A SOLUTION TO RESOLVE IN REALIZING QUALITY LEARNING AT MADRASAH DINIYAH TAKMILIYAH

SOLUSI DALAM MEWUJUDKAN PEMBELAJARAN BERKUALITAS DI MADRASAH DINIYAH TAKMILIYAH

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ABSTRACT

This study aims to examine the obstacles to meeting learning standards at Madrasah Diniyah Takmiliyah (MDTA) in Baleendah District, Bandung Regency. The research method used is a qualitative approach with case studies. Data collection techniques are carried out through in-depth interviews, direct observation, and documentation. Five MDTA heads are the source of data, namely from MDT Zahratun Nisa, MDT Baitul 'Arif, MDT Ummul Fahmi, MDT Al Jihad, and MDT Husnul Khotimah. The results of the study show that the main obstacles faced include limited infrastructure, low competence of educators, and lack of support from parents and the community. The strategies used by individual principals vary, from seeking external support to improving teacher discipline and motivation. This study provides recommendations for improving teacher competence, collaboration with external parties, and increasing the participation of parents and the community in supporting the quality of learning at MDTA. With greater support from various parties, MDTA can significantly improve the quality of its learning.

Keywords: Madrasah Diniyah Takmiliyah; learning standards; infrastructure, educator competence; parent participation;

ABSTRAK

Penelitian ini bertujuan untuk mengkaji kendala pemenuhan standar pembelajaran di Madrasah Diniyah Takmiliyah (MDTA) di Kecamatan Baleendah, Kabupaten Bandung. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi langsung, dan dokumentasi. Lima kepala MDTA menjadi sumber data, yakni dari MDT Zahratun Nisa, MDT Baitul 'Arif, MDT Ummul Fahmi, MDT Al Jihad, dan MDT Husnul Khotimah. Hasil penelitian menunjukkan bahwa kendala utama yang dihadapi antara lain keterbatasan infrastruktur, rendahnya kompetensi pendidik, dan kurangnya dukungan dari orang tua dan masyarakat. Strategi yang digunakan oleh masing-masing kepala sekolah bervariasi, mulai dari mencari dukungan eksternal hingga meningkatkan disiplin dan motivasi guru. Penelitian ini memberikan rekomendasi untuk meningkatkan kompetensi guru, kolaborasi dengan pihak
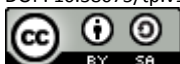
eksternal, dan peningkatan partisipasi orang tua dan masyarakat dalam mendukung kualitas pembelajaran di MDTA.

INTRODUCTION

Madrasah Diniyah Takmiliyah (MDT) has a long history in the implementation of non-formal Islamic religious education in Indonesia. Since ancient times, MDT has played a role as one of the educational institutions that is a place of religious guidance for children. In the midst of the dynamic development of the times, MDT is expected to continue to carry out its function as an institution that strengthens the formation of faith and character of the nation's children (Asbari & Radita, 2024). However, the sustainability of MDT in providing quality education is currently faced with various challenges, both from the internal aspects of the institution itself and from global developments that affect the way of learning and teaching (Saadah et al., 2022).

On the one hand, MDT is still expected to be able to give birth to a generation that has in-depth knowledge of Islamic teachings and can practice moral and spiritual values in daily life (Mannan & Atiqullah, 2023). But on the other hand, MDT also needs to keep up with the flow of technological developments that continue to develop rapidly and have become an integral part of modern society's life. This requires MDT to be able to adopt learning methods that are relevant to the demands of the times and utilize technology as an effective means of learning (Salsabila & Agustian, 2021).

Currently, the quality of education at MDT is still a crucial issue. Most of the MDTs still face obstacles in terms of limited facilities and infrastructure, lack of competent human resources, and less varied teaching methods. The lack of access to the latest and relevant teaching materials is also one of the factors that hinder the improvement of learning quality. On the other hand, the management of MDT is often still traditional, so it has not made much use of technological developments that can support the teaching and learning process (Istiyani, 2017).

The challenge in improving the quality of education at MDT comes not only from internal limitations but also from major changes in the external environment. The ongoing industrial revolution 4.0 has had a major impact on almost all sectors of life, including the education sector (Miskiah, 2021). Advances in information and communication technology present challenges for MDT to adopt more modern and technology-based teaching methods(Himayaturrohmah, 2019). However, many MDTs do not have the capacity to apply this technology in learning due to limited infrastructure and knowledge.

