Research Article

Improvement Management at MI Tarbiyah Islamiyah

Tiara Nadilah¹* , Ahmad Zainuri² , dan Muslim Gani Yasir³

¹ Program Studi Manajemen Pendidikan Islam; Fakultas Ilmu Tarbiyah dan Keguruan; Universitas Islam Negeri Raden Fatah Palembang; Indonesia; Email : tiarandlh@gmail.com
² Program Studi Manajemen Pendidikan Islam; Fakultas Ilmu Tarbiyah dan Keguruan; Universitas Islam Negeri Raden Fatah Palembang; Indonesia; Email : ahmadzainuri_uin@radenfatah.ac.id
³ Program Studi Manajemen Pendidikan Islam; Fakultas Ilmu Tarbiyah dan Keguruan; Universitas Islam Negeri Raden Fatah Palembang; Indonesia; Email : yasirmuslimgani@gmail.com

Corresponding **author : Tiara Nadilah**

Abstract: The quality of basic education is one of the benchmarks for the success of the national education system, including in the madrasah ibtidaiyah environment as an Islamic-based educational institution. This study aims to describe and analyze the quality improvement management strategy implemented at MI Tarbiyah Islamiyah, as well as to identify supporting and inhibiting factors in its implementation. This study uses a descriptive qualitative approach with data collection techniques through observation, documentation studies, and in-depth interviews with key informants involved in madrasah management. The results of the study indicate that MI Tarbiyah Islamiyah implements a participatory quality planning strategy, implements internal teacher competency improvement programs, and carries out reflective and collaborative supervision and evaluation. The active involvement of stakeholders, such as the madrasah committee and parents of students, is one of the main strengths in supporting the sustainability of the quality program. However, there are still challenges in terms of technology integration, evaluation documentation, and strengthening data-based managerial systems. This study concludes that the success of quality improvement management is greatly influenced by madrasah leadership, internal collaboration, and commitment to continuous improvement.

Keywords: Quality Management, Islamic Education, Elementary Madrasah, Educational Supervision, Quality Improvement.

1. Introduction

Improving the quality of education is a strategic agenda in the management of educational institutions in the era of globalization that demands high competence and curriculum relevance that is adaptive to the development of the times [1] . Quality education is the main foundation in producing human resources who are not only academically superior, but also have character, integrity, and 21st century skills needed to compete globally. Madrasah Ibtidaiyah as one of the basic Islamic educational institutions has a central role in forming students who are not only intellectually educated, but also have noble morals in accordance with Islamic values. Therefore, the management of improving the quality of education in madrasahs cannot be separated from systematic efforts to improve the effectiveness of learning, the competence of educators, the quality of the curriculum, and community participation [2] . All of these aspects must be integrated into a sustainable and strategic educational quality management framework.

The phenomenon in the field shows that many madrasahs, especially private elementary madrasahs in remote and rural areas, still face various obstacles in managing optimal quality improvement [3] . This is not only caused by limited human resources and infrastructure, but also by weak strategic planning in education management, low participation of education stakeholders, and less than optimal supervision and evaluation in the learning process. Amidst the dynamics of changes in the curriculum and national education policies that continue to develop, the challenges faced by madrasahs are increasingly complex. Madrasahs are required to be able to compete with public schools in terms of graduate quality, institutional competitiveness, and public attraction to Islamic educational institutions.

Data from the Directorate General of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia shows that around 37% of private elementary madrasahs in Indonesia have not yet been accredited with a good predicate, and most of these madrasahs are located in rural areas with limited learning support facilities [4] . One important indicator of the low quality of madrasahs is the still minimal achievement of student learning outcomes in national assessments, low teacher qualifications in utilizing learning technology, and less than optimal implementation of ongoing supervision and training programs [5] . In addition, the low level of transformative leadership from the head of the madrasah is also a factor inhibiting innovation in managing the quality of education. This condition raises concerns about the quality of educational output produced by madrasahs, especially in forming students who have strong Islamic competitiveness and character.

Several previous studies have examined the management of educational quality in the madrasa environment. Research by [6] highlighted the importance of the role of the madrasa head as an agent of change in improving the quality of learning at MI Nurul Falah, where a transformative leadership style was proven to increase teacher motivation. Meanwhile, research by [7] emphasized the influence of academic supervision on improving teacher performance at MI Al-Furqan, showing that periodic coaching and monitoring programs were able to improve the quality of teaching. Research by [8] at MI Miftahul Huda also emphasized the importance of community participation in supporting the quality of education, especially in the aspect of procuring learning facilities and infrastructure. The three studies showed that various managerial aspects have a significant contribution to improving the quality of madrasas.

