

Research Article

Madrasah-based improvement management at MI Tarbiyah Islamiyah

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Abstract: The improvement of education quality has become a major challenge in modern education, where elementary schools are required to continuously adapt to the developmental needs of students and societal demands. This study aims to describe and analyze the management strategies for improving education quality at SD Negeri 64 Prabumulih, as well as to identify the supporting factors and obstacles influencing its implementation. The research method used is qualitative with a descriptive approach, employing data collection techniques such as in-depth interviews, observation, and document analysis. The results indicate that the management strategies implemented at SD Negeri 64 Prabumulih include participatory planning, teacher capacity building, resource optimization, and continuous evaluation. The main supporting factors for success are visionary school leadership, teacher commitment, and community support, while the challenges faced include limited infrastructure, a high administrative workload for teachers, and uneven parental involvement. This study provides an important contribution to enriching the understanding of the implementation of quality management in elementary schools with limited resources.

Keywords: Quality Management, Educational Quality Improvement, Educational Leadership.

1. Introduction

In the era of globalization marked by the rapid development of science and technology, the education sector is required to be able to transform in order to remain relevant and competitive. Basic education, especially Islamic educational institutions such as madrasahs, is an important foundation in shaping the character, intellectuality, and spirituality of the nation's generation. Efforts to improve the quality of education are an agenda that cannot be negotiated in facing the challenges of the times, considering that good quality education is the main prerequisite in producing superior, highly competitive, and noble human resources [1]. In this context, educational management plays a central role in directing all components of education towards achieving national education goals. One of the strategic approaches that has developed is *madrasah-based management*, namely empowering madrasah autonomy in managing resources, planning, implementing, and evaluating quality improvement programs independently and contextually according to their respective local characteristics. This concept is in line with the principle of educational decentralization which encourages educational institutions to be more responsive to the needs of students, society, and the dynamics of the global environment. Therefore, the implementation of madrasah-based quality improvement management is a crucial step in creating adaptive, innovative, and competitive madrasahs.

The developing phenomenon in the field shows that although the concept of madrasah-based management has long been echoed, its implementation in many educational institutions, especially madrasahs, still faces various serious obstacles [2]. Many madrasahs have not been fully able to manage their autonomy effectively due to limited managerial capacity, weak human resources, lack of infrastructure support, and an organizational culture that is not yet conducive to innovation. In addition, most madrasah heads and educators are still oriented towards routine administrative tasks rather than focusing on strategic planning for

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quality improvement. The unevenness of the competency of madrasah heads in managing quality programs based on stakeholder participation is also a significant obstacle. As a result, efforts to improve the quality of education services are often stagnant, and not a few madrasahs have not been able to meet the National Education Standards set by the government. This condition shows a serious gap between the ideal concept of madrasah-based quality improvement management and the reality of practice in the field.

Empirical data shows that these various problems are not only case-specific, but have become a common pattern found in many madrasahs. Based on a report from the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia in 2024, around 62% of private madrasahs in Indonesia were declared not yet fully able to implement the principles of madrasah-based management effectively [3]. The Madrasah Accreditation Assessment in the same year also noted that more than half of the madrasahs were in categories C and B, which means that there are still many aspects of quality management that are not optimal, ranging from curriculum planning, management of teaching staff, facilities and infrastructure, to learning evaluation systems. These data show that there are major challenges in efforts to realize independent, professional, and quality-oriented madrasahs [4]. Thus, it is important to research and understand more deeply how the madrasah-based quality improvement management strategy is implemented, what challenges are faced, and what solutions can be implemented in Islamic-based madrasahs.

Several previous studies have tried to examine this issue from various perspectives. Research by [5] revealed that the effectiveness of madrasah-based management is largely determined by the visionary and participatory leadership of the madrasah principal. Meanwhile, a study by [6] found that the implementation of madrasah-based quality improvement management was hampered by the lack of managerial training for madrasah principals, so that they had difficulty in preparing systematic strategic planning. Another study by [7] showed that active participation from the madrasah committee and the surrounding community contributed significantly to the successful implementation of the principles of madrasah-based management. These three studies provide an illustration that leadership factors, managerial competence, and stakeholder participation are key elements in the implementation of quality management in madrasahs.