In addition, MDT is also faced with the fact that many children today are more interested in digital technology such as social media and online games than studying in madrasas. This phenomenon requires

MDT to adapt to a more interactive learning approach and utilize technology to attract students' interest. Unfortunately, MDTs often have difficulty accessing digital technology and adapting it to the religious curriculum (Astuti et al., 2024).

In addition, teacher competence at MDT is an important factor in the learning process. Teachers at MDT generally have a strong religious education background but lack modern pedagogical skills. Teachers who are less trained in using varied learning methods and modern educational technology will certainly have difficulties in facing the challenges of the times. Therefore, improving the competence of educators is one of the main solutions that must be done to realize quality learning at MDT (Ardat et al., 2022).

In the context of religious learning, other challenges also come from the role of parents and the surrounding community (Fauzian, 2021). Many parents still have the view that religious education is only the task of institutions such as MDT, so they do not play an active role in supporting their children's religious education at home. In fact, religious education must be a shared responsibility between educational institutions and families. Without adequate support from parents, students at MDT may not get the reinforcement needed to practice religious science in daily life (Zubairi, 2022).

These challenges put MDT in a difficult position to achieve its goal of producing a generation of noble character and knowledge of Islamic teachings. For this reason, strategic efforts are needed to improve the quality of learning at MDT, both in terms of curriculum development, infrastructure, educator competence, and collaboration with various parties that can support the sustainability and development of MDT in the future (Fauzian, 2021).

In particular, the government has a very important role in supporting the existence of MDT. Support in the form of policies, funding, and programs to improve the competence of educators is needed so that MDT can compete with other educational institutions in providing quality education. Cooperation between MDT and various government and private institutions also needs to be strengthened to ensure the availability of adequate learning facilities and infrastructure, as well as create a more innovative religious education ecosystem (Ashari et al., 2023).

This study aims to examine the unique challenges faced by Madrasah Diniyah Takmiliyah (MDT) in its efforts to improve the quality of learning and identify practical solutions(Royani & Usuludin, 2019). Unlike other non-formal educational institutions, MDT operates in a typical Islamic educational context, often grappling with limited resources, dual demands to integrate religious and general knowledge and varying levels of community support. These challenges highlight the important role of MDT in preserving the tradition of Islamic education while adapting to contemporary demands.

To address this problem, this study analyzes key aspects such as the competence of teaching staff, the adequacy of educational infrastructure, and the integration of technology into

the learning process. By focusing on this dimension, this study seeks to uncover actionable strategies that differentiate the MDT experience from the broader non-formal education context.

The novelty of this research lies in its holistic exploration of the specific challenges of MDT and its focus on bridging the gap between traditional methods and modern educational practices. Through this approach, the study aims to provide new insights and relevant recommendations for MDT managers, policymakers, and stakeholders, contributing to a broader discourse on improving the quality of Islamic education in Indonesia.

METHOD

This study uses a qualitative approach with a case study method (Sugiyono, 2023), Aims to explore obstacles in meeting learning standards in several Madrasah Diniyah Takmiliyah (MDTA) located in Baleendah District, Bandung Regency. The case study method was chosen because it allows for an in-depth examination of specific contexts and situations, making it suitable for uncovering unique challenges(Wallen & Fraenkel, 2013). However, that affect the quality of learning in MDTA.

Selection Criteria and Reasons

The selection of participating MDTA is based on purposive sampling, taking into account factors such as their geographical location in Baleendah District, the diversity of institutional challenges they face, and their willingness to participate in research. The focus on Baleendah Regency is driven by the representation of urban and semi-urban educational environments, reflecting the broader trend of non-formal Islamic education in Indonesia. Participating institutions include MDT Zahratun Nisa, MDT Baitul 'Arif, MDT Ummul Fahmi, MDT Al Jihad, and MDT Husnul Khotimah, as they collectively represent a wide range of organizational sizes, resource levels, and community support structures.

Data Collection Techniques

Data collection is carried out through three main methods:

In-Depth Interviews

Between June 24 and July 10, 2024, the chairmen of the five selected MDTAs were interviewed in a semi-structured manner. The questions were focused on identifying barriers to improving the quality of learning, strategies used to overcome those barriers, and perceptions of meeting learning standards. These interviews provide first-hand insights into institutional challenges from the perspective of key stakeholders.