Based on most previous studies, it seems that most researchers only focus on the internal aspects of madrasah management such as principal supervision or teacher motivation, and less focus on the systemic integration between quality management with learning competency improvement strategies and empowerment of the learning environment as a whole. To fill this gap, this study will focus more on a holistic approach in quality improvement management involving strategic planning, implementation of sustainable quality programs, stakeholder involvement, and systematic evaluation in the operational context of elementary madrasahs.

The problem in this research object lies in MI Tarbiyah Islamiyah, a private elementary madrasah located in a semi-urban area that has quite large potential in terms of the number of students and community support, but still faces serious challenges in improving the quality of education. Based on the researcher's initial observations, it was found that MI Tarbiyah Islamiyah did not yet have a systematic quality planning document, the teacher supervision program was still incidental and not well documented, and there was low parental involvement in supporting the learning process. In addition, teachers at the MI had not fully mastered learning technology and innovative pedagogical approaches, which had an impact on low student learning outcomes in several core subjects.

The purpose of this study is to analyze and describe the management strategy for improving the quality of education at MI Tarbiyah Islamiyah comprehensively, covering aspects of quality planning, implementation of quality improvement programs, program evaluation, and participation of all stakeholders in supporting the achievement of optimal education quality. This study also aims to identify supporting and inhibiting factors in the implementation of the quality improvement strategy, as well as formulate practical recommendations for the development of a sustainable and contextual quality management system in accordance with the characteristics of the madrasah.

2. Literature Review

Concept of Education Quality Improvement Management

Management of educational quality improvement is a systematic process carried out by educational institutions to achieve certain quality standards in a sustainable manner. According to [9] , improving the quality of education does not only depend on the academic output of students, but also includes the learning process, performance of educators, support from school management, and community involvement. In the context of elementary madrasahs, quality management must be adjusted to the characteristics of Islamic education which not only pursues cognitive aspects, but also character formation and religious values. Quality improvement strategies usually include data-based quality planning, implementation of

teacher competency improvement programs, periodic monitoring and evaluation, and optimization of resources. Therefore, effective quality management in elementary madrasahs such as MI Tarbiyah Islamiyah must be collaborative, results-oriented, and able to adapt to the dynamics of the educational environment.

Elementary Madrasahs and the Challenges of Educational Quality

Madrasah Ibtidaiyah (MI) as an Islamic-based basic education institution has a strategic role in forming the initial foundation of children's education. However, MI often faces challenges in terms of limited facilities, quality of teaching staff, and managerial capacity of madrasah principals, especially in non-urban areas. Previous research shows that quality challenges in MI are largely related to low long-term work program planning, lack of teacher training, and minimal structured educational supervision [10] . In the context of MI Tarbiyah Islamiyah, this challenge is also reflected in the less than optimal integration between quality planning and daily learning implementation. Therefore, there needs to be a quality management system that is directed, measurable, and supported by the participation of all components of the madrasah in order to realize quality and competitive education, both in academic and spiritual aspects.

3. Method

The research method used in this study is qualitative descriptive, which aims to describe comprehensively and in depth how quality improvement management is implemented at MI Tarbiyah Islamiyah [11] . This approach was chosen because it is able to explore the meaning behind the managerial practices carried out by educational actors contextually, especially in the elementary madrasah environment which is based on Islamic values and has its own dynamics in managing the quality of education [12] . The focus of this approach is on the process, not just the results, so that researchers can understand the strategies, policies, and work patterns applied in improving quality at the madrasah. By using this approach, researchers can identify strengths, weaknesses, and potential developments in the quality management system currently running at MI Tarbiyah Islamiyah, as well as understand the role of each educational actor in achieving institutional goals. [13] .

The data sources used in this study consist of primary data and secondary data. Primary data were obtained through in-depth interviews, direct observation, and documentation studies conducted at MI Tarbiyah Islamiyah. Secondary data were in the form of madrasah work plan documents, supervision agendas, meeting minutes, quality program implementation reports, and performance evaluation archives. Informants in this study were selected purposively based on active involvement in the quality management process. The three main informants in this study were the head of the madrasah (MR), senior teacher (SL), and head of the madrasah committee (HA). These three informants were selected because they have a central role in the planning, implementation, and supervision of the education quality program at the madrasah. Through triangulation from various sources and data collection techniques, researchers attempted to obtain a complete and accurate picture of quality improvement management practices at MI Tarbiyah Islamiyah [14] .

