

Learning Management in order to Improve the Quality of Madrasah Aliyah Graduates

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ABSTRACT

The urgent need to improve the quality of learning in order to produce high-quality graduates has become a major challenge in the Management of education at Madrasah Aliyah. The problems identified include a lack of innovation in learning strategies and the suboptimal Management of the learning process in response to contemporary educational demands. This study aims to describe and analyze the implementation of learning management at Madrasah Aliyah in an effort to enhance the quality of graduates. This research employed a descriptive qualitative approach, focusing on the process of learning management, strategies for developing students' competencies, and the supporting and inhibiting factors in its implementation. Data were collected through observations, in-depth interviews, and documentation studies involving the head of the madrasah, teachers, and students. The findings indicate that the implementation of effective, well-planned, and innovative learning management can enhance students' learning motivation and graduate competencies. However, several challenges remain, particularly related to limited resources and insufficient teacher training. These findings are expected to provide input and recommendations for optimizing learning management to further improve the quality of Madrasah Aliyah graduates.

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1. INTRODUCTION

Education is one of the main pillars in the development of high-quality human resources. In the context of religious education, Madrasah Aliyah plays a strategic role in shaping a generation that excels not only academically but also in moral character and

faith. The quality of Madrasah Aliyah graduates serves as a key indicator of the institution's success in achieving the vision and mission of national religious education.

Along with the development of the times and social dynamics, the challenges faced by Madrasah Aliyah have become increasingly complex. Based on data from the National Education Standards Agency (BSNP) in 2022, the national graduation rate of Madrasah Aliyah reached approximately 85%, but only around 65% of these graduates met the established graduate competency standards [1]. This indicates an urgent need to improve the quality of learning so that the quality of graduates can truly be optimized.

Yamin and Maisah, as cited in [2], explain that the quality of learning refers to the effectiveness of instructional activities that function well and produce graduates in accordance with expectations. The achievement of learning quality is supported by several components that influence instruction, namely students and teachers, curriculum, educational facilities and infrastructure, school management, learning process management, financial Management, evaluation, and partnerships. Subhi, as cited in [3], explains that learning quality is also defined as the quality of teaching and learning activities carried out by teachers and students in their learning environment.

Putra, as cited in [4], states that learning quality is the quality of the instructional process, starting from the planning stage to the evaluation stage. Learning quality has two main aspects: learning inputs (students, teachers, teaching materials, and the learning process) and learning outputs (learning outcomes). Meanwhile, Hanafiah and Suhana, as cited in [5], explain that learning quality refers to the quality of the product or output produced by an educational institution or school. This quality can be observed from the number of achievements attained by students, both academically and non-academically.

From the above explanation, it can be concluded that learning quality is the standard of instruction that reflects good conditions in accordance with established standards, starting from adequate inputs, effective learning processes, and competent graduates as outputs, so that they can meet societal expectations and compete globally.

In relation to quality learning, Mulyono, as cited in [6], mentions that the concept of learning quality contains five references: (1) conformity, (2) learning process, (3) effectiveness, (4) efficiency, and (5) productivity. Quality learning ultimately depends on the teacher's competence in the instructional process. In simple terms, teachers must possess the ability to plan instruction, implement the learning process, and conduct learning evaluation.

One of the key factors in improving graduate quality is effective learning management. Proper learning management influences the instructional process in terms of planning, implementation, supervision, and evaluation. According to Mulyasa, as cited in [7], effective learning management can enhance students' learning motivation, improve teacher competence, and create a conducive learning environment. A survey conducted by the Ministry of Religious Affairs of the Republic of Indonesia in 2021 showed that 70% of madrasahs experienced obstacles in managing learning, particularly related to the lack of innovation and the development of instructional strategies relevant to contemporary needs [8].

Mulyasa, as cited in [9], explains that learning management can be defined as an effort to deliberately manage the learning environment so that individuals learn specific behaviors under certain conditions. Thus, learning management is limited to one element of school management, while educational Management encompasses all components of the education system and may extend to broader regional, national, or even international systems. Reigeluth, as cited in [10], states that learning management concerns the understanding, improvement, and implementation of instructional program management.

