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Self-Evaluation-Based Quality Development Model at MI At-Tarbiyah Loa Janan

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abstract

Private madrasah ibtidaiyah still face persistent challenges in governance, curriculum implementation, teacher competence, and internal quality assurance. This study aims to describe the actual condition of educational quality and formulate a self-evaluation-based quality development model at MI At-Tarbiyah Loa Janan, Kutai Kartanegara Regency. Previous studies have discussed madrasah quality improvement, Total Quality Management, curriculum management, and Madrasah Self-Evaluation, but limited attention has been given to context-specific planning models for private Islamic elementary schools with restricted resources. This research employed a descriptive qualitative approach. The informants consisted of the madrasah principal, curriculum coordinator, and five teachers selected purposively. Data were collected through in-depth interviews, participatory observation, and document study, then analyzed through data condensation, data display, and conclusion drawing. The findings show that the madrasah has a strong improvement orientation, but institutional evaluation remains unsystematic, Merdeka Curriculum implementation is uneven, teacher competence varies, and internal quality assurance has not been documented as a formal cycle. The study offers a quality development model that integrates data-based leadership, curriculum integration, teacher professional development, internal self-evaluation, and community partnership.

Keywords: internal quality assurance; madrasah ibtidaiyah; quality development; quality management; self-evaluation

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INTRODUCTION

Madrasah ibtidaiyah, as an Islamic elementary education institution, carries a dual responsibility. It must meet national education service standards while preserving Islamic identity through learning, school culture, and character formation. This responsibility becomes more complex when private madrasahs operate with limited human resources, facilities, funding, and access to professional assistance. Quality improvement in such institutions cannot rely only on annual routines or administrative compliance. It requires a development plan that is evidence-based, locally grounded, and feasible for gradual implementation.

Recent studies on madrasah quality management show that quality is not limited to administrative completeness. It also involves leadership, institutional culture, academic supervision, teacher competence, curriculum, learning services, and stakeholder engagement. Mu'alimin, Muhith, and Hepni (2026) explain that quality management in Indonesian madrasahs is enacted holistically through character formation, tauhid-based curriculum practices, academic supervision, pedagogical innovation, and transformational leadership. This view is important because madrasahs cannot simply adopt general school quality models without adjusting them to Islamic values, institutional culture, and local capacity.

Curriculum implementation is one of the main areas where quality problems become visible. The Merdeka Curriculum gives schools and madrasahs wider flexibility, but its implementation requires administrative readiness, pedagogical understanding, and teacher capacity to manage learning. Astuti, Ismail, Fatimah, Puspita, and Herlina (2024) found that the implementation of the Merdeka Curriculum in Islamic education still faces obstacles related to administrative unpreparedness and incomplete understanding of curriculum components. This condition is relevant for private madrasah ibtidaiyah, especially those with limited access to training and mentoring.

Quality improvement also depends on supervision and teacher professional development. Posangi, Lundeto, Labaso, Anwar, and Damopolii (2025) show that educational supervision can improve teacher competence through classroom observation, performance evaluation, personal mentoring, and professional training. Problems arise when supervision is conducted only as an administrative formality and is not followed by coaching. In this situation, teachers may understand curriculum demands, but they do not always have a professional learning space to improve classroom practice.

The Ministry of Religious Affairs has strengthened madrasah governance through Madrasah Self-Evaluation, known as EDM, and the electronic Madrasah Work Plan and Budget,

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known as e-RKAM. Self-evaluation helps madrasahs identify their actual condition, set priorities, and connect quality needs with budget planning. Muhtasar, Fahrurrozi, and Hakim (2023) argue that EDM and e-RKAM create opportunities for more transparent and accountable madrasah fund management. Handika (2023) also shows that EDM helps madrasahs recognize strengths, weaknesses, and program needs before preparing a work plan. However, these benefits will not be optimal if a madrasah has not developed a regular internal evaluation habit.

MI At-Tarbiyah Loa Janan is a private Islamic elementary school in Kutai Kartanegara Regency that is attempting to improve the quality of its educational services. The preliminary condition of the madrasah shows a clear spirit of improvement, but it still faces limitations in institutional evaluation, curriculum implementation, teacher competence distribution, and internal quality assurance. This situation makes MI At-Tarbiyah Loa Janan a relevant case for understanding how a private madrasah designs a quality development plan based on field conditions.