4. Results and Discussion

This study reveals that quality improvement management at MI Tarbiyah Islamiyah is not only the administrative responsibility of the head of the madrasah, but is a collaborative process involving all elements of the madrasah, starting from educators, madrasah committees, to support from the surrounding community. Based on the results of interviews, field observations, and documentation studies, it was found that the implementation of quality management at this MI was carried out through several strategic stages including quality planning, implementation of quality improvement programs, monitoring and evaluation, and active stakeholder involvement. Although not entirely ideal and systematic, MI Tarbiyah Islamiyah shows a strong spirit in realizing an educational institution that is not only academically competent but also reflects Islamic values in its institutional management.

In the quality planning stage, the madrasah principal (MR) emphasized the importance of preparing the Madrasah Work Plan (RKM) as a basis for preparing annual strategies and

priority programs to be implemented. He said that the RKM preparation process involved teachers and committee representatives to ensure that the plans made were truly in accordance with the actual needs of the madrasah. In an interview, MR stated: "At the beginning of each school year, we prepare the RKM together with teachers and the committee. Our focus remains on improving the quality of learning, strengthening student character, and providing basic learning facilities." This shows that the participatory approach is the main principle in preparing quality programs, although administratively, not all of them have been documented in a standard manner according to education quality management standards.

The implementation of the quality improvement program is focused on two main aspects, namely improving teacher competency and strengthening student learning. A senior teacher (SL) explained that the madrasah periodically holds internal training activities (in-house training) and discussion forums between teachers to discuss active learning methods and approaches based on Islamic values. In his quote, SL said: "We once held training on making digital-based teaching media, although simple, but quite helpful for friends in delivering more interesting material. In addition, we often exchange experiences between teachers every Friday." This effort shows that although MI Tarbiyah Islamiyah does not yet have major access to external training or national certification programs, they are trying to independently build a learning culture within the institution. In addition, strengthening student learning is carried out with an integrative thematic approach that combines academic aspects with moral values, as well as holding extracurricular activities based on Islam such as tahfidz and Islamic character building.

Monitoring and evaluation aspects are also an important part of the quality management cycle at MI TI. The principal routinely supervises teachers through classroom observations and post-learning reflections. However, the documentation system is still limited, and does not refer to standard instruments such as those used in the national supervision system. MR stated: "I go into classes to see the learning process, usually I also discuss with the teacher after teaching, we discuss what is lacking and what can be improved. But there is no formal instrument used yet." On the other hand, teachers feel that the principal's approach in supervision is coaching, not judgmental. This has a positive impact on teacher comfort and willingness to continue to develop. The quality evaluation process is also carried out reflectively through mid-semester and end-of-semester evaluation meetings, but this evaluation is not entirely based on quantitative data, so it is still qualitative and descriptive.

One of the important strengths in quality management at MI Tarbiyah Islamiyah is the active involvement of the madrasah committee and parents of students. The head of the madrasah committee (HA) explained that his party also played a role in raising funds to meet the needs of infrastructure and facilities and providing input related to programs that will be implemented. In his interview, HA said: "We strongly support madrasah programs. If there is a lack of funds, we hold parent meetings and voluntary donations. For example, last year we helped procure projectors for class 6 and repair toilets." This reflects the collective support from the community in supporting the achievement of madrasah quality. The synergy between management and the madrasah committee is a very important social capital, especially in conditions of limited assistance from the government and access to external resources.

However, there are also significant challenges faced in implementing quality management at MI TI. One of them is the limited infrastructure and access to formal training for educators. SL admitted that although teachers are highly motivated, many are still unable to access professional training or optimal use of technology. "We still learn a lot on our own, sometimes looking for references on YouTube or from teacher WhatsApp groups. There has been no routine training from the agency that touches our madrasah." This is a structural challenge that requires attention from education policy makers, especially to ensure that private madrasahs such as MI Tarbiyah Islamiyah also get access to training and mentoring like other public schools.

In addition, aspects of program documentation and quality evaluation are also weaknesses that must be improved. Although many programs have been implemented, activity documentation, evaluation reports, and success indicators are still not systematic. This certainly makes it difficult to reflect on policies based on measurable data. MR also acknowledged this by saying: "We admit that sometimes the administration of activities is incomplete, especially evaluation reports or meeting minutes. Because human resources are limited and

the administrative burden is quite large." This shows the need for increased capacity in educational administration management as an integral part of accountable and transparent quality management.

