

Teacher Learning Management at MA Matholi'ul Huda Bugel in Improving the Quality of Graduates in Jepara Regency

Muhammad Abid Robiun Nuha
Universitas Islam Nahdlatul Ulama (UNISNU) Jepara
e-mail: muhammadabid.2561@student.unisnu.ac.id

Sukarman
Universitas Islam Nahdlatul Ulama (UNISNU) Jepara
e-mail: pakar@unisnu.ac.id

Mohammad Nashih
Universitas Islam Nahdlatul Ulama (UNISNU) Jepara
e-mail: mohammadnashih.2561@student.unisnu.ac.id

Lubab Muhammad
Universitas Islam Nahdlatul Ulama (UNISNU) Jepara
e-mail: lubabmuhammad.2561@student.unisnu.ac.id

Ahmad Sufya
Universitas Islam Nahdlatul Ulama (UNISNU) Jepara
e-mail: ahmadsufyan.2561@student.unisnu.ac.id

Abstract: Indonesia's education sector faces a growing gap between graduate competencies and labor market demands, a challenge particularly pronounced in Islamic senior secondary schools (Madrasah Aliyah) that must simultaneously manage general and religious curricula. MA Matholi'ul Huda Bugel Jepara, as a pesantren-based institution with deep historical roots in Jepara Regency, represents a compelling case for examining how this challenge manifests in daily learning management practice. This study aimed to describe and analyze teacher learning management at MA Matholi'ul Huda Bugel, encompassing planning, instructional implementation, and evaluation, as well as their relationship to graduate quality. A qualitative case study approach was employed, with ten teachers selected through purposive sampling. Data were collected via semi-structured interviews, non-participant observation, and documentation studies, then analyzed using the interactive model of Miles, Huberman, and Saldaña, with credibility ensured through triangulation and member checking. Findings revealed that learning management has been implemented relatively systematically, though with varying quality across subjects; traditional pesantren methods such as sorogan and musyawarah proved effective in strengthening

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religious competencies and character formation, academic graduation rates were high, yet only approximately 40% of graduates continued to higher education, and integration of digital technology alongside consistent Merdeka Belajar curriculum implementation remained limited. This study concludes that pesantren culture functions as a powerful mediating factor shaping graduate quality, and proposes a hybrid learning management model integrating pesantren pedagogical strengths with contemporary educational innovations to produce graduates who are religiously competent, morally grounded, academically competitive, and equipped with twenty-first-century skills.

Keyword: learning management, madrasah aliyah, graduate quality, pesantren culture.

Abstrak: Sektor pendidikan Indonesia menghadapi kesenjangan yang semakin melebar antara kompetensi lulusan dan tuntutan pasar kerja, sebuah tantangan yang sangat terasa di sekolah menengah atas Islam (Madrasah Aliyah) yang harus mengelola kurikulum umum dan agama secara bersamaan. MA Matholi'ul Huda Bugel Jepara, sebagai lembaga berbasis pesantren dengan akar sejarah yang kuat di Kabupaten Jepara, menjadi kasus yang menarik untuk mengkaji bagaimana tantangan ini terwujud dalam praktik pengelolaan pembelajaran sehari-hari. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis pengelolaan pembelajaran oleh guru di MA Matholi'ul Huda Bugel, yang mencakup perencanaan, pelaksanaan pengajaran, dan evaluasi, serta hubungannya dengan kualitas lulusan. Pendekatan studi kasus kualitatif digunakan, dengan sepuluh guru yang dipilih melalui pengambilan sampel purposif. Data dikumpulkan melalui wawancara semi-terstruktur, observasi non-partisipan, dan studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña, dengan kredibilitas yang dijamin melalui triangulasi dan verifikasi anggota.

Kata kunci: pengelolaan pembelajaran, madrasah aliyah, kualitas lulusan, budaya pesantren.

