects of human activity (Stoner, 1996). Goetsch and David, as quoted by Munro and Malcolm, liken quality to pornography, which is difficult to define but the phenomena or signs can be seen and felt in real life (Hadis & Nurhayati, 2012). However, there are general criteria that have been agreed upon that something is said to be of quality, certainly when something has good value or contains good meaning. On the other hand, something is said to be of poor quality, if something has a less good value, or contains a less good meaning. According to Pleffer and Coote as quoted by Aan Komariah, essentially the term quality refers to a measure of assessment or award given or imposed on goods (products) and/or their performance (Aan & Triatna, 2008).

According to B. Suryobroto, the concept of "quality" contains the meaning of the degree (level) of excellence of a product (result of work/effort) whether in the form of goods or services, whether tangible or intangible (Suryosubroto, 2004). As quoted by Amin Widjaja, Gregory B. Hutchins stated that quality is "Conformity/suitability with applicable specifications and standards; suitable/fit for use; Can satisfy customer desires, needs and expectations at competitive prices" (Tunggal, 1992).

Improving the quality of education is aimed at improving the quality of the Indonesian people as a whole through developing their hearts, minds, feelings and sports so that they

have competitiveness in facing global challenges (Baharuddin, 2017). Increasing the relevance of education is intended to produce graduates who meet the demands of needs based on Indonesia's natural resource potential (Hamid, 2013). With quality education, quality human resources will be produced, so that they are able to develop their thinking skills to be literate in science and technology (IPTEK) and able to follow and utilize its developments (Hadi, 2020).

In reality, the problems faced by Islamic educational institutions are very diverse. Starting from management problems, leadership problems, human resources, finance, and institutional problems (Deliyanti Oentoro, 2012). Improving the quality of Islamic educational institutions needs to be continuously pursued by prioritizing quality analysis theories and their application in every managerial process. The problem that is the object of this study is how is the concept of quality development and how is the model of quality development in educational institutions (Usman, 2014). Quality control, Quality improvement dan Deming dengan Teori POAC dan siklus manajemen yang menjadi acuan dalam kegiatan penjaminan mutu yaitu Plan, Do, Check, Action (PDCA) The problem solving is done by reviewing the literature related to quality development and then comparing it with the theories of quality development experts, namely the theory put forward by Joseph Juran with the Juran trilogy theory, namely Quality planning, Quality control, Quality improvement and Deming with the POAC theory and the management cycle which is a reference in quality assurance activities, namely Plan, Do, Check, Action (PDCA) (Anderson & Gerbing, 1988). Improving the quality of education is not only in one aspect, but includes all aspects related to the education process starting from input, process and output. One of the benchmarks for this improvement is in improving the aspect of good management (Huriana et al., 2024). If management is implemented well, any institution, including educational institutions, will be able to produce quality performance and work results (Tien, 2015).

Efforts to improve the quality of education, especially in Islamic education, one of the strategies for improving quality is by implementing a pattern of continuous curriculum development at all levels and types of Islamic Education which includes: 1) Development of an integrated Islamic education curriculum between aspects of Islam, science, and life skills that can provide equal abilities, accompanied by strengthening local content. 2) Integration of generic skills in the curriculum that provide adaptive abilities to the needs of society and the global. 3) Development of an integrated learning process. 4) Increasing the relevance of education to the needs of the world of work. 5) Development of role models in education (Agustin & Effane, 2022).

One of the modern Islamic educational institutions that has experienced quite rapid development is Hidayatullah. The Hidayatullah Integral Education Institution of the Riau Islands Province is LPI Hidayatullah under the auspices of the Hidayatullah Batam Islamic Boarding School Foundation which has educational institutions ranging from Kindergarten, Elementary School, Junior High School, High School, and College that emerged with the spirit for the Riau Islands Province. The Hidayatullah Islamic Education Institution of the Riau Islands Province was established in 2002, with a design that teaches religious education and modern education. Interestingly, this school is under the auspices of the Hidayatullah mass organization (ormas) whose development principles are based on the thoughts, views and spirit of the organization's *da'wah* and *tarbiyah*. One of them carries the concept of Tauhid-Based Education as the basis for developing institutions and educational processes. This concept in one study is considered an effort to create students who have balanced abilities between their cognitive and personality (psychomotor and affective) (Mayasari, 2013).

Based on survey data conducted by researchers through observation and interviews with the foundation's supervisor and secretary and the chairman of Hidayatullah, Riau Islands Province, regarding the Development of Graduate Quality of the Hidayatullah Education

Foundation, Riau Islands Province? There are still components that have not been fulfilled optimally. This was found in educational institutions in Hidayatullah, Riau Islands Province that have not implemented management governance in improving the quality of graduates.

The problems above need attention and in-depth study, in order to find solutions to these problems. Based on the background above, the researcher wishes to further study matters relating to strategic management and graduate competency. Therefore, this study is entitled "Development of Graduate Quality of the Hidayatullah Education Foundation, Riau Islands Province".

METHOD

Research methods can be interpreted as a scientific way to obtain data for certain purposes and uses (Nurhayati, Lias Hasibuan, 2021). This research is a field research, which is a research conducted directly in the field to obtain the required data. The research location is the Hidayatullah Education Foundation, Riau Islands Province. This type of research is a qualitative research with a descriptive analytical method, namely explaining a symptom that occurs through fact finding with the right interpretation (Creswell, 2009). The reason for choosing this descriptive method is because the research aims to describe comprehensively, holistically, integratively and in depth a symptom, event, incident that is happening at the present time which is directly related to the research object (Nurhayati et al., 2024).

In other words, descriptive research takes problems or focuses on actual problems as they exist at the time the research is conducted. With this method, a deep understanding and interpretation of relevant facts and reality will be obtained (U. H. Nasution & Junaidi, 2024).