In general, the discussion of the results of this study shows that MI Tarbiyah Islamiyah has implemented quality management practices substantively, although it is still limited to the documentary and instrumental aspects. Participatory planning efforts, implementation of internal teacher competency improvement programs, mentoring supervision, and involvement of the madrasah committee are the main strengths that need to be continuously improved and refined. In the future, MI Tarbiyah Islamiyah needs to develop a more structured quality system, supported by standard evaluation instruments, and strengthen external networks to gain access to training and capacity development on an ongoing basis.

Planning and Implementation Strategy for Quality Improvement Programs

Management of educational quality improvement is a key component in the management of modern educational institutions, which aims to achieve quality standards set by both internal institutions and national education authorities. In the context of basic educational institutions such as Islamic elementary schools, planning and implementing quality improvement programs are urgent needs to meet the demands of an increasingly competitive era, especially in terms of strengthening the quality of human resources from an early age [15] . The strategy of quality planning and implementation cannot be understood as a mere administrative process, but rather as a continuous work system that involves elements of strategic planning, program organization, consistent implementation, and continuous evaluation and improvement.

Educational quality planning is a very important initial stage in the quality management cycle. This stage involves the process of identifying needs, analyzing internal strengths and weaknesses, and setting clear goals and indicators of success. Within the framework of Total Quality Management (TQM), quality planning refers to the principle of continuous improvement, an approach that prioritizes long-term planning based on data and the real needs of the institution. At the elementary madrasah level, quality planning is usually stated in the Madrasah Work Plan (RKM) or Madrasah Development Plan (RPM) document, which contains medium-term and long-term development priorities in various aspects such as curriculum, human resources, facilities and infrastructure, finance, and public relations.

One of the characteristics of an effective quality planning strategy is participatory and data-based. This means that the preparation of the quality plan involves all stakeholders of the madrasah, starting from the madrasah principal, teachers, education personnel, madrasah committee, to parents of students. This involvement ensures that the plan that is prepared is truly relevant and supported by all parties. In addition, a good quality plan is based on the results of the madrasah self-evaluation, internal assessment, and analysis of student learning outcomes. These data become the foundation for preparing priority programs that are in accordance with the conditions and potential of the madrasah [16] . In other words, quality planning is not carried out based on assumptions or old habits, but rather through a scientific and systemic approach.

Implementation of quality improvement programs is a continuation of the planning process that requires seriousness in implementation and consistency in supervision. Successful implementation is determined by the extent to which the plans that have been prepared can be translated into concrete actions, both at the madrasah policy level and in classroom learning practices. Educational quality implementation strategies can include various programs, such as teacher training, contextual curriculum development, provision of learning media and technology, student character development, strengthening institutional governance, and improving academic administration services.

In practice, the implementation strategy applied must be adjusted to the characteristics and capacity of each madrasah. Not all madrasahs have the same resources, so the implementation approach must be flexible, adaptive, and innovative. On the one hand, madrasahs that have adequate budget and human resource support can organize external training, teacher certification, and modernization of learning infrastructure. On the other hand, madrasahs with limited resources can rely on internal strategies such as community-based

teacher training, collaborative learning between teachers (lesson study), and utilization of local resources as teaching materials.

The importance of developing educator competency is a key element in implementing a quality program. Teachers are the main agents of change in the learning process, so improving teacher quality will have a direct impact on improving the overall quality of education. Therefore, the strategy for improving quality in elementary madrasahs needs to pay great attention to developing teacher professionalism, both in terms of pedagogy, science, technology, and Islamic spirituality. In implementing this program, madrasahs can hold routine training, seminars, workshops, or internal mentoring programs as a forum for improving educator capacity.

Curriculum factors also play an important role in quality improvement strategies. A relevant, contextual, and integrative curriculum is the foundation for building a meaningful learning process and empowering students. In the context of elementary madrasas, the integration of the national curriculum (the Merdeka Curriculum, for example) with the typical religious curriculum of madrasas is a challenge in itself that requires innovation in its implementation. Therefore, quality improvement programs must also be directed at developing a curriculum that combines academic aspects with character education and Islamic values, which not only prioritize cognitive aspects but also shape students' personalities and spirituality.