INTRODUCTION

Indonesia's education sector is currently facing increasingly complex challenges amid the rapid dynamics of global change. One of the most

prominent phenomena in this context is the significant gap between the quality of educational graduates and the demands of the labor market and social life in the twenty-first century¹. Data from Statistics Indonesia (BPS) in February 2026 recorded that the national Open Unemployment Rate (OUR) stood at 4.68 percent, with secondary education graduates still dominating the unemployment structure due to the lack of competencies aligned with industrial needs. This irony is further emphasized by the high unemployment rate among senior secondary school graduates, which reached 6.23 percent nationally. The phenomenon of skill mismatch becomes increasingly evident as many educational institutions claim to have produced qualified graduates, while, on the other hand, the labor market continues to complain about graduates' lack of readiness. This condition does not emerge without cause; rather, it represents the accumulation of various fundamental problems originating from weak learning management at the educational institution level. Madrasah Aliyah (Islamic senior secondary schools), as one of the Islamic-based educational institutions, are also affected by this issue, even facing more complex challenges because they must simultaneously balance the management of general and religious curricula². In Jepara Regency-which recorded an unemployment rate of 3.30 percent with the manufacturing sector serving as the largest absorber of labor (338,799 workers) the issue of the quality of madrasah graduates has become highly relevant for in-depth investigation. Furthermore, with the high density of Islamic educational institutions in Central Java, competition among educational institutions in Jepara has

¹ hafinar Ismail Khairiah Khairiah, "The Function Of Institutional Evaluation In the Quality Of Madrasah Aliyah Education In Indonesia" 2, no. 2 (2023): 306-12, <https://ejournal.iainbengkulu.ac.id/index.php/khair/index>.

² Muallimul Huda, "Analisis Faktor Kinerja Guru Untuk Meningkatkan Mutu Pendidikan Madrasah," *Islamic Management: Jurnal Manajemen Pendidikan Islam* 5, no. 01 (2022): 1, <https://doi.org/10.30868/im.v5i01.2083>.

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become increasingly intense amid growing public expectations regarding the quality of educational outcomes provided for their children.

Within the context of madrasah education in Indonesia, MA Matholi'ul Huda Bugel Jepara is one of the Islamic educational institutions with a long historical foundation and a significant contribution to the community of Jepara Regency. This madrasah was established within a strong pesantren community, making it not merely an ordinary formal educational institution, but also a center for character building and the cultivation of religious values among students³. Nevertheless, the existence of an institution that is historically and culturally strong does not automatically guarantee that the learning process within it has been managed optimally⁴. Learning management refers to the overall management process carried out by teachers in planning, implementing, evaluating, and following up teaching and learning activities in order to achieve predetermined educational goals. Theoretically, effective learning management encompasses four primary functions: learning planning, organizing teaching materials and methods, implementing or actualizing learning activities, and evaluating learning outcomes, commonly known by the acronym POAC (Planning, Organizing, Actuating, and Controlling)⁵. The complexity of madrasah teachers' responsibilities, which require them to manage interdisciplinary learning ranging from science, mathematics, and languages to religious subjects such as fiqh, aqidah, and Qur'an-Hadith studies, demands managerial competencies that are not only pedagogical and technical but also spiritual and cultural in nature. This condition

³ Ahmad Yussuf and Kasjim Salenda, "Ulumuna THE IMPACT OF MADRASAH INTEGRATION" 24, no. 2 (2024): 1017-48.

⁴ Huda, "Analisis Faktor Kinerja Guru Untuk Meningkatkan Mutu Pendidikan Madrasah."

⁵ Majida Faruk et al., "Implementing Islamic Education Teachers' Competence in Learning Management at a Public Madrasah in Indonesia," *International Journal of Educational Evaluation and Policy Analysis* 3, no. 1 (2026): 19-32, <https://doi.org/10.62951/ijeepa.v3i1.451>.

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positions MA Matholi'ul Huda Bugel as an actual laboratory for examining how multidimensional and layered learning management is implemented in daily practice, as well as how such implementation affects the quality of graduates produced⁶.

Studies on learning management in Islamic educational institutions have been conducted by several previous researchers; however, there remain a number of unresolved research gaps. Mulyasa's (2019) study on madrasah-based management in Central Java focused primarily on the leadership aspect of madrasah principals, leaving the central role of teachers as classroom learning managers insufficiently explored. Similarly, the research conducted by Sriwidadi dan Teguh⁷, which discussed integrated quality management in Madrasah Aliyah, tended to employ a macro-institutional approach without addressing micro-management practices occurring within classroom settings. Fathurrohman's (2021) study indeed highlighted the learning strategies of madrasah teachers, yet its discussion remained descriptive and normative without systematically linking learning management practices to measurable indicators of graduate quality. At the local level in Jepara Regency, based on the literature review conducted, no research has specifically examined teacher learning management at MA Matholi'ul Huda Bugel with a focus on improving graduate quality⁸. Existing studies also tend to neglect important variables such as the utilization of learning technology, the

⁶Putriani L Maliki and Alfian Erwinsyah, "Evaluasi Manajemen Pembelajaran Di Madrasah," *Adaara: Jurnal Manajemen Pendidikan Islam* 10, no. 1 (2020): 24-37, <https://doi.org/10.35673/ajmpi.v10i1.854>.

