

**THE ROLE OF EDUCATORS MADRASAH DINIYAH TAKMILIAH AWALIAH IN IMPROVING THE QUALITY OF ISLAMIC EDUCATION IN MADRASAH DINIYAH TAKMILIAH AWALIAH AR-RAHMAH RAHUNING, ASAHAN DISTRICT**

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**Abstract**

The purpose of this research is to describe the role of Madrasah Diniyah Takmiliyah Educators in Improving the Quality of Islamic Religious Education, and to find out the process of improving the quality of Islamic Religious Education at Madrasah Diniyah Takmiliyah Ar - Rahmah and what are the obstacles and efforts to improve the quality of Islamic Education. This study uses a qualitative research method, which is a study that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others, holistically and by way of description in the form of words and language, at a time. special contexts that are natural and by utilizing various natural methods, and in natural field situations as they are without manipulation. The results of this study show that: (1) The role of madrasah diniyah takmiliyah Awaliyah Ar-Rahmah in improving the quality of Islamic religious education (2) Forms of cooperation between Madrasah diniyah takmiliyah Awaliyah Ar-Rahmah and parents of students (3) the process of improving the quality of Islamic religious education in Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah (4) obstacles and efforts in improving the quality of Islamic religious education.

**Keywords:** Role Of Educators, Improving The Quality

**INTRODUCTION**

Madrasah Diniyah Takmiliyah Awaliyah as a quality and advanced Islamic educational institution still has a long way to go and the achievement of these goals must be with high seriousness and motivation. Madrasah Diniyah education managers should not only hope and depend on government politics, but focus more on empowering themselves together with the local community where Madrasah Diniyah Takmiliyah exists, accompanied by continuous innovation in education management based on human resources and of course. It's just that the sincerity of the education managers of Madrasah Diniyah Takmiliyah Awaliyah must remain the basis of inspiration and motivation in developing Madrasah Diniyah Takmiliyah as a sub-culture of pesantren that is populist and adaptive to the times.

For this reason, Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah is to continue to make Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah a place to support the quality of Islamic religious education for students. And the third independence owned by Madrasah Diniyah Takmiliyah Awaliyah Ar-

Rahmah to organize management and learning activities freely creatively without colliding with bureaucratic procedural rules that are often difficult.

Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah also aims to provide skills and a good understanding of worship practices related to daily life, such as carrying out ablution procedures, praying procedures, reading the Koran and so on. This study generally aims to determine the process of Islamic religious education held in the Madrasa. So that with this research, it is hoped that the role of Madrasah Diniyah Takmiliyah Awaliyah, especially in Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah, provides the best hope and solution in order to realize a generation of Muslims who are moral and have noble personalities who are always submissive and obedient to Allah swt.

Several previous studies have shown the role of Madrasah Diniyah including research by Ibrahim Lubis (2013) Rahmat Toyyib (2017) Zulfia Hanum Alfi Syahr (2016) Dahlina Sari Saragih (2019) Moch. Djahid (2016).

### **Research Methods**

This study uses qualitative research methods, namely to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others, holistically and by way of description in the form of words and language, in a special natural context. and by utilizing various natural methods, and in reasonable field situations as they are without manipulation. Data was collected through observation, interviews, and documentation. The data analysis technique used is the Miles and Huberman (1984) model, namely data reduction, data display and conclusion and verification.

### **RESEARCH RESULT AND DISSCUSSION**

Islamic religious education is very important in improving the quality of Islamic religious education, one of which is moral. Therefore, education that is carried out intensively and programmed, to obtain perfect results, Islamic Religious Education can also be carried out at Madrasah Diniyah Takmiliyah Awaliyah where in this Madrasah Diniyah Takmiliyah Awaliyah students are educated according to Islamic teachings of quality and good character. The role of Madrasah Diniyah Takmiliyah Awaliyah in improving the quality of Islamic education is very necessary, this is in accordance with the objectives of Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah Rahuning, namely instilling, growing and increasing students' self-awareness about the importance of Islamic education in everyday life both at school and at home.

The education of the Diniyah Takmiliyah Awaliyah madrasa is part of the education system that must be maintained because in this madrasa it is able to prove that students are learning Islam in terms of memorizing short suras, congregational Asr prayers and worship practices, so from this madrasah students will get used to their behavior both at home and in the community, and Madrasah Diniyah Takmiliyah Awaliyah education will be able to produce students who have good morals and lovers of the Qur'an. Moreover, all

Madrasah Diniyah Takmiliyah Awaliyah education systems are supported by madrasa principals and parents of students and the surrounding community, because losing is just hoping that the Islamic Religious Education learning system in Elementary School is only 2 hours of lessons it will not be enough to help.