The quality implementation strategy also needs to touch on aspects of educational facilities and infrastructure. Adequate learning facilities are a prerequisite for the learning process to take place effectively [17] . In many cases, madrasas face limitations in classrooms, learning media, access to information technology, and sanitation facilities. Therefore, quality improvement programs must include planning for the construction or rehabilitation of educational facilities in stages. In addition, the use of information technology is also an important part of the modernization of the learning process, which can encourage the birth of digital learning based on information and technology literacy.

The institutional governance aspect is also a focus in the implementation of quality. Accountable, transparent, and participatory madrasah management is a requirement for the creation of a healthy quality culture. In this case, improving the competence of madrasah principals in the fields of leadership, strategic management, academic supervision, and educational finance is a need that cannot be ignored. Madrasah principals must be able to be the driving force of change, facilitators, and inspirators in building a quality and conducive learning climate. Therefore, educational leadership training and strengthening madrasah management also need to be part of the quality program implementation strategy.

Community and parent involvement are also integral components in the strategy for implementing quality education. In the context of elementary madrasahs, support from the madrasah committee, community leaders, and parents can provide significant contributions in the form of funding, social supervision, and character building for students outside of school. Quality improvement programs must open up space for active community participation through madrasah deliberation forums, mutual cooperation programs, and involvement in strategic decision-making. Thus, madrasahs are not only formal educational institutions, but also community learning centers that bridge local values with national educational ideals. In implementing a quality strategy, it is important to remember that this process is dynamic and not instantaneous. Therefore, periodic monitoring and evaluation are important mechanisms to ensure the success of the program. Implementation evaluation must be based on performance indicators that have been set in the planning stage, such as improving student learning outcomes, changes in teacher learning practices, parental involvement, and improving the quality of education services. This evaluation can be carried out internally through madrasah reflection or externally through accreditation of educational institutions. The evaluation results are then used as a basis for formulating continuous program improvements.

Based on the overall discussion, it can be concluded that the strategy for planning and implementing quality improvement programs must be based on the spirit of continuous improvement that involves all elements of the institution collectively. The quality of education cannot be achieved through only one dimension of intervention, but must be holistic, integrative, and long-term. In the context of elementary madrasahs, this means that all programs implemented must reflect the vision of Islamic education that is rahmatan lil 'alamin, which

combines academic excellence with good morals. Therefore, commitment, strong leadership, cross-element collaboration, and continuous evaluation are the main pillars in the success of education quality improvement management.

Evaluation, Supervision, and Stakeholder Involvement in Quality Improvement

Improving the quality of education cannot run optimally without a structured evaluation and supervision system, as well as active and continuous stakeholder involvement. These three components are the foundation for realizing holistic quality management that is oriented towards the transformation of the quality of education as a whole. Evaluation functions as a measuring tool for program success, supervision as an instrument for coaching and controlling the quality of the learning process, and stakeholder participation as a legitimacy enhancer and supporting resource in the education system. The three have an interrelated relationship and form a continuous cycle of education quality, especially in the context of basic education institutions such as madrasah ibtidaiyah.

Evaluation of educational quality can be understood as a systematic process in measuring the achievement of educational goals, assessing the effectiveness of programs, and providing feedback for continuous improvement. In the framework of quality management, evaluation does not only focus on output (student learning outcomes), but also includes input (resources), processes (learning and management), and outcomes (graduate competencies and long-term impacts) [18] . Good evaluation must be carried out periodically, based on data, and include both quantitative and qualitative dimensions. In elementary madrasas, evaluation practices are usually carried out at the end of the semester or the end of the school year, but in the paradigm of quality management, evaluations are ideally carried out periodically and in a planned manner, so that any problems that arise can be handled immediately and do not accumulate until they become systemic obstacles.

Evaluation in improving the quality of education has several important dimensions. First, learning evaluation, which assesses the effectiveness of teacher teaching strategies, student understanding, and the suitability of the material to the curriculum. This evaluation can be done through formative and summative assessments, exams, assignments, and observations of the learning process. Second, teacher performance evaluation, which includes aspects of pedagogical, professional, personality, and social competence. This evaluation is a reference in the continuous development of teacher professionalism. Third, evaluation of school/madrasah programs, such as literacy programs, character building programs, extra-curricular programs, and curriculum development projects. This evaluation aims to identify the effectiveness of program implementation and assess the extent to which the program supports the achievement of the madrasah's vision and mission.