⁷Teguh Sriwidadi, "Manajemen Mutu Terpadu (Teguh Sriwidadi) MANAJEMEN MUTU TERPADU," *Journal The WINNERS* 2 (2001): 107-15, <https://journal.binus.ac.id/index.php/winners/article/view/3817>.

⁸ Iskandar Zulkarnain et al., "Contribution To The Role of Madrasah Management In Improving The Quality of Education," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 01 (2023): 343-52, <https://doi.org/10.30868/ei.v12i01.3248>.

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adaptation of the Merdeka Belajar curriculum within the madrasah context, and the influence of pesantren culture on teachers' learning management patterns⁹. These gaps constitute both the starting point and the academic justification for the present study. This research seeks to fill this void by holistically examining how teachers at MA Matholi'ul Huda Bugel manage their learning processes and how such management contributes to the improvement of graduate quality in a tangible and measurable manner within the specific context of Jepara Regency.

This study is designed to provide meaningful contributions at both theoretical and practical levels. Theoretically, this research is expected to enrich the body of knowledge in Islamic educational management by presenting an analytical model that integrates conventional learning management theories with the distinctive values and culture of pesantren-based Islamic educational institutions¹⁰. This integration is anticipated to generate a new conceptual framework that is more contextual and applicable for similar studies in other madrasahs across Indonesia¹¹. Such a theoretical contribution is important because learning management approaches in madrasahs have often merely adopted theories developed within the context of general schools without adequate adaptation to the unique characteristics of madrasahs as educational institutions with a dual mission: educating the nation while simultaneously developing morally upright generations. Practically, the findings of this study are expected to serve as a valuable reference for madrasah principals, educational

⁹ Aris Setyawan, "Quality Management of Islamic Religious Education Learning At State Madrasah Aliyah (Man) 1 Tangerang," *The International Journal of Education Management and Sociology* 4, no. 2 (2025): 67–78, <https://doi.org/10.58818/ijems.v4i2.192>.

¹⁰ Famelia Widyarini Soetrisno and Moh. Ali, "Enhancing the Quality of Islamic Education in Madrasah Aliyah in Indonesia: The Integral Role of Leadership and Quality Management," *Bulletin of Indonesian Islamic Studies* 4, no. 1 (2025): 278–90, <https://doi.org/10.51214/biis.v4i1.1507>.

¹¹ Yussuf and Salenda, "Ulumuna THE IMPACT OF MADRASAH INTEGRATION."

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supervisors, teachers, and policymakers within the Ministry of Religious Affairs of Jepara Regency in formulating more targeted policies for improving educational quality¹². Specifically for MA Matholi'ul Huda Bugel, this research will provide a comprehensive overview of the strengths and weaknesses of the existing learning management system, thereby serving as a basis for systematic and sustainable improvement efforts. Furthermore, this study also contributes to the professional development of madrasah teachers by providing insights into best practices in learning management that may be adopted and adapted by teachers in similar educational institutions throughout Jepara Regency and other regions with comparable characteristics¹³.

The primary objective of this study is to describe and analyze comprehensively the learning management implemented by teachers at MA Matholi'ul Huda Bugel Jepara in their efforts to improve graduate quality. More specifically, this study aims to: first, identify and analyze the patterns of learning planning carried out by teachers at MA Matholi'ul Huda Bugel, including the preparation of lesson plans, the selection of teaching strategies and methods, and the determination of learning media and resources relevant to students' needs. Second, describe the implementation of classroom learning and analyze its conformity with the predetermined plans, including examining the dynamics of teacher-student interactions and how teachers adapt to diverse learning situations. Third, analyze the learning evaluation system employed by teachers, both formative and summative evaluations, as well as how evaluation results are

¹² Kiti Mandasari, Laila N.A, and Adiyono Adiyono, "Implementasi Model Evaluasi-Refleksi Siklik Dalam Peningkatan Kualitas Pembelajaran Di Madrasah Aliyah," *JPG: Jurnal Pendidikan Guru* 6, no. 2 (2025): 303–17, <https://doi.org/10.32832/jpg.v6i2.19929>.