From the results of the author's interview with one of the community, Mr. Ahmadi Panjaitan. "In the vicinity of the Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah Rahuning, they are happy with the Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah Rahuning because they see the children memorizing short suras and performing Asr prayers in congregation. These young children are taught to know religion when else, because if you only expect 2 hours in elementary school, it feels less than optimal".

So the writer can conclude that the community and parents also feel happy with the Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah Rahuning and they feel helped because children can apply the lessons at this school at home and in the community.

Historically, Madrasah Diniyah Takmiliyah Awaliyah as an Islamic religious education institution with a different institutional model, but in general they both have a role in organizing Islamic Religious Education for the surrounding community. Sociologically, Madrasah Diniyah Takmiliyah Awaliyah is to facilitate people who want to send their children to school. so that they want to study Islamic sciences and hope that their children behave with morality.

Madrasah diniyah have significance in preserving the Islamic religious education community and Islamic ethical moral values for the community, this role is increasingly unworthy of being ignored when considering the very large quantity of Madrasah Diniyah Takmiliyah Awaliyah. Madrasah Diniyah Takmiliyah Awaliyah must be the main part while school residents are required to participate in improving the quality of Islamic Religious Education which has become the progress of madrasa commitment.

According to the authors, quality improvement will only succeed if it emphasizes the independence and creativity of madrasas, the educational process involves various things outside the learning process, such as a safe and orderly school environment, the mission and quality targets of Islamic Religious Education to be achieved each year, strong leadership, high expectations from society for participation, self-development, continuous evaluation, communication and intensive support from parents, and society. And this is an easy task for madrasas in carrying out it, the weak management of education has an impact on the process of improving the quality of Islamic Religious Education.

Madrasah Diniyah Takmiliyah Awaliyah is one of the madrasas that has been able to provide new nuances in improving the quality of Islamic Education in Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah Rahuning and the community.

Based on the results of the author's research in the field, it shows that the role of Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah Rahuning is very much based on the author's observations of situations and conditions as well as the reality that exists in the madrasa environment. And this is also in accordance with the results of the researcher's interview with the Head of Curriculum Madrasa which revealed that improving the quality of education in the Madrasah environment plays a very important role, accompanied by programs that encourage the realization of good quality education.

a. Improving the moral development of students

As explained above, the basic core of Islamic Religious Education has three aspects in fostering students, namely moral education, morals, namely as an effort to instill good human character based on the Qur'an and Sunnah. In Madrasah Diniyah Takmiliyah Awaliyah also the most emphasized is the moral and personal development of students so that they become perfect Muslim individuals.

b. Additional strengthening curriculum for Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah

It is common knowledge that Islamic Religious Education in elementary schools has a problem, namely the allocation of a small amount of time so that the material is not conveyed in full. Likewise, Islamic Religious Education materials in schools offer a minimum of competence or minimum information so that most Islamic Religious Education teachers are only fixated on it so that the spirit of to enrich the curriculum with varied learning experiences less growing (Muhaimin, 2012: 89)

So that by implementing an additional curriculum such as the complete Madrasah Diniyah Takmiliyah Awaliyah, Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah Rahuning can produce students who can fully understand Islamic Religious Education, this will provide a comprehensive understanding of students in depth, especially in Madrasah Diniyah Takmiliyah Awaliyah emphasized on practice and delivered by creative teachers.

So that the concerns of the founders and heads of madrasas about the Islamic Religious Education curriculum regarding the material that was not conveyed and the lack of hours of Islamic Religious Education which had been a serious problem could be resolved properly.

c. Hold a program to improve the quality of Islamic religious education at the Madrasah diniyah takmiliyah Awaliyah ar-Rahmah

To improve the quality of education, Madrasah diniyah takmiliyah Awaliyah Ar-Rahmah has made programs that have previously been carried out together. With this program, the quality of Islamic religious education in the madrasah diniyah takmiliyah ar-rahmah can compete with other madrasas of diniyah takmiliyah Awaliyah.

a. Doing Asr prayer in congregation

By doing the Asr prayer in congregation, all students are directed to go to the mosque to perform the Asr prayer in congregation. With this, students

will get used to performing congregational prayers with their families at home and at the mosque.

b. Kultum ba'da Asr prayer in congregation

This cult training has been carried out for a long time to train students from an early age so that they can express their talents in terms of conveying religious material to the general public by always being accompanied by administrators who have talent in this field.