The success of an evaluation is highly dependent on the validity of the instrument, consistency of its implementation, and openness in accepting the evaluation results as a basis for improvement. Evaluation must also be carried out inclusively by involving educators, education personnel, students, and in some cases even parents of students. With the involvement of all elements, evaluation does not only become an administrative formality, but becomes a reflective process that encourages organizational learning. Good evaluation results can produce concrete policy recommendations, such as adjusting learning strategies, scheduling teacher training, improving facilities, or strengthening character development programs.

Along with evaluation, educational supervision has a vital role in ensuring the quality of the learning process runs according to standards. Supervision is a professional development process carried out by the head of the madrasah or a team appointed to help teachers improve the quality of teaching. In the context of quality improvement management, supervision should not be viewed as a supervisory activity that is merely controlling, but as part of mentoring, coaching, and joint reflection. Effective supervision must be carried out in a planned, objective manner, and based on the principle of collaboration, not unilateral authority [19] .

Educational supervision can be divided into two main forms: academic supervision and managerial supervision. Academic supervision focuses on the learning process in the classroom, from lesson planning, use of methods, teacher-student interactions, to assessment of learning outcomes. The main purpose of academic supervision is to help teachers identify their strengths and weaknesses, and provide suggestions for improvement based on good

practices. Meanwhile, managerial supervision includes supervision of non-academic aspects, such as learning administration, classroom management, and management of educational resources. Both are equally important and complement each other in forming optimal quality of educational services.

The recommended supervision approach in the quality improvement framework is a clinical approach, where supervisors and teachers collaborate in the process of observation, analysis, and reflection. Supervisors do not act as sole assessors, but as discussion partners who help teachers grow and develop. This process can be done through classroom observations, individual meetings, workshops, and group reflections. The use of supervision instruments such as observation formats, assessment rubrics, and reflection journals is very helpful in strengthening the objectivity and quality of the input provided. In addition, it is important for educational institutions to provide madrasah principals and supervision teams with instructional leadership training so that they are able to carry out their supervisory roles professionally.

Although evaluation and supervision are internal processes controlled by the madrasah management, both will not run effectively without the support of external stakeholders. Stakeholders in the context of elementary madrasahs include the madrasah committee, parents of students, community leaders, and even government institutions such as the Ministry of Religion, the Education Office, and quality assurance institutions. Stakeholder involvement is not only in the form of funding, but also in policy formulation, program implementation, evaluation, and provision of moral and social support for madrasahs.

Stakeholder involvement has a significant positive impact on the sustainability and success of quality improvement programs. Madrasah committees, for example, can be a bridge between the school and the community. Through discussion forums, they can provide input on madrasah programs, convey parents' aspirations, and assist in planning and budgeting development programs. In addition, external stakeholders can also support the provision of resources, whether in the form of funds, experts, or facilities, which may not be available internally in the madrasah. Stakeholder participation creates a sense of ownership of educational institutions, thereby increasing the legitimacy and acceptability of the programs being run. Stakeholder involvement strategies in quality improvement can be carried out through various approaches. [20] :

1. Two-way communication approach, namely the madrasa proactively informs the community about programs, activities, and needs through parent forums, social media, or monthly reports.
2. Participatory approach, where stakeholders are directly involved in the planning, implementation and evaluation process of the program.
3. Collaborative approach, namely madrasahs establish strategic partnerships with external institutions such as universities, NGOs, zakat institutions, or the business world to support the development of institutional capacity.

These three approaches must be implemented consistently so that stakeholder involvement is not ceremonial, but substantive and has a real impact. However, the challenges in building stakeholder involvement cannot be ignored. Many madrasas still have difficulty in building effective communication with parents of students, especially due to time constraints, negative perceptions of schools, or low community participation in education. Therefore, a more inclusive communication strategy is needed, based on trust, and respecting the role of the community as an equal partner in managing education. The head of the madrasah as an educational leader has a key role in building social relations and bridging communication between parties. Ultimately, a combination of systematic evaluation, fostering supervision, and active stakeholder involvement will create a healthy and dynamic education ecosystem. Evaluation provides a basis for data and direction for improvement, supervision becomes a medium for improving the quality of the process, and stakeholders provide support that strengthens the sustainability of the system. The three form an inseparable chain in efforts to improve quality continuously. In the context of elementary madrasas, this approach must be implemented by paying attention to the values of Islamic spirituality, openness to change, and a collaborative spirit across elements.