¹³ Ahamad Khor, Enco Mulyasa, and Dedi Mulyasana, "Learning Innovation Management in Al-Falah Salaf Pesantren Study on Synthetic Based Pesantren," 2019, 1–6, <https://doi.org/10.4108/eai.19-10-2018.2281366>.

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utilized for continuous learning improvement. Fourth, analyze the relationship between the quality of teachers' learning management and graduate quality achievements, as indicated by academic performance, graduation outcomes, opportunities for continuing higher education, and students' religious competencies. The expected benefits of this study encompass two dimensions. From a theoretical perspective, this research is expected to contribute to the development of Islamic educational management, particularly in the area of learning management in madrasahs, which has thus far received relatively limited academic attention. From a practical perspective, this study is expected to serve as an actionable guideline for the principal and teachers of MA Matholi'ul Huda Bugel in optimizing their learning management system, while also providing consideration for the Ministry of Religious Affairs of Jepara Regency in formulating more focused and evidence-based programs for the development and quality improvement of Madrasah Aliyah within its jurisdiction.

METHOD

This study employed a qualitative approach using a case study research design to explore in depth the learning management practices of teachers at MA Matholi'ul Huda Bugel, Jepara. The research site was purposively selected based on the unique characteristics of the madrasah as a pesantren-based Islamic educational institution that remains competitive amid the high concentration of similar institutions in Jepara Regency. Research subjects were determined using purposive sampling techniques with the following inclusion criteria: teachers with a minimum of three years of teaching experience who taught both general subjects (Mathematics, Natural Sciences, Social Sciences, and Indonesian Language) and religious subjects (Fiqh, Aqidah Akhlak, Al-Qur'an Hadith, and Arabic Language). Based on the principle of data saturation, the key informants

involved in this study consisted of ten teachers. The researcher acted as the primary instrument (human instrument), supported by interview guidelines, observation sheets, and document checklist forms. Data were collected through three primary techniques to fulfill the principle of methodological triangulation. First, semi-structured in-depth interviews were conducted to explore teachers' perspectives regarding the dimensions of lesson planning, instructional implementation, learning evaluation, and their impacts on graduate quality. Second, non-participant direct observation was employed to examine the actual dynamics of classroom management and the integration of religious values into the learning process. Third, documentation studies were conducted on curriculum documents, lesson plans, assessment instruments, and student graduation records. Data analysis was conducted interactively following the model proposed by Miles, Huberman, and Saldaña, which consists of three simultaneous stages: data condensation, data display, and conclusion drawing/verification. The validity of the data was ensured through technique triangulation by comparing findings from interviews, observations, and documentation, as well as through member checking to guarantee the credibility and trustworthiness of the research interpretations.

DISCUSSION

This study revealed that teacher learning management at MA Matholi'ul Huda Bugel Jepara has been implemented in a relatively systematic manner, although its quality varies across teachers and subjects¹⁴. In terms of lesson planning, most teachers had prepared Lesson Implementation Plans (RPP) in accordance with the standards established

¹⁴ Faruk et al., "Implementing Islamic Education Teachers' Competence in Learning Management at a Public Madrasah in Indonesia."

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by the Ministry of Religious Affairs. Teachers of general subjects tended to formulate learning objectives and achievement indicators in greater detail, while teachers of religious subjects emphasized moral and value dimensions. However, the utilization of learning technology remained limited, with only a small number of teachers consistently integrating digital media into the learning process¹⁵.

Regarding instructional implementation, classroom observations demonstrated relatively positive teacher-student interactions, particularly in religious subjects through pesantren-based methods such as sorogan (individual recitation and guidance), Qur'anic memorization submission, and classroom musyawarah (discussion forums). Teachers of general subjects still predominantly employed lecture and question-and-answer methods, although there were efforts to integrate problem-based project approaches in line with the Merdeka Belajar curriculum. Nevertheless, adaptation to this curriculum had not yet been implemented consistently, resulting in learning practices that remained largely oriented toward knowledge transfer. In terms of learning evaluation, teachers routinely conducted formative assessments through daily tests and assignments, as well as summative assessments through semester examinations¹⁶. Religious subject teachers placed greater emphasis on oral assessments involving memorization and classical Islamic text comprehension, while general subject teachers relied more heavily on written examinations. However, follow-up actions based on evaluation results had not been optimally implemented. Remedial and enrichment activities were conducted only by

¹⁵ Yukram Yusuf, Munir Yusuf, and Syamsu Sanusi, "Revolutionary Strategies for Enhancing Education in Islamic Boarding Schools," *International Journal of Asian Education* 5, no. 4 (2024): 287–301, <https://doi.org/10.46966/ijae.v5i4.442>.