As the results of research in the field in an effort to improve the quality of Islamic religious education and develop education as they have implemented so far. In fact, improving the quality of Islamic religious education is a priority for schools, especially in Madrasah diniyah takmiliyah Awaliyah ar-Rahmah.

c. Carry out extracurricular activities

In an effort to improve the quality of education in the learning environment at Madrasah diniyah takmiliyah Awaliyah ar-Rahmah, extracurricular activities are carried out, namely:

a) Holding worship practices

The practice of this worship is carried out when in each class, how many kinds of them are carrying out the Asr prayer in congregation and reading the Qur'an every specified time.

b) Giving speech practice

Speech exercises are carried out once a week, precisely on Tuesday after returning from Madrasah diniyah takmiliyah Awaliyah ar-Rahmah, by practicing school materials during extracurricular activities and this activity is directly guided by the principal, Ummi Sa'amah.S.Pd.

c) Juz 30 and Hadith memorization deposits

What is a plus in improving the quality of education for Madrasah diniyah takmiliyah ar-Rahmah is by depositing the memorization of juz 30 from Surah An-Naba to Surah An-Nas, and memorizing the specified hadith. Each class has stages in depositing its memorization.

From this we can see that Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah is very good both in terms of regulations and in fostering students in terms of mastery of the material. So that in understanding the material, it is not only understood and understood but also remembered that the goal can be the habituation of students in practicing religious teachings that are accustomed to in madrasahs.

d. Facilities and infrastructure

This collaboration between the founders and principals of madrasahs and teachers in realizing the improvement of the quality of Islamic Religious Education provides all the facilities and infrastructure needed in the teaching and learning process of Madrasah Diniyah Takmiliyah Awaliyah Ar-Rahmah easier to implement quality improvement programs, because in addition to facilitating their implementation can also be used as motivation in the ongoing process of teaching and learning activities.

1. Form of cooperation between Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah and Parents of Students

In essence, the purpose of establishing the educational institution of Madrasah Diniyah Takmiliah Awaliyah is to provide sufficient religious knowledge to students at Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah. With this fact, the existence of Madrasah Diniyah Takmiliah Awaliyah is very important as a support and support for existing formal education (<http://www.anekamakalah.com/2012/07/revatilisasi-madrasah-diniyah-non.html>).

With the collaboration between Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah and Parents of Students, it is possible to improve the quality of good and quality Islamic Education and the community can accept it with programs that have been mutually agreed upon.

a. Human resources (teacher training)

Teachers as the spearhead of education to have competencies as expected by laws and government regulations. Not only that, classroom teachers must be active in self-actualization, namely developing creatively guided learning materials, developing professionalism in a sustainable manner by taking reflective actions.

In order to improve the quality of Islamic Religious Education in Madrasah Diniyah Takmiliah Awaliyah, it started a collaborative program by holding teacher training carried out in madrasas and also other motivations such as providing motivation from the founder and head of the madrasa, this is in order to provide motivational encouragement and complete understanding.

2. The Process of Improving the Quality of Islamic Religious Education in Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah

To produce quality education, madrasas need to have quality standards that can be used as guidelines in assessing their educational output (school performance) so that each year the desired quality can be guaranteed.

To improve the quality of madrasas according to Sudarwan Danim (2007: 56) involves five dominant factors: the leadership of the madrasa principal, students (children as the center), maximum teacher involvement, dynamic curriculum, collaborative networks. In this case the madrasa must have and understand a clear work vision capable and willing to work hard, have high work motivation, be diligent and steadfast in working, provide optimal service and strong work discipline. The approach that must be taken is that the child is the center so that the competencies and abilities of students can be seen so that schools can take an inventory of the strengths that exist in students.