Based on all previous studies, it seems that most studies only focus on internal aspects such as leadership and competence of madrasah principals in improving quality, and less focus on the dynamics of implementing the madrasah-based management concept systematically and strategically in the environment of private elementary madrasahs that have limited resources. Therefore, to fill this gap, researchers will focus more on an in-depth analysis of how madrasah-based quality improvement management is implemented in real terms, what obstacles arise in the field, and how innovative strategies can be developed to improve the effectiveness of quality management in elementary madrasahs such as MI Tarbiyah Islamiyah.

Based on initial observations, it was found that MI Tarbiyah Islamiyah is one of the elementary madrasahs that is trying hard to implement the concept of madrasah-based quality improvement management amidst various limitations. This madrasah has a high spirit in encouraging positive change, but faces challenges in the form of limited competent human resources, inadequate facilities and infrastructure, and fluctuating stakeholder participation. Several quality improvement programs have been implemented, such as teacher training, character-based curriculum development, and improvement of learning facilities, but not all have run optimally according to plan. There is still a gap between expectations and program realization, which indicates the need for a more structured, integrated, and adaptive quality management strategy to the local conditions of the madrasah. Therefore, MI Tarbiyah Islamiyah is a relevant object to be studied in an effort to deeply understand the dynamics of implementing madrasah-based quality improvement management at the private elementary madrasah level.

The purpose of this study is to describe in detail how the madrasah-based quality improvement management strategy is implemented in MI Tarbiyah Islamiyah, analyze the supporting and inhibiting factors in its implementation, and formulate alternative strategies that can be adopted to optimize quality management in the madrasah. Thus, the results of this study are expected to not only provide theoretical contributions in the development of Islamic education management studies, but also provide practical contributions in the form of

applicable strategic recommendations for education practitioners, especially in private elementary madrasah environments, in an effort to improve the quality of education services sustainably and based on the local characteristics of the madrasah.

2. Literature Review

Concept of Education Quality Improvement Management

Educational quality improvement management is a systematic process that is carried out continuously to improve the quality of educational services to meet the needs and expectations of stakeholders. According to [8], educational quality management is a conscious effort to ensure that all aspects of education, from input, process, to output, run effectively and efficiently. In the context of basic education, quality improvement is not only determined by academic factors, but also includes aspects of resource management, relationships between stakeholders, and the sustainability of the evaluation system. These efforts include strategic planning, measurable program implementation, systematic monitoring and evaluation, and continuous reflection on the results achieved.

In the madrasa environment, the implementation of quality management is a challenge in itself due to limited resources, diverse student characteristics, and the influence of strong religious values in organizational culture. Therefore, the quality management approach in madrasas needs to be adjusted to local conditions and needs. This is reinforced by the opinion of [9] which states that quality management in madrasas requires integration between modern management principles and Islamic values that underlie the education process. Thus, the success of improving the quality of education is not only determined by the sophistication of the management system used, but also by the ability of the madrasa to instill superior character values, morals, and work culture. This approach is in line with the spirit of Islamic education reform which emphasizes independence, participation, and quality orientation.

Madrasah-Based Management as a Quality Improvement Strategy

Madrasah-Based Management (MBM) is an educational decentralization strategy that gives authority to madrasahs to design, implement, and evaluate their own quality improvement programs according to their local context. MBM is in line with the principle of *school-based management* that is widely applied in various countries, but is adjusted to the characteristics and mission of Islamic education. According to [10], MBM allows madrasahs to be more flexible in managing resources, collaborating with the community, and increasing accountability and transparency in implementing educational programs. Through MBM, madrasahs can develop innovations based on real needs in the field and respond more quickly to changes in policy or social dynamics that occur around them.

The implementation of madrasah-based management is also a means to improve the professionalism of madrasah principals and teachers, while strengthening the role of the madrasah committee as a strategic partner. In practice, MBM encourages the active participation of all elements of the madrasah—including teachers, parents, and the community—in the decision-making process and implementation of development programs. This not only has an impact on improving academic quality, but also encourages the realization of a comprehensive quality culture. As stated by [11], the success of MBM is highly dependent on the leadership ability of the madrasah principal in organizing internal potential and establishing productive external partnerships. Therefore, research on the implementation of MBM in madrasahs, such as that conducted at MI Tarbiyah Islamiyah, is important to identify key success factors and the challenges faced in implementing this strategy in real terms.