Observation

Direct observation was carried out to review the learning process in each MDTA, including classroom interactions, teaching strategies, and the use of available resources. This method complements the interview by providing a contextual understanding and identifying differences between reported and observed practices.

Documentation

Supporting data, such as institutional diaries, activity reports, policies, and records of professional development initiatives, are collected and analyzed to provide a comprehensive view of institutional practices and challenges.

Data Analysis

The data is analyzed using thematic analysis to identify, organize, and interpret patterns in the data. The analysis follows the following steps:

Data Introduction
Transcripts of interviews and observation notes are read several times to ensure a thorough understanding.

Initial Coding
The data is divided into meaningful units and encoded based on recurring themes related to challenges and strategies to meet learning standards.

Theme Development
The code is grouped into overarching themes, such as infrastructure constraints, teacher competence, and community involvement.

Interpretation
The themes are interpreted in relation to the research objectives, highlighting their implications for the quality of learning in MDTA.

This systematic analysis ensures transparency and is replicable by providing a clear framework for connecting findings with the data collected. This finding is expected to provide actionable insights to overcome challenges and improve the quality of Islamic education in Baleendah Regency, Bandung Regency.

RESULTS AND DISCUSSION
Based on the results of interviews with five heads of Madrasah Diniyah Takmiliyah (MDT), there are a number of significant challenges in efforts to realize good learning quality at MDT. This interview was conducted with MDT Head Zahratun Nisa, MDT Head Baitul 'Arif, MDT Head Ummul Fahmi, MDT Head Al Jihad, and MDT Head Husnul Khotimah, between June 24 to July 10, 2024. From the interview, several main obstacles were found that hindered the learning process, including the strategies taken to overcome these obstacles.

1. **Barriers to Meeting Learning Standards**

Of the five MDT heads interviewed, there are similarities in the challenges they face, namely the limitations of human resources (HR) and infrastructure. As the results of the interview with the Head of MDT Zahratun Nisa stated that the teachers at MDT have not met the expected standards, which has an impact on the quality of learning,

> *There are several things that I have considered so far as challenges that must receive special attention, such as teacher human resources that do not meet standards, meaning that there is a need for improvement, inadequate facilities and infrastructure, and inadequate community support.* Interview Results, Chairman of MDTA Zahratun Nisa, June 24, 2024)

This was also expressed by the Chairman of MDT Ummul Fahmi who emphasized the lack of infrastructure facilities that support teaching and learning activities (KBM),

> *There are several things that I consider so far as challenges that must receive special attention, such as the lack of infrastructure to support KBM* (Interview Results, Head of MDTA Ummul Fahmi, June 26, 2024)

In addition, the lack of teacher welfare is also a problem faced at MDT Baitul 'Arif, where limited time and learning

media are also obstacles. As a result of the interview,

> Some of the obstacles as well as challenges for me as a leader are the discipline of teacher attendance, lack of teacher welfare, limited learning time, and incomplete learning media. Interview Results, Head of MDTA Baitul 'Arif, June 25, 2024)

From the results of this interview, it can be seen that the main obstacles faced by all MDT heads are the limitations of physical facilities and the uneven quality of educators. Most teachers at MDT still have diverse educational backgrounds, with many not yet achieving the ideal academic qualifications. In addition, the problem of support from parents is also an obstacle, as revealed by the Chairman of MDT Husnul Khotimah, where the involvement of parents is still very lacking in supporting the educational process of their children in madrasas. As a result of the interview,

> There are several things that have indeed been obstacles so far, infrastructure, the quality of teachers who have not met the standards, teachers with different backgrounds, and minimal academic graduates. Also, the involvement of the student's parents is not paying attention and it is a bit difficult to work together. Interview Results, Chairman of MDTA Husnul Khotimah, July 1, 2024)

The results of the interview are in line with the results of observations in the four educational institutions, namely MDT Zahratun Nisa, MDTA Baitul 'Arif, MDTA Ummul Fahmi, and MDTA Husnul Khotimah there are several obstacles in meeting learning standards that need to be considered. One of the main obstacles is that learning planning has not been done properly. In these three institutions, teachers have not fully prepared a systematic and structured learning plan before the implementation of learning. This can certainly affect the quality of the learning process and the achievement of expected goals.

