

IMPROVING THE QUALITY OF EDUCATION THROUGH THE IMPLEMENTATION OF MADRASAH LEARNING

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran di Madrasah Ibtidaiyah Ya Bakii Kesugihan 02 Kecamatan Kesugihan Kabupaten Cilacap, khususnya terkait penerapan guru kelas, guru bidang studi, serta metode pembelajaran yang digunakan. Fokus penelitian diarahkan pada bagaimana variasi metode dan teknik mengajar yang berorientasi pada nilai afektif dapat mendukung keberhasilan proses belajar siswa. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Subjek penelitian meliputi guru kelas, guru bidang studi, serta siswa yang mengikuti proses pembelajaran. Analisis data dilakukan dengan model interaktif Miles & Huberman yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan, dengan validitas data diperkuat melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa madrasah telah menerapkan sistem pembelajaran yang terstruktur melalui guru kelas dan guru bidang studi, serta menggunakan beragam metode seperti ceramah, tanya jawab, diskusi, demonstrasi, eksperimen, penugasan, praktik langsung, dan simulasi. Metode tersebut dikembangkan ke dalam teknik mengajar yang berorientasi pada nilai afektif, sehingga pembelajaran tidak hanya menekankan aspek kognitif, tetapi juga membentuk sikap, karakter, dan nilai positif pada peserta didik. Simpulan penelitian ini menegaskan bahwa keberhasilan pembelajaran di madrasah tidak hanya ditentukan oleh variasi metode, tetapi juga oleh orientasi nilai yang mendasari teknik mengajar.

Kata kunci : mutu pendidikan, pelaksanaan pembelajaran, madrasah

ABSTRACT

This study aims to describe the implementation of learning at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency, specifically related to the implementation of classroom teachers, subject teachers, and learning methods used. The focus of the study is directed at how variations in teaching methods and techniques oriented towards affective values can support the success of the student learning process. The research method uses a descriptive qualitative approach with data collection techniques through interviews, observation, and documentation. The research subjects include classroom teachers, subject teachers, and students who participate in the learning process. Data analysis was carried out using the

interactive model of Miles & Huberman which includes data reduction, data presentation, and drawing conclusions, with data validity strengthened through triangulation of sources and techniques. The results of the study indicate that the madrasah has implemented a structured learning system through classroom teachers and subject teachers, and uses various methods such as lectures, questions and answers, discussions, demonstrations, experiments, assignments, direct practice, and simulations. These methods are developed into teaching techniques oriented towards affective values, so that learning does not only emphasize cognitive aspects, but also forms attitudes, characters, and positive values in students. The conclusion of this study confirms that the success of learning in madrasahs is not only determined by the variety of methods, but also by the value orientation underlying teaching techniques.

Keywords: *education quality, learning implementation, madrasah*

INTRODUCTION

The quality of education is a key factor in determining the quality of a nation's human resources (Pujiati et al., 2025). Quality education will produce a generation that is intelligent, has character, and is able to compete globally. Therefore, improving the quality of education is a crucial agenda in national development, including in madrasah-based educational institutions. In the madrasah context, educational quality encompasses not only academic achievement but also the formation of religious, moral, and social values (Muhibi & Arifin, 2023). This makes the quality of education in madrasahs even more urgent, as it plays a role in shaping students who are both knowledgeable and have noble character.

Ideally, quality education integrates cognitive, affective, and psychomotor aspects in a balanced manner. Teachers act as facilitators, not only delivering material but also guiding students in developing attitudes, skills, and life values (Amin et al., 2024). Furthermore, quality education should be supported by a relevant curriculum, varied learning methods, and a conducive learning environment. Thus, madrasahs can become educational institutions that produce quality graduates, in accordance with the demands of the times and the needs of society.