3. Method

The research method used in this study is a qualitative method with a descriptive approach. This approach was chosen to gain a deep understanding of the implementation of madrasah-based quality improvement management at MI Tarbiyah Islamiyah. Qualitative research allows researchers to comprehensively explore various dynamics, practices, and challenges that arise in the real context of the madrasah environment [12]. Data collection techniques used include in-depth interviews, direct observation in the madrasah environment, and documentation studies of planning documents, work programs, evaluation reports, and

other supporting data. Interviews were conducted in a semi-structured format to provide flexibility in exploring broader and deeper information [13]. The validity of the data in this study was strengthened through triangulation techniques of sources and methods, where interview data was compared with observation results and written documents, and re-checked with informants to ensure the validity and consistency of the information obtained [14].

In this study, key informants were selected purposively, namely individuals who have direct involvement and in-depth knowledge regarding the implementation of quality management at MI Tarbiyah Islamiyah. The three key informants interviewed were HN as the Head of Madrasah who is responsible for planning and controlling quality policies, EN as a Senior Teacher and Curriculum Coordinator who oversees the implementation of the learning quality improvement program, and SM as the Head of the Madrasah Committee who represents community participation in supporting madrasah development [15]. These three informants were selected to represent the internal perspective of management, academic operations, and external involvement within the madrasah-based management framework. Through a combination of information from these three sources, the study is expected to be able to describe holistically how the madrasah-based quality improvement management strategy is implemented, the obstacles faced, and the innovations developed in an effort to improve the quality of education at MI Tarbiyah Islamiyah [16].

4. Results and Discussion

Madrasah-based quality improvement management at MI Tarbiyah Islamiyah shows serious and targeted efforts in building a higher quality madrasah that is adaptive to the development of the times. Based on the research results, the concept of quality improvement management is applied through several main stages, namely quality planning, implementation of improvement programs, continuous monitoring and evaluation, and follow-up of quality improvement. In the planning stage, MI Tarbiyah Islamiyah applies a participatory approach by involving all elements of the madrasah, including teachers, education personnel, madrasah committees, and representatives of parents of students. The results of the interview with HN revealed that at the beginning of each school year, the madrasah holds a working meeting to prepare the Madrasah Work Plan and Budget (RKAM) which focuses on efforts to improve the quality of learning, develop teacher competencies, improve facilities and infrastructure, and increase community participation. HN emphasized, "We strive to ensure that all the programs we prepare truly answer the needs of students and also pay attention to developments in the times, especially in terms of literacy, numeracy, and character building." This shows managerial awareness that quality planning cannot be done top-down, but must be based on real needs in the field.

In implementing the program, MI Tarbiyah Islamiyah implements various initiatives aimed at improving the academic and non-academic quality of students. One of the leading programs that has been successfully implemented is teacher competency improvement training which is routinely carried out at least twice in one academic year. Based on an interview with EN, the training includes a workshop on developing teaching tools, training in literacy-based learning methods, and training in utilizing information technology in the learning process. EN explained, "We hold needs-based training, for example how to create a Merdeka Curriculum RPP, or how to use a simple digital platform to help teaching and learning activities." In addition, the madrasah also initiated a character building program through daily religious activities such as morning tadarus, congregational Dhuha prayers, and clean Friday activities. The implementation of these programs shows that MI Tarbiyah Islamiyah does not only focus on academic aspects, but also builds the affective and character aspects of students, which are an integral part of education based on Islamic values.

In implementing this madrasah-based quality management, MI Tarbiyah Islamiyah also faces various serious challenges that need to be overcome. Based on field observations and interviews, it was found that one of the main obstacles is the limited human resources, both in terms of quantity and quality. HN revealed that although the enthusiasm of teachers to participate in training is very high, limited time and administrative burdens are often the main obstacles in implementing quality improvement programs. On the other hand, limited operational funds for madrasahs originating from limited funding sources (BOS and community participation) also mean that several development programs must be adjusted in scale. SM, in

his interview, added that community participation in supporting madrasah programs is still fluctuating and highly dependent on effective communication from the madrasah. "If the socialization from the madrasah is strong and the benefits are clear, the community is usually willing to support it, but if not, sometimes their enthusiasm is low," said SM. This emphasizes the importance of communication and active involvement between madrasahs and the community in supporting the sustainability of quality programs.