In addition, innovation and creativity in learning are also still challenges. Teachers do not seem to have fully implemented innovation in teaching and learning activities. Lack of innovation can have an impact on low student motivation and lack of variety in learning methods, which has the potential to reduce active student participation. Although some teachers have used a variety of methods and approaches in learning, the application of these methods has not been consistent and optimal, which may be due to limited resources or lack of specialized training.

Another obstacle is related to the additional tasks given to teachers. Some teachers seem to have difficulty performing these additional tasks well, which can overwhelm them and reduce their focus on planning and executing the learning process effectively. Thus, it is necessary to improve training for teachers, especially in terms of learning planning and the implementation of innovation. Additionally, resource support and a more structured division of tasks can help overcome these constraints.

2. Strategies for Overcoming Obstacles

To overcome these obstacles, each head of MDT develops a different strategy according to the condition of the institution he leads. The Head of MDT Zahratun Nisa stated that he routinely holds annual evaluations through work meetings with teachers and staff to find solutions, including looking for donors to improve facilities and infrastructure. As a result of the interview,

I routinely conduct evaluations by holding work meetings with teachers and staff every year, looking for donors for the development of facilities and infrastructure, and involving the community in every activity. (Interview Results, Chairman of MDTA Zahratun Nisa, June 24, 2024)

Chairman of MDT Baitul 'Arif also emphasized the importance of teacher discipline, by routinely urging teachers to come on time and strive to improve learning media. As a result of the interview,

Actually, as long as I hold the Baitul 'Arif MDT, straightforward, but there are indeed several things that I must improve in improving the quality of education and learning activities in our institution, so that I as the head of the madrasah routinely urges and emphasizes that teachers do not come late (on time), sincerely, urge teachers to come early and I do my best to complete the learning media. (Interview Results, Head of MDTA Baitul 'Arif, June 25, 2024)

Meanwhile, MDT Chairman Al Jihad, stated that his party is trying to find donors from the private sector and the government to help meet MDT's financial needs, although until the time of the interview, there have been no significant results.

What I can do is look for donors, both private and government (but until now there has been no agreement), also relying on the results of children's infaq. (Interview Results, Chairman of MDTA Al Jihad, June 27, 2024)

Similarly, MDT Chairman Husnul Khotimah focuses more on efforts to involve students in religious competitions and events, such as Porsadin (Diniyah Sports and Arts Week) and PHBI (Islamic Day Commemoration), as part of a strategy to motivate and improve the quality of student learning.

Competitions are often held, either at the MDT itself or involving other MDTs. For example, Porsadin, Imtihan, includes students in PHBI and PHBN activities. (Interview Results, Head of MDTA Husnul Khotimah, July 1, 2024)

From the various strategies carried out, it can be seen that the heads of MDT are trying their best to overcome existing obstacles in a creative and adaptive way. However, difficulties in obtaining adequate resources, both in the form of finance and support from the government and the community, are still a significant problem.

3. **Concrete Steps in Fulfilling Curriculum Standards**

In addition to facilities and infrastructure constraints, the

implementation of a standard curriculum is also a challenge faced by the head of MDT. The Head of MDT, Zahratun Nisa, stated that he had made efforts to provide guidebooks according to standards and recruit professional teachers. Chairman of MDT Baitul 'Arif said that they actively identify curriculum needs and analyze relevant curriculum materials.

MDT Chairman Ummul Fahmi stated that they rely on the dedication of teachers who teach sincerely even with the limitations of existing facilities. Meanwhile, the Head of MDT, Husnul Khotimah, emphasized the importance of cooperation with students' parents in optimizing learning time and improving the quality of learning at MDT.

Based on these findings, it can be seen that each MDT has made various concrete efforts to meet curriculum standards. However, the challenges faced, especially related to facilities and infrastructure as well as human resources, hinder their ability to fully implement the ideal curriculum. Efforts to provide the right teaching materials and improve the quality of educators are one of the main solutions implemented by the head of MDT.

4. Key Challenges in Realizing Quality of Learning at MDT

From the results of interviews with five MDT heads, it can be concluded that the main challenges in realizing good quality of learning at MDT revolve around three things: limited infrastructure, lack of educator competence, and lack of support from parents and the community. This shows that MDT is in a difficult position to independently improve the quality of its learning without the support of external parties, both the government and the wider community.

a. Limitations of Facilities and Infrastructure

The limitation of facilities and infrastructure is one of the main issues faced by Madrasah Diniyah Takmiliyah (MDT) to improve the quality of learning (Sayuti, 2023). MDT plays an important role in producing a generation of noble characters with a deep understanding of religion, but many face limitations in facilities such as classrooms, teaching materials, learning media, and access to technology, hindering the optimal learning process.