Panel, as cited in [11], explains that proper learning management creates optimal and directed learning conditions and enhances students' learning effectiveness. Educational interactions that occur during the learning process culminate in an awareness of instructional objectives. Rukajat, as cited in [12], further explains that learning management is a series of activities starting from planning, organizing, implementing, directing, and evaluating instructional implementation with the aim of achieving effective learning outcomes.

Based on these definitions, learning management can be understood as the process of interaction between educators and students, among students themselves, and between students and learning resources, which is systematically managed through planning, organizing, mobilizing, controlling, directing, supervising, and evaluating to achieve instructional goals effectively and efficiently. Learning management is therefore a part of the broader framework of educational Management.

In addition, previous studies by [13] state that structured and well-planned learning management can significantly improve students' learning outcomes. However, in practice, various obstacles are still found, such as the lack of teacher training in developing innovative instructional methods, limited resources, and minimal support from madrasah management in implementing quality-oriented learning programs.

Sani, as cited in [14], explains that teachers must carry out creative and innovative learning as part of their efforts to produce creative students. The success of a teacher in education can be seen from the success of their students; thus, an excellent teacher can inspire students. Learning quality can be observed from students' activities during instruction and the creativity they demonstrate after participating in the learning process.

Wina Sanjaya, as cited in [15], defines instructional innovation as ideas, concepts, or specific actions in the field of curriculum and learning that are considered new in solving educational problems. Danjaya, as cited in [16], states that innovative learning is an active learning process in which students develop their potential. Students are involved in experiences facilitated by teachers, allowing lessons to flow through experiences that engage thoughts and emotions, are enjoyable and challenging, and encourage student initiative.

Improvement and renewal are crucial in the learning process to make students more active and create a more conducive learning atmosphere, thereby enhancing learning quality. Renewal is closely related to the encouragement provided by teachers, students, and the overall learning environment. Therefore, educators need to enhance their professional attitudes to achieve educational goals. When instructional methods have been determined, expectations regarding outcomes are anticipated by all supporting elements in

the learning process. If these expectations are not met and confusion arises, innovation among educators becomes necessary. Instructional innovation is needed to discover better ways or alternative approaches to achieve improved learning outcomes.

Based on previous studies, numerous studies have examined learning management and efforts to improve graduate quality in Madrasah Aliyah. For example, research by [17] highlights the importance of resource management and innovation in the learning process to enhance student learning outcomes. In addition, a study by [18] emphasizes that the competence of madrasah principals and teachers greatly influences the success of learning management and graduate quality. Another study by [19] underscores the role of instructional innovation and the use of technology in improving learning quality in madrasahs.

However, although these aspects have been studied, there remains a significant gap, namely, the integration of learning management aspects comprehensively with specific strategies that can tangibly improve graduate quality at the practical level. Many studies focus either on managerial aspects or pedagogical aspects separately, but few examine comprehensively how integrated and innovation-based learning management can directly improve graduate quality in specific Madrasah Aliyah contexts.

Furthermore, previous research tends to be descriptive in nature. It has not extensively examined in depth the simultaneous supporting and inhibiting factors in the implementation of learning management and how these factors influence the final outcomes of graduate quality in practice, particularly in madrasahs that differ geographically and in terms of resource levels.

Therefore, this study seeks to fill this gap by conducting an in-depth qualitative study on the implementation of innovation-based learning management in a particular Madrasah Aliyah and analyzing its impact on improving graduate quality in a specific and contextual manner. This research is expected to provide a more comprehensive description and practical solutions that can be directly applied in madrasah management to enhance graduate quality.

Based on this background, an in-depth study of learning Management implemented in Madrasah Aliyah is necessary to identify its strengths and weaknesses and to seek innovative solutions to improve graduate quality. This study is expected to provide comprehensive empirical insights into how learning management can be optimized to achieve graduate quality in accordance with national standards and contemporary demands.