Evaluation and monitoring of the quality program are carried out periodically to ensure that the targets that have been set are achieved. MI Tarbiyah Islamiyah implements internal evaluations every semester through performance evaluation meetings, both for academic and non-academic aspects. HN stated that in the evaluation meeting, the principal and teachers discussed the results of the program's achievements, identified obstacles that emerged, and designed solutions and follow-ups for improvement in the following semester. This evaluation also involves collecting data on student learning outcomes, student attendance, implementation of extracurricular programs, and the level of parental participation. EN added that the evaluation results are not only used as report material, but are actually used as a basis for improving learning strategies and management of the madrasah in the future. This data-based evaluation is one indicator that MI Tarbiyah Islamiyah has begun to apply the principle of sustainable quality management, where the planning-implementation-evaluation cycle becomes a whole unit that continues to rotate and is improved from time to time.

The strategy of strengthening teacher capacity is one of the main pillars in the management of quality improvement at MI Tarbiyah Islamiyah. Teachers are given the opportunity to develop themselves through training, professional group discussions (subject teacher deliberations), and direct coaching by the head of the madrasah. In addition, to improve teacher motivation and performance, the madrasah also implements a simple reward system in the form of recognition of teacher achievements in official meetings. EN said that teacher motivation increases greatly when simple awards such as certificates or award certificates are given openly. "Small things like this make teachers feel appreciated and more enthusiastic in improving the quality of their learning," said EN. This shows that non-financial aspects in human resource management also have a big role in encouraging improvements in the quality of education.

The involvement of the madrasah committee in supporting the quality program is one of the strengths of MI Tarbiyah Islamiyah. Based on the results of the interview with SM, the madrasah committee not only functions as a place to accommodate parents' aspirations, but is also active in mobilizing financial support, manpower, and ideas for madrasah development. For example, in the classroom improvement program and the procurement of learning aids, the madrasah committee plays an important role in mobilizing resources from the surrounding community. However, SM also acknowledged that there needs to be strengthening of regular communication between the madrasah and the committee to maintain consistent participation. Thus, the success of implementing madrasah-based quality improvement management is highly dependent on strong synergy between the madrasah principal, teachers, students, parents, and the wider community.

Overall, the results of this study indicate that MI Tarbiyah Islamiyah has implemented the principles of madrasah-based quality improvement management quite well, although it still faces a number of challenges, especially in terms of limited resources and the continuity of stakeholder participation. The implementation of participatory planning, implementation of needs-based programs, data-based monitoring and evaluation, and strengthening collaboration with the community are the main keys to the success of madrasahs in improving the quality of education. This finding confirms that madrasah-based management is not only about granting autonomy, but about how madrasahs build a comprehensive quality culture through visionary leadership, close collaboration, and a commitment to continuous improvement.

Implementation of Madrasah-Based Quality Improvement Management at MI Tarbiyah Islamiyah

In an effort to improve the quality of education, MI Tarbiyah Islamiyah has committed to implementing the principle of Madrasah-Based Management (MBM) as the main approach in managing and developing all aspects of its education organization. The implementation of

MBM is not only a form of response to national policies regarding the autonomy of educational institutions, but also as an internal need for madrasahs in facing the challenges of globalization of education, technological developments, and social dynamics of society [17]. The implementation of madrasah-based quality improvement management at MI Tarbiyah Islamiyah is carried out through various key stages, starting from participatory planning, implementation of strategic programs, periodic monitoring and evaluation, to follow-up of sustainable development. Each stage shows a conscious effort from the madrasah to build a management system that is oriented towards quality, responsive to the needs of students, and based on Islamic values as its main characteristics.