Therefore, it is important for each madrasah to develop internal policies on evaluation and supervision, provide training for teachers and madrasah principals, and formulate effec-

tive stakeholder engagement strategies. Thus, improving the quality of education is not just an administrative slogan, but truly becomes a real practice that is felt by all members of the madrasah and the surrounding community.

5. Comparison

The results of this study show strong agreement with a number of previous studies that highlight the practice of quality improvement management in Islamic-based elementary education units, especially elementary madrasahs. The strategy implemented at MI Tarbiyah Islamiyah emphasizes the importance of participatory strategic planning, collective involvement of all components of the madrasah, and a continuous development cycle that is oriented towards the real needs of students. This finding is in line with the concept of Madrasah-Based Management (MBM) which is widely reviewed in Islamic education management studies, where institutional autonomy, collaboration between madrasah members, and shared responsibility in maintaining quality are the main principles. Similar to what was found in various previous literature and field studies, the success of quality improvement efforts at MI Tarbiyah Islamiyah cannot be separated from the synergy between the leadership of the madrasah principal, the collaborative spirit of the teachers, and active support from the community. However, when compared to quality management practices in leading madrasahs or elementary schools at the national and international levels, there is still a significant gap in the use of information technology and digitalization of education management. MI Tarbiyah Islamiyah, although it has shown independent efforts in improving quality, still faces limitations in terms of digital infrastructure, use of academic management software, and integration of technology in the learning process. This is different from educational institutions in developed countries that have made technology an integral part of the monitoring process, assessment, curriculum planning, and learning reflection. Factors such as limited facilities and infrastructure, low digital literacy among educators, and limited funding are the main causes that widen the gap in achievement between MI Tarbiyah Islamiyah and modern educational institutions that have been digitalized.

6. Conclusion

Based on the results of the research and discussion that has been carried out, it can be concluded that the management of quality improvement at MI Tarbiyah Islamiyah runs through a participatory planning strategy, program implementation that is adaptive to local conditions, and supervision and evaluation that is reflective although not yet fully systematic. Quality improvement at this madrasah is supported by strong collaboration between the madrasah principal, teachers, and the madrasah committee, with a spirit of continuous improvement that continues to be pursued despite limited facilities and digital literacy. Efforts to strengthen the learning community, the supervision and coaching approach, and stakeholder involvement are important elements that shape the quality culture in the MI Tarbiyah Islamiyah environment.

In order for quality improvement management at MI Tarbiyah Islamiyah to run more optimally and sustainably, it is recommended that the madrasah start building a more structured and measurable quality documentation system, expand access to data-based teacher training, and integrate information technology in administration and learning processes. In addition, it is necessary to improve the capacity of madrasah principals in strategic management and academic supervision, and strengthen partnerships with external stakeholders such as government institutions, professional organizations, and education communities to support the sustainability of quality improvement programs based on the real needs of institutions and students.

Author Contributions: Tiara Nadilah[1]* was responsible for formulating the research idea, developing the methodological framework, conducting field observations and documentation, analyzing the main findings, and writing the initial draft of the article. Ahmad Zainuri[2] contributed to strengthening the methodology, validating the data interpretation, and providing critical review of the content and academic structure of the article. Muslim Gani Yasir[3] supported the overall supervision process of the research activities, provided proce-

Reference

[1] Ibrahim, C. Niswah, and D. Islamiyah, "Implementation of Integrated Quality Management at the Islamic Private Elementary School Tarbiyah Sekar Jaya Ogan Komering Ulu," *J. Dirasah*, vol. 6, no. 2, pp. 431–441, 2023.

[2] S. Pradana, "Management of Facilities and Infrastructure in Supporting the Learning Process at MI," *J. Ilmu Tarb.*, vol. 2, no. 1, pp. 73–90, 2023.

[3] A. Jadidah, "Efforts to Improve the Quality of Islamic Religious Education: Problems and Solutions," *Tarbiyatuna J. Educator. Ilm.*, vol. 6, no. 1, pp. 65–82, 2021, doi: 10.55187/tarjpi.v6i1.4347.

[4] Lucia Maduningtias, "Integration Management of Islamic Boarding School and National Curriculum to Improve the Quality of Islamic Boarding School Graduates," *al-Afkar, J. Islam. Stud.*, vol. 5, no. 4, pp. 323–331, 2022, doi: 10.31943/afkarjournal.v5i4.378.