However, the reality on the ground shows that the quality of education in many madrasahs still faces challenges. Limited infrastructure, a lack of learning innovation, and low teacher and student motivation often hinder the achievement of desired educational quality (Firdaus et al., 2025). Furthermore, learning tends to

be solely cognitively oriented, resulting in suboptimal development of student character and skills (Madyarini & Wijayanti, 2025). This situation creates a gap between the ideal of quality education and the practices that occur in madrasas.

One solution to improving educational quality is to optimize the implementation of learning in madrasas. Teachers can develop varied, interactive, and value-oriented learning methods, so that students are more active and engaged in the learning process (Fatimah et al., 2023; Hidayah & Fauziah, 2025; Murwaningsih et al., 2023). Planned and structured learning also allows for more effective achievement of educational goals. By integrating academic and affective aspects, the quality of education in madrasas can be sustainably improved.

This research presents a novelty by placing the implementation of madrasa learning as the focal point in efforts to improve educational quality. While previous research has focused more on education policy (Jahudin et al., 2025), educational quality management (Febrina & Sesmiarni, 2024), or the role of madrasa principals in improving educational quality (Sutisna et al., 2023), this study emphasizes how daily learning practices can be the primary driver of educational quality improvement. By emphasizing the integration of varied and value-oriented learning methods, this research offers a new perspective that educational quality is determined not only by regulations or institutional structures, but also by the quality of teacher-student interactions in the learning process. This novelty is expected to enrich the literature on educational quality and provide practical recommendations for madrasas to optimize learning as a strategy for continuous quality improvement. The purpose of this research is to analyze how the implementation of learning in madrasas can significantly contribute to improving educational quality.

METHOD

This study used a descriptive qualitative approach, aiming to concretely describe how the implementation of learning in madrasas contributes to improving the quality of education (Moleong, 2007). This design was chosen because it can highlight learning practices contextually and in-depth. The research subjects consisted of madrasa teachers, madrasa principals, and students directly involved in learning activities. Informants were determined through purposive sampling

techniques, namely selecting parties deemed most relevant and with direct experience related to learning implementation (Narayan et al., 2023). Data were collected through interviews with teachers and madrasa principals, observations of teaching and learning activities in the classroom, and documentation in the form of learning tools, activity notes, and evaluation reports. This combination of techniques was used to obtain a comprehensive picture of learning practices in madrasas. Data were analyzed using the Miles & Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Data validity was strengthened through triangulation of sources and methods, so that the research results were reliable and reflected real conditions in the field.

DISCUSSION

The learning implementation process at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency, includes preliminary activities, core activities, and closing activities. Core activities are a process to achieve goals, which are carried out interactively, inspiringly, fun, challenging, motivating students to actively seek information, and providing sufficient space for creativity, independence, talents, interests, physical and psychological development of students. Core activities use methods that are adapted to the characteristics of students and subjects, which include interviews, observations, and documentation. For KBM related to KD which are procedural or practical in nature, the teacher facilitates so that students can observe modeling or demonstrations by the teacher, students imitate, then the teacher checks, provides feedback, and provides further training to students. The implementation of learning at Madrasah Ibtidaiyah Ya Bakii includes:

A. Learning includes morning Koran reading and extracurricular activities

Learning at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency is divided into general subjects and religious subjects (ngaji) including Tahajji and Tahfidz. The method used by teachers in learning is a variety of seating arrangements at a distance. The learning system at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency with general subjects

taught by class teachers, except for the subjects of Islamic Religious Education, Sports, special programs for NU-an, Tahfidz, English, Arabic, Arts and Culture and Skills held or taught by their respective subject teachers. The intracurricular schedule starts from 07.00 WIB to 14.00 WIB then continues with extracurricular activities. For extra schedules other than 94 on Saturdays and other days, namely (a) Monday: Tilawah, (b) Tuesday: Drumband, (c) Wednesday: Volleyball, (d) Thursday: Inspirational Class, (e) Friday: Hizbul Wathon or Scouts and (6) Saturday there is no academic learning, but for extra.