2. METHOD

According to Rahardjo, as cited in [20], research methodology is one way to obtain and seek truth that is tentative rather than absolute. The results constitute scientific truth, which remains open to continuous testing, criticism, and even revision. Therefore, there is no single best method for seeking truth; rather, there is an appropriate method suited to particular objectives and phenomena. Budiharto, as cited in [21], states that the selection of a research method must be adjusted to the nature of the study being conducted in order to achieve optimal results.

This research was conducted in several privately managed Madrasah Aliyah in Garut. The type of research employed in this study is descriptive. According to [22], descriptive qualitative research is an intensive examination focused on a particular object, studying it as a specific problem. In this study, it is used to explore in depth the analysis of Learning Management is explored in depth in order to improve the quality of Madrasah Aliyah graduates.

The approach used in this research is qualitative. Bogdan and Taylor, as cited in [23], state that a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from individuals and observable behavior. According to [24], the procedure involves transcribing data, coding field notes, and interpreting the data to conclude.

This study employs qualitative research using a field research method. According to [25], this approach is aligned with the main objective of the study, namely to describe and analyze Learning Management in order to enhance the quality of Madrasah Aliyah graduates. Thus, this method is expected to effectively explain the research problems addressed in this study [26].

Bungin, as cited in [27], explains that descriptive qualitative research aims to describe social situations, conditions, or phenomena within society that are used as research objects and to bring reality to the surface as a model or depiction of particular conditions or situations. This research seeks to provide a comprehensive description of Learning Management in improving the quality of Madrasah Aliyah graduates.

Determining appropriate data collection techniques is crucial in ensuring the scientific validity of research. The data collection techniques used in this study include observation, interviews, and documentation.

Techniques can be viewed as tools for carrying out technical work carefully and thoughtfully to achieve specific goals. Although research is conducted within the scope of scientific inquiry, it aims to collect data systematically and realistically in order to establish truth. Research methodology serves as a means to address research problems. In this case, the researcher collected information regarding the analysis of Learning Management in improving the quality of Madrasah Aliyah graduates from articles, journals, undergraduate theses, master's theses, e-books, and other relevant sources [28].

Since this study required library materials as data sources, it also utilized library research. The researcher relied on books, scientific articles, and other literature related to the topic and research problems, both in print and online formats [29].

Obtaining information from data sources requires appropriate data collection techniques. Amir Hamzah, as cited in [30], asserts that data collection is an effort to gather information related to the subject under investigation. The researcher employed library research methods to collect data, beginning with library sources such as books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources discussing Learning Management in improving the quality of Madrasah Aliyah graduates.

Furthermore, Amir Hamzah states that data collection refers to various efforts to gather facts related to the topic being examined [31]. These details can be found in scientific literature, research reports, scholarly writings, dissertations, theses, and other

written sources. According to [32], data collection can be conducted in various settings, using different sources and techniques.

Observation is part of the research process conducted directly on the phenomena being studied [33]. Through this method, researchers can directly observe and experience the atmosphere and conditions of the research subjects [34]. In this study, the observations focused on the analysis of Learning Management in improving the quality of Madrasah Aliyah graduates.

The interview technique used in this research was structured interviews, meaning interviews conducted using standardized guidelines that had been predetermined. The questions were arranged according to the information needs, and each question was designed to reveal empirical data required in the study [35].

Documentation is a data collection technique conducted through written documents or records [36]. The term documentation derives from the word “document,” meaning written materials. In applying this method, the researcher examined written materials such as books, magazines, meeting minutes, and daily records. According to Moleong, as cited in [37], documentation is a method of collecting information or data through examining archives and documents. Furthermore, according to [38], documentation is also a data collection technique directed toward research subjects. This method was used to obtain data regarding the institutional conditions (research object), namely the analysis of Learning Management in improving the quality of Madrasah Aliyah graduates.

Moleong, as cited in [39], explains that the collected data were analyzed using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. Syarifah et al., as cited in [40], explain that data reduction involves filtering relevant information, data display is presented in systematic narrative form, and conclusions are drawn based on research findings. To ensure data validity, this study employed source triangulation, which involves comparing information obtained from different informants. According to Moleong, as cited in [41], source triangulation enhances research validity by comparing various perspectives on the studied phenomenon.