Inadequate Classrooms

The main obstacle to MDT is the lack of adequate classrooms, with inappropriate physical conditions, such as narrow spaces, poor lighting, and poor ventilation. This interferes with the learning process, making it difficult for students to concentrate and feel uncomfortable, especially in remote or budget-limited areas (Mailani et al., 2024).

The lack of classrooms forces MDTs to take turns or in large groups, reducing the effectiveness of learning. Budget constraints have prevented many MDTs from providing decent facilities, such as desks, ergonomic chairs, whiteboards, or library and laboratory spaces, which are essential for supporting students' cognitive and social development.

Figure 1. Class Conditions

Lack of Access to Technology

Technology is now important in education, facilitating access to information and distance learning. However, many MDTs, especially in rural areas, still lack access to technology such as computers, projectors, and the internet. These limitations hinder the adoption of modern learning methods, such as online learning, which are effective in improving the quality of learning, especially during the pandemic, forcing MDT to rely on conventional face-to-face methods that are less effective in the digital era (Jayanthi & Dinaseviani, 2022).

Lack of Learning Media

Adequate learning media is essential in creating interactive and engaging learning for students (Wulandari et al., 2023). Many MDTs face limitations in learning media, often relying on old books and conventional methods without visual aids or digital media. Budget constraints and access to technology hinder the use of innovative media such as infographics or videos, which can increase students' understanding and interest, especially in abstract religious learning, making learning less engaging in the digital age.

Limitations of Teaching Materials

The limitation of teaching materials is a major obstacle at MDT, with many institutions still using outdated textbooks that are not in accordance with the current curriculum. Limited and less varied teaching materials make it difficult for students to learn more deeply, especially in understanding Islamic teachings. Budget constraints hinder the provision of engaging teaching materials, and while some teachers create their own materials, it requires time and skills that not all teachers have (Abdurahman et al., 2024).

Solutions to Overcome Limitations in Facilities and Infrastructure

To overcome the constraints of limited facilities and infrastructure, collaborative efforts are needed between MDT, the government, and the community. The government has an important role in supporting the development of MDT facilities and infrastructure through more adequate budget policies and allocations.

Figure 2. Limitations of Learning Media

Assistance from the government can be in the form of building decent classrooms, providing library and laboratory facilities, as well as support in the procurement of modern learning media (Saepudin, 2018).

MDT needs to collaborate with non-governmental organizations, organizations, and companies through CSR programs to obtain funding, facilities, or training for teachers. Several MDTs that have collaborated with external institutions have shown significant improvements in the quality of facilities and infrastructure. In addition, the participation of parents in school activities or fundraising can be a short-term solution to overcome budget constraints. Public awareness of the importance of religious education must also be increased to support MDT optimally. In the long term, MDT needs to develop a sustainable strategy by seeking external resources from the government, private institutions, and the community. Improving the competence of MDT managers in managing finances and resources is also important to ensure the efficiency of the use of aid. Limited facilities and infrastructure are serious obstacles to improving the quality of learning, but collaboration between MDT, the government, and the community can overcome this problem gradually.

b. Lack of Competence of Educators in Madrasah Diniyah Takmiliyah (MDT)

Educators have a very vital role in the success of the learning process (Sulistiani & Nursiwi Nugraheni, 2023). The competence of teachers or educators at Madrasah Diniyah Takmiliyah (MDT) is one of the main factors that affect the quality of education provided (Abdul Pandi et al., 2024). However, one of the main challenges faced by MDT in an effort to improve the quality of learning is the low competence of existing educators. This condition has implications for the effectiveness of teaching and the achievement of religious education goals at MDT. The limitations of teacher competence include pedagogical skills, mastery of teaching materials, and the ability to utilize educational technology that is increasingly needed in the digital era.