Meanwhile, according to Travers, the aim is to describe the nature of something that is taking place at the time the research is carried out and to examine the causes of a particular symptom (Umar, 2002). Thus, the research is expected to explore data in the form of words or meanings to explain the actual situation in depth regarding the Development of Graduate Quality of the Hidayatullah Education Foundation, Riau Islands Province.

The research was conducted at the Hidayatullah Foundation, Riau Islands Province for a period of 3 months, namely from September to February 2025. The research subjects included: 1) Foundation Elements, 2) Head of Department, 3) Principal, 4) Teachers/Lecturers, 5) Students. With a total of 27 respondents.

Data were collected through several techniques, namely: 1) Interviews: Conducted with foundation elements, department heads, principals, teachers or lecturers, and students to obtain information about their views on the quality of graduates. 2) Observation: Conducted to directly observe the learning process, supporting facilities, and the involvement of parents and the community in foundation activities. 3) Documentation: Documentation in the form of information from important notes from institutions or foundations or individuals (Sugiyono, 2016). Documents can be in the form of writing, images, or monumental works from a person or organization. With this documentation method, the focus of observation is on space or place (space), actors (actors) and certain activities or activities (Arikunto, 2015).

In this case, the data needed in the study were obtained from two sources, namely: 1) Primary data sources: Primary data sources are data obtained directly using informant interview techniques or direct sources. Primary sources are data sources that directly provide data to researchers as data collectors. In this study, researchers used direct field studies (Sutopo, 2013). The primary data sources in this study are the leaders of the Hidayatullah Foundation of the Riau Islands Province, starting from the Foundation's Advisor, the Foundation's Chairperson, the Foundation's Treasurer, the Chairperson of the Hidayatullah DPW of the Riau Islands Province, teachers, and school principals from Kindergarten to Senior High School/Vocational High School, as well as the Chancellor of the Hidayatullah Institute and STIT Mumtaz within the Hidayatullah Foundation of the Riau Islands Province. 2) Secondary data sources are data obtained from second or secondary sources. Secondary

data sources do not provide data directly to data collectors, for example through documents or through other people. Secondary data sources in this study are in the form of library books, dissertations, journals, and documents related to the research (Arikunto, 2013).

RESULTS AND DISCUSSION

Quality of Graduates of the Hidayatullah Education Foundation, Riau Islands Province

Quality education is education that is able to carry out the process of maturing the quality of students which is developed by freeing students from ignorance, inability, helplessness, untruth, dishonesty, from bad morals and faith. The quality of graduates of the Hidayatullah Foundation of the Riau Islands Province is carried out by referring to the objectives of the transformation of knowledge and materials.

This objective is a guide and reference for all activities in the education system. So, as it is understood, Islamic Education is a conscious, structured, programmed and systematic effort aimed at forming humans in accordance with the vision and mission of their creation, namely as 'abdullah and His caliph with the following characteristics: (1) having a strong spiritual mentality - the spiritual aspect (2) having knowledge and breadth of insight into life - the intellectual aspect (3) having expertise and skills in the physical aspect.

To realize the three things above, it is done by referring to the five steps in the method of forming and developing Islamic spirituality in a person as Allah SWT has guided the Prophet Muhammad SAW. in accordance with the sequence of revelation, namely First, instilling Islamic faith to the person concerned by the method of introducing what the true nature of God, nature and humans is. From there, the awareness of monotheism will be born as a foundation in viewing life and living. Second, building ideals to uphold Islam as a consequence of Islamic faith. Third, equipping oneself with ritual worship, building a relationship with Allah as a source of haul and quwwah. Fourth, inviting to appear to the circle to convey Islamic amat. And fifth, building a complete Islam by displaying an Islamic personal/family/environment figure.

Forming a spiritual mentality/spiritual education

This first goal is essentially a consequence of faith in Allah SWT, namely that he must fully surrender to Allah, which is reflected in obedience and submission to Islamic law. In fact, once someone feels confident with the Islamic faith that he embraces and is determined to build obedience and submission to Allah based on the correct faith, it indicates that the person concerned has succeeded in forming an Islamic spirit within himself. He feels happy to fulfill the call of Allah SWT and is pleased with Him. Not a soul of ammarah but a soul of mutmainnah. Namely a soul that is calm and happy to carry out the command of Allah SWT to get closer to Him. And add to it with nawafil practices to obtain His love. And surrender to receive the help and guidance of Allah SWT.

Having a breadth of knowledge (tarbiyah aqliyah)

This second goal is actually also a further consequence of a person's Islam. Islam encourages every Muslim to become a knowledgeable person by taklif (giving him/her a legal burden) of the obligation to seek knowledge. Imam Al Ghazali in Ihya Ulumuddin, Chapter of Knowledge, divides knowledge into two categories of knowledge based on the level of obligation. The first is knowledge that is categorized as fardu a'in, namely knowledge that must be studied by every individual Muslim.

The knowledge included in this group is the Islamic tsaqofah sciences, such as Islamic thought, ideas and laws (fiqh), Arabic, sirah nabawiyah, ulumu al-Qur'an and tahfidzu al-Qur'an, ulumu al-Hadith and tahfidzu al-Hadith, ushu al-fiqh and so on. The second is knowledge that is categorized as fardu kifayah, namely knowledge that must be studied by one or only part of the Muslim community. The sciences included in this group are life

sciences which include science and technology as well as skills, such as chemistry, biology, physics, medicine, agriculture, engineering and so on.