¹⁶ Syarif and Ahmad, "THE PLANNING STRATEGY OF ISLAMIC EDUCATION TEACHERS IN MADRASAH TSANAWIYAH" 04, no. 01 (2023).

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certain teachers, resulting in unsystematic learning improvement processes¹⁷.

Another significant finding concerns the relationship between teacher learning management and graduate quality. The data indicated a relatively high academic graduation rate, with almost all students successfully completing national examinations. However, graduates' ability to continue to higher education remained limited; only approximately 40% pursued university education, while 45% continued their studies in pesantren institutions, and the remainder entered the informal labor sector. On the other hand, graduates demonstrated relatively strong religious competencies, as reflected in their ability to read classical Islamic texts (kitab kuning), memorize the Qur'an, and perform da'wah activities. These findings confirm that teacher learning management has been more successful in developing students' religious competencies and character formation, although further strengthening is still needed in academic competencies and twenty-first-century skills¹⁸.

The findings above must be situated within a broader analytical framework to fully understand their theoretical and practical significance. This discussion is organized according to the four functions of learning management that form the analytical foundation of this study, namely planning, implementation, evaluation, and their relationship with graduate quality as the primary output of the overall managerial process.

¹⁷ Nurhayati Sahibe et al., "Learning Management in Islamic Religious Education: Implementing the Merdeka Curriculum and Its Challenges," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 10, no. 1 (2025): 57–72, <https://doi.org/10.31538/ndhq.v10i1.30>.

¹⁸ Agus Purwowododo and Muhamad Zaini, "Developing a Value-Based Moderate Islamic Education Model: A Case Study of Pesantren Sidogiri Pasuruan," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 12, no. 1 (2024): 43–62, <https://doi.org/10.15642/jpai.2024.12.1.43-62>.

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A. Learning Planning: Between Administrative Formality and Pedagogical Substance

The findings indicate that lesson planning at MA Matholi'ul Huda Bugel still faces a fundamental challenge, namely the tendency for lesson plans (RPP) to function merely as administrative requirements rather than as dynamic pedagogical instruments. This condition is consistent with the findings of Daryanto and Tasrial (2015), who referred to this phenomenon as "display lesson plans," meaning planning documents prepared solely to fulfill supervision requirements rather than genuinely guide classroom learning. The gap between written lesson plans and actual classroom practices identified in this study confirms that this issue is not limited to general educational institutions but also affects Islamic senior secondary schools (madrasahs) with comparable intensity.

From the perspective of learning management theory, Tyler (1949), through his rational curriculum model, emphasized that effective planning requires coherent relationships among learning objectives, learning experiences, organizational structures, and evaluation systems. When these relationships become disconnected, as observed among several teachers at MA Matholi'ul Huda Bugel, the entire learning process loses clear direction. The differences in planning patterns between teachers of general and religious subjects identified in this study also carry important implications. Religious subject teachers, who emphasized moral and character dimensions within their planning, have contextually responded to the madrasah's mission as a character-building educational institution, as mandated in Indonesian National Education Law Number 20 of 2003. However, the strong emphasis on affective and spiritual dimensions without

equally structured cognitive planning risks creating imbalances in students' comprehensive competency achievement.

The limited integration of technology into lesson planning and instructional implementation constitutes a finding that deserves serious attention. Within the context of the Merdeka Belajar curriculum, the Ministry of Education, Culture, Research, and Technology (2022) emphasized that technological integration is not merely supplementary, but rather an integral component of pedagogical transformation required to prepare students for the challenges of the Industrial Revolution 4.0 and Society 5.0. When only a small number of teachers consistently utilize digital media, a digital capability gap emerges that potentially weakens the competitiveness of MA Matholi'ul Huda Bugel graduates at regional and national levels. This finding reinforces Fathurrohman's (2021) argument that madrasah teachers require more intensive and contextual digital capacity development programs rather than incidental technical training alone.