[5] P. Ridiana and M. Sirozi, "Planning Stages for Improving the Quality of Islamic Religious Education Learning in Schools," *Ainara J. (Journal of Research and PKM in the Field of Educational Sciences)*, vol. 5, no. 3, pp. 342–350, 2024, doi: 10.54371/ainj.v5i3.571.

[6] R. Sandi, "Islamic education and leadership policies at MI Muhammadiyah 14 Talang Ulu," *Al-Madrasah J. Educator. Elementary School*, vol. 6, no. 3, p. 763, 2022, doi: 10.35931/am.v6i3.1083.

[7] S. Bahri, "Improving the Quality of Management of Islamic Educational Institutions Through Human Resources in the Pandemic Era," *Munaddhomah J. Manaj. Educator. Islam*, vol. 3, no. 1, pp. 43–56, 2022, doi: 10.31538/munaddhomah.v3i1.158.

[8] E. Rakhmawati, "Tahfidz Activities as a Form of Forming Children's Characters Who Love the Qur'an and Have Good Morals at MI Mambaul Hikmah Tegal," *J. Educator. and Counseling*, vol. 4, no. 5, pp. 2104–2111, 2022.

[9] M. Azizah and A. Usman, "Improving the Quality of Learning Through Participatory Class Management of Teachers and Students," *Irsyaduna J. Stud. Student Affairs*, vol. 3, no. 3, pp. 319–329, 2023, doi: 10.54437/irsyaduna.v3i3.1180.

[10] L. Ilmiyah, A. Maghfiroh, AD Ardinigrum, NR Aryani, and HS Zainiyati, "Innovation in Developing Islamic Religious Education Curriculum at Man 1 Mojokerto," *Tarb. Islam. J. Ilm. Educator. Islam*, vol. 12, no. 2, p. 83, 2022, doi: 10.18592/jtipai.v12i2.6998.

[11] PD Sugiyono, *Sugiyono's book, qualitative quantitative research methods*, vol. 5, no. 1. 2019.

[12] Sugiyono, *Quantitative, Qualitative, R&D Research Methods*. Bandung: Alfabeta, 2021.

[13] JW Creswell and JD Creswell, *Mixed Methods Procedures*. 2018.

[14] M. Mubarok, Sari, Wibowo, "Comparative Study of Artificial Intelligence (AI) Utilization in Digital Marketing

Strategies Between Developed and Developing Countries: A Systematic Literature Review," *Ilomata Int. J. Manag.* , vol. 6, no. 1, pp. 156–173, 2025, doi: 10.61194/ijjm.v6i1.1534.

[15]   M. Astuti, H. Herlina, I. Ibrahim, M. Rahma, S. Salsabilah, and IJ Soleha, "Optimizing the Use of Technology in Islamic Education," *J. Soc. Humanit. an Educ.* , vol. 2, no. 3, pp. 28–40, 2023.

[16]   DR Efendi and AA Rifai, "Self-Evaluation of Madrasahs in Developing Educational Institutions," *J. Manaj. Educator. Islam* , vol. 2, no. 2, p. 59, 2023, doi: 10.31958/manapi.v2i2.9606.

[17]   AR Hilmi, "Integrated Curriculum Management at Ya'qubiyah Middle School, Malang Regency," *Ar-Rosikhun* , pp. 134–141, 2022, [Online]. Available: https://ejournal.uin-malang.ac.id/index.php/alrosikhuun/index%0AP

[18]   FHS Putra, Z. Fajri, and FNW Ramli, "Management of Learning Based on Religious Moderation at Madrasah Ibtida'Iyah Islamiyah Situbondo," *Raudhah Proud To Be Prof. J. Tarb. Islam.* , vol. 8, no. 2, pp. 671–684, 2023.

[19]   M. Asror, MYA Bakar, and AZ Fuad, "Modernism of Islamic Education in the Thought of Mahmud Yunus : Analysis and Relevance in Improving the Quality of Indonesian Islamic Education in the Era of Society 5 . 0," *J. Educator. Al-Thariqah Islamic Religion* , vol. 8, no. 1, 2023, doi: 10.25299/al-thariqah.2023.vol8(1).11693.

[20]   AB Putra, I. Nasution, and Y. Yahfizham, "Principal management in improving the quality of human resources in Madani Integrated Islamic Junior High School," *J. Educ. J. Educator. Indones.* , vol. 10, no. 1, p. 435, 2024, doi: 10.29210/1202424376.