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ

Meaning: "Say (O Muhammad), are those who have knowledge and those who are not knowledgeable?" [QS. Az-Zumar: 9] (Rokhim, 2020)

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning: "Seeking knowledge is obligatory for every Muslim." [HR. Ibn Adi, Baihaqi, Anas RA, Atthabrani and Al Khatib from Al Husain bin Ali] (Muslim, 2006)

In the verse above, Allah SWT explains the inequality between people who are knowledgeable and those who are ignorant. Between knowledge and ignorance, each has a different dignity and position in the eyes of society and in the sight of Allah SWT. Therefore Allah SWT says:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: "Allah will raise those who believe among you and those who are given knowledge, by degrees. And Allah is All-Knower of what you do." [QS. Al Mujadalah: 11] (Departemen Agama, 2018)

The Messenger of Allah SAW said:

يَشْفَعُ يَوْمَ الْقِيَامَةِ ثَلَاثَةٌ الْأَنْبِيَاءُ ثُمَّ الْعُلَمَاءُ ثُمَّ الشُّهَدَاءُ

Meaning: "There are three groups who will intercede (help) on the Day of Judgment: (1) the prophets, (2) the ulama (people with knowledge), (3) the martyrs." [HR. Ibn Majah from Usman bin Affan] (Al-Bukhari & Ismail, 2011)

The strong encouragement for every Muslim to seek knowledge, proves that Islam fortifies humans by making Islamic aqidah the only basis for a Muslim's life, including in the way of thinking, willing, so that every action is first measured by the standards of Islamic aqidah. With it, every Muslim has a very strong foothold and intelligently reads all problems and is able to find solutions appropriately and Islamically.

Have professional skills (tarbiyah amaliyah/ jismiyah)

The professionalism referred to here is not a spirit based on materialism, which is limited to the balance of rights and obligations in material terms. But related to the development of the best competence to provide the best that is done because it feels seen by Allah. Or called ihsan. Because the limitation of demanding rights and obligations in material terms will eliminate the meaning of ihsan.

Islam's great attention to technical and practical sciences as well as skills and expertise training, places it as one of the goals of Islamic education. Mastery of these material skills is also a requirement that must be carried out by Muslims in order to carry out their duties as caliphs of Allah SWT. This is indicated by the existence of many texts in the Qur'an and Hadith that indicate the permissibility of studying general knowledge or skills (as some of which have been previously stated). As with science and technology, Islam also makes mastery of skills a fardlu kifayah, which is an obligation that must be carried out by some of the people if these sciences are very much needed by the people, such as industrial engineering, aviation, carpentry and others.

Based on the organization, the education process can be divided into two, namely formally at school and informally outside school/environment, namely family and society.

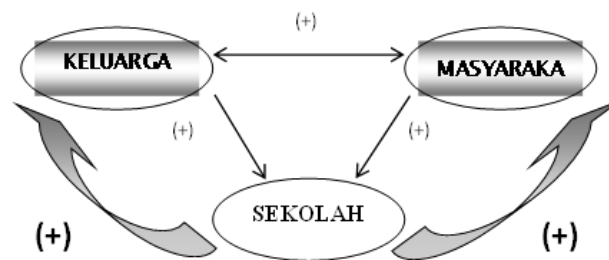


Figure 1. The Relationship between School Education, Family and Society

Education in the Family

Family education is essentially a lifelong educational process; from the cradle to the grave. Personality development and development, mastery of the basics of Islamic culture are carried out through daily life experiences and influenced by learning resources in the family, especially parents.

That is why the educational process in the family is called the first and foremost education, because it lays the foundation of the child's personality. The family is a place for Islamic development for each of its members which will also protect them from negative influences from outside. In da'wah, before being called to the wider community, a Muslim is ordered to first da'wah to family members and close relatives.

Educational efforts in the family have actually been and must be started from the age of the child in the womb until reaching puberty and entering the stage of marriage; and will even continue until old age. First, Education when the child is in the womb (prenatal). When the child is in the womb, before the angel descends to breathe the spirit, accompanied by notes about four things, namely sustenance, age, deeds and fate, the mother educates the baby by increasing prayers to Allah SWT so that her child becomes a pious person, devoted to his parents and useful to his people and religion.

The Qur'an describes Imran's wife when she was pregnant with Mary. She prayed for her daughter to be a pious woman. History later proved that Mary was the chosen woman of Allah from whose womb the Prophet Jesus was born.

إِذْ قَالَتِ امْرَأَتُ عِمْرَانَ رَبِّ إِنِّي نَذَرْتُ لَكَ مَا فِي بَطْنِي مُحَرَّرًا

Meaning: "Remember when Imran's wife prayed, 'My God, I really ask You, so that the child in my womb will be a pious and solemn child. ...'." [QS. Ali Imran: 35] (Ri, 2016)

The magnitude of the correlation between the influence of prayer and mother's hope on children has been proven by research. Among them is the research results of Emile Coue as quoted by Wahjoetomo in the book Perguruan Tinggi Pesantren, Pendidikan Alternatif Masa Depan, about how Spanish and Athenian mothers can give birth to selected children. As a result, Spanish mothers gave birth to strong children who grew into excellent soldiers because during their pregnancy, they were very eager and prayed to contribute war experts and selected soldiers for their country. Likewise, Athenian mothers gave birth to intelligent children because they were eager and prayed to be able to contribute experts in knowledge for their country.

Second, children's education after birth until puberty (postnatal). When a child is born, Islam teaches to educate and develop aspects of monotheism, including by reciting the call to prayer in the right ear and iqamat in the left ear.

وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: "... And He gave you hearing and sight and hearts (feelings and minds) that you may be grateful. ..." [QS. An Nahl: 78] (RI, 2012)

Modern science proves that the first human sense to function is hearing. According to research results, it is known that one minute after birth, babies begin to be able to catch sounds that make them immediately turn their faces towards the sound. In general, the next education includes giving a good name; giving him breast milk (ASI); and instilling exemplary Islamic personality and providing guidance on marriage.

Education in Schools

Education in schools is basically an educational process that is formally organized based on a hierarchical and chronological structure, from kindergarten to college. In addition to referring to educational goals that are applied in stages, the ongoing educational process in schools is highly dependent on the existence of other subsystems consisting of: students (pupils); school management; structure and schedule of teaching and learning activities; teaching materials arranged in a set of systems called the curriculum; educators/teachers and implementers who are responsible for the implementation of educational activities; learning aids (textbooks, whiteboards, laboratories, and audiovisuals); technology consisting of software (teaching strategies and tactics) and hardware (educational equipment); facilities or campuses and their equipment; quality control that is based on the target of achieving goals; research for the development of educational activities; and educational costs to facilitate the continuity of the educational process.