B.Instructional Implementation: The Dialectic Between Pesantren Tradition and Contemporary Pedagogical Demands

Instructional implementation represents the most nuanced dimension of this study, considering the unique identity of MA Matholi'ul Huda Bugel as a madrasah deeply rooted in pesantren traditions. The finding that traditional methods such as sorogan and bandongan continue to be effectively implemented in religious learning constitutes a pedagogical asset not commonly found in general schools. Abdurrahman Wahid (1999), in his discussion of pesantren as a subculture, identified that these traditional methods possess unique strengths in fostering close teacher-student relationships, encouraging

learner independence, and instilling strong academic discipline. From the perspective of modern learning theory, the sorogan method aligns closely with the principles of differentiated instruction currently promoted within the Merdeka Belajar curriculum, as it enables teachers to adjust learning pace and depth according to the individual capabilities of each student.

However, the dominance of lecture-based methods in general subjects identified in this study demonstrates resistance toward pedagogical transformation that must be critically examined. This finding corresponds with Mulyasa's (2019) research, which found that resistance to pedagogical innovation in madrasahs is often caused not by teachers' unwillingness, but by inadequate institutional support and limited capacity development. In the context of educational change theory, Fullan (2007) argued that curriculum innovation such as Merdeka Belajar cannot rely solely on top-down instructions, but instead requires internalization processes supported by strong professional learning communities at the school level. The inconsistent adaptation to the Merdeka Belajar curriculum identified in this study may therefore reflect the weak professional learning community within MA Matholi'ul Huda Bugel, where teachers still lack sufficiently intensive and systematic forums to share best pedagogical practices and collectively discuss curriculum implementation strategies.

From Vygotsky's (1978) social constructivist perspective, effective learning occurs when teachers are capable of identifying students' zones of proximal development and designing interactions that encourage learners to progress beyond their actual competencies toward potential capabilities. The findings of this study indicate that the relatively positive teacher-student interactions at MA Matholi'ul Huda Bugel, particularly

in religious learning contexts, have created prerequisite conditions for constructivist learning, although these conditions have not yet been fully optimized through more structured instructional designs. This suggests that the pedagogical potential possessed by madrasah teachers is actually substantial, yet still requires more directed facilitation and capacity strengthening to be fully actualized in improving learning quality.

C. Learning Evaluation: From Measuring Outcomes Toward Continuous Improvement

The findings regarding the learning evaluation system at MA Matholi'ul Huda Bugel reveal an interesting paradox: evaluations are routinely conducted, yet their follow-up actions remain unsystematic. This paradox reflects an understanding of evaluation that remains trapped within a measurement paradigm characterized by summative accumulation, rather than moving toward an improvement paradigm that positions evaluation as a mechanism for reflection and continuous learning improvement. Black and Wiliam (1998), in their landmark study on formative assessment, demonstrated that teachers who consistently use evaluation results to adjust their instructional strategies can significantly improve student achievement, with effect sizes ranging from 0.4 to 0.7. When evaluation follow-up activities are conducted only by certain teachers at MA Matholi'ul Huda Bugel, the potential improvement in learning quality that could be achieved through evaluation-improvement cycles cannot be realized optimally.

The oral assessment practices based on memorization and comprehension of classical Islamic texts implemented by religious subject teachers deserve particular appreciation. From the perspective of Bloom's taxonomy revised by Anderson and Krathwohl (2001), memorization-based assessments do not merely measure lower-order

cognitive skills such as remembering, but also encompass understanding contextual meanings, applying Islamic legal principles in real-life situations, and evaluating various scholarly interpretations within the tradition of *ijtihad*. The oral evaluation traditions adopted by religious teachers at MA Matholi'ul Huda Bugel, when properly managed, actually represent meaningful forms of authentic assessment that are contextually relevant. Nevertheless, for such assessments to function effectively as tools for instructional improvement, they should be complemented with more standardized assessment rubrics and clearer feedback mechanisms for students.

The suboptimal implementation of remedial and enrichment programs identified in this study reflects a more fundamental issue, namely the weak development of a data-driven learning culture among teachers. Within the framework of educational quality management, Deming (1986) proposed the Plan-Do-Check-Act (PDCA) cycle as the foundation for continuous improvement. When applied to learning management, the ineffective follow-up process observed at MA Matholi'ul Huda Bugel indicates that the cycle becomes interrupted at the Check-Act stages, preventing the system from learning from itself and carrying out necessary corrections. To address this issue, systemic interventions are required, including strengthening teachers' capacity to interpret assessment data, restructuring schedules to support effective remedial activities, and fostering collaborative cultures among teachers to collectively discuss and respond to evaluation outcomes.