Previous studies have examined excellent madrasah development strategies, Total Quality Management implementation, and the use of EDM in madrasah planning. However, studies that formulate a self-evaluation-based quality development model for private madrasah ibtidaiyah with limited resources remain relatively limited. The novelty of this study lies in developing a model that does not merely describe problems, but also links field findings with program priorities, responsible actors, success indicators, and follow-up directions. Therefore, this article provides a practical contribution for similar madrasahs and a conceptual contribution to Islamic educational management.

Based on this background, this study addresses two research questions. First, what is the actual condition of educational quality at MI At-Tarbiyah Loa Janan. Second, what quality development model is relevant and applicable for the madrasah. The objectives of this research are to describe the educational quality condition objectively, identify supporting and inhibiting factors, and formulate a quality development model that can guide institutional improvement.

Literature Review

Studies on madrasah educational quality position madrasahs as educational organizations that must manage processes, outcomes, and institutional culture in an integrated manner. Quality management does not only emphasize the achievement of administrative standards. It also encourages continuous improvement through leadership, teacher participation, and stakeholder involvement. Kholid (2024) explains that madrasah management based on Total Quality

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Management requires the involvement of all institutional elements in student development. Afriantoni, Alya, Juni, and Zalyanti (2025) also emphasize that consistent evaluation is an important component of Total Quality Management implementation in madrasahs.

Madrasah Self-Evaluation has a strategic position because it provides initial data for planning. EDM helps a madrasah read its actual condition more objectively, not only through assumptions or routine perceptions. The results of EDM can be connected with e-RKAM so that programs and budgets are based on identified needs. Muhtasar et al. (2023) state that integrating EDM and e-RKAM supports transparency and accountability in madrasah management. Janna, Bahrani, and Ramli (2024) add that Total Quality Management principles can be strengthened through the use of EDM results as the basis for quality education development strategies.

Curriculum is a key dimension of educational quality because it is directly related to learning services. The Merdeka Curriculum provides an opportunity for madrasahs to adapt learning to student needs and institutional contexts. However, this opportunity becomes effective only when teachers understand curriculum principles, can prepare teaching documents, and receive adequate supervision. Astuti et al. (2024) found that the Merdeka Curriculum in Islamic education still faces administrative obstacles and uneven teacher understanding. Rodliyah, Khusnuridlo, Fauzi, and Baharun (2024) argue that curriculum management in Islamic schools must integrate design, implementation, and evaluation.

Teacher competence determines the quality of classroom learning. Teachers with strong pedagogical, professional, social, and personal competence are more prepared to translate curriculum ideas into meaningful learning experiences. Posangi et al. (2025) show that supervision can improve teacher competence through classroom observation, evaluation, mentoring, and training. In private madrasahs with restricted resources, teacher development should use realistic strategies such as internal workshops, peer mentoring, lesson study forums, and reflective teaching discussions.

Based on this literature, this study uses a self-evaluation-based quality development framework. The framework views quality as the result of relationships among institutional diagnosis, leadership, curriculum, teacher competence, internal quality assurance, and partnership. Self-evaluation is placed as the starting point for identifying problems and setting priorities. A quality development plan then functions as a follow-up instrument so that improvement does not stop at problem mapping, but moves toward changes in institutional practice.

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RESEARCH METHOD

This study used a descriptive qualitative approach. This approach was selected because the research aimed to understand madrasah quality conditions contextually through the experiences of educational actors, institutional practices, and supporting documents. Qualitative research enables the researcher to interpret meanings behind policies, learning activities, work relations, and evaluation mechanisms within the madrasah. This design is suitable for explaining quality problems that cannot be understood only through numerical indicators, but need to be examined through processes, experiences, and context (Creswell & Poth, 2018; Sugiyono, 2022).

The research location was MI At-Tarbiyah Loa Janan, Kutai Kartanegara Regency, East Kalimantan. The location was chosen because the madrasah was in a stage of quality development and faced resource limitations commonly experienced by private Islamic elementary schools. Informants were selected purposively by considering their direct roles in quality management, curriculum implementation, learning activities, and institutional programs. The informants consisted of the madrasah principal, curriculum coordinator, and five teachers.