In secular conditions like today, the important role of schools is very much felt, considering that the input comes from the secular suprasystem. The burden on schools increases when they must also be able to sterilize the school conditions from the onslaught of negative influences coming from both suprasystems. Therefore, the educational process in schools must be able to produce integral, non-secular output. This sterile educational process is depicted as above. The position of the school as a small Islamic environment in its interaction with the suprasystem of society and family is depicted in the diagram above.

To achieve educational goals, a teacher does not merely transfer knowledge, but also transfers values. A purely transactional teacher-student relationship is inadequate to produce students with character. What should be developed is a transformational relationship. A teacher does not only make his job a profession but also a life mission.

Education in Society

Almost the same as education in the family, education in the community is essentially also a lifelong education process, especially regarding the practice of daily life that is influenced by learning resources in the community, especially neighbors, friends, the environment and the prevailing value system.

In the Islamic system, society is one of the important elements supporting the establishment of the system in addition to the sense of piety that is embedded and fostered in each individual and the existence of the state as the implementer of Islamic law. The existence of an attitude of mutual control over the implementation of Islamic law and supervising and correcting the behavior of the rulers in society is possible considering that society from an Islamic perspective has its own characteristics in forming a sense of piety in each individual. Therefore, by itself, the education process in the community occupies an important position.

Islamic society is formed from individuals who are influenced by feelings, thoughts and rules that bind them so that it becomes a solid, united society. More than that, Islamic society has very sharp sensory sensitivity, such as the sensitivity of body parts to any touch that touches their body. A living body will feel a wound that has befallen one of its members, then it reacts and tries to fight the pain until it disappears. From here, *amar ma'ruf nahi munkar* becomes the most essential part which also differentiates Islamic society from other societies. Allah SWT says:

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ

Meaning: "(And) Let there be among you a group of people who call to goodness, call to do what is right and forbid what is evil; they are the lucky people." [QS Ali Imran: 104] (Rokhim, 2020)

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ بِاللَّهِ

Meaning: "You are the best people born for mankind, calling to what is right and preventing what is evil and believing in Allah." [QS. Ali Imran: 110] (Kementerian Agama, 2015)

Therefore, it is understandable that the piety of every Muslim individual can be influenced and fostered by the views of society which are always interacted with proactively in the daily activities of each individual. In a society like this, individuals who commit sins do not dare to show it openly, or even dare to carry it out. Even if someone is tempted to commit immoral acts, he will try to hide it. However, once he realizes his mistake, he will repent for his mistake and return to the truth.

The story of Ma'iz Al Aslami and Al Ghomidiyah radliyallahu anhuma who went straight to the Prophet SAW to ask for punishment shortly after committing adultery, is the right example to illustrate how high the sense of devotion is in the companions, a reflection of the success of developing individual Muslims and the Islamic community.

A society that functions to educate is called a learning society, namely when the education process runs for all members of society through daily interactions that always have the nuance of amar ma'ruf and nahi munkar. Every member of society will always get positive input from the results of their interactions.

In order to create good quality education, the Hidayatullah Foundation of the Riau Islands Province, the Hidayatullah Foundation of the Riau Islands Province, carries out several things such as organizing, the education process can be divided into two, namely formally at school and informally outside school/environment, namely family and community.

Development of Graduate Quality of Hidayatullah Education Foundation, Riau Islands Province

The development of graduate quality involves various interrelated factors, including the quality of teaching, educational facilities, and the involvement of parents and the community. Research shows that competent and highly dedicated teachers greatly influence student learning outcomes. In addition, adequate supporting facilities also play an important role in creating a conducive learning environment.

Rahmawati suggests several steps to improve the quality of teaching, namely: 1) Training and Professional Development by providing continuous training and development for teachers. 2) Evaluation and Feedback, namely by implementing an effective evaluation system and providing constructive feedback. 3) Innovation in Teaching Methods, namely by adopting innovative and interesting teaching methods to increase student learning motivation (Diki Maulansyah et al., 2023)

Development of Graduate Quality Model of Hidayatullah Education Foundation of Riau Islands which is relevant to Hidayatullah education institution of Riau Islands. Needs analysis is the first step taken by researchers to find out the problems in the field. Needs analysis is also used by researchers as a guideline in developing learning media (Nurtan et al., 2022).

From this needs analysis, the author found a problem, namely the lack of clear visibility of the Quality Development of Graduates of the Hidayatullah Education Foundation of the

Riau Islands Province that is relevant to the Hidayatullah Education Institution of the Riau Islands that has been used so far, so that the model applied is not clear and relevant according to the needs of the Hidayatullah Education Institution of the Riau Islands, so that the results produced are not yet satisfactory and the level of achievement of the vision and mission that has been prepared has not been achieved properly. With this problem, the researcher compiled a design for the Quality Development of Graduates of the Hidayatullah Education Foundation of the Riau Islands Province that is relevant to the Hidayatullah Education Institution of the Riau Islands, to solve this problem. The researcher conducted a needs analysis according to the steps in developing the Islamic and science integration model, which is expected to produce students with good Islamic values and scientific knowledge in the learning process and is also expected to be used effectively in the learning process (Sugiri et al., 2022).

The product produced is a concept of Graduate Quality Development of the Hidayatullah Education Foundation, Riau Islands Province in the form of a chart and which is stated in learning tools such as management, curriculum, evaluation. The purpose of the design of Graduate Quality Development of the Hidayatullah Education Foundation, Riau Islands Province is to produce a concept or Graduate Quality Development of the Hidayatullah Education Foundation, Riau Islands Province that is in accordance with the Hidayatullah educational institution which has a vision. Hidayatullah's vision is to Build Islamic Civilization and has a mission to produce quality cadres (E. Nasution, 2021).