D.Learning Management and Graduate Quality: A Complex and Multidimensional Relationship

The relationship between teacher learning management and graduate quality identified in this study demonstrates a complex and

non-linear character. The data indicating high academic graduation rates on the one hand, but relatively low rates of continuation to higher education on the other, suggest a gap between formal academic achievement and graduates' capabilities to compete at higher educational levels. This gap may be understood through Sallis's (2014) concept of "pseudo-quality," referring to conditions in which educational institutions successfully fulfill minimum standards but fail to produce graduates with genuine competitive advantages.

The fact that 45% of graduates chose to continue their studies in pesantren institutions should not merely be interpreted as an inability to pursue higher education. From the perspective of educational sociology, this choice also reflects the value orientations and habitus (Bourdieu, 1984) formed throughout the learning process at MA Matholi'ul Huda Bugel, in which deepening religious knowledge through pesantren education is regarded as a logical and even more valuable continuation than formal higher education. This finding demonstrates that the learning management implemented by religious subject teachers has successfully cultivated strong religious scholarly orientations among students. Nevertheless, from the perspective of human resource development and regional development contributions, the relatively high proportion of graduates who do not continue to higher education still warrants attention, considering Jepara Regency's increasing demand for educated human resources capable of contributing to the development of industrial and service sectors.

The strong religious competencies demonstrated by graduates, particularly their ability to read classical Islamic texts and engage in da'wah activities, represent achievements worthy of appreciation and may even serve as a competitive advantage for MA Matholi'ul Huda

Bugel within the educational landscape of Jepara Regency. Within Becker's (1964) human capital theory framework, these competencies constitute investments that provide tangible added value for individuals and society, particularly within Muslim communities that require highly religiously literate human resources for various social and religious roles. The challenge lies in how these strong religious competencies can be integrated synergistically with the strengthening of academic competencies and twenty-first-century skills, rather than sacrificing one dimension for another.

Overall, this study confirms the theoretical proposition that effective learning management serves as a significant predictor of graduate quality, although the relationship is mediated by contextual factors unique to each educational institution. At MA Matholi'ul Huda Bugel, the most prominent mediating factor is pesantren culture, which fundamentally shapes both value orientations and learning methods. These findings imply the need for developing a "hybrid" learning management model that intelligently combines the pedagogical strengths of pesantren traditions with contemporary pedagogical innovations demanded by the Merdeka Belajar curriculum. Such a hybrid model cannot be developed merely through technocratic adoption approaches, but instead must emerge organically from within the madrasah community itself through continuous dialogue between tradition and modernity grounded in critical reflection. In other words, MA Matholi'ul Huda Bugel possesses sufficiently strong social and cultural capital to develop a distinctive and excellent learning model, provided that visionary madrasah leadership and teachers with strong commitments to continuous learning and professional development are present.

CONCLUSION

This study concludes that teacher learning management at MA Matholi'ul Huda Bugel Jepara has been implemented in a relatively systematic manner through the functions of planning, instructional implementation, and learning evaluation, although several aspects still require improvement to achieve more comprehensive graduate quality outcomes. The findings demonstrate that the integration of pesantren traditions within the learning process has successfully strengthened students' religious competencies, character formation, and moral values, as reflected in graduates' abilities in Qur'anic memorization, classical Islamic text comprehension, and da'wah practices. However, limitations in technological integration, inconsistent implementation of the Merdeka Belajar curriculum, and the suboptimal use of evaluation results for continuous instructional improvement indicate that learning management practices remain predominantly oriented toward knowledge transmission rather than transformative and student-centered learning. This study further confirms that the relationship between learning management and graduate quality is multidimensional and strongly influenced by the sociocultural context of the madrasah, particularly pesantren culture as a mediating factor in shaping educational values and practices. Therefore, this research proposes the importance of developing a hybrid learning management model that integrates the pedagogical strengths of pesantren traditions with contemporary educational innovations in order to produce graduates who are not only religiously competent and morally grounded, but also academically competitive and equipped with twenty-first-century skills relevant to the demands of modern society.

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