The first stage in this implementation is quality improvement planning which is carried out in a participatory manner and based on real needs. The head of the madrasah, HN, revealed in an interview that at the beginning of each new school year, MI Tarbiyah Islamiyah holds an annual work meeting to formulate the Madrasah Work Plan and Budget (RKAM). This meeting involves all components of the madrasah, starting from teachers, education personnel, the madrasah committee, to representatives of parents of students. In the process of preparing the RKAM, various needs of the madrasah are identified through reflection on the results of the previous year's performance evaluation, including student academic achievements, teacher professional development needs, and improvements to facilities and infrastructure. HN emphasized the importance of participation of all parties in the planning process so that the programs designed truly accommodate shared needs, not solely based on the wishes of management. With this approach, MI Tarbiyah Islamiyah has succeeded in building a sense of shared ownership of the vision and mission of improving the quality of the madrasah.

The implementation of quality improvement programs at MI Tarbiyah Islamiyah shows seriousness in actualizing the plans that have been prepared. One of the strategic programs that is the focus is improving teacher competency through routine training and workshops. Based on the results of the interview with EN, the madrasah holds internal training at least twice a year, which includes the development of literacy-based learning methods, implementation of the Independent Curriculum, the use of simple technology-based learning media, and training in making innovative teaching tools. The implementation of this training is proof that MI Tarbiyah Islamiyah does not only depend on government programs, but also takes the initiative to develop the capacity of its teachers independently. In addition, the madrasah is also active in developing character development programs for students through daily religious activities, such as morning tadarus, Dhuha prayers, and the clean Friday program. These programs are aimed at forming students who are not only academically intelligent, but also have noble morals, are disciplined, and care about the environment.

MI Tarbiyah Islamiyah adopted a strategy of optimizing the use of existing facilities while continuing to make gradual development efforts. The results of observations showed that although the madrasah has limited space and facilities compared to public schools, the use of classrooms, simple laboratories, and prayer rooms are designed in such a way as to support active and conducive learning. Support from the madrasah committee in the form of community self-help is also a strength in the development of these facilities. SM, as the head of the committee, explained that through intensive communication with parents and community leaders, the madrasah succeeded in raising funds for classroom renovation, procurement of learning aids, and construction of more appropriate sanitation facilities. This shows a positive synergy between the madrasah and the community in creating a better learning environment.

Monitoring and evaluation are the next important stages in the implementation of madrasah-based quality improvement management at MI Tarbiyah Islamiyah. Evaluation is carried out periodically, both in the form of academic evaluations of student learning outcomes and program evaluations through semester work meetings. HN said that evaluations are not only administrative in nature, but also reflective in nature, where all teachers are invited to discuss achievements, obstacles, and alternative solutions that can be applied. Evaluations of character building programs and extracurricular activities are also carried out using a qualitative approach, such as observing student behavior, activeness in activities, and participation levels. EN added that the evaluation results are used as a basis for revising learning programs, improving teaching methods, and designing new program innovations. With this

ongoing evaluation cycle, MI Tarbiyah Islamiyah has succeeded in maintaining positive dynamics in quality management.

However, in implementing this quality management, MI Tarbiyah Islamiyah also faces several significant challenges. One of the main challenges is the limited quality of human resources. The number of teachers available is not yet ideal to meet the needs of the increasing student ratio. In addition, the level of education and professional competence of some teachers still needs to be improved to meet the demands of 21st century learning [18]. The limited operational funds of the madrasah are also an obstacle in developing new programs or expanding the scope of teacher training. HN acknowledged that in some cases, the madrasah must prioritize main programs and postpone several development initiatives due to budget constraints. On the other hand, the level of community participation, although it has shown positive developments, is still fluctuating depending on the intensity of communication and the approach taken by the madrasah.

Supporting factors in the implementation of quality management at MI Tarbiyah Islamiyah also deserve appreciation. The strong commitment of the madrasah principal is the main driver of change. Visionary leadership, open to innovation, and able to build effective communication with all stakeholders are the main keys to the success of quality programs. In addition, a collaborative work culture between teachers and madrasah staff strengthens the implementation of quality improvement programs. The active involvement of the madrasah committee and the surrounding community in supporting madrasah programs, both materially and morally, shows that the concept of madrasah-based management is truly carried out in a participatory spirit. Another supporting factor is the spirit of change among teachers, where they show enthusiasm to continue learning and improving the quality of their learning.