Limited Pedagogical Ability

Many teachers at MDT have strong religious education backgrounds but lack formal training in pedagogy. As a result, they have difficulty developing varied and interactive teaching methods, often relying on traditional one-way approaches, so that the teaching and learning process becomes monotonous and less engaging for students (Rozali et al., 2022). Traditional one-way teaching approaches are ineffective in meeting the increasingly diverse needs of students, especially in the digital age. Students need interactive learning, group discussions, and practical application to understand the material in depth. The lack of pedagogical skills also makes it difficult for teachers to manage the classroom, especially with diverse student dynamics, so the learning process is less effective and students do not get the attention that suits their learning needs.

Lack of Mastery of Teaching Materials

In addition to pedagogical skills, mastery of teaching materials is also one of the important elements in teacher competence (Hasnawati, 2020). In many MDTs, teachers have difficulty

mastering religious materials relevant to modern life, due to non-uniform educational backgrounds and lack of access to up-to-date learning resources. This makes learning more focused on memorization and textual comprehension, without connecting religious teachings to students' daily problems, which can reduce their interest in religious lessons because they feel that the material taught is irrelevant to real life.

Lack of Teacher Training and Development

The low competence of educators in MDT is also due to the lack of access to training and professional development programs (Hoesny & Darmayanti, 2021). Many teachers at MDT do not have the opportunity to attend training or workshops that can improve their teaching skills, especially in remote areas. Without adequate training, teachers find it difficult to adopt innovative teaching methods and utilize technology. In addition, low incentives and salaries of teachers reduce their motivation to participate in professional development programs, hindering the improvement of teaching quality.

Lack of Utilization of Technology in Learning

One aspect of teacher competence that is increasingly important in the digital era is the ability to utilize technology to support the learning process (Yunita, 2023,). Technology can create interactive and engaging learning, as well as expand students' access to learning resources. However, many teachers at MDT are not yet familiar with or have the skills to utilize this technology. The lack of use of technology is caused by limited facilities, such as computers and internet access, as well as a lack of training for teachers in using technology effectively. Without adequate skills, teachers continue to rely on traditional methods that are less in line with the needs of students in the digital age, even though technology can be very effective in teaching religious materials and improving classroom management.

Solutions to Overcome Low Educator Competence

To overcome the low competence of teachers in MDT, it is necessary to make continuous efforts by increasing the number of training programs that focus on improving pedagogical skills, mastery of teaching materials, and the use of technology. This training must be carried out regularly so that teachers can keep up with the times. MDT may also work with higher education institutions or professional organizations to provide training and mentoring support. Partnerships with the government are important to support the implementation of this program. In addition, improving teachers' welfare by providing incentives or rewards can motivate them to continue to develop. The low competence of teachers in MDT hinders the quality of learning, due to limitations in teaching skills, mastery of materials, and technology. Through continuous training, external support, and improved welfare, teacher competence can be improved, which in turn will improve the quality of learning at MDT.

c. **Lack of Support from Parents and the Community in Madrasah Diniyah Takmiliyah (MDT)**

The support of parents and the community is very important for the quality of learning at MDT. However, the lack of parental involvement, community contribution in educational facilities, and apathy towards religious education are significant obstacles to improving the quality of learning at MDT, as found in research and interviews with MDT heads (Setiawan & Asrowi, 2021). In this section, we will discuss in more depth how this lack of support affects the quality of learning at MDT, as well as solutions that can be done to overcome these problems.

Low Parental Participation in the Educational Process

One of the main problems in MDT is the low participation of parents in the religious education of their children. Many parents leave the responsibility of religious education entirely to madrasas, without playing an active role at home. The involvement of parents is very important to support the formation of morals and strengthen the religious values taught in madrasas. Some MDT heads revealed that parents rarely attend school meetings, are not involved in madrasah activities, and do not monitor children's progress, which has an impact on student's motivation to learn (Ritonga et al., 2022). When parents are not involved, children tend to be less motivated to learn and practice religious teachings in daily life. In addition, the lack of communication between teachers and parents also makes it difficult for madrasas to monitor student development comprehensively, because the information obtained from the home environment is limited.

Lack of Community Support in MDT Development

In addition to parental participation, support from the wider community is also very important in ensuring the sustainability and development of MDT (Zafi et al., 2021). The community can support madrassas through financial support, involvement in activities, or the development of learning facilities. However, many MDTs, especially in rural or underdeveloped areas, face a lack of community support. Many people consider religious education to be the responsibility of madrasas, not together. As a result, MDT often relies on community assistance, such as infaq or donations, to meet operational needs. Without this support, madrasas have difficulty improving facilities, teaching materials, and teacher welfare, which has an impact on the quality of learning received by students.