Table 1. Research Informants

Code	Position	Number	Information Focus
I1	Madrasah principal	1 person	Quality policy, leadership, evaluation, and madrasah development planning
I2	Curriculum coordinator	1 person	Curriculum implementation, learning supervision, and teacher development needs
I3-I7	Classroom and subject teachers	5 persons	Learning practice, training needs, classroom constraints, and institutional support

The study used primary and secondary data. Primary data were obtained from interviews and observation. Secondary data were obtained from curriculum documents, annual work programs, activity reports, and available evaluation documents. The main research instrument was the researcher, while supporting instruments included an interview guide, observation sheet, and document review format. The interview guide covered quality leadership, curriculum implementation, teacher competence, internal quality assurance, facilities, and partnership. The

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observation sheet was used to record the actual condition of the madrasah and classroom learning activities. The document review format was used to examine the relationship between written programs and institutional practice.

Data were collected through in-depth interviews, participatory observation, and document study. The interviews were semi-structured so that informants could explain their experiences and views openly while remaining within the research focus. Observation was conducted to examine facilities, learning practices, interactions among madrasah members, and quality program implementation. Document study was used to strengthen field data and check whether institutional documents supported daily practices.

Data analysis used the Miles, Huberman, and Saldaña model, which includes data condensation, data display, and conclusion drawing (Miles et al., 2014). Data condensation was conducted by selecting information relevant to the research focus, coding important themes, and grouping data into categories. Data were displayed through thematic narratives and finding matrices. Conclusions were drawn by comparing interview, observation, and documentation data to obtain consistent understanding.

Data credibility was strengthened through source triangulation and technique triangulation. Source triangulation was carried out by comparing information from the principal, curriculum coordinator, and teachers. Technique triangulation was conducted by comparing interview results, observation notes, and document findings. The research also considered ethical principles by obtaining informant consent, maintaining personal confidentiality, and using data only for academic purposes.

RESULT

Quality Leadership and Institutional Evaluation

The findings show that the madrasah principal has a commitment to improving educational quality. This commitment is visible in efforts to prepare annual work programs, invite teachers to discuss institutional needs, and open opportunities for feedback from madrasah members. The principal stated, "we have tried to improve many things, but limited staff and budget often make our steps different from the initial plan." This statement indicates that the madrasah has an improvement orientation, but its implementation capacity remains limited.

Madrasah leadership also appears open to teacher input. One senior teacher stated, "our principal is always open to suggestions, but the follow-up sometimes does not reach classroom implementation." This data indicates a gap between institutional communication and operational

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follow-up. Meetings and directions have been conducted, but they have not always been translated into measurable supervision, mentoring, or learning improvement.

Observation shows that the evaluation function has not operated as a quality cycle. Evaluation tends to be conducted after administrative needs arise or before certain activities. The madrasah does not yet have a fixed self-evaluation schedule, standardized instruments, or written follow-up mechanisms. This condition means that improvement programs are not fully data-based. Decisions depend more on the principal's experience and teachers' informal input.

Curriculum Implementation and Learning Process

The curriculum used by the madrasah refers to national policy and is combined with Islamic content. The curriculum coordinator explained, "we use the Merdeka Curriculum as the main reference, but in practice many teachers still use old patterns because not all of them have received adequate training." This quotation indicates a gap between curriculum policy and classroom practice.

Teachers have attempted to create conducive learning, but teaching method variation remains quite wide. Some teachers have begun to use varied learning activities, while others still rely on lecturing and routine assignments. One fourth-grade teacher stated, "I try to vary my teaching methods, but without mentoring I do not know whether my method is already correct." This statement shows the need for more directed pedagogical supervision.

Curriculum documents show that the madrasah already has a learning program framework. However, the integration of Islamic values into general subjects has not been systematically designed. Integration mostly appears through habituation, teacher advice, and daily religious activities. The madrasah does not yet have written guidelines that help teachers connect learning outcomes with Islamic values consistently.

Teacher Competence and Professional Development

Teacher competence at MI At-Tarbiyah Loa Janan varies. Two certified teachers appear more prepared to develop lesson documents and understand learning standards. Three other teachers still need mentoring in lesson planning, active learning methods, and assessment preparation. This difference indicates that teacher development needs cannot be treated uniformly.

One honorary teacher stated, "we want to develop, but access to training is very limited, especially when the cost is not always covered by the madrasah." This statement shows that

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motivation for self-development exists, but a continuous training system has not supported it. The curriculum coordinator also emphasized, "we have tried to organize in-house training, but its frequency is still very limited because of time and funding constraints."

These findings indicate that human resource development needs to become a major priority. Certified teachers need strengthening in learning innovation, assessment, and teaching material development. Non-certified teachers need more structured basic coaching. Without a tiered professional development strategy, competence gaps among teachers will continue to affect learning quality.