Inspirational class is a cadre class that contains competitions. Participants consist of students in grades 4, 5, and 6 who have ranked 1, 2, and 3. All students who excel in non-academic fields are given guidance and additional skills in preparation for participating in competitions. The instructors of the inspirational class are also reliable teachers who are trusted to accompany these students. The schedule of the inspirational class material is: (1) Week 1: Religion material, (2) Week 2: OSN material, (3) Week 3: Quiz material, and (4) Week 4: Art material. The students have been thoroughly prepared for the competition, both materially and mentally, so they are fully prepared as the competition approaches. The implementation focuses more on evaluating the process, not just the results. As stated by the principal of Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency, the following::

“Morning Quran recitation for students at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency. The activity began with reciting the Asmaul Husana at 7:00 a.m. WIB, followed by praying together. Specifically for grades 1, 2, and 3, the morning Quran recitation activity included memorizing short surahs and daily prayers (writing in Arabic), followed by the Dhuha prayer, which was performed at their respective homes. For grade 1 (one), each class was accompanied by 2 (two) teachers, namely the main teacher and the assistant teacher. After the break, general lessons continued according to the schedule until 11:30 a.m. WIB (conducted at their respective homes). Dhuhur prayer was held at the Madrasah prayer room..”

The results of interviews with the Madrasah principal and the education coordinator were reinforced by the following interview with a first-grade teacher:

“For first-grade classes, which are taught by two teachers: the core teacher and the assistant teacher. When teaching first-grade students, I position myself as their father, and they as my own children. First-grade students still need a

mother/father figure. This allows them to feel the presence of their father in the madrasah and to be patient in assisting the children in their learning.”

Interviews with the principal and the madrasah operator were supported by observations conducted by the researcher on Monday, May 13, 2025. The principal indicated that morning Quran recitation was being implemented and that class teachers, subject teachers, and mentors were being employed for each extracurricular club at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency.

The finding that the principal at MI Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency, implemented morning Quran recitation and implemented a system of class teachers, subject teachers, and mentors for extracurricular clubs demonstrates leadership oriented toward establishing a holistic school culture. Morning Quran recitation serves as a means of spiritual development and builds students' religious character before beginning learning activities, enabling religious and moral literacy to be integrated with academic learning (Azizah & Utami, 2023; Salma & Achoita, 2025). The inclusion of class teachers and subject teachers strengthens the teaching structure, ensures a clear division of tasks, and increases accountability in the learning process. Meanwhile, the appointment of mentors for extracurricular clubs demonstrates the principal's attention to developing students' interests and talents outside the classroom, which in turn supports the development of social competence, leadership, and creativity. This discussion confirmed that the combination of spiritual development, academic reinforcement, and extracurricular development is a comprehensive strategy capable of improving the overall quality of education while creating a conducive, inspiring, and competitive school environment.

B. The teaching methods for grades 4, 5, and 6 differ from those for grades 1, 2, and 3.

The teachers at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency, employ various teaching methods, tailored to the subject matter being taught. The full-day school model operates from 7:00 a.m. to 2:00 p.m. WIB. Therefore, to keep students engaged and avoid boredom, the teaching and learning process is conducted with a variety of activities. The methods used in the

teaching and learning process include lectures, question-and-answer sessions, discussions, problem-solving, demonstrations, hands-on practical assignments, and simulations, as stated by the principal of Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency:

“At Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency, we have implemented the Independent Curriculum, which encourages active, creative, and innovative students and utilizes concrete learning tools. This encourages students to become accustomed to communicating, engaging, and applying what they have learned in school.”

The interview with the principal was supported by interviews conducted to identify and analyze the current situation at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency. The conclusions from the interviews with teachers, students, parents, and the teacher coordinator indicate that teaching is maximized in the teaching and learning process.