Designing the Quality Development of Graduates of the Hidayatullah Education Foundation, Riau Islands Province, which is relevant to the Hidayatullah education institution, Riau Islands, the important factor is the concept of Quality Development of Graduates of the Hidayatullah Education Foundation, Riau Islands Province itself, which is understood by the Hidayatullah education institution, Riau Islands, as a basis for compiling the framework of the model that will be designed (Mukhtar & Luqman, 2020).

In terminology, the quality of graduates is a main component that is the target of an educational institution in realizing educational goals. Diana A-basi Ibaga in her journal explains that quality can also be interpreted as the quality of a product, service or something that is in accordance with established standards, so that it makes it relatively superior to others. Edward Sallis in his book explains that quality is something related to a person's passion and self-esteem, he also explains that quality in the world of education is something that can distinguish between good and bad, success and failure, so from here quality is something very important that must continue to be developed in every educational institution that exists.

Quality in the industrial sector means the level of good or bad of a product, so from here comes the term that we often hear with "quality products" meaning that the product has good or good quality. According to Gaspersz quoted in the book Nur Zazin explains that quality is interpreted as everything that is able to fulfill the desires or needs of customers, he also explains that quality is everything that can be improved because basically there is no perfect process.

Improving the quality of graduates in an educational institution is not an easy matter, it is necessary to conduct a kind of study and planning of activities in it. Good quality graduates certainly cannot be separated from a quality education process. This means that the quality of graduates can only be improved by improving the quality of education in an educational institution, both in terms of learning processes in the classroom, sarpas or in terms of building a good school culture.

Quality education is education that is able to carry out the process of maturing the quality of students which is developed by freeing students from ignorance, dishonesty, and from the destruction of national morals. Education becomes a container as a process for

students to become better than before, students are formed as quality individuals and useful in the community.

National Education System Law No. 20 of 2003, Article 3, states that: "National education functions to develop abilities and form dignified character and civilization in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens." (No, 20 C.E.).

The above law is the core of the national education goals as well as the basis for achieving the quality standards of graduates of existing educational institutions, for that improving the quality of graduates must be the main component that must be attempted to be achieved by every existing educational institution. Educational institutions must carry out quality control and planning, so that in every process it can be carried out properly and correctly. Good quality will be achieved and obtained, if a good process has been carried out, if the process of the educational institution is good, it will automatically produce good output, and automatically the quality of graduates will also increase.

From the explanation above, it can be explained that in the process of improving the quality of graduates, it must be initiated by the actors of educational institutions with good and correct control and planning so that it will make its graduates as quality individuals. Improving the quality of schools will culminate in efforts to produce quality graduates. Where in it there is a process of coordinating and aligning the existing school elements harmoniously, so that from this it will create a pleasant learning situation, be able to encourage and motivate students' interest in learning, and be able to empower students towards a better direction.

There are several strategies that can be implemented in the process of improving the quality of graduates in an educational institution. As explained by Nur Zazin in his book, that the profile of the quality of graduates in an educational institution is the main component that supports the quality of the educational institution, so the main principle is for all teachers to be able to work well in realizing the quality of graduates in each subject by setting standards so that there are measurable targets and results.

From this explanation we can see that in realizing good quality graduates, every element that exists must synergize and work together in building the desired school quality, both from the leadership of the principal to the teaching staff below him. Nur Zazin also explained that one strategy in improving the quality of graduates can be done by building a quality school culture. So from here students will be accustomed to positive and good things until they graduate from school. In general, the concept of school culture is not much different from the concept of organizational culture in general, even if there are differences, it may only lie in the type of domain values developed and the characteristics of the developers.

The values that will be developed in educational institutions must of course be in line with the goals that are to be achieved beforehand, so that there will be a wide variety of cultures that will be created in each educational institution. Spranger, quoted in the book by Nur Zazin, explains that there are at least six types of values that should be developed by educational institutions, (1) Science with basic thinking behavior, (2) Economic values with basic work behavior, (3) Art with basic behavior of enjoying beauty, (4) Religion with basic behavior of worshipping God, (5) Society with basic behavior of serving and being devoted, and (6) Politics/State with basic behavior of ruling and governing.

The next step in designing the Development of Graduate Quality of the Hidayatullah Education Foundation of the Riau Islands Province is to direct learning activities in the classroom. Implementation of the Development of Graduate Quality of the Hidayatullah Education Foundation of the Riau Islands Province in the form of knowledge in the

Hidayatullah educational institution. The design of the development of the graduate quality model can be done with several strategies, such as;

Through the results of the interview, the planning of educational management at the Hidayatullah Education Foundation, begins with carrying out the role of designing an annual work program by formulating a program of activities that will be carried out later. The things that are arranged such as the name of the activity, background, purpose of the activity, targets, time of implementation, implementation coordinator, and costs that will be implemented at the school by the principal of the Hidayatullah Education Foundation, where the preparation of this educational planning is carried out before the new school year, precisely one month before the new school year begins. After compiling the planning, the program planning will be submitted to the head of the foundation, if the program planning has been approved by the head of the foundation, the principal will conduct socialization to the teachers and school committee about the program planning that has been designed to improve the quality of graduates at the Hidayatullah Education Foundation.

The planning that is arranged to obtain superior graduate quality is short-term planning, long-term planning, strategic planning, operational planning, managerial and supervisory planning, improvement planning, development planning, individual planning, and participatory planning. Before starting the lesson, teachers always make RPP/Teaching Module, the planning that has been made must be well organized so that the goal of improving the quality of graduates can be achieved. The organization is carried out by the Principal of the Hidayatullah Education Foundation.