Internal Quality Assurance and Madrasah Self-Evaluation

The findings show that the internal quality assurance system has not been institutionally established. The madrasah does not yet have periodic self-evaluation documents, internal quality indicators, or a quality assurance team that works with a structured agenda. The principal stated, "we know that evaluation is important, but we do not yet have a standard instrument to conduct it regularly." This quotation shows that quality awareness has emerged, but institutional instruments are not yet available.

Feedback from parents and students has not become part of the quality improvement cycle. Parental input is usually received informally through daily communication or certain meetings. This information has not been collected through satisfaction surveys or evaluation records that can be analyzed. As a result, the madrasah does not yet have sufficient data to set program priorities objectively.

The absence of self-evaluation instruments is a major obstacle. The madrasah cannot yet map strengths and weaknesses in a measurable way in the areas of leadership, learning, teacher competence, facilities, school culture, and partnership. This condition creates a risk that quality development plans will be prepared based on general perception rather than documented evidence.

Quality Development Planning Model

Based on the findings, the quality development plan at MI At-Tarbiyah Loa Janan should be organized as a gradual model. This model connects quality problems, root causes, development plans, and success indicators. It is not intended as a uniform program for all madrasahs. It is a contextual design that can be adjusted to institutional capacity.

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Table 2. Self-Evaluation-Based Quality Development Model at MI At-Tarbiyah Loa Janan

Quality Aspect	Actual Condition and Root Issue	Development Plan	Success Indicator
Quality leadership	The principal is open to input, but follow-up is not consistent. The madrasah has no scheduled evaluation and supervision agenda.	Prepare an evaluation calendar, hold monthly follow-up meetings, and conduct academic supervision based on improvement notes.	Evaluation calendar, follow-up minutes, and supervision reports are available each semester.
Curriculum and learning	The Merdeka Curriculum is used as a reference, but classroom practices remain uneven. Teacher training and Islamic value integration guidelines are limited.	Prepare curriculum integration maps, teaching document workshops, and inter-teacher lesson review forums.	Teaching documents include Islamic value integration, teachers use active methods, and supervision results show classroom improvement.
Teacher competence	Teacher competence varies between certified and non-certified teachers. Access to training is limited and professional development is not yet tiered.	Conduct internal training, teacher mentoring, teaching document clinics, and peer classroom observation.	Each teacher has a self-development plan, participates in training, and revises teaching documents.
Internal quality assurance	EDM and internal evaluation are not implemented	Establish a quality assurance team, prepare self-	Self-evaluation documents, quality priority matrices, and

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Quality Aspect	Actual Condition and Root Issue	Development Plan	Success Indicator
	periodically and are not documented. Instruments, team, and quality cycle are not yet available.	evaluation instruments, and connect evaluation results with work planning.	data-based follow-up plans are available.
Community partnership	Communication with parents remains informal and has not become quality data. Feedback and partnership mechanisms are not systematic.	Prepare parent satisfaction surveys, regular communication forums, and partnerships with surrounding institutions.	Parent feedback data, partnership agendas, and community support for madrasah programs are documented.

DISCUSSION

Self-Evaluation as the Starting Point of Quality Development

The findings indicate that the main problem at MI At-Tarbiyah Loa Janan is not the absence of improvement spirit, but the weak mechanism of institutional diagnosis. This condition shows the importance of self-evaluation as the starting point of quality development. Self-evaluation helps a madrasah transform general problems into more measurable information. The information can then be used to set program priorities, distribute responsibilities, and allocate resources.

This finding is in line with Muhtasar et al. (2023), who position EDM and e-RKAM as planning instruments that support transparency and accountability in madrasah management. Handika (2023) also shows that EDM helps madrasahs identify weaknesses and strengths before preparing work plans. In the context of MI At-Tarbiyah Loa Janan, self-evaluation should not be treated as an administrative obligation. It should function as an institutional learning mechanism. The madrasah needs to use evaluation results as the basis for programs, not merely as complementary documents.

The model offered in this study emphasizes the relationship between field findings and

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improvement actions. Each problem must be traced to its root cause and then connected with strategies and indicators. This pattern is important because many quality development programs fail not because they are irrelevant, but because they do not have follow-up indicators. Through this model, the madrasah can control whether a program truly affects learning practice and governance.

Quality Leadership and Follow-Up Culture

The principal's leadership is the main driver of quality development. The findings show that the principal has opened communication spaces, but follow-up has not been strong. This condition indicates that quality leadership is not sufficiently demonstrated through openness alone. It must be proven through supervision systems, data-based decisions, and consistent program implementation. The principal needs to translate teacher input into clear work agendas.