One of the best practices carried out by MI Tarbiyah Islamiyah is empowering teachers in internal professional working groups (KKG). Through this forum, teachers can share experiences, discuss learning problems, and jointly find solutions. EN said that this kind of forum is very helpful for teachers in developing their professionalism without having to always rely on external training. In addition, the madrasah also applies the principle of appreciation for outstanding teachers, either in the form of certificates, public appreciation, or opportunities to participate in self-development programs. This appreciation practice has been proven to increase teacher motivation to innovate and contribute more to the development of the quality of the madrasah.

The success of the implementation of madrasah-based quality improvement management at MI Tarbiyah Islamiyah can also be seen from the increasing academic and non-academic achievements of students. Based on internal madrasah data, there has been an increase in the percentage of students graduating with excellent grades, an increase in the number of students who excel at the district level, and an increase in student interest in participating in extracurricular activities. In addition, parental satisfaction with madrasah education services also shows a positive trend, as reflected in the results of an annual internal survey conducted by the madrasah committee [19]. This is an indicator that consistent quality improvement efforts have had a real impact on the quality of education services provided by the madrasah.

From the overall implementation, it can be concluded that MI Tarbiyah Islamiyah has succeeded in translating the principles of madrasah-based management into effective real practices. A participatory approach in planning, consistency in program implementation, reflection-based monitoring, and strengthening collaboration with the community are the main pillars in building a quality culture in the madrasah environment. Although challenges remain, the spirit of change built through strong leadership, team collaboration, and community participation is a very valuable social capital to maintain the continuity of quality improvement efforts in the future. The experience of MI Tarbiyah Islamiyah can be an example of how private Islamic-based madrasahs can transform into superior, adaptive, and highly competitive educational institutions through the implementation of contextual, systematic, and sustainable quality management.

Supporting Factors and Obstacles in the Implementation of Quality Improvement Management at MI Tarbiyah Islamiyah

The implementation of madrasah-based quality improvement management at MI Tarbiyah Islamiyah cannot be separated from the existence of various interacting factors, both supporting and inhibiting. The success of an educational institution in improving quality is greatly influenced by internal strengths that support continuous improvement efforts and the ability to manage and overcome obstacles that arise in the field. Based on the results of research through interviews, observations, and documentation, supporting factors and obstacles at MI Tarbiyah Islamiyah can be categorized into several main aspects, namely aspects of leadership, human resources, community participation, organizational culture, and the availability of facilities and infrastructure.

The first supporting factor that is very dominant in the implementation of quality improvement management at MI Tarbiyah Islamiyah is the leadership of the madrasah principal who is visionary, communicative, and adaptive to change. The madrasah principal, HN, shows a strong commitment to bring the madrasah towards a better direction through the application of madrasah-based management principles. In an interview, HN stated that the main vision of the madrasah is "to build students who excel in achievement, have noble morals, and are globally competitive." This vision is then translated into various real programs that are oriented towards improving the quality of learning, strengthening student character, and developing teacher professionalism [20]. This strong leadership is reflected in the ability of the madrasah principal to motivate teachers and staff, build synergy with the madrasah committee, and create a collaborative and innovative work culture.

Another supporting factor is the increasing spirit of teacher professionalism along with the routine training and coaching programs. Teachers at MI Tarbiyah Islamiyah, as expressed by EN in an interview, showed high enthusiasm for participating in training, workshops, and other capacity building activities. These training programs not only improve pedagogical competence, but also enrich teachers' insights regarding literacy-based learning methods, the use of simple digital media, and student-centered learning strategies. This increase in competence has a direct impact on the quality of the learning process in the classroom and student learning outcomes. This spirit of professionalism is strengthened by internal support from fellow teachers through teacher working groups (KKG) which routinely hold discussions and share good practices in teaching.