In this implementation stage, the Hidayatullah Education Foundation really needs optimal learning implementation with the hope that the quality of graduates can improve from previous years. Educational management is attempted to be complete in accordance with the applicable curriculum. The educational program at the school is based on SKL (Graduate Competency Standards), as well as the implementation of good character for students. The characters applied at the Hidayatullah Education Foundation are 18 characters, including discipline, independence, honesty, trustworthiness, creativity, patience, love of cleanliness, love of the environment, tolerance, religiousness, hard work, responsibility, care for the environment, love of reading, curiosity, care for society, national spirit.

These characters will later be very useful for students to form into students who have positive values in themselves so that the potential in students can be developed optimally.

Based on the document analysis carried out on the report cards of Hidayatullah Education Foundation graduates, it can be seen that graduates of the Hidayatullah Education Foundation in the 2023/2024 academic year have 18 characters, where students have received education for each character's achievement, the smallest is 85%, namely democratic and national spirit and for the highest character with an achievement of 100% is in the religious character. The measurement results prove that in the character education process by educators, they have succeeded in equipping graduates in behaving well according to the 18 characters that have been arranged in the planning. So, the graduates produced can have positive characters like the picture above.

Based on interviews conducted with one of the teachers and the vice principal, in addition to character development and implementation for students, supporting factors for implementing the Education program at the Hidayatullah Education Foundation can be obtained from the foundation, parents and school committee who work together for the purpose of improving the quality of graduates. In addition to the learning process and character application to students, the facilities and infrastructure at the Hidayatullah Education Foundation are quite complete, such as 10 study rooms, principal's room, teacher's room, teacher's lockers, teacher and student toilets, green open space, soccer field, basketball court, 2 swimming pools, health insurance room, 3 pick-up cars, sinks in each class, prayer room, ablution area, kitchen and dining room, hall, CCTV in various corners, projector,

library room, Adiwiyata room, warehouse, laptop, printer, HT, Smart TV, Mega phone, speaker, sound system, indoor APE, outdoor APE, temperature checker, hand dryer, finger print, safe, teacher's desk, student's desk, teacher and guest chairs, student chairs, motorbike parking area, TU room, lockers in each class, cupboards in each class. the availability of complete facilities and infrastructure makes the learning process carried out there no longer with the lecture method but more towards actions that encourage students to be more active in exploring their potential in the learning process. In addition to learning, students can actively participate in non-academic activities such as swimming, farming, market day, extra fooding, outing class and rihlah.

The activity succeeded in attracting the interest of students to actively participate in it, so that later when students graduate, they can have knowledge related to these activities. Graduates of this school are in accordance with the SKL made by the school so that school graduates are able to follow the learning provided at the level (SD/MI, SMP/SMA/PT). The Hidayatullah Education Foundation has also followed technological developments with Facebook, Youtube, Instagram, and TikTok, where these social media accounts are always active in order to provide information about the Hidayatullah Education Foundation.

The next stage is, the supervision planning that has been designed is implemented to assess whether the educational management program that has been running is in accordance with the desired achievements. One of the supervisions carried out by the principal is the supervision of the RPP where every week it is always supervised and evaluated regarding the making of the RPP/Teaching Module. In addition, supervision usually includes supervision of the management and learning processes. The management aspect represents the vision and mission, short, medium and long term annual work programs. Supervision as an inseparable part of improving the quality of graduates.

In the process of implementing the program at the Hidayatullah Education Foundation, of course there are obstacles, but precisely with the existence of these obstacles, it becomes an evaluation that will look for important points to solve them. The obstacles are traced first, whether from the teacher, from the students, or from the environment. After the cause of the obstacle is known, the process of finding a way out will be carried out either through discussion or personally in solving it.

The principal quickly made efforts to improve the obstacles that occurred, these improvements function to fix all programs that have problems or programs that are not according to plan, this determines the development of the program to get optimal results, based on the results of interviews with informants, getting results that the graduates produced are in accordance with the SKL or have good predicates.

Based on the Observation Results Related to the design of the Graduate Quality Model of the Hidayatullah Education Foundation, Riau Islands, which is in the Hidayatullah Education institution, it can be seen clearly, namely by carrying out, a) Planning (Plan), b) Implementation (Do), c) Monitoring and Evaluation (check), d) Improvement (Action) with reference to three aspects, namely a) Character, b) Student Competence and c) Customer/User Satisfaction of graduates.

Riau Factors Influencing the Development of Graduate Quality of the Hidayatullah Education Foundation, Riau Islands Province

Educational institutions that strive to make their institutions more qualified have internal and external factors that together can determine the overall quality of an education system. The internal factors are: curriculum, human resources, facilities and infrastructure, education financing, school management, and leadership (Lauma & Pido, 2018). Then external factors include: low political participation, an economy that does not support education, socio-culture, and low utilization of science and technology. Thus, to find out quality education there are several factors that can affect the quality of education, namely

"teacher quality, facilities and infrastructure, learning atmosphere, curriculum implemented, and school management" (Zazin & Sandra, 2011).

Other factors that can determine the quality of education in schools are "how teaching and learning activities are carried out, how the competence of educators and education personnel is improved, how learning facilities and equipment are provided, and whether the school can carry out extracurricular activities well" (Sagala, 2013).

There are several factors that influence the improvement of the quality of education into two, namely internal factors and external factors. Internal factors consist of:

- 1) The first Human Resources (HR) potential comes from teachers and educators who have competence, professionalism, and dedication. Teachers and educators greatly influence the quality of graduates. Quality teachers can provide good education and support student development. Teachers are people who are very influential in the teaching and learning process. Therefore, teachers must really bring their students. Teachers must have a broad perspective and the criteria for a teacher is to have authority. Teachers are one of the determining factors in efforts to improve the quality of education, because teachers are the main factor in carrying out educational activities (Diniyah, 2020). The second from the principal and school management also have a major role in influencing the quality of graduates where effective leadership from the principal and management team is also important to create a conducive learning environment and support the improvement of the quality of graduates. And the third is from students, where motivation, discipline, and readiness to learn students are also important factors in determining the quality of graduates. Students or students are the objects of education, so that the quality of education that will be achieved will not be separated from the dependence on the physical condition of the behavior and interests of the talents of students. Improving the quality of schools for students is very much influenced by various aspects, including the aspects of the principal, facilities and infrastructure, professional teachers, supporting books and so on. Therefore, good quality or quality will be realized and created where the school or institution is seen from various aspects that have good quality and quality too, then it will be realized and create good quality graduates from the quality or quality (Fokusmedia, 2006).
- 2) Sources of Funding consisting of two, namely a) School Budget where adequate funding for educational activities, such as purchasing teaching aids, teaching materials, teacher training, and facility maintenance, is very important in supporting the learning process. b) Scholarships and Financial Assistance, namely scholarship programs and financial assistance for underprivileged students can ensure equal access to education and support the improvement of the quality of graduates.
- 3) Curriculum and Teaching Methods. By implementing a curriculum that is relevant and in accordance with student needs and the demands of the times, it is very important in determining the quality of graduates. The curriculum must include the development of academic competencies and practical skills. And implementing teaching methods in the classroom by innovating in interesting and interactive teaching methods can increase student interest and motivation to learn and improve learning outcomes.
- 4) Facilities and Infrastructure consisting of two things, namely: a) Facilities and Infrastructure. With the availability of adequate facilities and infrastructure, such as laboratories, libraries, comfortable classrooms, and educational technology, it greatly affects the quality of learning. b) School Environment. A safe, comfortable, and conducive school environment is very important to create a good learning atmosphere and support student development.

Meanwhile, External Factors consist of three things, namely:

- 1) Government Support. Where there is an education policy from the government that supports the development of education, such as curriculum standards, teacher training programs, and inclusiveness policies, it greatly influences the quality of graduates. And providing adequate budget and education facilities by the government is very important to support the learning process and improve the quality of graduates.
- 2) Community Support. Where active participation of parents in their children's education process can provide moral support, motivation, and supervision that are important for student success. As well as support and cooperation with the local community, including educational institutions, community organizations, and the business world, can provide broader and more diverse learning opportunities for students. The progress of education is more or less influenced by the community, including parents of students, because without the help and awareness of the community to carry out improvements in the quality of education. Schools and communities are two groups that cannot be separated and complement each other. An excellent school is a school that is able to produce graduates with high academic achievement. In essence, graduates produced through the management and learning process are indeed graduates who have superior quality (Jiddan & Imanuddin, 2024)
- 3) Development of Science and Technology. Access to sophisticated and up-to-date educational technology can improve the quality of learning and prepare students to face future challenges. And advances in science and research can be a source of inspiration and reference for the development of better curriculum and teaching methods.

Preparation of Graduate Quality Development Model of Hidayatullah Education Foundation, Riau Islands Province

Based on the research findings, a model for developing the quality of graduates of the Hidayatullah Education Foundation was prepared, which includes:

1. Curriculum Improvement: Adjusting the curriculum to be more responsive to developments in science and technology. This includes adding relevant subjects and improving the quality of teaching materials.
2. Improving the Quality of Teaching: Continuous training and professional development for teachers to improve their skills and knowledge. Teachers are also encouraged to adopt innovative and interactive teaching methods.
3. Improving Supporting Facilities: Improving adequate educational facilities and infrastructure, such as laboratories, libraries, and comfortable study rooms, to support the learning process.
4. Improving Parental and Community Involvement: Encouraging active participation of parents and the community in foundation activities to provide moral support and motivation for students.

This model is expected to improve the quality of graduates at the Hidayatullah Education Foundation and provide a positive contribution to the development of education in the Riau Islands Province. Therefore, the management of improving the quality of graduates carried out at the Hidayatullah Education Foundation of the Riau Islands Province is a planning that includes 8 (eight) national education standards, namely: content standard planning, process standard planning, graduate standard planning, education and education personnel standard planning, facility and infrastructure standard planning, management standard planning, education financing standard planning and education assessment standard planning.

Therefore, to realize all of this and to achieve good quality or quality of education, the 8 (eight) National Education Standards that have been set by the Ministry of National

Education with No. 19 of 2005 are now replaced by PP No. 32 of 2013 which include content standards, process standards, graduate standards, education and education personnel standards, facilities and infrastructure standards, management standards, education financing standards and education assessment standards. National Education Standards function as a basis for planning, implementing, and supervising education in order to realize quality national education. National Education Standards aim to guarantee the quality of national education in order to educate the nation's life and shape the character and civilization of a dignified nation. National Education Standards are perfected in a planned, directed, and sustainable manner in accordance with the demands changes in local, national and global life. The explanation of the 8 (eight) National Education Standards is as follows :

- 1) Content Standards. Content Standards cover the scope of material and competency levels to achieve graduate competencies at certain levels and types of education. Each level has different competencies, from elementary school to high school. And the content standards contain the basic framework of the curriculum structure, learning load, curriculum at the level of educational units, and educational/academic calendars that are useful as guidelines for implementing learning to achieve certain educational goals⁴⁹. The regulation that explains the content standards for the KTSP curriculum is the regulation of the Minister of National Education of the Republic of Indonesia No. 22 of 2006 concerning Content Standards for Elementary and Secondary Education Units. Meanwhile, the 2013 curriculum is regulated in Permendikbud No. 64 of 2013.
- 2) Process Standards. Process Standards are national education standards related to the implementation of learning in an education unit to achieve graduate competency standards⁵⁰. The learning process should be carried out interactively, inspiringly, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. This is very helpful in the development of students' minds and minds.
- 3) Graduate Competency Standards. Graduate Competency Standards for elementary and secondary education units are used as assessment guidelines in determining student graduation. The Graduate Competency Standards include minimum graduate competency standards for elementary and secondary education units, minimum graduate competency standards for subject groups, and minimum graduate competency standards for subjects. Regulation of the Minister of National Education of the Republic of Indonesia No. 23 of 2006 stipulates Graduate Competency Standards (SKL) for Elementary and Secondary Education Units. The learning process for the implementation of effective and efficient learning. While for the 2013 curriculum, the provisions regarding this SKL are regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia. No. 54 of 2013.
- 4) Education and Education Personnel Standards. Educators are professional personnel who are tasked with planning and implementing the learning process, assessing learning outcomes, giving lessons and conducting assessments and community service, especially for educators in higher education. Meanwhile, education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the education process in education units.⁵² The standards for educators and education personnel are the criteria for pre-service education and physical and mental eligibility, as well as in-service education. Educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. There are several requirements that must be met for educators: a) Academic qualifications Minimum education of diploma four (DIV) or Bachelor (SI) b) Higher education background with an education