Zakariyah (2024) argues that excellent madrasah development requires institutional strengthening, human resource improvement, holistic curriculum, comprehensive evaluation, and partnership networks. Mu'alimin et al. (2026) also show that madrasah quality is developed through leadership, academic supervision, pedagogical innovation, and adaptation to Islamic value contexts. The findings at MI At-Tarbiyah Loa Janan support these views, but at the scale of a private madrasah with more limited capacity. Quality development must therefore be realistic and gradual.

Follow-up culture needs to become a central concern. Every meeting, supervision activity, and evaluation should produce action notes, responsible persons, time limits, and success indicators. Without this mechanism, evaluation will stop as conversation. With a follow-up culture, the madrasah can ensure that identified problems truly enter the improvement agenda.

Curriculum, Learning, and Teacher Development

The gap between Merdeka Curriculum policy and classroom practice shows that curriculum does not automatically become quality. Teachers need understanding, sample teaching documents, supervision, and feedback. Astuti et al. (2024) explain that the implementation of the Merdeka Curriculum in Islamic education still faces challenges related to administrative readiness and uneven understanding. The findings at MI At-Tarbiyah Loa Janan show a similar pattern, especially among teachers who have not received adequate training.

Madrasah curriculum development should be directed toward two aims. First, the curriculum must meet national policy demands. Second, it must strengthen the Islamic identity of

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the madrasah operationally. Rodliyah et al. (2024) show that curriculum management in Islamic schools needs to consider design, implementation, and evaluation by involving internal and external stakeholders. Therefore, MI At-Tarbiyah Loa Janan needs to prepare written guidelines for integrating Islamic values into teaching documents, not merely rely on informal habituation.

Teacher professional development should also be tiered. Certified teachers can act as mentors for teachers who still need assistance. Posangi et al. (2025) show that supervision and personal mentoring can improve teacher competence. In a madrasah with a limited budget, strategies such as peer classroom observation, teaching document clinics, good practice forums, and internal mentoring are more realistic than relying only on external training.

Internal Quality Assurance and Community Partnership

Internal quality assurance at MI At-Tarbiyah Loa Janan has not become a documented system. Yet a quality system is needed so that improvement does not depend solely on personal initiative. Kholid (2024) explains that madrasah management based on Total Quality Management requires the involvement of all institutional elements. Janna et al. (2024) add that integrating Total Quality Management principles with EDM results can become a strategy for realizing quality education. These perspectives confirm that evaluation data and participation among madrasah members should move together.

Partnership with parents and community also needs to be upgraded from informal communication to a feedback system. Parents can become an important data source regarding service satisfaction, changes in children's behavior, and learning needs. The madrasah can use this information to improve services. Community involvement can also help the madrasah address resource limitations, especially in facilities, character development activities, and religious program support.

The main contribution of this research is a self-evaluation-based quality development model derived from the actual condition of the madrasah. The model strengthens the idea that private madrasahs do not always need large programs to begin improvement. A madrasah can start from simple instruments, follow-up meetings, scheduled supervision, gradual teacher coaching, and parental feedback collection. Small but consistent improvement can become the basis for a sustainable quality culture.

CONCLUSION

This study shows that educational quality at MI At-Tarbiyah Loa Janan has been supported

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by the principal's commitment and teachers' willingness to improve. However, quality has not developed optimally because institutional evaluation is not systematic, curriculum implementation remains uneven, teacher competence varies, and internal quality assurance has not been documented. This condition shows that the main problem is not only resource limitation, but also the weak mechanism of self-evaluation and data-based follow-up.

The quality development model formulated in this study includes five priorities: strengthening data-based leadership, developing integrative curriculum and learning, improving teacher competence through tiered professional development, establishing an internal quality assurance system, and strengthening partnerships with parents and the community. The model positions self-evaluation as the starting point so that each development program does not become a formality, but is based on real madrasah needs.

This study has practical implications for principals, teachers, supervisors, and policymakers. Principals need to build measurable evaluation and supervision calendars. Teachers need to be involved in continuous professional development forums. Supervisors and the Ministry of Religious Affairs need to provide technical assistance so that private madrasahs can implement EDM, e-RKAM, and internal quality assurance more effectively. This study is limited to one madrasah. Future research may test the model in several madrasah ibtidaiyah with different regional characteristics and institutional capacities.

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