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

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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 truly optimize the quality of graduates has become increasingly important today. This is evident from the challenges in managing the learning process, particularly the lack of innovation and the development of instructional strategies that are relevant to contemporary demands. This study aims to describe and analyze the learning management implemented in Madrasah Aliyah in an effort to enhance the quality of graduates. The research employs a descriptive qualitative approach, focusing on the process of learning management, strategies for developing students' competencies, as well as supporting and inhibiting factors in the implementation of learning management. Data were collected through observation, in-depth interviews, and documentation studies involving teachers, the head of the madrasah, and students. The results indicate that the implementation of effective and innovative learning management can improve students' learning motivation and graduates' competencies, although challenges related to resources and teacher training remain. These findings are expected to provide input for the development of more optimal learning management to 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 are able to 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].

7 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.

8 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 apart of the broader framework of educational management.

20 1 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.

11 Sani, as cited in [14], explains that creative and innovative learning must be carried out by teachers 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 is one who 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.

25 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 and 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 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 draw conclusions.

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 [redacted] in ensuring scientific validity of research. [redacted] include

Techniques [redacted] and thoughtfully [redacted] scientific inquiry, [redacted] systematically and realistically in order to establish truth. [redacted] In this case,

[redacted] regarding the analysis of Learning Management in improving [redacted] Madrasah Aliyah undergraduate master's [redacted] 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 [redacted] topic research [redacted] formats [29].

Obtaining [redacted] gather investigation.

[redacted] discussing

Learning [redacted] Furthermore, gather [redacted] being examined [31].

settings, the observations Madrasah Aliyah were used was interviews, meaning predetermined. The were the was designed to reveal empirical data required in the study [35].

conducted through [36]. The term documentation derives “document,” materials. applying this method, researcher examined written materials daily records. as cited [37], documentation method examining [38], directed toward This method was obtain regarding institutional conditions (, namely analysis Learning Management in improving Moleong, as cited [39], were display, , as cited [40], involves filtering relevant information, data display is presented in are drawn employed which involves obtained different informants. as cited [41], enhances research studied examining, as cited [42], organizing, arranging research obtained then can focus subject under study. The findings are for others. was ensured through involving both employed model of as cited [43], which display, conclusion

3.

Research Findings

findings learning several private Madrasah Aliyah that served as research sites 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 used innovative methods 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, supervision, and evaluation, conducted systematically and structurally to achieve educational goals within 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 largely 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 the importance of learning management, strongly 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 technology in instruction enhances students' learning motivation and outcomes.

Furthermore, research by [49] indicates that strategic management (madrasah principals) 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 instructional processes is a key success factor.

In context 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 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, **innovative and effective learning management** is primary factor 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.

description presented above,
strategic efforts to improve

Effective learning management must be able to integrate careful planning, innovative implementation, continuous supervision, as well as objective and constructive evaluation. In addition, provision adequate supporting facilities are key factors in achieving high-quality learning objectives.

The research findings and theoretical review indicate **learning management** formal policies, but also by the competence of the madrasah principal in leading, managing resources optimally, and conducting continuous supervision and evaluation. Innovation in instructional methods, and strengthening character Islamic values within the madrasah also contribute positively to improving learning outcomes and shaping students' character.

Nevertheless, various obstacles such as limited facilities, insufficient innovative training for teachers, and suboptimal supervision still require serious attention from all educational stakeholders. Therefore, efforts to enhance graduate quality must be carried out continuously and comprehensively, involving all relevant parties, including the madrasah,

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