The third supporting factor is the active involvement of the madrasah committee and the community in supporting quality improvement programs. SM as the head of the madrasah committee emphasized that the success of MI Tarbiyah Islamiyah in implementing development programs cannot be separated from the participation of the community that continues to be built through a persuasive approach and intensive communication. The madrasah committee functions not only as an administrative complement, but truly becomes a strategic partner of the madrasah in fundraising, providing facilities and infrastructure, and advocating for the importance of quality education for children in the surrounding environment. This involvement shows that the implementation of madrasah-based management at MI Tarbiyah Islamiyah has succeeded in strengthening the partnership between educational institutions and the community.

Positive organizational culture is also a significant supporting factor. The culture of mutual respect, teamwork, openness to criticism and suggestions, and orientation towards quality have been embedded in daily life at MI Tarbiyah Islamiyah. This can be seen in the conducive working atmosphere at the madrasah, harmonious relationships between teachers, and the spirit of mutual cooperation in implementing madrasah programs. This culture accelerates the adoption of change and innovation, and strengthens the resilience of the madrasah in facing emerging challenges. This work culture-based approach is one of MI Tarbiyah Islamiyah's advantages in building sustainable quality management.

In addition to these supporting factors, the implementation of quality improvement management at MI Tarbiyah Islamiyah also faces a number of obstacles that need to be managed carefully. The first and most prominent obstacle is the limited human resources, both in terms of quantity and quality. Although there are competent and highly dedicated teachers, the number of available teaching staff is still not ideal compared to the number of students which continues to increase. This causes the workload of teachers to become

heavier, especially in terms of administration, teaching, and extracurricular activities. EN said that under certain conditions, teachers must take on several additional tasks outside their teaching field due to limited manpower. This limitation certainly has an impact on the effectiveness of the implementation of quality improvement programs.

The second obstacle is the limited operational funds of the madrasah. As a private community-based madrasah, MI Tarbiyah Islamiyah is highly dependent on School Operational Assistance (BOS) funds and voluntary contributions from the community. The available funds are often insufficient to implement all planned development programs. Several facility development programs, teacher training, and learning innovations must be adjusted in scale and intensity to suit budget capabilities. The head of the madrasah, HN, said that this limitation encouraged the madrasah to seek alternative solutions, such as partnering with social institutions, holding charity bazaar activities, or optimizing local resources. However, limited funds remain a serious challenge in accelerating quality improvement optimally.

Although most parents and the community show support for the madrasah program, not all parties are consistently actively involved. There are times when community enthusiasm decreases, especially when communication between the madrasah and the community is not intensive or less effective. SM recognizes that maintaining consistent community participation requires ongoing communication strategies and more creative approaches. Madrasahs need to routinely inform program developments, socialize the achievements of the madrasah, and invite the community to participate in relevant activities.

The fourth obstacle is resistance to change among a small number of teachers and education personnel. Not all individuals are able to quickly adapt to the demands of change, such as the implementation of new learning methods, the use of technology in learning, or the implementation of a more flexible curriculum. In some cases, there are teachers who feel awkward or lack confidence in adopting new approaches. To overcome this, MI Tarbiyah Islamiyah tries to take a persuasive approach, provide tiered training, and create a culture of sharing between teachers so that the adaptation process becomes more natural and does not cause prolonged resistance.

On the other hand, the existence of inadequate infrastructure is also an inhibiting factor that cannot be ignored. Several learning support facilities, such as laboratory rooms, libraries, and technology-based learning media, are still under development. This condition limits the optimization of several project-based learning programs or digital technology-based learning. Madrasahs have attempted to overcome this limitation by carrying out gradual development according to their capabilities, but of course greater support is needed so that the development of facilities can run faster and more comprehensively.

Although these obstacles are quite challenging, MI Tarbiyah Islamiyah shows an adaptive and resilient organizational capacity in managing these obstacles. Strong leadership, positive organizational culture, and the collective spirit of the madrasah community are very valuable social capital in facing and overcoming obstacles. In addition, a solution-based approach, innovation, and collaboration continue to be developed as part of the madrasah's strategy to maintain the continuity of efforts to improve quality.