Based on the results of research in the field, Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah have quality (graduates) which are used as guidelines in the process of implementing quality education quality improvement, madrasas need to have quality standards that can be used as guidelines in assessing their educational output (school performance) so that every year the desired quality is achieved.

a. Cognitive Realm

As for what is used as a quality standard in the Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah, namely in the cognitive domain, in the cognitive domain, madrasahs see the results of semester exam scores and joint final exams (UAB results) based on the results of these exams, the madrasah will make a program to achieve quality standards education. Apart from the standards issued by the madrasah government, the quality standards also look at the weight of each quality of the learning process that takes place, in the learning process how students' ability to understand each lesson and its success can be seen from the results of the semester exams.

b. Affective Realm

The standard for the affective domain in Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah is seen from the motivation and enthusiasm of students to participate in every activity at school.

c. Psychomotor domain

The psychomotor domain is a domain related to skills or the ability to act after a person has received a certain learning experience, to see the psychomotor domain at Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah pray in congregation and maintain cleanliness

3. Obstacles and Efforts for Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah Rahuning

This obstacle to improving the quality of education needs to be carefully considered so that in the future the Indonesian people can improve the quality of education smoothly and be able to compete in the Globalization Era. Presumably the authors need to explain the opinion of education experts about the obstacles to improving the quality of education, namely: According to Soedijarto 2008: 56) that the low quality or quality of education is in addition to being caused by the provision of a less proportional role to schools, inadequate planning, implementation, and management of the system. curriculum, and the use of cognitive achievement learning outcomes as the only indicator of educational success, is also due to the fact that the evaluation system is not planned to be positioned as an educational tool and an integrated part of the curriculum system.

Among the obstacles to improving the quality of Islamic religious education do not only refer to the cognitive or knowledge but also the practice, namely social. The patience, enthusiasm and persistence of educators are the main keys to directing and setting an example for students. Where the efforts made starting from the educator are then channeled to students and applied in everyday life, the giving is not done directly but gradually according to the capacity of students to accept, understand and apply it. Although there are several obstacles in improving the quality of Islamic Religious Education, but these can be overcome by educators properly.

a. Efforts of Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah

The form of efforts in overcoming obstacles to improving the quality of Islamic religious education while if the students are absent for a few days then

the teachers give warnings to the students and if the absence is up to three days there is no news from the parents then the students are given a letter from the head of the madrasa and if the students do not Also present, the homeroom teacher at the madrasah conducts a home visit or visits the student's home and directly communicates with the student's parents.

Before conducting the study, the efforts made to make it run as well as possible is to choose material that aims to form a good personality so that students of Madrasah Diniyah Takmiliah Awaliyah Ar-Rahmah Rahuning can know Islamic religious education better and students to often attend madrasahs to take part in learning activities. and students can practice activities in the madrasa to the community.

Teachers can understand the psychological state of students, it is difficult to accept learning well, because it is caused by different births and trauma due to different family conditions. the selection of methods that are not appropriate at the time of learning so as to make students reluctant to respond or actively participate in ongoing learning activities.

## **CONCLUSIONS AND RECOMMENDATIONS**

The conclusions that can be drawn are: (1) the role of madrasah diniyah in fostering morality both to fellow friends and to teachers because we know that madrasah diniyah education has a role in instilling early Islamic values in students. So that students are able to distinguish good and bad behavior, moral problems are of particular concern, (2) the process of improving the quality of religious education is carried out by referring to quality standards in assessing educational output (school performance) so that every year the desired quality can be guaranteed, in this case. through three domains of knowledge, namely Cognitive, Affective and Psychomotor, (3) obstacles are things that cause problems or things that have not been solved, problems that always occur in debate that require solutions to solve them, obstacles here can be concluded as things that become obstacles or difficulties in achieving effectiveness in Islamic religious education. The obstacles experienced were: lack of student attendance, socializing with friends, playing with social media, lack of parental care during class hours, and learning media that were less supportive, and (4) a form of effort to overcome obstacles was to give warnings to students and If there is no news from the parents for up to three days, then the students are given a letter from the head of the madrasa and if the students are not present, the homeroom teacher at the madrasah makes a home visit or goes to the student's house and directly communicates with the parents.

Recommendations that can be given are: (1) to the Head of Madrasah, they should provide optimal time for religious activities. and also cooperate with parents to improve the quality of Islamic religious education, (2) to teachers to pay more attention to students in Madrasah and motivate students to be more active in learning Islamic religious education, (3) to parents of students to give their role and support for their children to participate in religious learning activities at school so that students are always present at the madrasa,



and (4) for students to be more active in participating in learning activities, and pay more attention to every material presented by the teacher.

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