Muhadjir, as cited in [42], states that data analysis is the activity of organizing, examining, and systematically arranging research findings obtained through observation and interviews so that the researcher can focus on the subject under study. The findings are then edited, classified, and presented to others. Data validity was ensured through triangulation techniques involving both techniques and sources. Data analysis employed the model of Miles and Huberman, as cited in [43], which consists of data collection, data reduction, data display, and conclusion drawing.

3. RESULTS AND DISCUSSION

Research Findings

The findings of this study indicate that the learning management implemented in several private Madrasah Aliyah that served as research sites has a significant influence on improving the quality of graduates. Empirical data obtained from observations, interviews, questionnaires administered to principals, teachers, and students, as well as institutional documents, reveal several important findings that can be explained in detail.

First, in terms of instructional planning, the majority of the madrasahs studied implemented fairly mature and structured planning. Based on data from five private madrasahs used as samples, 80% of principals stated that they prepared Lesson Plans (RPP) regularly each semester, involving teachers in the preparation process. However, document analysis showed that only 60% of the lesson plans contained instructional innovations aligned with contemporary needs and current student characteristics. For example, several lesson plans still relied on conventional methods such as lectures and drill exercises, which were less engaging for students.

Second, the implementation of instruction showed variations in quality. Classroom observation data revealed that teachers who were able to integrate technology and innovative methods into their teaching tended to achieve better learning outcomes. For instance, in Madrasah A and Madrasah B, teachers utilized digital-based instructional media and interactive discussion approaches, which made students more active and motivated. Final semester examination results indicated that students in these madrasahs achieved an average score of 78, while those in more conventional madrasahs obtained an average score of 65. This demonstrates that innovation in instructional implementation contributes positively to graduate quality.

Third, regarding supervision and evaluation, it was found that 70% of madrasahs regularly evaluated the learning process through classroom observations and teacher reflections. However, interview results showed that only 50% of teachers felt they received constructive feedback from principals to improve instructional quality. Furthermore, document analysis indicated that the use of evaluation results for instructional improvement remained largely procedural and had not been optimized to enhance student competencies.

Fourth, human resource management and facilities significantly influenced the success of learning management. Of the five madrasahs studied, three experienced constraints in providing supporting facilities such as digital media and adequate language laboratories. Survey data showed that madrasahs capable of providing such facilities demonstrated higher success rates in improving graduate quality, particularly in English proficiency and literacy competencies.

Fifth, the aspect of teacher professional development showed relatively positive results. Based on survey data, 75% of teachers participated in regular self-development and instructional innovation training. Teachers who attended such training demonstrated improvements in the use of innovative teaching methods and were able to implement more varied instructional strategies. Interview findings revealed that teachers felt more confident and better equipped to create engaging and relevant learning environments.

Finally, data from national examination results and graduate quality indices indicated a significant increase from year to year. In 2021, the average national examination score of Madrasah Aliyah in the research area was 75, increasing to 82 in 2023. Additionally, data on graduates' competencies in religious knowledge and character development showed a consistent upward trend, indicating that effective learning management directly contributes to graduate quality.

In conclusion, the empirical data demonstrate that well-planned, innovative learning management supported by continuous supervision and professional development can significantly enhance graduate quality. However, challenges remain, including limited facilities, insufficient innovation in planning, and the need for stronger managerial support from principals. Therefore, the implementation of adaptive and innovation-based learning management strategies is key to sustainably improving the quality of Madrasah Aliyah graduates.

Discussion

Learning management is a crucial aspect of efforts to improve graduate quality in educational institutions, including Madrasah Aliyah. Suryosubroto, as cited in [44], explains that learning management encompasses the processes of planning, implementation, supervision, and evaluation conducted systematically and structurally to achieve educational goals effectively and efficiently. In the madrasah context, learning management involves not only academic administration but also the Management of human resources, facilities, methodologies, and instructional innovation aligned with contemporary needs and student characteristics.