Apathy toward religious education

The community's apathy towards religious education is an obstacle to the development of MDT. Many focus more on formal education and consider religious education secondary. As a result, public support for MDT is not optimal, even though religious education is important in shaping the character and morals of the younger generation. This limited support makes it difficult for MDT to develop (Rahman & Akbar, 2021).

Solutions to Address Lack of Support from Parents and Communities

To overcome the lack of support from parents and the community, madrasas need to be more active in involving both parties in education. The solution includes improving communication, such as regular meetings with parents to provide

information about the development of children's education and invite them to be involved in madrasah activities. In addition, madrasas can hold programs such as cooperation, fundraising, or religious events involving the community. This will help parents and the community see the importance of their role in religious education and feel a shared responsibility. Madrasah can also collaborate with religious leaders or the community to socialize the importance of religious education.

Madrasah can establish partnerships with external institutions, both government and non-government, such as FKDT (Diniyah Takmiliyah Communication Forum) to get financial support or community empowerment programs. Lack of support from parents and the community often hampers the development of MDT, with low participation and apathy towards religious education. However, with the right efforts, such as improving communication and collaboration with external parties, support can be increased, helping MDT provide quality religious education. In addition, improving teacher competence through training and workshops is very important so that learning is more effective and interesting, and by the times.

5. Strategy Analysis and Collaboration to Improve the Quality of MDT Learning

In the context of MDT, the limitations of physical facilities such as inadequate classrooms, lack of teaching materials, and lack of modern learning media are inputs that directly affect the learning process. The educational process that is disrupted due to these limitations can cause a low quality of interaction between teachers and students, making it difficult to achieve educational goals optimally. In addition, Vygotsky's theory of *Sociocultural Learning* emphasizes the importance of the role of the social environment, including support from parents and the community, in supporting student development. A learning environment supported by the collaboration of parents and the community can create a rich educational ecosystem, where students gain a broader and relevant learning experience. On the contrary, the lack of support from parents and the community in the context of MDT often makes efforts to improve the quality of learning less effective. Thus, the integration between theoretical understanding and real conditions in MDT shows the need to improve the quality of educational inputs and collaboration between various stakeholders to create an optimal learning environment for students.

The strategies implemented by the heads of Madrasah Diniyah Takmiliyah (MDT), such as finding donors and involving the community, can be explained through the *Community-Based Education approach*. This approach emphasizes that the active participation of the community in education not only serves as a source of material support but also increases the sense of belonging to educational institutions. In the context of MDT, community involvement, for example, through fund donations, cooperation initiatives, or the provision of learning facilities, can be a sustainable solution to overcome resource limitations. This approach strengthens the relationship

between the madrasah and the surrounding community, creating a network that supports each other in the development of religious values-based education.

On the other hand, internal strategies such as teacher training can be analyzed through *the theory of Continuous Professional Development* (CPD), which emphasizes the importance of continuous learning for educators. CPD provides a framework to ensure that teachers not only improve their technical and pedagogical competencies but are also able to adapt to changing student needs and technological developments in education. In the case of MDT, ongoing training can include improving pedagogical skills, in-depth mastery of religious material, and utilizing technology to create more relevant and engaging learning for students.

By combining *Community-Based Education* and *Continuous Professional Development*, the MDT strategy can be seen as a comprehensive effort that not only addresses physical and financial constraints but also significantly improves the quality of the learning process. This approach highlights the need for collaboration between the community and educators to create an education ecosystem that is resilient and able to face the challenges of the modern era.

In Malaysia, Madrasah Diniyah or similar Islamic educational institutions receive significant support from the government through the well-organized management of zakat funds. This zakat fund is used not only to improve facilities and infrastructure but also to improve the welfare of teachers through the provision of regular incentives and continuous training. This approach shows that the role of the government in managing external resources can have a direct impact on the quality of education organized by non-formal institutions(Afif & Zalnur, 2024).

In contrast, in Indonesia, despite efforts to support MDT, the resources available are often insufficient. Many MDTs have to rely on self-reliance or local community contributions, which are not always stable or well-organized. This is different from the approach in Malaysia which has a more systematic religion-based education fund management system. This comparison reinforces the argument that external support, both from the government and other institutions, is a key factor in the development of Islamic educational institutions, especially those that focus on religious education.