Based on the overall results of the study, it can be concluded that the success of MI Tarbiyah Islamiyah in implementing madrasah-based quality improvement management is greatly influenced by the interplay between supporting factors and inhibiting factors. Supporting factors such as visionary leadership, teacher professionalism, community involvement, and positive organizational culture provide a strong foundation for the continuous improvement process. Meanwhile, obstacles such as limited human resources, funds, facilities and infrastructure, resistance to change, and fluctuations in community participation are challenges that must be managed with the right strategy. To optimize the implementation of quality improvement management, MI Tarbiyah Islamiyah needs to continue to strengthen existing supporting factors, while seeking new innovations to overcome remaining obstacles. Strengthening human resource capacity through ongoing training, diversifying madrasah financing sources, developing strategic facilities and infrastructure, and strengthening communication with the community are important agendas that need to be continuously improved. Thus, madrasahs are not only able to maintain the quality that has been achieved, but can also develop themselves into Islamic educational institutions that are superior, adaptive, and highly competitive in the future.

5. Comparison

The results of this study have strong relevance to various previous studies that focus on the implementation of madrasah-based quality improvement management in Islamic elementary education units. The approach applied at MI Tarbiyah Islamiyah is in line with the principles of modern madrasah-based management, where participatory planning, involvement of all stakeholders, continuous improvement cycles, and orientation to student needs are the main keys. Similar to the findings in previous studies, the success of quality improvement at MI Tarbiyah Islamiyah is highly dependent on close collaboration between the madrasah principal, teachers, students, and the community. However, compared to the practice of educational quality management in developed countries that have integrated information technology into educational management, MI Tarbiyah Islamiyah still faces limitations, especially in terms of the use of digital technology for both administration and learning development. Factors such as limited infrastructure, digital literacy, and financial resources are the main causes of this gap, indicating that there is ample room for future development.

In terms of teacher capacity development, this study shows that MI Tarbiyah Islamiyah has implemented the principle of learning communities on a modest scale through the formation of teacher working groups and internal training. This is in line with the concept of Professional Learning Communities (PLC) which emphasizes the importance of collective reflection and continuous professional development among teachers. However, compared to the more established PLC model in foreign education systems, the management of learning communities at MI Tarbiyah Islamiyah can still be strengthened, especially in documenting reflections on learning outcomes and using student achievement data as a basis for developing learning strategies. Overall, this study confirms that the success of quality improvement management does not depend solely on the completeness of facilities, but more on the strength of leadership, internal collaboration, adaptation to local conditions, and the commitment of all madrasah residents to continue to make continuous improvements.

6. Conclusion

Based on the results of the research and discussion that have been conducted, it can be concluded that the implementation of madrasah-based quality improvement management at MI Tarbiyah Islamiyah is carried out through the stages of participatory planning, implementation of programs based on madrasah needs, continuous monitoring and evaluation, and strategic follow-up for quality improvement. This implementation is supported by the visionary leadership of the madrasah principal, increasing teacher capacity through internal training, active involvement of the madrasah committee, and a collaborative work culture among all madrasah residents. The main supporting factors for the success of the implementation of this management are a shared commitment to building a culture of quality, consistent community participation, and efforts to develop teacher professionalism. However, this study also found a number of obstacles, including limited human resources, limited use of information technology in supporting learning, and limited funds that hinder the optimization of the development of facilities and infrastructure. These findings overall support the research objective to describe the dynamics of the implementation of madrasah-based quality management at the elementary madrasah level, while also showing that with an adaptive, participatory, and locally-oriented approach, improving the quality of education can continue to be pursued despite facing limitations.

This study provides an important contribution in enriching the discourse on the implementation of quality improvement management in private elementary madrasahs, by emphasizing the importance of strong leadership, synergy between stakeholders, and development of internal institutional capacity. The implications of the results of this study indicate that the success of improving the quality of education is not only determined by the completeness of facilities or sophisticated technology, but rather by the effectiveness of management, the strength of vision, the involvement of the education community, and ongoing commitment to make improvements. Although this study provides a concrete picture of quality management practices at MI Tarbiyah Islamiyah, the limitation lies in its scope which only covers one madrasah, so that the results do not fully represent the conditions of other madrasahs with different characteristics. For further research, it is recommended to

conduct comparative studies between several madrasahs with diverse approaches, as well as deeper exploration of the integration of digital technology as part of a quality improvement strategy in facing the challenges of educational transformation in the digital era.

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