program that is in accordance with the subjects taught; and c) Teacher professional certification for the level they are working on. Educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. The academic qualifications referred to above are the minimum level of education that must be met by a person as a learning agent at the elementary and secondary education levels as well as early childhood education, including: 1) Pedagogical Competence 2) Personality Competence 3) Professional Competence and 4) Social Competence. Educators include educators at TK/RA, SD/MI, SMP/MTs, SMA/MA, SDLB/SMPLB/SMALB, SMK/MAK, Educational Units Package A, Package B and Package C, and educators at course and training institutions. Educational personnel include school/madrasah principals, educational unit supervisors, administrative staff, library staff, laboratory staff, technicians, study group managers, learning tutors, and cleaning staff. Provisions on Educator and Education Personnel Standards are regulated in Permendiknas No. 16 of 2007.

- 5) Standards of Facilities and Infrastructure. Standards of facilities and infrastructure are national education standards related to the minimum criteria for study rooms, sports areas, places of worship, libraries, laboratories, workshops, playgrounds, creative places, and other learning resources, which are needed to support the learning process, including the use of information and communication technology. Every educational institution is required to have the specified facilities and infrastructure. The facilities include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support a regular and sustainable learning process. Meanwhile, the infrastructure includes land, classrooms, educational unit leadership rooms, educator rooms, administration rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, sports areas, places of worship, playgrounds, creative places, and other rooms/places needed to support a regular and sustainable learning process. Provisions on standards of facilities and infrastructure are stated in the Regulation of the Minister of National Education No. 24 of 2007.
- 6) Management Standards. Management Standards are national education standards related to planning, implementation, and supervision of education activities in order to achieve efficiency and effectiveness in the implementation of education. Management of elementary and secondary education units implements school-based management aimed at independence, partnership, participation, openness, and accountability. Meanwhile, the management of educational units at the higher education level applies university autonomy which within the limits regulated in the applicable laws and regulations provides freedom and encourages independence in academic, operational, personnel, financial management, and other functional management areas regulated by each university. Management Standards consist of 3 (three) parts, namely management standards by educational units, management standards by regional governments and management standards by the central government. Permendiknas No. 19 of 2007 concerning Education Management Standards by Elementary and Secondary Education Units.
- 7) Education Financing Standards. Financing Standards are standards that regulate the components and amount of operational costs of educational units that apply for one year⁵³. There are 3 (three) types of costs in this standard: 1) Investment costs of educational units, namely the costs of providing facilities and infrastructure, developing human resources, and fixed working capital. Personal costs are educational costs that must be paid by students to be able to follow the learning process regularly and continuously. 3) Operational costs of educational units include: a) Salaries and

allowances for educators and education personnel, b) Consumable educational materials or equipment, and c) Indirect educational operational costs such as water, maintenance of facilities and infrastructure, taxes, insurance, and so on. Provisions on these Education Financing Standards are regulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 69 of 2009.

- 8) Educational Assessment Standards. Educator Assessment Standards are national education standards related to the mechanisms, procedures, and instruments for assessing student learning outcomes. Assessments are carried out continuously to monitor the process, progress, and improvement of results in the form of daily tests, mid-term tests, and final semester tests. The eight SNPs above are related to each other and some standards are prerequisites for fulfilling other standards. Within the system framework, the input components of the SNP fulfillment system are Educator and Education Personnel Competency Standards (PTK), Management Standards, Facilities and Infrastructure Standards (Satpras), and Financing Standards. The parts included in the process component are Content Standards, Process Standards, and Evaluation Standards, while the parts included in the output component are Graduate Competency Standards (SKL).

Where the eight national education standards that have been set by the government are used as a reference in compiling Graduate Quality at the Hidayatullah Education Foundation which include content standards, process standards, graduate standards, education and education personnel standards, facilities and infrastructure standards, management standards, education financing standards and education assessment standards. And all of this is stated in a single document prepared by the principal.

CONCLUSION

This study concludes that the quality of graduates of the Hidayatullah Education Foundation of the Riau Islands Province is First, instilling Islamic aqidah to those concerned with the method of introducing what the true nature of God, nature and humans is. From there, the awareness of monotheism will be born as a foundation in viewing life and existence. Second, building ideals to uphold Islam as a consequence of Islamic aqidah. Third, equipping oneself with ritual worship, building a relationship with Allah as a source of haul and quwwah. Fourth, inviting to appear in kegelanggal conveying amat Islam. And fifth, building a complete Islam by displaying an Islamic personal/family/environment figure. These five aspects are summarized in three components, namely tarbiyah ruhiyah, tarbiyah aqliyah and tarbiyah amaliyah/ jismiyah which are then taught or applied in education in the family, education in schools and education in the community.

The development of the quality of graduates of the Hidayatullah Education Foundation of the Riau Islands Province is carried out by instilling three things, namely character, competence and customer satisfaction. In addition, character is instilled through disciplined, religious, hard-working and responsible attitudes, and freedom from bullying. The development of the quality of graduates of the Hidayatullah Education Foundation of the Riau Islands Province can be achieved through adjusting the curriculum that is relevant to local needs and technological developments, improving the quality of teaching through ongoing professional training, improving adequate educational facilities, and the active involvement of parents and the community in the education process.

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