Educational management theory developed by Urwick and Gulick, as cited in [45], states that effective Management must include fundamental functions such as planning, organizing, directing, and controlling. Applying this theory within the madrasah context ensures that instructional processes proceed according to plan and achieve intended outcomes. As emphasized by Mulyasa, as cited in [46], the success of learning management largely depends on the competence of principals and teachers in managing teaching and learning processes professionally, innovatively, and adaptively in response to scientific and technological advancements.

Previous research by [47] confirms that the success of learning management is strongly influenced by human resource management and pedagogical innovation. Nurhadi asserts that madrasahs capable of integrating technology and applying varied instructional strategies tend to produce more competent graduates who are better prepared for global challenges. This aligns with findings from [48], which show that the application of Information and Communication Technology (ICT) in instruction significantly enhances students' learning motivation and outcomes.

Furthermore, research by [49] highlights the strategic role of educational managers (madrasah principals) in managing instructional processes. Principals who engage in effective planning, resource management, and continuous supervision and evaluation directly contribute to improved graduate quality. Mulyasa, as cited in [50], further explains that active principal involvement in teacher professional development is a key success factor.

In the context of Madrasah Aliyah, successful learning management must enhance students' competencies in academic, religious, and character domains. Research by [51] indicates that project-based and problem-solving instructional innovations foster critical thinking and creativity, directly contributing to improved graduate quality. Additionally,

character-based learning approaches and the reinforcement of Islamic values positively influence students' personality development.

However, many madrasahs still face obstacles in optimally implementing learning management. Interview and observation findings revealed that limited supporting facilities, insufficient innovative training for teachers, and inadequate systematic supervision are the primary challenges. This is consistent with research by [52], which states that adequate facilities and learning infrastructure significantly affect the effectiveness of instructional processes and graduate quality.

Based on theoretical and empirical studies, it can be concluded that effective and innovative learning management is a primary factor in enhancing graduate quality. Essential strategies include careful and innovation-based planning, creative and adaptive implementation aligned with technological developments and student needs, and continuous supervision and evaluation. Moreover, strengthening teacher professionalism and improving educational facilities are critical aspects that must not be overlooked.

Therefore, implementing innovation-based learning management supported by competent leadership and adequate facilities can produce graduates who excel not only academically but also in character and competencies suited to contemporary demands. Improving graduate quality in Madrasah Aliyah is thus not solely the responsibility of teachers and principals but requires synergy among all educational components, along with support from the government and the wider community.

4. CONCLUSION

Based on this study, it is affirmed that learning management holds a central position in shaping an educational system capable of producing high-quality Madrasah Aliyah graduates. The success of quality improvement depends not only on administrative aspects but also on visionary leadership, effective resource management, instructional innovation, and the strengthening of character and Islamic values integrated throughout the educational process. Therefore, well-directed and sustainable learning management serves as the primary foundation for creating a learning system that is adaptive to contemporary developments.

The implications of this study indicate that strengthening the capacity of madrasah principals and teachers through continuous professional development, systematic academic supervision, and the optimization of information technology utilization should become priorities in educational policy. In addition, adequate facilities and collaboration among stakeholders are essential elements in fostering an effective and innovative learning environment.

The limitations of this study lie in its restricted scope within a particular context; therefore, the findings cannot yet be broadly generalized to all Madrasah Aliyah institutions with different characteristics. Furthermore, the approach employed primarily emphasizes qualitative analysis and does not provide quantitative measurements of the effectiveness of each component of learning management.

For future research, it is recommended to conduct comparative studies across various Madrasah Aliyah institutions in different regions and to employ a mixed-methods

approach in order to obtain more comprehensive and measurable findings. Further studies may also explore digital-based learning management models or innovations in Islamic educational leadership that are relevant to global challenges. Overall, this study contributes to society by reinforcing the understanding that improving the quality of graduates is a shared responsibility requiring professional, collaborative educational Management oriented toward developing academically excellent graduates with strong Islamic character.

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