In addition, madrasah diniyah has been integrated into its national education system, so that they get access to the state education budget. This integration allows for better management of challenges such as limited physical facilities, teacher welfare, and the availability of teaching materials(Nasir, 2015).

The role of Madrasah Diniyah Takmiliyah (MDT) as a non-formal educational institution that focuses on shaping students' character is the importance of combining religious values with the development of skills and knowledge relevant to contemporary life (Integrated Islamic Education). Within this framework, Islamic education is not only seen as an effort to strengthen spirituality and morals, but also as a means to equip students with critical, innovative, and

adaptive thinking skills in the midst of changing times.

MDT, through a curriculum based on Islamic values, has great potential to support Integrated Islamic Education. However, in order for this role to be more optimal, it is necessary to transform the learning approach that allows students to understand the relationship between religious teachings and the context of modern life. For example, the use of technology in religious learning can be a way to bridge the gap between tradition and modernity. This is relevant to the global challenges facing Islamic education, where Islamic educational institutions in various Muslim countries are also struggling to maintain the relevance of their curriculum amid technological advances and globalization.

In a global context, a model like this shows that Islamic education can remain relevant to the needs of the times without losing its essence. Therefore, collaboration between the government, the community, and educational institutions is needed to support the development of inclusive and sustainable Islamic education.

To overcome the various obstacles faced by Madrasah Diniyah Takmiliyah (MDT) mentioned above, a holistic strategy is needed that not only relies on traditional approaches such as finding donors or involving local communities but also takes advantage of collaboration opportunities with wider organizations and institutions. For example, cooperation with higher education institutions can also have a significant positive impact. Higher education institutions can assist MDT in developing a curriculum that is more relevant to the needs of the times,

providing training to improve the competence of educators, and supporting research and development of innovative learning methods. For example, the preparation of a technology-based curriculum that integrates religious teaching materials with the use of digital media can increase the attractiveness and effectiveness of learning at MDT. This curriculum not only helps students to better understand religious teachings but also equips them with relevant skills in the digital age.

CONCLUSION

Based on the results of the research on the challenges and solutions faced by Madrasah Diniyah Takmiliyah (MDT), it can be concluded that MDT has a very important role in organizing non-formal Islamic religious education in Indonesia. However, MDT faces various significant obstacles in realizing quality learning, especially in terms of limited facilities and infrastructure, low competence of educators, and lack of support from parents and the community.

Limited facilities and infrastructure, such as inadequate classrooms, lack of learning media, and limited access to technology, hinder the creation of a conducive learning environment. Therefore, more supportive policies are needed from the government to increase the availability of learning facilities, including the construction of decent classrooms and access to educational technology. Cooperation with non-governmental organizations and local communities is also important to ensure sustainable financing and resource support.

Improving these facilities should be a national and local education policy priority, with strategies that can be implemented not only in Baleendah District but also in other areas facing similar constraints.

In addition, the competence of educators in MDT needs to be improved through continuous training programs, with a focus on the development of pedagogical skills and the use of technology in learning. Training programs that are tailored to the needs of teachers in the digital era can introduce interactive teaching methods that are more relevant to the times. Policies to support the improvement of educator competence must involve cooperation with higher education institutions and professional organizations to provide systematic and quality training. Providing incentives or rewards to outstanding teachers is also important to improve their motivation and teaching quality. This can be a practical intervention adopted by education policies at the national and regional levels.

Support from parents and the community is also a key factor in the success of education at MDT. Raising parents' awareness of the importance of their role in their children's religious education can be done through regular meetings and activities that involve the community directly, such as community service and religious events. Policies that actively involve parents in educational activities, as well as community empowerment in supporting madrasas, can be applied on a wider scale, not only in Baleendah but also in other areas in need. These programs can be integrated into more inclusive community-based education policies.

The challenges faced by MDT do not only come from internal factors but also from external factors such as limited infrastructure and community support. Therefore, collaborative efforts are needed between the government, non-governmental organizations, the community, and the private sector to ensure that MDT can function optimally in educating a generation with noble character. Further research is needed to explore the effectiveness of policies implemented in different regions and to identify practical interventions that can accelerate the improvement of the quality of religious education in madrasas. A clear roadmap, involving policies that support the development of facilities and infrastructure, teacher training, and collaboration between institutions and communities, is urgently needed to improve the quality of learning in MDT in the future.

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