The learning management at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency involves all students actively to ensure the learning is supported by adequate learning tools. The role of teachers is crucial in managing learning methods. Appropriate timing and effective material mastery techniques can enable students to more easily participate in the learning process. All of these efforts and collaboration are efforts to deliver student success in learning.

The discussion of the findings that the teacher's role is crucial in managing learning methods confirms that the quality of the learning process is determined not only by the material taught, but also by how teachers design strategies, choose the right timing, and mastery of delivery techniques. Timely delivery of material allows students to be more focused and ready to receive learning, while mastery of good teaching techniques makes the material easier to understand. This aligns with constructivist learning theory, which emphasizes the teacher's active role as a facilitator in building student knowledge (Angglepi et al., 2025; Azzahra, n.d.; Hasibuan, 2025). With focused effort and solid collaboration between teachers, students can be more involved in the learning process, thereby improving motivation and learning outcomes. These findings demonstrate that learning success is not solely the result of individual effort, but rather the fruit of

collaboration, careful planning, and teacher commitment in optimizing learning methods to help students achieve the expected results.

C. Effective and Efficient Classroom Management

Classroom management is the planning, implementation, and supervision (P3) of organizational resources to achieve goals effectively and efficiently. Management, in the narrow sense, refers to madrasah management, which includes: madrasah planning, madrasah program implementation, madrasah leadership, supervision or evaluation, and madrasah information systems. While the term "administration" is widely used in the United States, Canada, and Australia, the term "management" is widely used in the United Kingdom, Africa, and European countries.

Thus, the teachers at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency, have implemented classroom management in accordance with Oemar Hamalik's theory, which explains that madrasah education is an integral part of the educational development process, inseparable from the development process itself. This development is directed and aimed at developing quality human resources and developing the economic sector. To the best of the author's knowledge, educational development is a macro development that influences other sectors and is interconnected, both directly and indirectly.

Classroom management also aims to create an effective and enjoyable teaching and learning atmosphere and can motivate students to learn well according to their abilitiesmpuan (Aziz, 2025; Iskandar et al., 2025). In addition, it can motivate students to learn well according to their abilities, or it can be said that classroom management is a conscious effort to organize the teaching and learning process activities systematically. This conscious effort leads to the preparation of facilities and teaching aids, arrangement of the learning space, creating a situation or condition of the teaching and learning process and time management so that learning runs well and curricular objectives can be achieved optimally even using virtual learning.

CONCLUSION

The teaching and learning process at Madrasah Ibtidaiyah Ya Bakii Kesugihan 02, Kesugihan District, Cilacap Regency, employs class teachers and subject teachers (Religious Affairs, Sports, Tahfidz, English, Arabic, and Arts and Culture). The teaching and learning methods used include lectures, question-and-answer sessions, discussions, demonstrations, experiments, assignments, hands-on practice, and simulations tailored to the material being taught. These learning methods are developed into values-oriented (affective) teaching techniques.

The implication of the findings that Madrasah Ibtidaiyah Ya Bakii Kesugihan 02 implements a system of class teachers, subject teachers, and a variety of learning methods tailored to the material demonstrates the school's commitment to providing more structured, varied, and affective-value-oriented learning. This has implications for creating a learning environment that not only emphasizes cognitive aspects but also fosters positive attitudes, character, and values in students. With a variety of methods such as lectures, discussions, demonstrations, experiments, assignments, hands-on practice, and simulations, students are more easily and actively engaged in the learning process, making learning more meaningful and enjoyable.

Research recommendations include the need to strengthen teachers' capacity to consistently integrate learning methods with affective approaches, for example through values-based pedagogical training and learning innovation workshops. Furthermore, schools can develop evaluation systems that assess not only knowledge but also students' attitudes and social skills. Further research is also recommended to examine the effectiveness of this combination of learning methods on students' achievement of affective competencies, so that more comprehensive learning models can be developed that meet the needs of modern madrasas.

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